



**A Case Study on Students' Ownership of Learning and its  
effects on Students Academic Achievements**

**دراسة حالة: الملكية في التعليم لدى الطلبة و تأثيرها على التحصيل الاكاديمي  
لديهم**

**by**

**GHALEB WAHBI**

**Dissertation submitted in fulfilment  
of the requirements for the degree of  
MASTER OF EDUCATION**

**at**

**The British University in Dubai**

**October 2018**

---

## **DECLARATION**

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature of the student

---

## **COPYRIGHT AND INFORMATION TO USERS**

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean of Education only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

---

## **Abstract**

Ownership and learning are two independent concept which have been combined, from the educational perspectives into one concept referred as ownership to learning covering a broader yet complex and multidimensional domain.

The present research has encountered the extent to which student's ownership to learning improve their academic achievement by conducting a study at a school in Dubai where high school students have been targeted. Furthermore, the role of educationists and teachers, in order to promote the ownership to learning based interventions has been discussed in detail.

The research has adopted mixed method approach where survey and interviews have been conducted to collect the data. The research has validated the interconnectivity between the student's ownership of learning and improved academic achievement level.

---

إن الملكية والتعلم هما مفهومان مستقلان بذاتهما ، إلا أنه وعبر منظور تربوي تعليمي تم دمجهما معا في مفهوم واحد يشار إليه بملكية التعلم ، ليشملا بهذا المفهوم الموحد مجالا أرحب وفضاء أوسع غير انه لا يخلو من التعقيدات أو تعدد الوجوه والأبعاد .

ناقش هذا البحث كفاءة وقدرة ملكية تعلم الطالب على مدى تحسين تحصيله وإنجازه الأكاديمي ، ومن خلال إجراء دراسة ميدانية في مدرسة في دبي ، حيث استهدفت الدراسة طلاب المدرسة الثانوية نموذجا لعينة الدراسة ، كما استهدفت بعض الشرائح المجتمعية المرتبطة بهذه العينة مثل التربويين والمعلمين لمعرفة الدور الذي تقوم به هاتين الفئتين بغية مناقشة ملكية التعلم وتداخلاتها بكل الدقة والتفصيل .

انتهج البحث اسلوبا اعتمد الدمج والتكامل في جمع المعلومات ، حيث تبني الاستقصاء وإجراء المسح المقابلات لجمع البيانات ؛ ليثبت وعبر الدراسة والتحليل المستفيض قوة الترابط بين ملكية التعلم للطالب من جهة وبين تحسن مستواه و تحصيله الأكاديمي من جهة أخرى

## **Acknowledgement**

First of all, I would like to extend my gratitude and appreciation to all those who rendered their services and assistance to enable me to complete this research. I would also like to acknowledge the efforts and support of my research advisor Prof Sufian Forawi who has shared his pearls of wisdom and knowledge with me; he invested his combined efforts, stimulated suggestions, and provided me guidance through all the stages while leading the research towards success. Without him, this course of work would have been impossible to materialize.

Furthermore, I would like to give special thanks to AKNS school administration, management and all of those whom I had the pleasure to work with on this research, for they allowed me to conduct the study in their premises and collect the data which has been utilized to analyse the results mentioned in the research.

To the most important people who supported me and stood by me in my pursuit of this project: my family. I would like to thank my wife, whose patience, guidance, and motivation have pushed me forward to work diligently and ambitiously on my research. A huge thank you full of love goes to my two little daughters Melia and Malak, for they have unconsciously driven all my forces to invest in this research paper to make them proud of me in the future.

Lastly, I am truly thankful to all the peers, students, teachers and others who contributed their roles openly and welcomingly in all the levels of the research by highlighting the gaps and constructively suggesting essential interventions which have improved the overall quality of the research report.

---



## Table of Contents

1.	Introduction.....	1
1.1.	Rationale of the study .....	2
1.2.	Research purpose and questions .....	3
1.3.	Technology and Ownership .....	3
1.4.	Thesis structure .....	4
	Chapter 2.....	5
<b>2.</b>	<b>Literature Review: .....</b>	<b>5</b>
<b>2.1.</b>	<b>Ownership and Learning – Literary view .....</b>	<b>5</b>
<b>2.2.</b>	<b>Motivation and Engagement:.....</b>	<b>7</b>
<b>2.3.</b>	<b>Self-directed notions: .....</b>	<b>10</b>
<b>2.4.</b>	<b>Comparative Literature: .....</b>	<b>10</b>
<b>2.5.</b>	<b>KHDA model practices in UAE .....</b>	<b>12</b>
<b>2.6.</b>	<b>Conceptual Framework:.....</b>	<b>13</b>
	Chapter 3.....	14
3.	Methodology .....	14
3.1	Introduction:.....	14
3.2	Research Design.....	15
3.3	Data collection framework:.....	19
3.4	Research Instruments: .....	20
3.4.1	Quantitative instruments: .....	20
3.4.2	Qualitative tools: .....	21
3.5	Research Site, Population, Sampling and Participants: .....	22
3.6	Research Sample:.....	22
3.7	Pilot Testing and Cronbach Alpha.....	22
3.8	Ethical considerations: .....	24



3.9 Summary:	25
4. Analysis and Results	25
4.1 Descriptive and Interpretive Analysis	26
4.1.1 Demographics	26
4.1.2 Gender	27
4.1.3 Social Class	27
4.1.4 Student Engagement	28
4.1.5 Student Academic Progress	32
4.1.6 Student Expectation	35
4.1.7 Student Motivation	38
4.1.8 Student Learning Ownership	41
4.2 Reliability Analysis	44
4.3 Regression Run for Data:	45
4.3.1 TABLE: Model Summary of ANOVA	45
4.3.2 TABLE: ANOVA TABLE	46
4.3.3 TABLE: COFFEICIENT	47
4.4 Hypotheses Assessment Summary	48
4.5 Qualitative Research:	49
4.5.1. Teachers' Answer to the Interviews Questions:	49
Chapter 5	53
5. Implications, Discussion, Restriction and Suggestions	53
5.1 Discussion	53
5.1.1 Student Engagement	54
5.1.2 Student Academic Progress	56
5.1.3 Student Expectations	58
5.1.4 Student Motivation	59

5.1.5 Student Learning Ownership .....	61
5.2 Conclusion .....	64
5.3 Implications .....	65
5.4 Limitations .....	66
5.5 Suggestions .....	66
References.....	67
1.1 About you (optional).....	74
1.2 Additional Comments .....	78

## List of Tables

Descriptive Analysis	26
Demographics	26
Gender	26
Social Class	27
Student Engagement	28
Student Academic Progress	32
Student Expectation	42
Student Motivation	38
Student Learning Ownership	50
Reliability Analysis	55
Regression Run for Data:	55
TABLE: Model Summary	55
TABLE: ANOVA TABLE	56
TABLE: COEFFICIENT!	57

## 1. Introduction

Ownership within the context of learning is a significant topic adhering to the extrinsic and intrinsic motivation where the learning and knowledge patterns improve while enabling the students to take responsibility of their learning as well as motivate them to be self-focused and self-directed in order to smoothen their developmental trajectory and career path. Ownership is defined as “state or fact of owning something” (Binkhorst et al, 2015). As mentioned above, behavioural aspects of ownership to learning is concerned with the intrinsic factors or internal motivators which boos the level of engagement and encourage the students to be more involved in the learning process. Keeping in view this notion, ownership to learning is related to the concept of possessing the knowledge by carefully creating, catering, managing and retaining the developmental and learning sources (Barbara, 2010). “Education is an investment in time, energy, and expense. Students deserve more than a surface learning experience. Simply stated, deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles, and leads to understanding and long-term retention of concepts so that they can be used for problem solving in unfamiliar contexts” (Orchards, 2017). Ownership refers to the fact or an act of demonstrating attitudinal and practical responsibility towards possessing something (Barbara, 2010). Whereas learning is the continuous exploration of a topic, concept or domain in order to gain mastery over the respective topic (Buchem, 2012). Ownership to learning is categorized as the responsible attitude of the students towards their educational goals with high engagement level, massive involvement and empowerment where the drive to take ownership is sourced internally by keeping aside all the external circumstances and phenomenon (Chan et al, 2014) .Academic achievement is the performance level of the students which can be attributed to grades, quantified numbers, position or status which determines the educational capacity and qualification of the students. In this study academic achievement has been considered as a resulting factor of student’s inclination towards the ownership to learning.

Why is student ownership of learning so important? Students’ intrinsic and extrinsic motivation to learn increases when they possess some ownership and responsibility in the decision-

making process regarding their own learning (Conley, et al., 2014). In developing an instructional model centred around student ownership of learning in the field of science, O' Neil defined ownership as "a complex, multifaceted process that captures the relationships that students build between themselves, as youth and as learners, with science as the subject they aspire to participate in and with the context in which that participation takes place."

Furthermore, according to research conducted by Chan, Graham-Day, Ressa, Peters and Konrad (2014) states that "one way to improve student achievement is through supporting student ownership of learning, a core component of formative instructional practices. Teaching students to take an active role in their learning can benefit students by promoting student goal setting, self-assessment, and self-determination. As students become meaningfully engaged in their learning, they gain a better understanding of learning targets, how to collect and document evidence of their learning, and how to evaluate and clarify additional learning needs, leading to the ultimate goal of improving student achievement."

The stakes have never been higher, as teachers and school administrators are increasingly being evaluated and held accountable for student achievement on a variety of standardized and/or locally administered assessments. As teachers and instructional leaders scramble to identify clear learning objectives, design and implement assessments, and analyse and communicate student progress (Azevedo, Behnagh, and Duffy, 2012)

An important component of effective instruction is often overlooked – student ownership of learning is "Deep learning promotes understanding and application for life. In contrast, surface learning is the tacit acceptance of information and memorization as isolated and unlinked facts. It leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information" (Blau and Caspi, 2012).

### **1.1. Rationale of the study**

The UAE has implemented a stringent evaluation system to measure the quality of school performance and to support school improvements and student outcomes. Based on comprehensive performance standards that define the essential aspects of a quality education, this framework

includes eight objectives that are designed to result in UAE schools performing similarly to the highest performing schools in the world. Due to the defined goal of high performance, innovation, and inclusion for all students, the researcher has adopted a case study approach to investigate how school stakeholders can increase student ownership of learning by improving formative instructional practices, empowering students' intrinsic and extrinsic motivation and the role of Senior Leadership Team (SLT) in the process.

This study has been categorized as one of the unique studies in Dubai to measure the effect of students' ownership of learning. The study has been held in a National School as the researcher has the access to the data while working as the head of science department there. The school started to follow the course directory of the American Curriculum of Lansing Schools (Byer L, 2016) which was recommended by NEASC accreditation that promote for student ownership of their own learning.

## **1.2. Research purpose and questions**

The present study has incorporated the following research questions to be answered at the end of the subjected research.

***RQ1:*** What instructional practices/methods are currently in place that result in a high level of student ownership of learning?

***RQ2:*** What level of importance do teachers and instructional leaders assign to student ownership of learning?

***RQ3:*** How has student achievement been impacted by instructional practices which include high level of student ownership of learning

## **1.3. Technology and Ownership**

UAE is a technologically advanced country with a high focus on strengthening and developing the educational sector by introducing such competitive and unique interactive approaches which promote a sense of ownership and self-growth amongst the student's at all academic levels starting from elementary schooling to university levels (Al-Kaabi & Ali, 2015). UAE is recognized in the entire world through its continuous struggle and strive towards designing and restructuring such a systematic and well formulated educational design which encompasses

quality management techniques, advocates student's ownership to learning, promotes engaging and interactive activities, tips and such tricks which would instil skills and growth oriented competencies amongst the students. Considering the mentioned aspects and current trends of the education industry in UAE, there is a need to extend the study in the domain of ownership to learning at high school level in order to understand its impact on the academic achievement level of students.

#### **1.4. Thesis structure**

The present study has been divided into different phases. As mentioned above, section one has introduced the topic while developing the contextual conception through detailing the problem statement, significance of the study, research questions and other related constituents. Chapter two presents the literary analysis of the study where previous studies, published journals, articles and verified content from the websites has been discusses in order to form the literary and theoretical grounding of the subjected topic. Chapter three discusses the methodological interventions followed by the research analysis and discussion of the findings in chapter four. Finally, chapter five discusses the conclusion as well as summarized version of the report.

### 2. Literature Review:

Literature review is a collection of the extracted previous researches, articles, journals and studies which have been conducted in order to understand the underlying concept of student's ownership to learning in the class room – an emerging yet most critical and complex concept which goes beyond the concept of student engagement. The section covers the conceptual definition of the student's ownership to learning concept along with detailing the review of the studies determining its effectiveness. As the current study is focused on Dubai's educational system and an evaluation of the extent to which students have been witnessed to be taking the ownership to learning in their academic career, the researcher has discussed KHDA model as the primary framework and a significant constituent of effective instruction which is usually overlooked.

#### 2.1. Ownership and Learning – Literary view

Integration of the terms ownership and learning has given rise to the academic revolution where the concepts have been studied within the context of students taking responsibility of their learning, understanding and knowledge base enrichment (Buchem, 2012). Ownership refers to the fact or an act of demonstrating attitudinal and practical responsibility towards possessing something learning is the continuous exploration of a topic, concept or domain in order to gain mastery over the respective topic (Wiley, 2010). Within the educational context, taking ownership to learning is categorized as the responsible attitude of the students towards their educational goals with high engagement level, massive involvement and empowerment where the drive to take ownership is sourced internally by keeping aside all the external circumstances and phenomenon (Chan et al, 2014). Teachers are inclined towards enabling the students to achieve more elevated academic results, however the most important notion is that they usually don't realize that the expected outcome or achievement level can only be accomplished through their teaching, method which have been adopted to include extra knowledge, activities and engaging topic aside from the core subjects (Hsieh & Tsai, 2017) which foster the ability on them to own their learning and developmental path and take full responsibility of it. The concept of ownership to learning enables



the students to expand their knowledge and information absorbing horizon by giving them autonomy and support (Ozaki, 2018)

The concept is purely student centered empowering them to make a conscious or unconscious choice in order to pursue their career in a particular field through making an independent decision of receiving that education (Fisher & Frey, 2010). The concept has a broader contextual ground and hence different authors have explained their understanding about the ownership to learning in varying manner. Several researchers, including Wade (Wiley, 2010) defined the concept as improving the sense of pride amongst the students; similarly the concept was explored considering the ability of students to make decisions through collaborative learning by Wilson whereas Deal and Sterling defined ownership to learning approach as a student directed approach whilst enabling the students to observe and present their own interpretations (Wiley, 2010).

According to the previous research studies, student ownership of learning is one of the most significant concept of the current era which is considered as a key constituent of increased readiness and improved capability, enhanced cognition and transitional mode of knowledge base (Chan et al, 2014). Stiggins (2010) based his research studies on further exploring the student's learning aptitudes and hence focused on the importance and effectiveness of instructional decisions. It further states the relative greater impact on the learner's success which clearly validate that the student centered approach empowering them to make decisions and take responsibility of themselves as one of the most influential method (Stiggins, 2010). Likewise in accordance with another research which was conducted at the school of Education in western Pennsylvania ownership to learning has been considered as the provision of an opportunity for the students to have a control over their learning patterns in order to develop self-efficacy and such skills which will contribute to enhance self-regulation whilst enabling themselves for their self-assessment of learning patterns (Reeves, 2012). The concept also adheres the perspective of motivation, engagement, clear direction, efficacy and self-monitoring by following a goal oriented approach. Furthermore, metacognition and persistence are additional but considerable aspects.

Literature review signifies that the students who seem to be highly active while demonstrating ownership to learning are predicted to be more successful due to them being exposed to a broader range of environments (Stiggins & Chappuis, 2010); for example in case of

online courses and huge class rooms where the witness the least interaction along with their instructor (Marks, Kerivan, García, & Coll., 2013). Similarly, it is considered as a compensatory approach in case where teachers are not much more effective as they become self-responsible and look beyond to what has been instructed by the teachers. Students withholding the learning ownership are more eager to search themselves to equip themselves with extra knowledge which helps them to solve complex assignments and analytical cases as compared to those who remain stick to the limited sources and the advised direction (Wiley, 2010). Such students are more persistent and demonstrate unique and novel assignments in terms of quality (Richardson, Abraham, and Bond, 2012).

Besides all that, students taking the ownership of learning doesn't mean the relevant compensation of all the deficit within the context of mastering the concepts to improve their learning curve and enrich the knowledge base (Chan et al 2014). However students learn to drive themselves and are more motivated with an increased desire to achieve the set goals and objectives while building the inner capacity to be successful; given the fact that the ability of performing self-reflection is considered a major contributor in this regard where they can identify the positive and negative aspects of the assignments or modules and this self-identification of shortcomings help them to improve in the future (Marks et al., 2013).

Despite entailing five components of students' ownership of learning, the emerging yet vital concept is still considered as a constituent which is dependent on the intrinsic or extrinsic extent to which an individual is motivated, focused and engaged in learning patterns. This intrinsic and extrinsic stimulation is categorized as the driving force which aids the students in setting their goals of learning (Al-Kaabi & Ali, 2015)

## **2.2. Motivation and Engagement:**

As mentioned above ownership to learning is a broader concept and hence it incorporates several factors; one of which is students' engagement patterns which, specifically at school level are considered as being connected to the student's academic progression and achievement level along with ensuring their retention in the educational institution (Credé & Kuncel, 2010). Conley's four keys model depicting the career readiness of students within the context of motivation and engagement level is a highly distinguished contribution. The underlying principle focuses on the

ability of students to understand and unleash the hidden value of the respective course they are interested in hence stimulating and internal motivation and desire to excel (Conley D. 2012), take responsibility of their highly valued learning whilst challenging themselves to get out of the comfort zone. Such empowering and student focused approach triggers the psychic stimulators of the students hence encouraging them to strive hard in order to gain the skills, plan and manage time to reach to the mastery level and most importantly own their learning choices (Conley, et al., 2014). One of the most effective medium which has been identified as the ownership to learning booster is the student's learning through mobiles. Tasi (2017) conducted a research in Taiwan where the researcher explored the teacher's perception and concept about enhanced learning through mobile phones through analyzing six distinct mobile phone learning categories. The results demonstrated a direct and swift shift from teacher oriented trajectory to student centered notion where technological inculcation was found to be playing a significant role towards amplifying the current learning strategy (Hsieh & Tsai, 2017).

Ownership to learning structure synthesizes the tools, techniques including learning based activities, collaborative approach, technological interventions and mediums to foster either of the generic, topic or subject specific choices of learning being made by the students themselves while helping them to reconstruct and formulate a system, strategy or a plan to grow in the opted course (Fisher & Frey, 2010), relearn the concepts and eventually succeed (Stiggins & Chappuis, 2010). Initiating the student ownership model doesn't require enforcement towards making long moves but small tips and tricks which include the ability of students to design their own time table in accordance with the subject specific curriculum ensuring the preparation for exams beforehand or formulating a new and well-structured approach towards memorizing the historical events and happenings (Richardson, Abraham, & Bond, 2012).

Motivation is the key contributor to the increased patterns of student's learning ownership. The concepts of motivation and engagement are considered as interdependent and closely related to each other (Barbara, 2010). Motivation is categorized as an internal stimulator whereas the behavioral manifestation of the internal degree of motivation is usually termed as engagement. In simpler words, engagement is considered as an output of motivation (Richardson, Abraham, & Bond, 2012). Higher level of student's engagement in class is considered as the primary driver of higher achievement in the class room environment. (Blau & Caspi, 2012) Contrary to it, the inverse

concept links lack of students engagement with considerable less achievement level. Engagement level of students is considered another contributor to ownership of learning model while encountering emotional, behavior and cognitive triggers (Trowler, 2010). Any of the mentioned engagement types might not be as effective to foster ownership when introduced alone in order to boost the self-guided actions for the students. A combination of high order thought patterns, skills, intrinsic and extrinsic motivation and cognitive engagement accumulate to form self-engaging and enjoyment level of academic learning amongst the students (Chan et al, 2014). Student's willingness to learn and gain knowledge of what they have been exposed to results in greater and impactful learning outcomes whereas, compliance based approach of learning in which the learner is dictated about each and every aspect of the curriculum, subject, concept or topic and is instructed to remain stick to the given directions (Nicolini, 2016) usually yields disappointing and comparatively lower results (Richardson, Abraham, & Bond, 2012). Most of the previous studies being conducted to understand the effectiveness and the impact of student's ownership approach towards learning present the notion that self-motivation and high engagement of the learners requires validated instrumental reasoning in order to witness self-awareness of the students in terms of learning strategies in a self-monitored and self-responsible fashion (Conley, et al., 2014).

In short, based on the presented studies, the concept of ownership to learning can be categorized as the students' intrinsic and extrinsic motivation level (Marks et al, 2013) which fosters high patterns of engagement whilst creating a drive amongst the students to established their personal learning goals, take potential action in order to reach the desired destination and hence demonstrate a self-controlled, efficacy and self-confident notion (Stiggins & Chappuis, 2010) towards achieving their subjected goals or objectives. Once the students have gone through the whole procedure, they subsequently get more motivated to challenge themselves further and establish new goals and objectives; a bit broader and complex, after being more skilled in owning their self-learning choices (Credé & Kuncel, 2010).

### **2.3. Self-directed notions:**

Ownership to learning adheres to the concept of self-directed notion and a goal oriented approach of the students instigating their positive attitude towards owning their learning goals. According to the previous researches, self-controlled behavior is considered as the driver for the students to achieve their goals ensuring their influence on the directed objectives specifically under unfamiliar conditions and volatile circumstances which are said to be beyond the students' behavioral control (Locke & Latham, 2016). Making the students realize and understand the effectiveness of goal orientation for themselves is the primary yet the most complex step for the teachers and academicians which requires extra efforts exerted in order to get the student's academic goals set and well directed following the student centered approaches (Shim, et al., 2013). Students who have high level of ownership towards their learning possess a growth oriented mindset; contrary to which are those who witness fixed intellectual capacity due to limiting themselves to merely the directions and instructions posed by educationists or academicians (O'Neill, 2016). Not ignoring the fact that the students with fixed and rigid mindset do avoid failures and look for the advice to utilize what they already know whereas, on the opposite end, students with ownership to learning are mostly found to be involved in self-questioning for their continuous progression and development in order to unleash the unexplored domains, aspects and perspectives (Shim, et al., 2013). In short, advocacy and promotion of self-direction undermining the concept of ownership to learning is a very significant yet complex and time taking process; which once adopted rewards the students to an unlimited extent and distinguishes them from the crowd during their academic career as well as the time when they enter the professional world due to their diversified and competitive skills and competencies (Fisher & Frey, 2010).

### **2.4. Comparative Literature:**

Ownership to learning incorporates a huge perspective which adheres to the concept of instilling lifelong skills amongst the students which are focused towards learning marking a clear and distinguished difference amongst those students who adopt the approach and the ones who limit themselves to a fixed aspect. According to a research which has been conducted about learning is referred as the most effective notion specifically within the context of scientific practices and conceptions in the classroom which follows a substantial extensive approach leading

the students towards a professional and real world whilst instigating the student's intrinsic and extrinsic motivation levels (Fleming, Keith, and Debra 2010). Within such context, integration of ownership with the learning approaches proves to be highly effective and impactful as it encourages the students to brainstorm, think about the questions and strive themselves to obtain the meaningful and detailed answers through following either of the exploratory or investigative approaches (Fleming et al, 2010). The model which is termed as Student's owned learning model is considered as a developmental and growth oriented pathway which assists in the transitional phase of transforming the ownership of learning from academicians and teachers to the students and hence paving the pathway for the students to opt for their self-development and personal growth focused model resulting in highly competitive and un-matching learning strategies (Fleming et al, 2010).

Within the context of student ownership model towards learning several researches have clearly identified that cognition and intelligence is not a fixed and rigid approach but possesses a varying nature alternatively while contributing towards the development of mastery and expertise oriented and growth focused mindset amongst the students (Akyol, Garrison, & British, 2011). Furthermore, the approach provides and empowerment to the students to develop and utilize their cognitive abilities whilst enriching their knowledge and learning base; and hence triggering their willingness to get themselves engaged in high level and complex tasks, avoid any potential challenges, eradicate the hindrances barricading their way and reach the desired destination by achieving the set goals and objectives subjected towards improving their learning capital and cognitive abilities. Contrary to these mastery oriented students is a group which follows the compliance mind set; where a comparative approach clearly demonstrates that such students blame failure for their personal inefficiencies and inadequacy (Richardson, Abraham, & Bond, 2012) and exhibit lower and deteriorating performance levels which result in ultimate failures.

In short, the literary studies and researches by renowned scholars and theorists have clearly validated that it is the responsibility of academicians education regulatory authorities and the teachers to adopt new systems and such instructional and evaluation strategies which would challenge the student's cognitive abilities (Chan et al, 2014) and aid in improvement the level of their achievement through promoting owner to learning approach which is considered as the core

and vital yet challenging aspect of instructional approaches and practices pertaining the learning and knowledge owned perspectives (Conley, et al., 2014).

## **2.5. KHDA model practices in UAE**

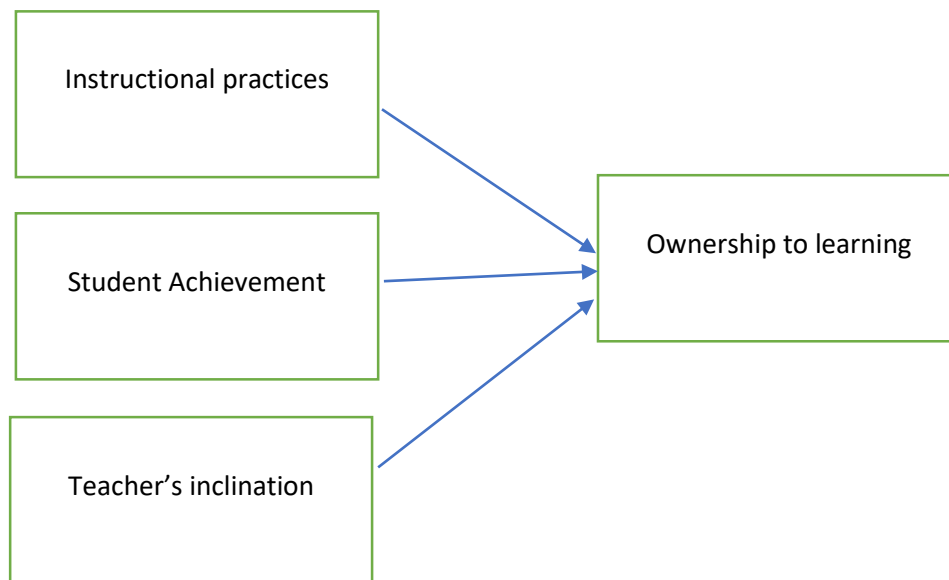
UAE is recognized in the entire world through its continuous struggle and strive towards designing and restructuring such a systematic and well formulated educational design which encompasses quality management techniques, advocates student's ownership to learning, promotes engaging and interactive activities, tips and such tricks which would instill skills and growth oriented competencies amongst the students. KHDA framework is one of such approaches which has its foundational grounding based on three pillars which include quality, efficacy along with equity maintenance perspectives (Mariam, 2017). UAE is a technologically advanced country with a high focus on strengthening and developing the educational sector by introducing such competitive and unique interactive approaches which promote a sense of ownership and self-growth amongst the student's at all academic levels starting from elementary schooling to university levels (Al-Kaabi & Ali, 2015). Latest statistics clearly state the adherence of 52% of the schools towards introducing a well-structured and technology aided learning environment in the classrooms which makes the students prone to a professional and practical world at early stages whilst encouraging them to self-question, explore, investigate, interpret and own their findings in order to track their developmental and growth patterns referring to the learning curve (Mariam, 2017).

KHDA framework has been introduced in 2007 which reflects the efforts of UAE government towards maintaining a standard in the prevailing education system of specifically the private schools with an increased focus towards performance, learning outcomes and growth and skills oriented environment. The educational authorities of UAE government have termed ownership to learning as a vital and the most significant contributor towards increasing the knowledge capital of the country by improving the overall learning experience and engagement level of the students in the educational institutions. According to the UAE government, "The standards have been developed and are regularly revised in cooperation with educational practitioners across the diverse curricula represented in Dubai. Through inspections and the participation of schools in international assessments, DSIB provides KHDA, the Government of Dubai and the wider public with an accurate and detailed view of the quality of school education

in Dubai in relation to the educationally best-performing countries in the world” (Government of Dubai, 2010). KHDA model is focused on investing in such learning environments which will produce an immense number of independent learners who have self-confidence, own their decisions, trust themselves, are open to feedback and look for such an environment which fosters and boosts their self-growth to an inflected point.

Based on the above literature and perspectives presented by the scholars and renowned researches, ownership to learning is a vital approach which aids in improving the level of self-growth and development in the classrooms. After performing the literary evaluation, this study has focused on investigating the extent to which education sector stakeholders and particularly schools can improve and enhance ownership to learning amongst the students through following instructional tips and tricks followed by empowerment and motivational approaches.

## 2.6. Conceptual Framework:





## **Chapter 3**

### **3. Methodology**

#### **3.1 Introduction:**

Research is termed as a systematic and structured framework which follows descriptive, explanatory, predictive or controlled approach towards a particular phenomenon using either of the deductive or inductive methods in order to formulate explanations or perform a validity test aiming to answer the devised research questions (Sreejesh, Mohapatra, & Anusree, 2014). Research encompasses various distinct components which are combined to yield a successful research. According to Gall and Borg (1996), research entails identification of research problem, devising the questions considering feasibility of the study, performing a literary analysis, formulating research design, detailing methodology, performing a pilot study to look for any improvements, conducting actual study and analyze the results accordingly. The two main aspects which are considered while conducting a research are the evaluation of the extent to which the selected study will contribute to educational and literary aspects in the particular domain (Cronin, 2016).

One of the main constituent which portrays the overall effectiveness of the study is its methodology chapter detailing the qualitative and reliable aspects of the entire research (Flick, 2015). The primary component highlights the tools and techniques which have been followed while conducting the research in order to explore and get an in depth understanding about the research questions (Sreejesh, Mohapatra, & Anusree, 2014).

Student's owner to learning is an emerging yet highly vital concept which has gained much attention in the academic research considering the theoretical perspectives as well as practical implementation in the education industry (Farley et al, 2015). Student's ownership to learning is an effective yet one of the major components of educational instructions system which is overlooked quite often, however it is concerned with the intrinsic as well as extrinsic motivation level of the students while encouraging them to take responsibility of their actions and choices, own their decisions and implement self-reliant approach to identify the developmental aspects and progressive growth opportunities (Suskie, 2018). Although ownership to learning being posed by the students is a very complex and multifaceted concept, however it aspires the students to become

self-aware, self-responsible and self-directed along with learning to lead instead of following merely the given directions or instructions as being posed by the teachers. U.A.E is recognized worldwide for its well formulated educational system and most of the schools have focused on introducing such spectrum of activities and curriculum which enable the students to self-explore and search for the developmental areas for themselves in order to grow without relying on the coursework or the directed instructions only (Litz & Scott, 2017). The prevailing situation highlights the need to assess the strategies and interventions which school management might adopt in order to foster the culture of ownership to learning in the schools in Dubai.

This chapter is focused on detailing the methodological interventions which have been adopted by the researcher in order to conduct the study. The chapter consists of different sections. Section 1 describes the proposed research design along with the details about varied research steps followed by an explanation of research data collection methods in sections 2 and 3 respectively. Section 4 presents information about the research instruments whereas population, sample, pilot testing, reliability and validity have been explained in the consequent sections. Furthermore, the pilot study aspects have been discussed in the next section followed by the conclusion and summarized version of chapter in the following sections. The research has adopted mix method approach where objective and subjective responses have been taken into account in order to evaluate the sources of enhancing ownership to learning among the students of high school students of age 13 and above in a school at UAE. In simpler words, this chapter is the description of all the research processes, methods, tools and techniques which have been adopted to enhance the directed pathway for the readers in a better manner.

### **3.2 Research Design**

Literary analysis of the previous researches, articles and published content clearly shows that different evaluation techniques have always been opted in order to perform an analysis of the activities being performed by teachers and other school management staff. The research has been conducted to understand, investigate and explore the impact of varied teaching and learning methodologies on student's learning behaviors, level of academic achievement, competencies development and many more, however one of the most important concern which has mostly been taken for granted is the analysis of student's ownership to learning as a result of adopting student centered approaches. In UAE, a well-structured educational system has been introduced which has

given rise to the emergence of the subjected concept entailing student's empowerment towards making a choice and taking the ownership and responsibility of their learning patterns followed by self- managed developmental approach (Litz & Scott, 2017). The prevailing notion necessitates for the researcher to extend research encompassing student's ownership of learning pertaining effective instructional and self-directed teaching methods by targeting a school in Dubai which has recently followed the course directory of American Curriculum as being recommended by NEASC accredited to promote sense of ownership towards learning amongst the students of the high school.

Research design is one of the most vital section of the whole research which forms the basis of the extent to which a reader considers the research as reliable, valid and authenticated and builds an assumption after looking into the appropriateness level of tools and techniques which have been adopted in order to collect the data, analyze it and further evaluate it for the discussion while answering the devised research questions (Creswell, 2017). The researcher is familiar with the significant contributory aspect of the methodology section and hence an extra attentive behavior has been posed while designing the whole research framework focused towards analyzing the sources and teaching interventions which can enhance the level of student's ownership towards learning in a school of Dubai by targeting specifically the high school students of age 13 and above.

Research encompasses several disciplines which have their own definition of research, its usage and the kind of knowledge it contributes to a certain field. However, there are some common aspects about the direction of research which have been backed by all the theorists in the same way which are termed as research paradigms. Paradigms play an important role in the decision making process whilst guiding the researchers on how to carry out the whole process. As a researcher, while structuring the research design, it is much important to know that what discipline the subjected research belongs to (Antwi & Hamza, 2015). Research paradigms formulate a framework of practices referring to a guideline of conducting research and hence are categorized as positivism, interpretivism and pragmatism; each of which encompasses a certain direction and governance (Antwi & Hamza, 2015). Positivism refers to objectivity and experimental testing of the devised research questions. It is also referred as quantitative research method which follows empirical hypothesis development and testing (Hunt, 2011). Interpretivism follows an opposite direction and hence is focused on subjectivity of the topic while taking into account the behavioral

notions considered the multilayered human behaviors (Livesey, 2016). The third approach combines objective and subjective view points and hence emerge as a mixed approach research method which considered both abstract and behavioral aspects in order to construct a relationship among the responses and hence analyze them in a better way (Creswell, 2017).

This research has particularly focused on the unique measure to understand the effect of student's ownership of learning and exploring the sources which promote the sense of self responsibility amongst them. This study is intended to be conducted at Al Khaleej National School. Since the researcher has been working as the departmental head of science over there so it seems very easy for the researcher to collect the data which saves time and cost to a maximum level. The main reason of selecting Al Khaleej National School is that the school management has recently adopted NEASC accredited American Curriculum which promotes student's ownership of learning. Since the idea has been implemented, so it has encouraged the researcher to extend his study in the subjected direction. The research paradigm include positivism, interpretivism and pragmatism which are categorized as quantitative, qualitative and mixed approach methods (Antwi & Hamza, 2015). Adopting only one of the quantitative or qualitative approach for the research limits its horizon and the researcher caters only one aspect either empirical or behavioral. Whereas mixed method approach allows the researchers to evaluate the research data in a broader manner where both empirical and behavioral evidences aid the researchers in understanding the context of the research in a better way (Boeije, 2010). Case study is a widely accepted approach which the researchers adopt as part of mixed methods where the research is central to only one event, community, individual or group. Since the present research will be conducted in one national school of Dubai so, a case study method has been adopted in order to understand the contributory aspects of the school stakeholders towards improving the instructional modes and hence devise such strategies which promote the idea of students being posing responsible attitudes and behaviors towards their learning, development and growth patterns. Given the fact that ownership to learning eventually results in self-directed approach, a realization of taking responsibility for the self-made decisions and hence the students become able enough to challenge their competencies and abilities in order to push themselves out of the comfort zone to instill distinguished characteristics and unmatched skills set which gives them a competitive advantage in their entire academic as well as professional career (Farley et al, 2015).

This research has targeted the students of the high school who are above 13 years old at the selected school in order to develop the case study where both quantitative and qualitative approaches will be adopted for data collection and analysis. Since the study entails objective and subjective aspects, pragmatism paradigm has been followed using mixed method approach which broadens the research horizons by eliminating the limitations; in case of choosing either of the positivism or interpretivism paradigms (Antwi & Hamza, 2015). In terms of quantitative measures, the researcher has used student's grades, standardized assessment data as well as the survey questionnaires. Likewise, qualitative research tools include interviews with the instructional staff, where the elaborative or explanatory data has been collected in order to relate the qualitative responses to the results of survey questionnaires.

Another significant aspect is the adoption of convergent mixed method approach which refers to the parallel approach of collecting the quantitative and qualitative data followed by a parallel analysis and comparison in order to identify the common view points and detail the degree of conformity or disconformity in the analyzed results (Feilzer, 2010). Many researchers and theorist have recommended to adopt convergent mixed method approach because it gives and insightful knowledge about the results of the study and hence enables the researchers to obtain rightful and useful visualization related to the particular research problem (Binkhorst et al, 2015). Convergent mixed method model has been presented below in figure 1.

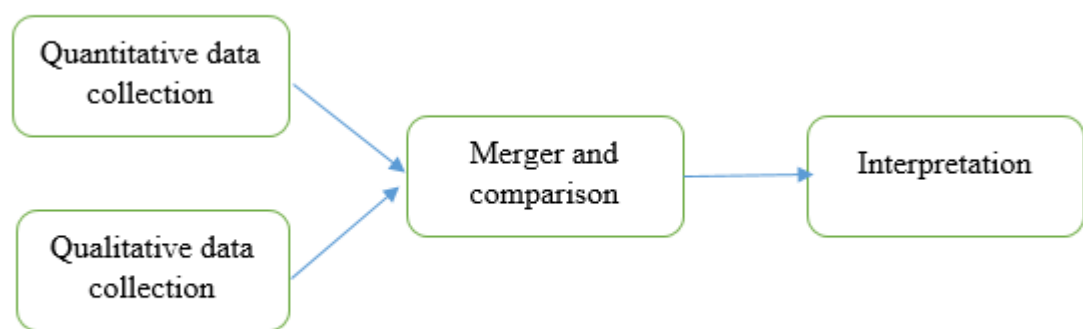
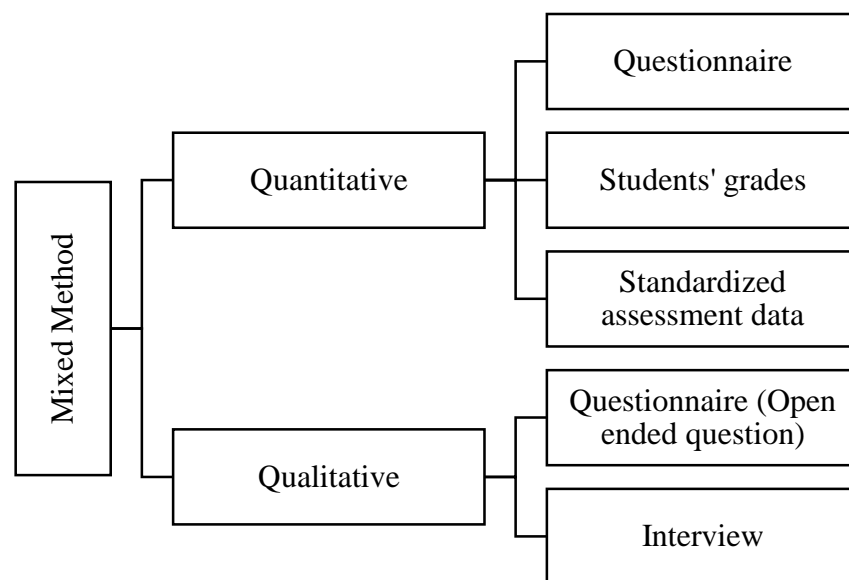


Figure 1 – Convergent Mixed Method

As mentioned above, the research has adopted a pragmatic direction where data has been collected through both quantitative and qualitative tools (Binkhorst et al, 2015). Quantitative tools include survey questionnaires, standardized assessment data along with the grading data of the

high school students studying at Al Khaleej National School in Dubai whereas interviews with the instructional staff have been conducted in order to obtain the qualitative data to be emerged with the quantitative results for better assessment, interpretation and discussion of the results while connecting the results back to answer the identified research questions. A self-explanatory diagrammatic view of the research design has been presented below in figure 2.



**Figure 2 – Research Design of the Study**

### **3.3 Data collection framework:**

Framework of data collection adheres to different aspects which include taking the consent from the management and participants of the research (Lewis, 2015). Since the researcher has been working as the departmental head in the same school, so it became quite easy to take permission from the school's principal and the participating staff. Furthermore, conducting the study in the same school saved a lot of time and research cost whilst researcher has been able to shift the focus towards data analysis and interpretation. After getting the consent forms signed, questionnaires were distributed among 20 staff members and hence interviews were conducted parallel to it. The

researcher ensured to provide the questionnaire draft to the participants a few hours before the data collection activity ensuring to give them enough time to go through the content and draw a conceptual picture in their minds of the points which are required to be utilized in the data analysis section (Binkhorst et al, 2015).

### **3.4 Research Instruments:**

Following the mixed method approach, both questionnaires, graded assessments and interviews have been considered as objective and subjective tools. Researcher was able to obtain the data in comparatively less amount of time due to well-structured questionnaire and sharing of the instrument before the data collection procedure. The subsections being mentioned below highlight the research instruments used for this study in order to analyze the impact, the sources and the role of teachers, faculty and the students in developing ownership towards learning by targeting the students from high school students at Al Khaleej National School Dubai.

#### **3.4.1 Quantitative instruments:**

This research has undertaken grades of the students, standardized assessment and majorly the survey questionnaire as the quantitative tools in order to measure the subjected notion. Questionnaires are considered as the scalable and objective tools which can assist the researcher in collecting data from a larger audience, following anonymity principles and hence gives a quantitative support to the research while analyzing the responses in order to answer the research questions. Although there exist certain negative aspects of using questionnaire as a researching tool, however they are being dominated by the authenticated positive perspectives.

The questions in the present study have been designed after conducting an analysis of the existing studies which include Al Kaabi (2015), Binkhorst (2015), Biggs (2011) and a few more. Adaptability and extraction of survey questions from such literary publications authenticate the rightful research perspectives. The questionnaire begins with detailing the purpose of conducting the research in order to remind the participant about the objectives. It then covers the demographical context including the questions related to gender, age, income, social class and self-perception. Section two consists of the statements related to students' engagement, expectations, motivation and degree of ownership based upon the five point Likert scale presenting the extent to

which the respondent agrees to a particular statement (Joshi et al, 2015). Following the 5 point Likert scale, 1 represents strongly disagree and 5 being the highest refers to strongly agree. The points in between include 2 depicting disagree, 3 as the neutral approach and 4 as agree (Joshi et al, 2015). Furthermore, an additional comments section has been added at the end of the questionnaire for the respondents to share their feedback, any suggestions or concerns.

### **3.4.2 Qualitative tools:**

This research has opted for interviewing technique as the qualitative tool (Boeije, 2010) which provide a detailed and subjective view point about a particular topic. Similar to the research questionnaire, interview questions have been designed by using the same resources. First question was about the view point of teachers to share their experience in regards to the assumed relationship between the engagement level of students with the learning outcome and academic achievement. Second question addressed the extent to which academic performance of the students is dependent on engagement, motivation and ownership to learning perspective. Third question was a bit tricky one as it entailed the views of the teachers about relating the student's expectations and the good graded where ownership approach is kept aside. The researcher ensured to ask sub questions about the teacher's experiences about the posed questions using probing techniques. Question four covered the challenging aspect of student's motivation. Finally the last question was a bit complex and one of the primary questions in which the context of students ownership of learning was broadened considering its impact on the professional world where the teachers got a chance to share their personal experiences of the setbacks which they witnessed. It was a 15 – 20 minutes recorded session where the participants were made aware of the audio recording aspects using an audio recorder. After conducting the interview, transcription was the next qualitative and subjective data management approach where the researcher ensured to gain maximum accuracy by avoiding biasedness. In short, interviewing teachers has been a very interactive yet informative activity which enriched the researcher's knowledge base and improved the learning curve. As mentioned previously, the questions in the present study have been designed after conducting an analysis of the existing studies which include Al Kaabi (2015), Binkhorst (2015), Biggs (2011) and a few more. Adaptability and extraction of survey questions from such literary publications authenticate the rightful research perspectives.



### **3.5 Research Site, Population, Sampling and Participants:**

Population is referred as the larger group of people which are considered as the central focus of the study while conducting any scientific research. The defining quality of population is that all the objects or individuals should possess same characteristics in order to enable the researcher to generalize the results after collecting responses from a small group of targeted individuals (Creswell, 2017). Target population of a research study can be real or hypothetical based on the requirements of the study. This research has undertaken the stakeholders of Al Khaleej National School Dubai as the target population which include instructional staff, teachers, school management, parents and the students themselves in order to analyze their role in terms of sources to promote ownership to learning approach amongst the students of high school of age 13 years and above.

### **3.6 Research Sample:**

An extracted or selected small group of people, objects or events which has been considered by the researcher as the participating factor in order to obtain the data and analyze the results on the basis of their responses (Antwi & Hamza, 2015). Given the fact, that research sample is the small representative group of the entire targeted population which possesses the same qualities or attributes as the population (Flick, 2015). Research sampling approach is adopted in the researches because it becomes highly complex and impossible for the researcher to collect the data from entire population (Binkhorst, Handelzalts, Poortman, & Joolingen, 2015). In this research, the researcher has selected 10 teachers for the survey questionnaire and interviews in order to obtain the answers about the devised research questions. The teachers have been selected based on their understanding about the concept of ownership to learning, while making sure their consent and willingness to take part in the study.

### **3.7 Pilot Testing and Cronbach Alpha:**

Pilot testing is another important step while conducting the research. It is categorized as the verifying step of the entire research where the research instruments are tested for authenticity, reliability and validity before conducting the actual research (Cooper, Schindler, & Sun, 2016).

Our Questionnaire is based on Likert scale so it's very commonly used when you have multiple Likert scale questions in a survey/questionnaire that form a scale and wish to determine its reliability "Cronbach's Alpha is best to be used in this type of research and questionnaire, in order to check the internal consistency of this research. Cronbach's Alpha provides us an overall reliability coefficient for the current set of variables. Pilot testing helps the researcher to understand about the areas of improvement in the data collection tools or research instruments following the responses or feedback being collected as a result of conducting the real time pilot testing with a small group of targeted individuals (Antwi & Hamza, 2015). In brief, pilot testing readjusts the mechanics of the particular research while pointing out such statements, instructions and instances which are vague or require more clarification in terms of concepts, typographical errors or instructional problems (Flick, 2015).

Pilot testing was a significant component of this study as well. The research instrument has been tested by the researcher along with the collaboration of thesis supervisor and hence small modifications in terms of sentence structuring, statements rephrasing and proofing the typographical errors have been made after following the feedback comments gathered as a result of pilot testing. The researcher distributed 10 questionnaires as a part of pilot testing among the teachers of Al Khaleej National School in Dubai in order to review the instruments. Although pilot testing was an additional step for the researcher, but it certainly improved communication and interpersonal skills of the researcher while creating a flow of probing specifically during the qualitative interview with the school's instructional staff.

Usually the concepts reliability and validity are considered similar or synonymous however, from the statistical point of view specifically while conducting the research, both concepts differ. Reliability refers to the extent of consistency whereas validity of test is the notion of measuring the same attributes which is intended or supposed to be measured as a part of the research. Reliability depends of the validity; in simpler words it can be stated that valid results are deemed to be reliable in researching and testing case (Antwi & Hamza, 2015). Furthermore, reliability adheres to the measure pertaining stability and consistency aspects or in another way, it refers to the repeated nature of the research findings. Validity implies the correct measurable notion of the research instrument or measuring tool while ensuring that the tool measures what it is designed and intended for (Binkhorst, Handelzalts, Poortman, & Joolingen, 2015).

This research has undertaken strict and definitive measures to ensure reliability and validity of the study. The researcher has, very attentively, designed the research questionnaire as well as the interviewing draft ensuring to cover all the subjected aspects of the research after conducting a careful analysis of the literature including published articles, journals, books and website content. The researcher has focused on each and every aspect of the research instrument in order to ensure the reliability. Furthermore, pilot study has been an additional verification step which the researcher has conducted in order to refine and modify the questionnaire and interview draft to enhance and ensure the high level of reliability context.

Validity of data has been another significant and considerable aspect. Since the researcher has adopted mixed research method, it has enabled the researcher to compare the results of quantitative and qualitative approaches in order to gain an understanding about the research questions in the best possible manner. For the reliability, validity test and further analysis of the data SPSS statistical software has been used in the present study.

### **3.8 Ethical considerations:**

Ethical considerations are one of the most significant yet critical aspect while conducting a research. Ethics refer to the set of moral values, norms and standards which should be abide by during the entire process of research which are usually termed as acceptable and unacceptable distinguished behaviors. While conducting the present research, there are several aspects which the researcher has considered in order to comply with the ethical standards. Informed consent has been one of such aspects, following which the researcher ensure to inform the targeted school's management and instructional staff about the aim, objectives and the overall context of the research study in order to give them a clear understanding. A consent form has been designed which has been signed by the management and participants confirming that they were aware of the research context. Volunteer participation has been another perspective where the researcher, instead of forcing any one, preferred the staff to make a decision about their participation in it. The researcher ensure the participants to maintain confidentiality and anonymity specifically during the data collection and analysis process. The participants were informed about the recorded sessions and hence an approval form got signed authenticating the use of audio recording device during the interview session. Transcription of the interviews has been presented the same way as recorded where the researcher has focused on reviewing and proofreading it twice to avoid any biasness.

All the works which have been extracted from different research papers, articles, publications etc. has been cited and carefully referenced in order to acknowledge the work of other contributors and researchers. In short, the researcher has focused on ensuring the compliance with all of the ethical implications while conducting the present study.

### **3.9 Summary:**

This chapter details the methodological tools, techniques and interventions which have been utilized by the researcher while conducting the research about the sources and the role of parents, school's management, teachers, instructional staff and the students themselves on order to enhance the level of students taking ownership of their learning, development and future growth. The study targeted Al Khaleej national School in Dubai for the research where students' of high school of ages 13 years and above were the primary focus of the researcher. Mixed method approach followed by pragmatism paradigm has been followed where questionnaire and interview draft have been used as the data collection instruments. The researcher has utilized SPSS statistical software for the further testing as well as analysis of the responses. In short, this chapter presents a structured and well composed frameworks aiming to assist the reader in order to track the methodological procedures and gain an insight about the appropriateness of tools and techniques which have been adopted.

## **Chapter 4**

### **4. Analysis and Results**

The section of this study focuses on the results and outcomes of the gather responses and data with the use of Social Sciences software for identifying the Student Learning Ownership factors as the main purpose of the study the chapter provided the analyses that related to the research. This chapter discusses the impact of the Student Expectations, Student Motivation, Student academic progress and Student Engagement on the Student Learning Ownership and Different factors related students' learning's such as Student Motivation, Student Expectations, Student Academic Progress and Student Engagement.

## 4.1 Descriptive and Interpretive Analysis

### 4.1.1 Demographics

Age: 13-19 years					
YEARS	Frequency of Age Group		Percentages	Valid Percentages	Cumulative Percentage
Valid	13-14	18	36	36	18
	15 – 16	15	30	30	33
	17 – 18	12	24	24	45
	Above 18	5	10	10	50
	Total	50	100	100	

The Age Descriptive analysis helps us to disentangle huge measure of information sensibly. The Age frequency describe the numbers of participants has lie between these ranges. The Percent column describes as the percentages of the ranges. Valid percent is almost the identical to percentage column and Cumulative percent is the accumulated sum of frequency table.

#### 4.1.2 Gender

		Frequency of Gender	Percentages	Valid Percentages	Cumulative Percentages
Valid	Females	22	44	44	22
	Males	28	56	56	50
	Totals	50.0	100	100	

The Male and Female Descriptive analysis helps us to simplify big amount of information in a practical way. The Gender frequency describe the numbers of participants has marked them self as Male or Female. The Percent column describes as the percentages of the Male and Female ratio. Valid percent is almost the identical to percentage column and Cumulative percent is the accumulated sum of frequency table.

#### 4.1.3 Social Class

You belong to which social class? Upper or Not Upper Class.					
		Frequency of Classes	Percentages	Valid Percentages	Cumulative Percentages
Valid	Upper Class	22	44	44	22
	Not Upper Class	28	56	56	50
	Totals	50	100	100	

The descriptive analysis of classes helps us to simplify how many respondents are belonging to which class. The Social Class frequency describe the numbers of participants has belong to upper class or not upper class. The percent column describes as the percentages of the upper and not upper=class ratio. Valid percent is almost the identical to percentage column and cumulative percent is the accumulated sum of frequency table.

#### 4.1.4 Student Engagement

<b>1. I Received prompt written or oral feedback from teachers/tutors on my academic performance.</b>					
		Frequency of Response	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree (4)	19	38	38	38
	Neutral(3)	16	32	32	70
	Strongly Agree(5)	10	20	20	90
	Strongly Disagree(1)	5	10	10	100
	Totals	50.0	100	100	

**2. I Worked very hard and I thought I could meet a teacher's standards or expectations.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	22	44	44	44
	Disagree(2)	2	4	4	48
	Neutral(3)	13	26	26	74
	Strongly Agree(5)	10	20	20	94
	Strongly Disagree(1)	3	6	6	100
	Totals	50.0	100	100	

**3. I Worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organizations, etc.)**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	19	38	38	38
	Disagree(2)	2	4	4	42
	Neutral(3)	14	28	28	70
	Strongly Agree(5)	12	24	24	94
	Strongly Disagree(1)	3	6	6	100
	Total	50.0	100	100	



4. I Discussed ideas from my readings or classes with others outside class (e.g. students, family members, etc.)					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	15	30	30	30
	Disagree(2)	7	14	14	44
	Neutral(3)	20	40	40	84
	Strongly Agree(5)	4	8	8	92
	Strongly Disagree(1)	4	8	8	100
	Total	50.0	100	100	

5. I Had conversations with students of a different ethnic group					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	15	30	30	30
	Disagree(2)	9	18	18	48
	Neutral(3)	16	32	32	80
	Strongly Agree(5)	7	14	14	94

	Strongly Disagree(1)	3	6	6	100
	Total	50.0	100	100	

**6. I had conversations with students who are very different to me in terms of their religious beliefs, political opinions or personal values.**

		Frequency of Responses	Percenta ges	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	10	20	20	20
	Disagree(2)	11	22	22	42
	Neutral(3)	25	50	50	92
	Strongly Agree(5)	2	4	4	96
	Strongly Disagree(1)	2	4	4	100
	Total	50.0	100	100	

#### 4.1.5 Student Academic Progress

7. I enjoy acquiring new knowledge					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	17	34	34	34
	Disagree(2)	5	10	10	44
	Neutral(3)	22	44	44	88
	Strongly Agree(5)	3	6	6	94
	Strongly Disagree(1)	3	6	6	100
	Total	50.0	100	100	

8. I have an optimistic view toward learning					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	13	26	26	26
	Disagree(2)	13	26	26	52
	Neutral(3)	17	34	34	86
	Strongly Agree(5)	3	6	6	92
	Strongly Disagree(1)	4	8	8	100

	Total	50.0	100	100	
--	-------	------	-----	-----	--

#### 9. I'm proud of my capacity

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	24	48	48	48
	Disagree(2)	5	10	10	58
	Neutral(3)	13	26	26	84
	Strongly Agree(5)	6	12	12	96
	Strongly Disagree(1)	2	4	4	100
	Total	50.0	100	100	

#### 10. Anger studying makes me irritated

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	21	42	42	42
	Disagree(2)	6	12	12	54
	Neutral(3)	11	22	22	76
	Strongly Agree(5)	9	18	18	94
	Strongly Disagree(1)	3	6	6	100

	Total	50.0	100	100	
--	-------	------	-----	-----	--

11.I get tense and nervous while studying					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	20	40	40	40
	Disagree(2)	3	6	6	46
	Neutral(3)	12	24	24	70
	Strongly Agree(5)	11	22	22	92
	Strongly Disagree(1)	4	8	8	100
	Total	50.0	100	100	

12. I feel ashamed that I can't absorb the simplest					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	15	30	30	30
	Disagree(2)	5	10	10	40
	Neutral(3)	22	44	44	84
	Strongly Agree(5)	5	10	10	94

	Strongly Disagree(1)	3	6	6	100
	Total	50.0	100	100	

#### 4.1.6 Student Expectation

13. I am in school primarily because I am expected to graduate					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	12	24	24	24
	Disagree(2)	12	24	24	48
	Neutral(3)	11	22	22	70
	Strongly Agree(5)	6	12	12	82
	Strongly Disagree(1)	9	18	18	100
	Total	50.0	100	100	

14. My parent would be very disappointed in me if I did not get graduate.					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	11	22	22	22
	Disagree(2)	9	18	18	40

	Neutral(3)	15	30	30	70
	Strongly Agree(5)	8	16	16	86
	Strongly Disagree(1)	7	14	14	100
	Total	50.0	100	100	

**15. There was considerable pressure on me from my friends to finish high school.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	11	22	22	22
	Disagree(2)	15	30	30	52
	Neutral(3)	12	24	24	76
	Strongly Agree(5)	5	10	10	86
	Strongly Disagree(1)	7	14	14	100
	Total	50.0	100	100	

**16. I basically had no choice but to come to school.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	13	26	26	26
	Disagree(2)	4	8	8	34

	Neutral(3)	14	28	28	62
	Strongly Agree(5)	13	26	26	88
	Strongly Disagree(1)	6	12	12	100
	Total	50.0	100	100	

--	--

**17. There was considerable pressure on me from my family to graduate grade 12.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	14	28	28	28
	Disagree(2)	11	22	22	50
	Neutral(3)	13	26	26	76
	Strongly Agree(5)	3	6	6	82
	Strongly Disagree(1)	9	18	18	100
	Total	50.0	100	100	



#### 4.1.7 Student Motivation

18. The most satisfying thing to me would be to get a good grade in a class.					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	28	56	56	56
	Disagree(2)	6	12	12	68
	Neutral(3)	5	10	10	78
	Strongly Agree(5)	9	18	18	96
	Strongly Disagree(1)	2	4	4	100
	Total	50.0	100	100	

19. If I can, I want to get better grades in my class than most of the other students					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	16	32	32	32
	Disagree(2)	8	16	16	48
	Neutral(3)	19	38	38	86
	Strongly Agree(5)	5	10	10	96
	Strongly Disagree(1)	2	4	4	100

	Total	50.0	100	100	
--	-------	------	-----	-----	--

**20. I want to do well in my class because it is important to show my ability to my family, friends, or others.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	18	36	36	36
	Disagree(2)	6	12	12	48
	Neutral(3)	15	30	30	78
	Strongly Agree(5)	10	20	20	98
	Strongly Disagree(1)	1	2	2	100
	Total	50.0	100	100	

**21. I prefer course material that really challenges me so I can learn new things.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(4)	22	44	44	44
	Disagree(2)	8	16	16	60
	Neutral(3)	12	24	24	84
	Strongly Agree(5)	8	16	16	100
	Total	50.0	100	100	

**22. I prefer course material that arouses my curiosity, even if it is difficult to learn.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	18	36.0	36.0	36.0
	Disagree(2)	5	10.0	10.0	46.0
	Neutral(3)	19	38.0	38.0	84.0
	Strongly Agree(5)	7	14.0	14.0	98.0
	Strongly Disagree(1)	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

**23. When I have the opportunity, I choose course assignments that I can learn from even if they don't guarantee a good grade.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	11	22	22	22
	Disagree(2)	15	30	30	52
	Neutral(3)	12	24	24	76
	Strongly Agree(5)	5	10	10	86
	Strongly Disagree(1)	7	14	14	100

	Total	50.0	100	100	
--	-------	------	-----	-----	--

#### 4.1.8 Student Learning Ownership

24. I find that at times studying gives me a feeling of deep personal satisfaction.					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	13	26	26	26
	Disagree(2)	4	8	8	34
	Neutral(3)	14	28	28	62
	Strongly Agree(5)	13	26	26	88
	Strongly Disagree(1)	6	12	12	100
	Total	50.0	100	100	

25. I find that I have to do enough work on a topic so that i can form my own conclusions before I am satisfied.					
		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	14	28	28	28
	Disagree(2)	11	22	22	50
	Neutral(3)	13	26	26	76

	Strongly Agree(5)	3	6	6	82
	Strongly Disagree(1)	9	18	18	100
	Total	50.0	100	100	

--

**26. I only study seriously what's given out in class or in the course outlines.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	28	56	56	56
	Disagree(2)	6	12	12	68
	Neutral(3)	5	10	10	78
	Strongly Agree(5)	9	18	18	96
	Strongly Disagree(1)	2	4	4	100
	Total	50.0	100	100	

**27. I feel that virtually any topic can be highly interesting once I get into it.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	16	32	32	32
	Disagree(2)	8	16	16	48
	Neutral(3)	19	38	38	86

	Strongly Agree(5)	5	10	10	96
	Strongly Disagree(1)	2	4	4	100
	Total	50.0	100	100	

**28. I find most new topics interesting and often spend extra time trying to obtain more information about them.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	18	36	36	36
	Disagree(2)	6	12	12	48
	Neutral(3)	15	30	30	78
	Strongly Agree(5)	10	20	20	98
	Strongly Disagree(1)	1	2	2	100
	Total	50.0	100	100	

**29. I find I can get by in most assessments by memorizing key sections rather than trying to understand them.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	22	44	44	44
	Disagree(2)	8	16	16	60

	Neutral(3)	12	24	24	84
	Strongly Agree(5)	8	16	16	100
	Total	50.0	100	100	

**30. I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.**

		Frequency of Responses	Percentages	Valid Percentages	Cumulative Percentages
Valid	Agree(3)	18	36	36	36
	Disagree(2)	5	10	10	46
	Neutral(3)	19	38	38	84
	Strongly Agree(5)	7	14	14	98
	Strongly Disagree(1)	1	2	2	100
	Total	50.0	100	100	

## 4.2 Reliability Analysis

Cronbach alpha reliability analysis which was **0.790** which was a good result for reliability analysis it shows that the student who fill questionnaire have too much variances which is a good indicator of any report after that the regression technique can be used in it. This technique is also used to know what relations between the variables are. Which variable is linked with dependent variable

and to know that what the marginal relation between them is it upward or downward, after that it can be seen that how much data is significant. Regression technique helps us in finding all these things after that has been shown that which hypothesis is accepted and rejected.

### 4.3 Regression Run for Data:

The Multiple Regression Analysis issued to determine the statistically techniques to get the best result from the dependent and independent variable. Moreover, the significant value has very important factor because on these bases, it can accept and reject the hypotheses because it shows the classified ranges for dismissal for the qualities that lying over 0.05 and acknowledged whether it is lying underneath 0.05.

**4.3.1 TABLE: Model Summary of ANOVA**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 <sup>a</sup>	.761	.740	.31235
a. Predictors: (Constant), SM_M, SE_M, SX_M, SAP_M				

R-squared is a measurable assessment of how closely Information or, in other words the type of information is collected by the questionnaire as fitted regression line. It is generally called the coefficient of Multiple Regressions Model, or the coefficient of affirmation, rundown of various Linear regression show explains that the R-sq is 0.761, Therefore, 76.1% of progress in Student Learning Ownership (Dependent Variable) is because of Student Engagement, Student Motivation, Student Academic Progress and Student Expectations.



#### 4.3.2 TABLE: ANOVA TABLE

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.997	4	3.499	35.866	.000 <sup>a</sup>
	Residual	4.390	45	.098		
	Total	18.387	49			
a. Predictors: (Constant), SM_M, SE_M, SX_M, SAP_M						
b. Dependent Variable: SLO_M						

ANOVA Table expounds the non-fitness and fitness of the model. ANOVA Table's significant value demonstrates that the model utilized in this research is fit. The significant value is acceptable, and model is considered as fit when Alpha level value is below 0.05.

By all the information if model is right and all the information is accurate. The residuals would approximate the random errors that make the connection and linked between the logical variables and the reaction variable a statistical and measurable relationship.

This is the table that demonstrates the yield of the ANOVA examination and whether there is a measurably noteworthy. It can be seen that the Significant Value is 0.000 (i.e.,  $p = .000$ ), or, in other words. what's more, accordingly, it indicates that there is variability between the dependent and independent variable.

It doesn't have any subcategories of questionnaire so one-way ANOVA test is run for this entire data set.

**4.3.3 TABLE: COFFEICIENT**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.579	.299		1.936	.059
	SE_M	-.165	.105	-.182	-1.571	.000
	SAP_M	.080	.103	.096	.777	.441
	SX_M	.072	.069	.086	1.045	.302
	SM_M	.853	.094	.847	9.086	.000
a. Dependent Variable: SLO_M						

In this coefficients table, the Student Engagement (Independent variable) is accepted. Because the sig value is below 0.05. It measures the Student Engagement has impact on Student Learning Ownership (dependent variable). The Significant value of Student Engagement is 0.000. The result shows that Student Engagement has impact on Student Learning Ownership, as what the participants and majority of them said about this and hence it is proved by the SPSS.

Second variable is Student Academic Progress (independent variable) is rejected because the sig value is greater than 0.05 which is 0.441 so there is not a significant impact of Student Academic Progress on Student Learning Ownership revise to add participants to description of each results what participants and majority of them said about this and hence it is proved by the

SPSS.

Third variable is Student Expectation (independent variable) is rejected because the significant value is greater than 0.05 which is 0.302. As, Student Expectation has not an impact on Student Learning Ownership. As what participants and majority of them said about this and hence it is proved by the SPSS.

Fourth variable is Student Motivation (independent variable) is accepted and the significant value is less than 0.05 which is 0.000 so, Student Motivation has an impact on Student Learning Ownership. As what participants and majority of them said about this and hence it is proved by the SPSS.

#### 4.4 Hypotheses Assessment Summary

The table below show the Significant, T-value and empirical evidence of hypothesis, the value which are below 0.05 are accepted and which are above 0.05 are considered as rejected.

Sr.No	Hypothesis	Sig. Value	T-Value	Empirical
1	Student Engagement has a positive impact on Student Learning Ownership.	.000	1.571	Accepted
2	Student Academic Progress has not a significant impact on Student Learning Ownership.	.441	.777	Rejected
3	Student Expectations has not a significant impact on Student Learning Ownership.	.302	1.045	Rejected
4	Student Motivation has a significant impact on Student Learning Ownership.	.000	9.086	Accepted

It is done by the significant value of the coefficient table value the values which are below the 0.05 are accepted and which are above 0.05 are rejected. This table shows the null hypothesis acceptance and rejection.

#### **4.5 Qualitative Research:**

This research depends on clear as crystal stage. it causes us to get understanding of each issue identified with the subject at hand. One of the one of a kind parts of this examination is adaptability of utilizing inductive or deductive ways to deal with lead this exploration ponder. As in this exploration there are a few strategies use to direct the subjective research. The strategy which is used to lead subjective research is that the researcher took meetings of various instructors and they give their sentiment and on premise of this, the researcher direct subjective research also called as thematic analysis. Thematic analysis is utilized in qualitative research and spotlights on inspecting subjects inside information. This technique stresses association and rich depiction of the informational index. Thematic analysis goes past basically including expressions or words a content and proceeds onward to distinguishing understood indirect and direct thoughts inside the information.

The interviews conducted by the help of several teachers who helps us to get more respondents because many of teachers doesn't have much time to answer the question.

##### **4.5.1. Teachers' Answer to the Interviews Questions:**

The section of this Interview questions incorporates 5 subjective inquiry to investigate educators' observations with respect to the Student Motivation, Student Expectations, Student Engagement, Student Academic Progress and Student Learning Ownership. The analyst reviewed the investigation of the appropriate responses as a quantitative examination notwithstanding keeping in touch with some subjective articulations that help every classification.

**A. Do you think that student engagement in studies help them to achieve best learning outcomes and achievements in their studies? How?**

Most of the Teacher's approximately (98%) pointed out that Student Engagement is directly proportional to their good results and ultimately affect their overall performance in studies. Teachers summarized responses as follows:

*"Yes, student engagement in studies is very necessary and beneficial for their studies and overall improvement of his skills and ultimately the overall performance of student increasing and they achieve best outcome from their studies. "more responses"*

*"YES, the student engagement helps students to achieve best learning outcome as the student engagement in studies is proportionally related to their good study and their results. Because the student engagement is a factor that is correlated with student results"*

*"Student Engagement is an important factor when talked about student learning outcome. Because student engagement is directly related to the achievement in student lives."*

**B. Student academic progress is depending on the level of engagement, motivation and learning ownership, what are your views about this?**

Almost all of the teachers (95%) says that Student Academic Progress is a dependent factor on these variables like motivation, Learning Ownership and Student level of Engagement. The following is the summary of some teachers' responses:

*"Obviously, student academic progress is depending on these factors if student doesn't have level of engagement in studies they won't get any progress in their academics and same goes for motivation and learning ownership."*

*"Student Academic Progress is dependent on all these factors that are related with students study life, My views are that if the student motivation is high there academic progress is also good for the students, as my views about engagement of students are same as in question 1 it is interrelated with student academic progress and if I talk about student learning ownership it's a different factor that has different result and depend on every student respectively , how they perform and how their academic progress effected."*

*"Yes, it's true by not sometimes as there are many exceptional students whose level of engagement is not high in their studies but still they manage to get good grades. As we can't give all credits to motivation, learning ownership and level of engagement."*

**C. Student expectations are only related to getting good grades; they don't have any concern over the learning ownership are you agree/disagree with this question and why?**

Most of the teachers (85%) says that Student Expectations are only related with grade because of our Education System which focuses more on grade rather than Learning and people also judges other on the basis their Grades. Some of the summarized responses are:

*"Yeah almost every student is only concern with the good grades, they don't have any concern with the learning and their benefits associated with it. It's not the fault of a student it's a failure of our education system who gives more importance to the grades rather than studies and learning outcome."*

*"No, not every time, every student is different from each other. some students are not only concerning with good grades they also have a concern with learning ownership as when student's ownership of learning increases their expectations also increases."*

*"I agree with this because teachers and students both focus on that students getting good grades and it's not the fault related to teacher and student it's the fault of education system and peoples because peoples judge each other on their grades. So, I totally agree with this statement."*

**D. Student motivation involves challenging students through a course of work and creating competition between students. What is your motivation to get a good grade and improve your academic achievement?**

The majority of respondents (85%) believed that challenging course work is not the motivation for a student even they bothered and fed up with challenging course work. Some of responses examples are:

*"Yeah almost every student is only concern with the good grades, they don't have any concern with the learning and their benefits associated with it. It's not the fault of a student it's a failure of our education system who gives more importance to the grades rather than studies and learning outcome."*

*"In my point view Student motivation is not related to academic goal, it's all about the interactions between groups means friends and competition between them. Basically, motivation is an internally source and its teacher can provide to fuel to charge this power or what we called motivation."*

*“Student Motivation is also considered to be a challenging course work and the intrinsic motivation related to the outcomes and teacher also play an important role in motivating students. My motivation to get a good grade is competition between friends and want to being an extra ordinary among all students.”*

**E. Student learning ownership is not limited to students taking control of their own education; it’s how students performs in the real world and how much they achieve in their life. What are your view over it?**

Most of the teachers (80%) said that if student takes ownership of its learning it means it personalize itself and ready for the real world and ownership of learning has benefits to students not only related to academic but also to the real world. The following are some examples are:

*“If you take your ownership of learning it means you personalize yourself, it will help you in certain phases of life to take decisions so the moral of the story is “learning ownership has many benefits to students not only related to studies but in real world also”.*

*“It’s good when student can take ownership of their learning and we can see this as a student is growing up and takes its responsibility. If the student taking is learning as ownership it would be master in this world.”*

*“Student learning ownership is a good step for a student that he/she takes care of his/her education and takes solely responsibility of his/her failure and success. Its also need support of your parents that can help you to achieve something in real world.”*

## **Chapter 5**

### **5. Implications, Discussion, Restriction and Suggestions**

This chapter talks about the discoveries of the information examination of the both Mixed Methodology researches that how these outcomes found. Also, this chapter closed by and large research in entire to give the synopsis about the examination consider. Alternate focal point of the section is on policies and the strategy suggestions and the impediments of the exploration on the grounds that these elements are very important in playing out the substantial and agreeable research. A mixed method study was done to collect the necessary information to determine what are the factors that influence student learning ownership. The data was subjected to quantitative research and qualitative research and my examination pass on the moral importance of the disclosures and conceptualized a productive outline for Student Learning Ownership and their related factors that are Student motivation, Student Engagement and Student Academic Progress that these factors are not being addressed in details because of lack of interest on this side, As in this chapter there is a detailed side of Student learning ownership and the factors that affect Student learning.

#### **5.1 Discussion**

This research is based on five variables that is Student Learning Ownership which include (Student Engagement, Student Motivation, Student Academic Progress and Student Expectations.) different factors are statistic qualities which incorporate Gender, Social class and Age.

The data findings and interpretation of this questionnaire are clearly defined in this chapter.



### 5.1.1 Student Engagement

Student Engagement is the independent and self-supporting variable in this Research, Student Engagement is termed as student involvement, interest, optimism and passion related to studies. Higher the student level of Engagement, higher the student learning ownership. The interpretation of Student engagement questions is:

The public's response regarding that they received the written or oral feedback from their honourable teacher due to their academic achievements. The statistics suggests out of the 50 contributors, according to the survey the preponderance of the people which is 38% have agreed while the least number of people which add to the 10% of the participants have disagreed. Another 20% have strongly agree while the remaining 32% have neutral opinions.

The public's response regarding that they had worked very harder and they thought that they have met their tutor's expectations. The above data shows out of the 50 contributors. Most of the people 44% have agree while the least number of participants which is 4% have disagree. Another 20% have strongly agree to the statement while the other 6% participants have solidly disagreed. However, 26% of the participants have fair minded opinion about the question.

The public's response regarding that they had worked hard with teaching staff on other curriculum activities other than the course work. The facts indicate out of 50 contributors. The general public of the humans which is 38% have agreed while the gutter number of the participants which is 4% have disagree to the question. Another of the 24% of the participants have strongly agree while the other 6% of the participants have strongly disagree to the question. However, the remaining 28% of the participants have neutral opinion.

The public's response regarding that they discuss idea with other people outside their class. The records indicate out of the 50 members. The majority of the people that is 40% have fair minded opinion. Another 8% have strongly supported to the question and similar 8% have strongly differ. While 30% of the participants have agree that they discuss their particular ideas with people outside their class regarding their experiences during reading a book and the remaining 14% of the participants disagree to the question.

The general public's response concerning that they had conversations with college students of an exceptional ethnic Institutions. The statistics shows out of the 50 individuals. Most people of the contributors that is 32% have fair minded opinion while the lowest number of participants which is 6% has shown strong support and strongly agree to the question. Another 18% of the participants have disagree that they did not have conversation on different ethnic group while the 14% of the participants have strongly agree. However, remaining 30% have agree that they have conversation of a different ethnic group.

The public's response regarding that they had conversation with different understudies who are extremely hard to understand in terms of their religious convictions, political assessments and individual qualities. The statistics shows out of the 50 individuals. Most people of the contributors that is 50% of the people have neutral opinion and the least number of the people is 4% have strongly agree and other which have the same 4% participants have strongly disagree. Another 20% have agree that they had conversation with pupil who are exceedingly difficult in condition of their spiritual beliefs and other stuff. While the remaining 22% of the participants have disagree to this statement, in literature review the researcher has discussed engagement is considered as an output of motivation (Richardson, Abraham, & Bond,

2012). Higher level of student's engagement in class is considered as the primary driver of higher achievement in the class room environment.

### **5.1.2 Student Academic Progress**

Student Academic Progress is used as an individual and independent variable in this Research, Student Academic Progress is a termed that use in student learning context it means how students perform in its academics.

The public's response regarding that they enjoy acquiring and gaining new knowledge. The record suggests out of the 50 individuals, the majority of the contributors that is 44% have fair minded thoughts about the question and the lowest of the participants in the survey which is 6% have both strongly agree and strongly disagree. Another 34% of the people have agree that they enjoy gaining new knowledge while the remaining 10% have disagree.

The public's response regarding that if the people have an optimistic view toward studying. The record suggests out of the 50 individuals. The majority of the contributors which is 26% have agree and also 26% of the people has differ to the statement and the least number of the people which is 6% have strongly agree to the question. Another 8% of the participants have strongly disagree that they have an optimistic view toward studying. While the remaining 34% of the neutral opinion.

The public's response regarding that the people are proud of their capacity. The record suggests out of the 50 individuals. The majority of the contributors that is 48% of the people have agree and the least number of people which is 4% of the people have strongly disagree. Another 12% of the individuals have strongly consent that they are proud of their capacity while the 10% have disagree to the question. However, the remaining 26% have neutral opinion.

The public's response regarding that while studying they feel anger which makes them more irritated. The record suggests out of the 50 individuals. The majority of the contributors that is 42% have agree while the lowest number of the participants which is 6% has strongly disagree to the question. Another 18% have strongly agree that the anger during study makes them irritated and other 12% have disagree to the question. However, remaining of the 22% have neutral response regarding the question.

The public's response regarding that they get tense and nervous while studying. The record suggests out of the 50 individuals. The majority of the contributors that is 40% of the participants have agree while the least number of the participants which is 6% have disagree. Another 22% have strongly agree that they get tense and nervous while studying and the other 8% have strongly disagree to the question. However, remaining 24% of the participants have neutral opinion.

The people feel ashamed that they can absorb the simplest of things. The record suggests out of the 50 individuals. The majority of the contributors that is 44 % of the participants have neutral response while the least of the participants 6% have strongly disagree. Another 10% have disagree that they did not feel any shame that they cannot absorb the simplest and other 10% have strongly agree. However, the remaining 30% have agree to the statements. In literature review, the researcher has discussed student's academic progression and achievement level along with ensuring their retention in the educational institution (Credé & Kuncel, 2010). Interpretations and data findings also support this conclusion.

### **5.1.3 Student Expectations**

Student Expectations is also termed and used as an independent and self-supporting variable in this Research, Student Expectations is a widely termed that has a very different meanings in every context of learning, Student Expectations are differ from every student so its not possible to judge every student from a same perspective.

The public's response that they are in school just because they are expected to graduate. The record suggests out of the 50 individuals. The majority of the contributors that is 24% have acknowledge and disagree to the question while the lowest number of participants which is 12% have strongly acknowledged. Another 18% have strongly differ. However, remaining of the 22% have fair minded opinions.

The public's response regarding that their parents would be very disappointed in them if their kids will be unable to graduate. The record suggests out of the 50 individuals. The majority of the contributors that is 30% of the participants have neutral opinion while the least number of the participants which is 14% have strongly disagree. Another 22% have agree that their parents would be disappointed in them if they did not graduate while the other 18% have disagree. However, remaining of the 16% have strongly agree.

The public's response regarding that there was considerable pressure on the participants from their friends to finish high school. The record suggests out of the 50 individuals. The majority of the contributors that is 30% have disagree while the lowest number of the participants which is 10% have strongly disagree to the question. Another 22% have agree that they had pressure and 14% have strongly disagree that they did not have any pressure. Remaining of the 24% have neutral opinion.

The public's response regarding that they basically had no choice but come to this school. The record suggests out of the 50 individuals. The majority of the contributors that is 28% have neutral opinion while the lowest number have 8% have differ. Another 26% has acknowledged and strongly acknowledged. However, the remaining 12% have strongly differ to the question.

The public's response regarding that the people had considerable pressure from their family to graduate. The data shows out of 50 participants. The majority of the people which is 28% of the participants have agree while the least number of participants 6% have strongly agree. Another 22% have disagree that there was no considerable pressure by their family and other 18% have strongly disagree to the question. However, 26% of the participants have neutral opinions. The researcher discussed this interpretations and findings above and in literature review the researcher has also support the findings with the previous data Such students are more persistent and demonstrate unique and novel assignments in terms of quality (Richardson, Abraham, & Bond, 2012). Student expectations are not only related with grades.

#### **5.1.4 Student Motivation**

Student Motivation is an independent variable in this Research, Student motivation is termed as something that aroused students to learn new things and give their best in academics, it is not only the grades and awards that motivates students to learning things, and sometimes it is challenging course work, competition between peer groups. In the school students aren't going to motivate themselves.

The Public's response regarding that the most satisfying thing to them would be a good grade in class and to pass the exam with flying colors. The record suggests out of the 50 individuals. The majority of the contributors that is 56% have acknowledged while the lowest number of participants which is 4% have strongly disagree. Another 12% have disagree that it

would not be the most satisfying thing while the 18% have strongly agree to the question. However, remaining 10% have neutral opinion.

The public's response regarding that if they wish they can get better grades than most of their classmates. The information out of the 50 participants. Majority of the people which is 38% of the participants have neutral opinion while the least number of the participants which is 4% have strongly disagree. Another 16% have disagree that they can't good grades and other 32% have agree to the question. However, remaining of the 10% have strongly agree to the question.

The Public's response that they want to do nicely with in the class as it is vital for them to reveal their capability to their cherished ones. The record suggests out of the 50 individuals. The majority of the contributors that is 36% of the participants have acknowledge while the least 2% have strongly differ. Another 12% have differ that they did not want to achieve good grades due to this particular reason while the other 20% have strongly agree to the question. However, remaining of the 30% have neutral opinion.

The public's response regarding if they prefer the course materials that surely demanding situations them as a way to analyse new matters. The data shows out of the 50 % participants. The majority of the 44% participants have agree while the least number of participants which is 16% have disagree and the other portion of 16% have strongly agree to the question. While the remaining 24% have neutral thought.

The General Public's reaction regarding that they prefer each course cloth that arouses that their interest even it's difficult to study. The records indicate out of the 50 individuals. Most of the members which is 38% have neutral opinion while the lowest which is 2% have strongly

disagree. Another 36% have acknowledged to the statement and other 14% has also strongly agree. However, remaining of the 10% has differ to the statement.

The public's response regarding that whey they have any opportunity they choose the course assignment from which they can learn new things even that subject did not guarantee them a good grade. The records indicate out of the 50 individuals. Most people of the members which is 30% have differ while the least which is 10% have strongly acknowledged to the statement. Another 22% have acknowledged that they will choose that subject while the other 14% have strongly disagree. However, remaining of the 24% have neutral opinion. Student motivation is also supported by the literature review "Motivation is the key contributor to the increased patterns of student's learning ownership" and researchers says the concept of ownership to learning can be categorized as the students' intrinsic and extrinsic motivation level (Marks et al, 2013) which fosters high patterns of engagement whilst creating a drive amongst the students to established their personal learning goals.

#### **5.1.5 Student Learning Ownership**

Student Learning Ownership is a dependent variable in this research and has a great impact over this research, Student Learning Ownership is defined as student take ownership of their learning means independency in learning things and they take responsibility of their studies as well as success and failure also. They are solely responsible for their Success and Failure.

The public's response regarding that at times while studying they feel a sense of satisfaction. The records indicate out of the 50 individuals. Most people of the members which is 26% have acknowledged and also 26% of the participants have strongly acknowledged. And the



lowest number of participants which is 8% have disagree. Another 12% have strongly disagree to the question and rest of the 28% have neutral opinion.

The public's response regarding that they discover that they have to done enough effort on topic so that they can form their own conclusion before they are satisfied. The record suggests out of the 50 individuals. The majority of the contributors that is 28% have acknowledged while the lowest number of participants which is 6% have strongly disagree. Another 22.5% have differ to the statement while the other 18% have fully disagree to the question. However, remaining 26% have fair minded opinions.

The public's response regarding that they only study earnestly what's given out in the class or in the route define. The data shows out of the 50 participants. The majority of the participants 56% have agree. And the least number of the participants which is 4% have strongly disagree. Another 18% have strongly agree that they only study what is required and the other 12% have disagree. However, rest of the 10% have neutral opinion.

The public's response regarding that they can feel practically any topic that can be seem incredibly interested once they get into it, the record suggests out of the 50 individuals. The majority of the contributors that is 38% have fair minded opinion and the least 4% have strongly differ. Another 32% have agree that can feel virtually any topic which seems interesting and other 16% have disagree. However, rest of the 10% have strongly agree to the question.

The public's response regarding that they locate most new topics exciting and that they regularly spend more time seeking to obtain greater records about it, the record suggests out of the 50 individuals. The majority of the contributors that is 36% have acknowledged and the lowest number which is 2 % have strongly differ. Moreover, 12% have differ that they did not find

new topics interesting and the other 20% have strongly agree to the question. However, rest of the 30% have neutral opinion.

The public's response regarding that if they discover they can get in by most evaluations by remembering the key area instead of attempting to comprehend them. The information out of the 50 participants. Most of the participants are 44% has agree while the least number which is 16% have disagree and also 16% have strongly agree. However, rest of the 24% have neutral opinion about the question.

The public's response regarding that they discover it isn't useful to get the depth information inside and out. It confounds and sits around idly, when all you require is a passing colleague with the topics. The record suggests out of the 50 individuals. The majority of the contributors that is 38% have fair minded opinion and the lowest number of the 2% have strongly disagree. Another 36% have agree while the other 10% have differ to the statement. However, remaining 14% have fully agree to the statement. In the literature review The researcher concluded the findings and state that Within the educational context, taking ownership to learning is categorized as the responsible attitude of the students towards their educational goals with high engagement level, massive involvement and empowerment where the drive to take ownership is sourced internally by keeping aside all the external circumstances and phenomenon (Chan et al, 2014). In findings and conclusion, the researcher has also clearly stated that it's good for student that they take their ownership of learning and its' also endorsed by the previous researchers.

## 5.2 Conclusion

The essential information gathered from the Questionnaire and the meetings and interviews being led to catch inspecting method with the assistance of five and 7-point Likert scale on this quantitative study. In the Qualitative exploration, the researcher asked questions from 20 teachers to get their opinion about the topic of Student Learning Ownership and the factors affecting it. The information is taken from and questionnaire is filled by 50 respondents from Students and 20 interviews from teachers. Student Learning Ownership has a wide term that used in many ways to describe the student growth and motivation. There are additionally the main portions and sections that need to be considered while doing this examination and research like, sample size, availability of the information and statistical significance of the data. Student Learning Ownership is a dependent factor on Student Motivation, Student Engagement, Student Expectation and Student Academic Progress. As it has been examined in chapter 4, there are connections and linked between these factors and variables. The researcher has also isolated the research into two standard factors: One is The Students Variable and the other one is The Teachers Variable. These two are the main characters in this research that helped to conduct the probe.

The goal of the project is to show the elements that increase the student learning ownership and how it benefits students not only academically but also help in real world challenge. As giving powers to student can change them positively and grow them by the mindset that you're responsible for your life as you have to perform good not only academically but also in other sectors of life. Learning ownership doesn't mean that you're abdicating control of your class.

Our findings also support the purpose and up to 70% respondents agree to this, that student learning ownership is a good initiative to take. This research also tells us that learning ownership can help students to see the big picture. The research also claims that if student can take charge of their learning without any disruptions they can perform academically as well as in real world because ownership can help them to take decisions in life and not be dependent on anyone.

### **5.3 Implications**

This area of research focused on the Student Learning Ownership and the factors related to it (Student Motivation, Student Engagement, Student Expectations and Student Academic Progress) That's why it mandatory to review the factor Student Learning Ownership and also keep the private information and data safe and secured which is gathered from participants.

Our study movement and focus on how the data is interrelated to the Student Learning Ownership gathered by the general population and they build up the important, contending and upgrade understanding through that data, as it's implied that Student Motivation and Student Engagement is main factor when talked about Student Learning Ownership and Student Achievement. The study contributed much on Student's skills to do the further research in the field which is profoundly developing, and it is additionally critical for the innovative work division to recognize the variables that impact Student's Academics and their Learning.

There is likewise an incredible useful outcome of this investigation since it so vital to know which factors affects Student Learning Ownership and how they involve us so this exploration will help out all the Student's and Teacher's to understand the Student Behaviour and their acts and they will act according to their needs and expectation so they will do better in real world and achieve good grades in there academics as, it's also supported by literature and findings also

previous researchers stated that “ownership and responsibility in the decision-making process regarding their own learning” (O’Neil, 2016).

#### **5.4 Limitations**

This study has a key limitation. The data gathered for the result was only from limited numbers of respondents. Only 50 respondents fill the questionnaire which is less; large number of sample size may give an accurate result. Secondly, the research is done by the time constraints and lack of dependable and prior data associated with the facts because some respondents aren't interested by filling questionnaires, so they did not understand the questions well and marked the solution this will lessen the validity and reliability of the records series.

#### **5.5 Suggestions**

The constraint of the exploration gives assist approaches to future research. The investigation presents significant discoveries that the Student Learning Ownership differ between the students. This finding helps all academic associated institution to grasp all the elements that Affects (Student Motivation, Student Engagement, Student Expectations and Student Academic Progress) Other than Learning Ownership the investigation is likewise useful for new researchers of field to distinguish best data source inclinations dependent on their abilities and Time administration. It is prescribed that for further particular outcome researchers could build test measure and can target national and worldwide population for broaden result as they get better reliability and validity. In future studies this could be a longitudinal document because the time became difficulty. To know more about Student Learning Ownership researcher can also add up based variable of situational factors.

## References

- Akyol, Z., Garrison, D. R., & British. (2011). Understanding cognitive presence in an online and blended community of inquiry: Assessing outcomes and processes for deep approaches to learning. *Journal of Educational Technology*, 42(2), 233-250.
- Al-Kaabi, & Ali, S. (2015). AN EVALUATION OF THE SCHOOL-BASED MANAGEMENT PRACTICES IN THE NEW SCHOOL MODEL. *A STUDY ON AL AIN SCHOOLS*.
- Antwi, S. K., & Hamza, K. (2015). Qualitative and quantitative research paradigms in business research: A philosophical reflection. *European Journal of Business and Management*, 7(3), 217-225.
- Azevedo, R., Behnagh, R., & Duffy, M. H. (2012). Metacognition and self-regulated learning in student-centered leaning environments. *Theoretical foundations of student-centered learning environments*, 171-197.
- Barbara, H. A. (2010). Student ownership: Learning in a student-centered art room. *Art Education*, 63(4), 40-46.
- Biggs, J. B. (2011). *Teaching for quality learning at university: What the student does*. UK: McGraw-Hill Education.
- Binkhorst, Handelzalts, Poortman, & Joolingen, V. (2015). Understanding teacher design teams— A mixed methods approach to developing a descriptive framework. *Teaching and teacher education*, 51, 213-224.
- Blau, I., & Caspi, A. (2012). What type of collaboration helps? Psychological ownership, perceived learning and outcome quality of collaboration using Google Docs. *Proceedings of the Chais conference on instructional technologies research*, 12.
- Boeije, H. (2010). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality and quantity*, 36(4), 391-409.
- Bradforth, S. E., Miller, E. R., Dichtel, W. R., & Leibovich, A. K. (2015). University learning: Improve undergraduate science education. *Nature News*, 523(7560), 282.
- Buchem, I. (2012). Psychological Ownership and Personal Learning Environments: Do sense of ownership and control really matter? *PLE Conference Proceedings*.

- Chan, P. E., Graham-Day, K. J., Ressa, V. A., Peters, M. T., & Konrad, M. (2014). Beyond involvement: Promoting student ownership of learning in classrooms. *Intervention in School and Clinic*, 50(2), 105-113.
- Conley, D. T. (2012). A Complete Definition of College and Career Readiness. *Educational Policy Improvement Center (NJ1)*.
- Conley, D. T. (2012). A Complete Definition of College and Career Readiness. *Educational Policy Improvement Center (NJ1)*.
- Conley, T., David, M., Elizabeth, & French. (2014). Student ownership of learning as a key component of college readiness. *American Behavioral Scientist*, 58(8), 1018-1034.
- Cooper, D. R., Schindler, P. S., & Sun, J. (2016). *Business research methods* (Vol. 9). New York: McGraw-Hill Irwin.
- Credé, M., & Kuncel, N. R. (2010). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on psychological science*, 3(6), 425-453.
- Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Cronin, B. (2016). *Handbook of research methods and applications in heterodox economics*. Edward Elgar Publishing.
- English, M. C., & Kitsantas, A. (2013). Supporting student self-regulated learning in problem-and project-based learning. *Interdisciplinary journal of problem-based learning*, 7(2), 6.
- Entwistle, N., & Ramsden, P. (2015). *Understanding student learning*. Routledge.
- Farley, H., Murphy, A., Johnson, C., & Carter, B. L. (2015). How Do Students Use Their Mobile Devices to Support Learning? A Case Study from an Australian Regional University. *Journal of Interactive Media in Education*.
- Feilzer, Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of mixed methods research*, 4(1), 6-16.
- Finney, J., & Philpott, C. (2010). Informal learning and meta-pedagogy in initial teacher education in England. *British Journal of Music Education*, 27(1), 7-19.

- Fisher, D., & Frey, N. (2010). Releasing responsibility: Giving students ownership of learning. *Educational Leadership*, 66(3).
- Fleming, Panizzon, Keith, & Debra. (2010). Facilitating students' ownership of learning in science by developing lifelong learning skills. Teaching Science. *The Journal of the Australian Science Teachers Association*, 56(3).
- Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. Sage.
- Freeman, S., Eddy, S. L., & McDonough, M. S. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8.
- Government of Dubai. (2010). *School inspection in Dubai*. Retrieved 2018, from Government of Dubai: <https://www.khda.gov.ae/en/schoolinspection>
- Hanauer, D. I., Frederick, J., Fotinakes, B., & Strobel, S. A. (2012). Linguistic analysis of project ownership for undergraduate research experiences. *CBE—Life Sciences Education*, 11(4), 378-385.
- Hasnor, H. N., Ahmad, Z., & Nordin, N. (2013). The relationship between learning approaches and academic achievement among Intec students, Uitm Shah Alam. *Procedia-Social and Behavioral Sciences*, 90, 178-186.
- Hsieh, W. M., & Tsai, C. C. (2017). Taiwanese high school teachers' conceptions of mobile learning. *Computers & Education*, 115, 82-95.
- Hunt. (2011). Positivism and paradigm dominance in consumer research: toward critical pluralism and rapprochement. *Journal of Consumer Research*, 18(1), 32-44.
- Ikenberry, S. O., & Kuh, G. D. (2015). From compliance to ownership: Why and how colleges and universities assess student learning. *Using evidence of student learning to improve higher education*, 1-23.
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396.



- Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in higher education*, 38(5), 758-773.
- Khaled, A. E. (2014). *Innovations in hands-on simulations for competence development: Authenticity and ownership of learning and their effects on student learning in secondary and higher vocational education*. Wageningen University.
- Lewis, S. (2015). Qualitative inquiry and research design: Choosing among five approaches. *Health promotion practice*, 16(4), 473-475.
- Li, Y. G., & Liu, Y. (2010). Ownership concentration and product innovation in Chinese firms: The mediating role of learning orientation. *Management and Organization Review*, 6(1), 77-100.
- Litz, D., & Scott, S. (2017). Transformational leadership in the educational system of the United Arab Emirates. *Educational Management Administration & Leadership*, 45(4), 566-587.
- Livesey. (2016). The relationship between positivism, interpretivism and sociological research methods. *As Sociology for AQA*, 1-5.
- Locke, E. A., & Latham, G. P. (2016). New directions in goal-setting theory. *Current directions in psychological science*, 15(5), 265-268.
- Mariam. (2017, April 24). *Is technology taking over UAE classrooms?* Retrieved from Gulf news Education: <https://gulfnews.com/news/uae/education/is-technology-taking-over-uae-classrooms-1.2016273>
- Marks, Kerivan, A., García, C., & Coll. (2013). Psychological and demographic correlates of early academic skill development among American Indian and Alaska Native youth: a growth modeling study. *Developmental psychology* 43, 3, 663.
- Nicolini, D. (2016). *Knowing in Organizations: A Practice-Based Approach*. Routledge.
- O'Neill, T. (2016). Uncovering student ownership in science learning: The making of a student created mini-documentary. *School Science and Mathematics*, 105(6), 292-301.
- Oz, H. (v). Prospective English teachers' ownership and usage of mobile devices as m-learning tools. *Procedia-Social and Behavioral Sciences*, 141, 1031-1041.

- Ozaki, N. (2018). Ownership of Learning Through Minecraft: An Action Research Project.
- Passarelli, A. M., & Kolb, D. A. (2012). Using experiential learning theory to promote student learning and development in programs of education abroad. *Student learning abroad: What our students are learning, what they're not, and what we can do about it*, 137 - 161.
- Pekrun, R. &. (2010). Achievement emotions in higher education. In *Handbook of theory and research* (pp. 257-306). Dordrecht: Springer.
- Pekrun, R. &-G. (2012). Academic emotions and student engagement. In *Handbook of research on student engagement* (pp. 259-282). Boston, MA: Springer.
- Pekrun, R., Goetz, T., & Frenzel, A. C. (2011). Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). *Contemporary educational psychology*, 36(1), 36-48.
- Pennisi, A. C. (2013). Negotiating to engagement: Creating an art curriculum with eighth-graders. *Studies in Art Education*, 54(2), 127-140.
- Reeves. (2012). The learning leader/Leadership for student empowerment. *Learning*, 66(3), 84-85.
- Richardson, Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological bulletin*, 138(2), 353.
- Roopashree, B. J. (2014). PBL: Future Challenges for Educational Practice and Research. *Journal on School Educational Technology*, 10(2), 9-16.
- Sarwar, M., & Bashir, M. &. (2010). Study attitude and academic achievement at secondary level in Pakistan. *Journal of College Teaching & Learning*, 7(2), 55-60.
- Savery, J. R. (2015). Overview of problem-based learning: Definitions and distinctions. *Essential readings in problem-based learning: Exploring and extending the legacy of Howard S. Barrows*, 9, 5-15.
- Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.

- Sharples, & Taylor, J. &. (2010). A theory of learning for the mobile age. *Medienbildung in neuen Kulturräumen VS Verlag für Sozialwissenschaften*, 87-99.
- Sharples, M. (2013). Mobile learning: research, practice and challenges. *Distance Education in China*, 3(5), 5-11.
- Shim, S., Serena, M, A., Ryan, J., C., & Anderson. (2013). Achievement goals and achievement during early adolescence: Examining time-varying predictor and outcome variables in growth-curve analysis. *Journal of Educational Psychology* 100, 3.
- Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). *Business research methods: An applied orientation*. Springer.
- Stiggins. (2010). A call for the development of balanced assessment systems. Assessment Manifesto. *Portland, OR: ETS Assessment Training Institute*.
- Stiggins, R., & Chappuis, J. (2010). Enhancing student learning. *District Administration*, 44(1), 42-44.
- Suskie, L. (2018). *Assessing student learning: A common sense guide*. John Wiley & Sons.
- Trowler, V. (2010). Student engagement literature review. *The higher education academy*, 11(1), 1-15.
- Van Dinther, M., & Dochy, F. &. (2011). Factors affecting students' self-efficacy in higher education. *Educational research review*, 6(2), 95-108.
- Wiley. (2010). Student ownership of learning: an analysis.
- Zimmerman, B. J. (2013). Theories of self-regulated learning and academic achievement: An overview and analysis. In *Self-regulated learning and academic achievement* (pp. 10-45). Routledge.

## Appendices

### Appendix 1: The Informed Consent Form



#### The Informed Consent Form

Dear all,

I am a Master's Degree student at the British University in Dubai; I am conducting a case study of students' ownership of learning and its effects on their academic achievements including students' progress and attainment. The questionnaire in addition to the interview questions-both attached- will be conducted in Al Khaleej National School. The purpose of the questionnaire is to measure the extent to which students' ownership to learning improve their academic achievement. It will also measure the role of teachers in promoting the ownership of learning.

The target group of the questionnaire is high school students' age 13-18 years old. An interview with the teachers will be done in order to know the teachers' perceptions regarding the research question. And collect data related to the research objectives. By responding to the questionnaire or being part of the interview, you will be part of this research study. All information collected while conducting this study will be dealt with in complete confidentiality. Your identity and any personal information are guaranteed to remain anonymous. Your participation in the survey and questionnaire is optional.

All data will be reported to the researcher himself, Ghaleb Wahbi. If you have any question please contact me at [gwahbi@gmail.com](mailto:gwahbi@gmail.com).

**NOTE:** The questionnaire and interview are not designed with the purpose of evaluating students, teachers, or the school. Therefore, please feel free to answer the sections below according to your general experience, judgement, and thoughts.

Your cooperation is highly appreciated.

Your sincerely,

The researcher

Ghaleb Wahbi

## Appendix 2: Students Questionnaire



The  
British University  
in Dubai

### Questionnaire

The idea behind devising this questionnaire is to find about the student learning ownership and their motivation, learning and Achievement level and the student engagement to their studies and what are their expectation. We highly appreciate your participation and want to remind you that all answers will be handled with absolute confidentiality. This questionnaire will take around 5 to 10 minutes to fill in. Please, mark your answers by encircling the desired number. 5 is representing the strongly agree and 1 is for strongly disagree. Your answers help us to improve Student Perception about the learning ownership.

#### 1.1 About you (optional)

Name

Email

Phone

**Kindly Mark the Correct Choice.**

#### 1. Gender

Male

☐

Female

☐

#### 2. Age

13-14 Years

☐

15-16 years

☐

17-18 Years

☐

Above 18 Years

☐

**3. What Is Your Approximate Income Per Month** \_\_\_\_\_

**4. What Social Class Do You Belong In**

Upper Class ☐

Not Upper Class ☐

**5. What Do You Consider About Yourself?**

Conservative ☐

Modern ☐

## Section 2

Kindly fill this section by keeping in mind your **favourite type of restaurants** (Foreign or Local) and fill all the questions in that perspective. Kindly, mark your answers by encircling the desired number. 1 is representing the strongly agree and 5 is for disagree.

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Student Engagement					
1.	I received prompt written or oral feedback from teachers/tutors on my academic performance.	1	2	3	4 5
2.	I worked very hard and I thought I could meet a teacher's/tutor's standards or expectations.	1	2	3	4 5
3.	I worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organizations, etc.)	1	2	3	4 5
4.	I discussed ideas from my readings or classes with others outside class (e.g. students, family members, co-workers, etc.)	1	2	3	4 5
5.	I had conversations with students of a different ethnic group.	1	2	3	4 5
6.	I had conversations with students who are very different to me in terms of their religious beliefs, political opinions or personal values.	1	2	3	4 5

### Student Academic Progress

1.	I enjoy acquiring new knowledge	1	2	3	4	5
2.	I have an optimistic view toward studying	1	2	3	4	5
3	I'm proud of my capacity	1	2	3	4	5
4.	Anger Studying makes me irritated	1	2	3	4	5
5.	I get tense and nervous while studying	1	2	3	4	5
6.	I feel ashamed that I can't absorb the simplest	1	2	3	4	5

### Student Expectation

1.	I am in school primarily because I am expected to get a graduate soon.	1	2	3	4	5
2.	My parent would be very disappointed in me if I didn't get a university degree.	1	2	3	4	5
3	There were considerable pressure on me from my friends to get a university degree.	1	2	3	4	5
4.	I basically had no choice but to come to school.	1	2	3	4	5
5.	There were considerable pressure on me from my family to get a high mark.	1	2	3	4	5

### Student Motivation

1.	The most satisfying thing to me would be to get a good grade in a class.	1	2	3	4	5
2.	If I can, I want to get better grades in my class than most of the other students.	1	2	3	4	5
3.	I want to do well in my class because it is important to show my ability to my family, friends, or others.	1	2	3	4	5
4.	I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5
5.	I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5
6.	When I have the opportunity, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1	2	3	4	5



### **Student Learning Ownership**

1.	I find that at times studying gives me a feeling of deep personal satisfaction.	1	2	3	4	5
2.	I find that I have to do enough work on a topic so that i can form my own conclusions before I am satisfied.	1	2	3	4	5
3.	I only study seriously what's given out in class or in the course outlines.	1	2	3	4	5
4.	I feel that virtually any topic can be highly interesting once I get into it.	1	2	3	4	5
5.	I find most new topics interesting and often spend extra time trying to obtain more information about them.	1	2	3	4	5
6.	I find I can get by in most assessments by memorizing key sections rather than trying to understand them.	1	2	3	4	5
7.	I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.					

### **1.2 Additional Comments**

---

---

---

---

*Thank you for participation!*

## **Appendix 3: Interview Protocol**

### **Interview Protocols**

**Date:**

**Place:**

**Interviewer:**

**Interviewee:**

#### **The interview procedure:**

- Introducing myself
- Introducing the interview topic and purpose
- Taking the interviewee's permission for audio-taping the interview
- Informing the interviewee that the transcripts will be undertaken by myself to maintain confidentiality.
- Informing the interviewee that they will have the right of reviewing, editing or erasing any statement from the transcript.
- Asking the interviewee if they would like their actual names or replaced names to be mentioned in the study
- Asking the interviewee not to name the school in which he/she works or third parties on recordings to maintain confidentiality.
- Taking the interviewee's permission to publish the research data
- Giving the interviewee an opportunity to ask any question before starting the interview
- Participants have the right to refuse to answer any question.
- Asking the interview questions
- Taking notes if needed
- Thanking the participant

## Appendix 4: Teachers Interviews

الجامعة  
البريطانية في  
دبي



The  
British University  
in Dubai

### Interview

#### Interview Questions for High School Teachers

1. Do you think that student engagement in studies help them to achieve best learning outcomes and achievements in their studies? How?

2. Student academic progress is depending on the level of engagement, motivation and learning ownership, what are your views about this?

3. Student expectations are only related to getting good grades; they don't have any concern over the learning ownership are you agree/disagree with this question and why?

- 4. Student motivation involves challenging students through a course of work and creating competition between students. What is your motivation to get a good grade and improve your academic achievement?**

- 5. Student learning ownership is not limited to students taking control of their own education; its how students performs in the real world and how much they achieve in their life. What are your view over it?**

## Appendix 5: Samples of Students Answers to the Questionnaire

الجامعة  
البريطانية في  
دبي



The  
British University  
in Dubai

### Sample Student 1

Answers will be handled with absolute confidentiality. This questionnaire will take around 5 to 10 minutes to fill in. Please, mark your answers by encircling the desired number. 5 is representing the strongly agree and 1 is for strongly disagree. Your answers help us to improve Student Perception about the learning ownership.

#### About you (optional)

Name Ammaar Shaikh Suhail  
Email ammaarplays@gmail.com  
Phone +971 50 152 7506

Kindly Mark the Correct Choice.

#### 1. Gender

Male ☒

Female ☐

#### 2. Age

13-14 Years ☐

15-16 years ☒

17-18 Years ☐

Above 18 Years ☐

3. What Is Your Approximate Income Per Month 350 DHS

#### 4. What Social Class Do You Belong In

Upper Class ☐

Not Upper Class ☒

**5. What Do You Consider About Yourself?**

Conservative

☐

Modern

☒

Student Engagement					
1.	I received prompt written or oral feedback from teachers/tutors on my academic performance.	1	2	3	4 5
2.	I worked very hard and I thought I could meet a teacher's/tutor's standards or expectations.	1	2	3	4 5
3.	I worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organizations, etc.)	1	2	3	4 5
4.	I discussed ideas from my readings or classes with others outside class (e.g. students, family members, co-workers, etc.)	1	2	3	4 5
5.	I had conversations with students of a different ethnic group.	1	2	3	4 5
6.	I had conversations with students who are very different to me in terms of their religious beliefs, political opinions or personal values.	1	2	3	4 5

### Student Academic Progress

1.	I enjoy acquiring new knowledge	1	2	3	4	5
2.	I have an optimistic view toward studying	1	2	3	4	5
3.	I'm proud of my capacity	1	2	3	4	5
4.	Anger Studying makes me irritated	1	2	3	4	5
5.	I get tense and nervous while studying	1	2	3	4	5
6.	I feel ashamed that I can't absorb the simplest	1	2	3	4	5

### Student Expectation

1.	I am in school primarily because I am expected to get a graduate soon.	1	2	3	4	5
2.	My parent would be very disappointed in me if I didn't get a university degree.	1	2	3	4	5
3.	There were considerable pressure on me from my friends to get a university degree.	1	2	3	4	5
4.	I basically had no choice but to come to school.	1	2	3	4	5
5.	There were considerable pressure on me from my family to get a high mark.	1	2	3	4	5

### Student Motivation

1.	The most satisfying thing to me would be to get a good grade in a class.	1	2	3	4	5
2.	If I can, I want to get better grades in my class than most of the other students.	1	2	3	4	5
3.	I want to do well in my class because it is important to show my ability to my family, friends, or others.	1	2	3	4	5
4.	I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5
5.	I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5
6.	When I have the opportunity, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1	2	3	4	5



**Student Learning Ownership**

1.	I find that at times studying gives me a feeling of deep personal satisfaction.	1	2	3	4	5
2.	I find that I have to do enough work on a topic so that i can form my own conclusions before I am satisfied.	1	2	3	4	5
3.	I only study seriously what's given out in class or in the course outlines.	1	2	3	4	5
4.	I feel that virtually any topic can be highly interesting once I get into it.	1	2	3	4	5
5.	I find most new topics interesting and often spend extra time trying to obtain more information about them.	1	2	3	4	5
6.	I find I can get by in most assessments by memorizing key sections rather than trying to understand them.	1	2	3	4	5
7.	I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.	1	2	3	4	5

**Additional Comments**

---

---

---

---

*Thank you for participation!*



## Sample Student 2

... appreciate your participation and want to remind you that  
all answers will be handled with absolute confidentiality. This questionnaire will take around 5  
to 10 minutes to fill in. Please, mark your answers by encircling the desired number. 5 is  
representing the strongly agree and 1 is for strongly disagree. Your answers help us to improve  
Student Perception about the learning ownership.

### About you (optional)

Name

Email

Phone

Abdulrahman Khaled

### Kindly Mark the Correct Choice.

#### 1. Gender

Male

☒

Female

☐

#### 2. Age

13-14 Years

☐

15-16 years

☒

17-18 Years

☐

Above 18 Years

☐

3. What Is Your Approximate Income Per Month 1500 AED

#### 4. What Social Class Do You Belong In

Upper Class

☒

Not Upper Class

☐

#### 5. What Do You Consider About Yourself?

Conservative

☒

Modern

☐

1.	I received prompt written or oral feedback from teachers/tutors on my academic performance.	1	2	3	4	5
2.	I worked very hard and I thought I could meet a teacher's/tutor's standards or expectations.	1	2	3	4	5
3.	I worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organizations, etc.)	1	2	3	4	5
4.	I discussed ideas from my readings or classes with others outside class (e.g. students, family members, co-workers, etc.)	1	2	3	4	5
5.	I had conversations with students of a different ethnic group.	1	2	3	4	5
6.	I had conversations with students who are very different to me in terms of their religious beliefs, political opinions or personal values.	1	2	3	4	5

### Student Academic Progress

1.	I enjoy acquiring new knowledge	1	2	3	4	5
2.	I have an optimistic view toward studying	1	2	3	4	5
3	I'm proud of my capacity	1	2	3	4	5
4.	Anger Studying makes me irritated	1	2	3	4	5
5.	I get tense and nervous while studying	1	2	3	4	5
6.	I feel ashamed that I can't absorb the simplest	1	2	3	4	5

### Student Expectation

1.	I am in school primarily because I am expected to get a graduate soon.	1	2	3	4	5
2.	My parent would be very disappointed in me if I didn't get a university degree.	1	2	3	4	5
3	There were considerable pressure on me from my friends to get a university degree.	1	2	3	4	5
4.	I basically had no choice but to come to school.	1	2	3	4	5
5.	There were considerable pressure on me from my family to get a high mark.	1	2	3	4	5

### Student Motivation

1.	The most satisfying thing to me would be to get a good grade in a class.	1	2	3	4	5
2.	If I can, I want to get better grades in my class than most of the other students.	1	2	3	4	5
3.	I want to do well in my class because it is important to show my ability to my family, friends, or others.	1	2	3	4	5
4.	I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5
5.	I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5
6.	When I have the opportunity, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1	2	3	4	5

### Student Learning Ownership

1.	I find that at times studying gives me a feeling of deep personal satisfaction.	①	2	3	4	5
2.	I find that I have to do enough work on a topic so that i can form my own conclusions before I am satisfied.	1	2	③	4	5
3.	I only study seriously what's given out in class or in the course outlines.	1	2	3	④	5
4.	I feel that virtually any topic can be highly interesting once I get into it.	1	2	3	④	5
5.	I find most new topics interesting and often spend extra time trying to obtain more information about them.	1	2	③	4	5
6.	I find I can get by in most assessments by memorizing key sections rather than trying to understand them.	1	2	3	④	5
7.	I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.		2			

**Additional Comments**



## Sample Student 3

### Questionnaire

The idea behind devising this questionnaire is to find about the student learning ownership and their motivation, learning and Achievement level and the student engagement to their studies and what are their expectation. We highly appreciate your participation and want to remind you that all answers will be handled with absolute confidentiality. This questionnaire will take around 5 to 10 minutes to fill in. Please, mark your answers by encircling the desired number. 5 is representing the strongly agree and 1 is for strongly disagree. Your answers help us to improve Student Perception about the learning ownership.

#### About you (optional)

Name \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_

#### Kindly Mark the Correct Choice.

##### 1. Gender

Male ☐

Female ☒

##### 2. Age

13-14 Years ☐

15-16 years ☒

17-18 Years ☐

Above 18 Years ☐

##### 3. What Is Your Approximate Income Per Month

*i get money when i ask for it*

##### 4. What Social Class Do You Belong In

Upper Class ☒

Not Upper Class ☐

### 5. What Do You Consider About Yourself?

Conservative

☐

Modern

☒

Student Engagement					
1.	I received prompt written or oral feedback from teachers/tutors on my academic performance.	①	2	3	4 5
2.	I worked very hard and I thought I could meet a teacher's/tutor's standards or expectations.	1	2	3	④ 5
3.	I worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organizations, etc.)	①	2	3	4 5
4.	I discussed ideas from my readings or classes with others outside class (e.g. students, family members, co-workers, etc.)	1	2	3	④ 5
5.	I had conversations with students of a different ethnic group.	1	2	3	④ ⑤
6.	I had conversations with students who are very different to me in terms of their religious beliefs, political opinions or personal values.	1	2	3	4 ⑤

1.	I enjoy acquiring new knowledge	1	2	3	4	5
2.	I have an optimistic view toward studying	1	2	3	4	5
3.	I'm proud of my capacity	1	2	3	4	5
4.	Anger Studying makes me irritated	1	2	3	4	5
5.	I get tense and nervous while studying	1	2	3	4	5
6.	I feel ashamed that I can't absorb the simplest	1	2	3	4	5

### Student Expectation

1.	I am in school primarily because I am expected to get a graduate soon.	1	2	3	4	5
2.	My parent would be very disappointed in me if I didn't get a university degree.	1	2	3	4	5
3.	There were considerable pressure on me from my friends to get a university degree.	1	2	3	4	5
4.	I basically had no choice but to come to school.	1	2	3	4	5
5.	There were considerable pressure on me from my family to get a high mark.	1	2	3	4	5

### Student Motivation

1.	The most satisfying thing to me would be to get a good grade in a class.	1	2	3	4	5
2.	If I can, I want to get better grades in my class than most of the other students.	1	2	3	4	5
3.	I want to do well in my class because it is important to show my ability to my family, friends, or others.	1	2	3	4	5
4.	I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5
5.	I prefer course material that arouses my curiosity, even if it is difficult to learn	1	2	3	4	5

### Student Learning Ownership

1.	I find that at times studying gives me a feeling of deep personal satisfaction.	1	2	3	④	5
2.	I find that I have to do enough work on a topic so that i can form my own conclusions before I am satisfied.	1	2	③	4	5
3.	I only study seriously what's given out in class or in the course outlines.	1	2	3	④	5
4.	I feel that virtually any topic can be highly interesting once I get into it.	1	2	3	④	5
5.	I find most new topics interesting and often spend extra time trying to obtain more information about them.	1	2	3	④	5
6.	I find I can get by in most assessments by memorizing key sections rather than trying to understand them.	1	2	3	④	5
7.	I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.					⑤

### **Additional Comments**

### **Appendix 6: Audio Sample of Teacher Answers to the interview**

الجامعة  
البريطانية في  
دبي



The  
British University  
in Dubai



Audio Teacher Interview.m4a



## Appendix 7: Sample of Teacher Answers to the interview



### Interview Questions for High School Teachers

**1. Do you think that student engagement in studies help them to achieve best learning outcomes and achievements in their studies? How?**

Yes, students will feel more motivated to learn -- in other words, when engagement is at a high level -- they perform better academically, improve classroom behavior, and gain a higher sense of self-esteem.

**2. Student academic progress is depending on the level of engagement, motivation and learning ownership, what are your views about this?**

Engaging students in learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences, will increase the progress rate.

**3. Student expectations are only related to getting good grades; they don't have any concern over the learning ownership are you agree/disagree with this question and why?**

Disagree sure, as a teacher I can change my student's mentality if he was one of who thinks that good grades is the only thing that he must aim for, by working on his skills, by appreciating his work and by encouraging him to further his thinking.

**4. Student motivation involves challenging students through a course of work and creating competition between students. what is your motivation to get a good grade and improve your academic achievement?**

Motivation is the key of academic success, so I am using different strategies with my students, some of them are:

- Providing a warm and encouraging words.
- Build on the student's strengths.
- Relate schoolwork to the student's interests.
- Help build a family structure that fosters consistent work towards the goal.

**5. Student learning ownership is not limited to students taking control of their own education; it's how students performs in the real world and how much they achieve in their life. What are your view over it?**

That is 100% right, because of that practical work (hands on activity) is very important, what I call it authentic learning, It is a style of learning that encourages students to create a tangible, useful product to be shared with their world.

