Impact of Using the Self-Study Guide to Reduce the Negative Effects of Teachers' Turnover on Students' Performance: a Study Conducted in a Private American School in Abu Dhabi

\

اثر استخدام دليل الدراسة الذاتي علي الحد من الاثار السلبيه لتغيير وترك المدرسين لمدارسهم علي مستوي الطلاب

by

NESRINE FARAHAT

Dissertation submitted in fulfilment

of the requirements for the degree of

MASTER OF EDUCATION

at

The British University in Dubai

March 2019

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that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.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

___Nesrine Farahat____

Signature of the student

COPYRIGHT AND INFORMATION TO USERS

Abstract

This work proposes a novel Self-Study Guide that can be used in high schools suffering from frequent Teachers' Turnover during the academic year. Teachers Turnover is a global escalating problem with some teachers decide to leave their schools or change career during the school year. In this study, I have assessed the feasibility of applying the Self-Study Guide in a private high school in United Arab Emirates (UAE). Three groups of students have been recruited for the study with each group guided to study with a different technique. A mixed-approach (quantitative- qualitative) is used to detect the success of using the proposed Guide to solve the Turnover problem.

Firstly, the study presents factors and consequences of Teachers' Turnover with previously suggested solutions in case no qualified teachers are found. Secondly, it investigates how schools and educational institutes deal with turnover problems. Thirdly, it presents the key theories that helped the researcher frame her study: such as Culture Exchange Theory, Social Development Theory, Motivation Theory, Constructivism Theory, Collaborative Learning Theory and Creativity Theory. Finally, it presents a new program called a Self-Study Guide as a solution for the Turnover problem.

To measure the validity and significance of the Self-Study Guide program, a comparison of students' academic performance is conducted among 3 groups of students who learned a certain lesson through different techniques. Another comparison, to measure students' motivation towards learning, is conducted within one group of students only, who learn 3 different lessons using the three different techniques. This study aims at examining the significance of the Self-Study Guide on the level of performance, level of motivation and creativity of students in learning. It, also, recommends directions for future studies.

Results show that students' best performance is recorded in the teacher-supported group with a 100 % success rate, while 90 % success rate is found within the Study-Guide's group and 75 % success rate for students who studied completely independent. The Self-Study guide proposed in this research is found to have a significant positive impact on student's level and academic performance with possible teachers' turnover during the school year.

ملخص البحث

قمنا في هذا البحث بتقديم دليل دراسي لطلاب المرحلة الثانوية لمساعدتهم في التغلب على مشاكل التعلم في حالة انقطاع المعلم عن المدرسة بسبب ظروف طارئة أو بسبب تركه المدرسة أو انتقاله الي عمل آخر خلال العام الدراسي. وتعتبر مشكلة انقطاع المدرسين عن العمل خلال العام الدراسي من المشاكل التي تؤرق صانعي القرار ومديري العمليات التعليمية في العديد من دول العالم لما لها من آثار سلبية على الطلاب وعلى سير العملية التعليمية. هذا وقد قمنا بهذه الدراسة على طلاب أحد المدارس الثانوية الخاصة بدولة الإمارات العربية المتحدة. و لضمان فاعلية الدليل فقد قمنا بثلاث اختبارات عليه، أخبار نوعي و أختبار كمي و مقابله شخصيه. وقد تم اختيار ثلاث مجموعات عشوائية من الطلاب لمعرفة مدى فعالية استخدام الدليل الطلابي المقترح. وتكونت المجموعة الأولى من طلاب استعانوا بالمعلم مع الدليل الطلابي والمجموعة الثانية اعتمدت على الدليل الطلابي فقك أما المجموعة الثالثة فاعتمدت على نفسها تماما. وأوضحت النتائج أن المجموعة الأولى حصلت على نسبة نجاح ١٠٠ % والمجموعة الثانية على نسبة ٩٠ % أما المجموعة الثالثة فكانت نسبة نجاحها ٧٥ % فقط مما يشير الى فعالية الدليل الطلابي المقترح. ولقد وجدت الدراسة أن معدل نجاح الطلاب و تشجيعهم علي العمل يصل الي اعلي مستوي في حين وجودهم مع معلمهم و يقل قليلا حين لا يوجد معلم و يستعوض عنه بدليل الدراسه و ينخف كثيرا حين يختفي المعلم و الدليل و يترك الطالب منه لنفسه. ومن ناحية أخرى فقد وجد أن تطوير مناهج لا تعتمد اعتمادا كليا على وجود المعلم وتعتمد أكثر على مجهود الطالب في البحث عن المعلومات مما قد يقلل الضرر في حالة ما قد يقرر المدرس ترك عمله خلال العام الدراسي.

.

Dedication

To every soul that is passionate to learn

To my dear husband, for all his support at every step

To my brother who is part of my soul

To my late father who made me what I am

Acknowledgement

To begin with, uncountable thanks to Allah Almighty for blessing me so much that I cannot thank him enough, even if I try it every day.

Thanks to my dear parents for all their love, trust, and sacrifices in making me who I am today.

Thanks to my dear husband and kids who sacrificed a lot to help me achieve what I aimed for.

A 'thanks' is a small word to acknowledge the support and guidance that Dr. Solomon Arulraj David has given me throughout my study time.
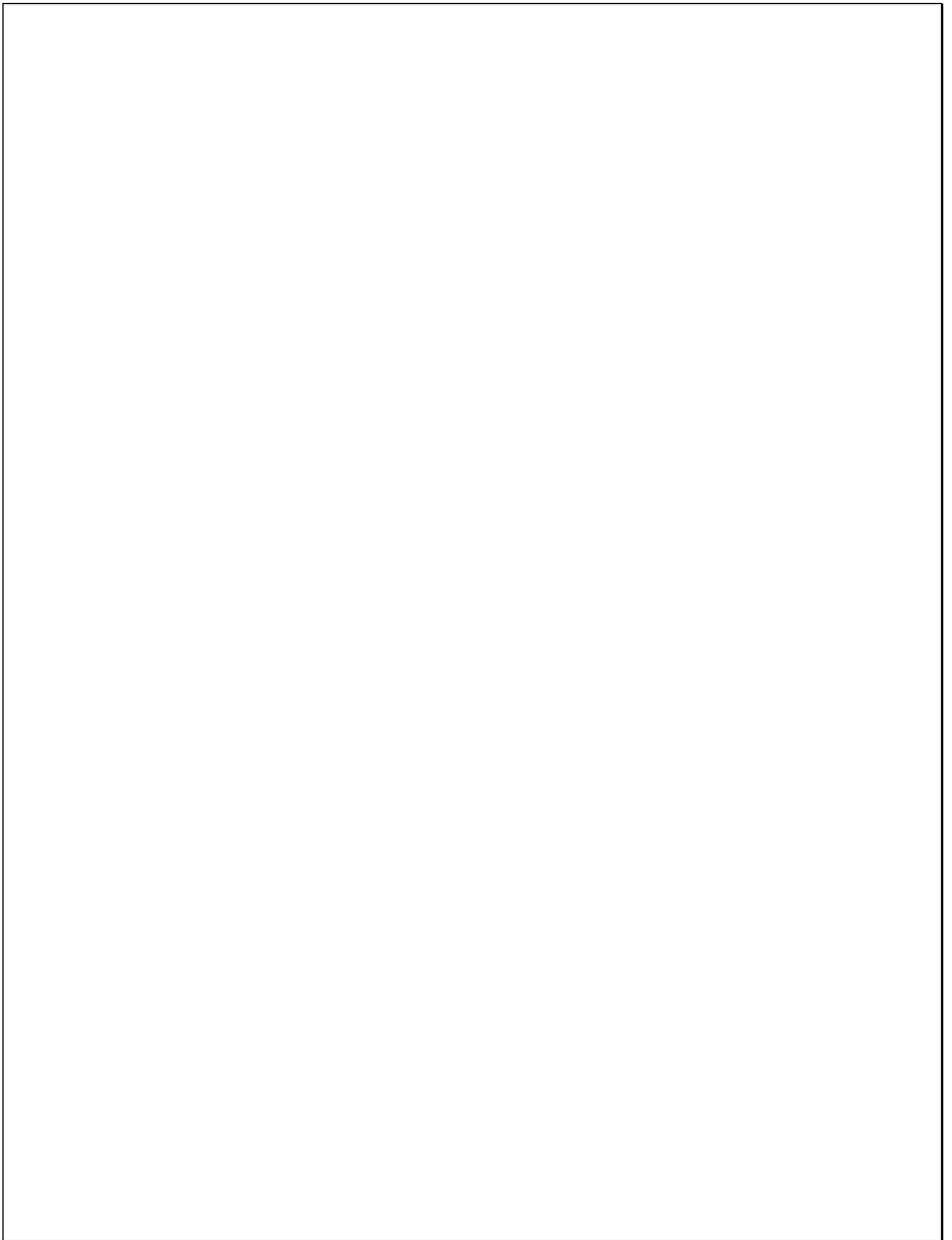
Table of Contents

List of Tables

List of Abbreviations

Chapter 1: Introduction

1.1. Background and Motivation

Working on enhancing students' motivation towards learning is one of the U.A.E educational recommendations of the 21st Century. Unfortunately, students face many obstacles, which demotivate rather than motivate them. These obstacles hinder their progress as well as their learning ability as they do not only lose motivation but they also lose track of knowledge. Teachers' Turnover is one of these obstacles. Over 60% of teachers either change schools or leave the career as a whole yearly. This is a world-wide problem facing Students.

Redding (2018) stated that teachers' turnover is a problem that can potentially put students' learning experience back significantly. Loeb, Ronfieldt and Wyckoff (2012) said that turnover's effect on students' performance and achievement can reach beyond what can be explained. Many solutions were given to limit turnover, yet all schools around the world still suffer its negative effects. One of those suffering countries is the United Arab Emirates (U.A.E), as the turnover of teachers is a deeply rooted issue because U.A.E population is about 9 million where less than a million are citizens. This leaves it with a big possibility of people moving out due to many reasons and schools should find another sustainable system to rescue their students from the accompanied negative effects.

Being a teacher and administrator in the UAE educational system for the past 10 years, I encountered multiple cases of Turnover and realized their devastating effects of students' performance and motivation. The Ministry of Education in UAE has introduced several theoretical policies and strategies to help those students but none provided a significant solution for the Turnover problem's negative effects. However, these policies did not completely fail as they have directed schools to adopt the Student-Centered Learning strategy paving the way for new solutions to the problem. This study is introducing a new

program called the Self-Study Guide that aims at guiding, motivating and helping students to study and progress independently. By applying the new program on my students, I found out that they are not only capable of studying independently but are also capable of managing their lessons and study time successfully.

1.2. Statement of the Problem

According to a recent study published in Al Khaleej Times, Nasir (2018), UAE is suffering a high percentage of teacher's turnover due to several reasons, which leads to devastating negative effects on students' performance and confidence. Teacher turnover has a negative effect on the attainment of students mainly because in most of UAE schools, the teacher is the students' window to the world. Teacher is the only resource and guide for students. It is the duty of school management to work side by side with teachers to provide another permanent source, beside the teacher, for students to depend on so as to assure the continuation of the students' progress bearing in mind that teachers may leave their schools at any time. Shweta Singh, a human resources assistant manager at the Indian International School, stressed the fact that schools need to prepare sufficient material for the academic year ahead to avoid disturbance of students resulting from teacher's turnover. Nasir (2018)

Educational methods and policies are rapidly being changed in UAE and new systems are being adopted turning the teaching and learning process more independent. Rather than Book-Based Education, UAE now depends on the international Concept-Based Education. Prior to the adoption of the new system, the instructing technique was constrained by educators who utilized customary strategies favoring reviewing and remembrance, Ridge N. (2010). In the ongoing past, instruction has encountered steady change affected by globalization. This change infers a development towards modernizing educational systems. The new system is relatively new to students, parents and teachers in the country and should have been much better prepared for, before being applied, as it threw the burden on teachers' shoulders and instead of turning the educational system

into a student-based system, it oppositely made the teacher the only reliable source of information.

Given the increasing number of teachers, who leave their schools for several reasons, and the large number of students suffering as being left behind not covering the material required for their level of education, an alternative source has to be provided to ensure that no student will be left behind and no substitute teacher will suffer collecting material for different age groups and different subjects. In other words, it is the duty of school management to work side by side with teachers to provide another permanent source beside the teacher for students to depend on so as to assure the continuation of the students' progress bearing in mind that teachers may leave their classes at any time.

It is very important to raise the awareness of students and lead them through the correct path of self-study to avoid the devastating effects of teachers' turnover. In other words, seats of the Titanic should be re-arranged: students should learn to self-study using planned and prepared materials whether their teacher remains or leaves. Teachers' responsibilities, on the other hand, must extend to syllabus designers that prepare sufficient, self-explanatory and user-friendly materials for students to use. Uyoata (in Delacruz 2007) stated that the presence of learning resources in schools are very important in executing successfully programmed syllabus for students to learn through.

It is worth mentioning that online educational programs and material are being developed and enhanced in many schools and associations around the world. Distance learning and home schooling are not new to the field of teaching and learning. Thus, students can learn and develop on their own if they are well-guided and well-prepared for this challenge. Through his study "Education outside the Traditional System", Cummings D. (2015) mentioned that students working independently are more intelligent and more open to the world than those working under the constraints of regular classrooms. Whalen (Retrieved from Cummings D. 2015) mentioned that creative schooling programs act as alternatives that will make students become more productive in their classes, keen about learning and definitely successful in school. Students will be more dominant, increasingly enthusiastic,

progressively astute and increasingly inventive if they gained authority over their reality, as opposed to being compelled to uniform makers who they might not have any desire to turn into. Cummings D. (2015)

1.3. Purpose and Objectives of the Study

The purpose of this study is to test the efficiency of an alternative creative school program designed to guide students through their independent study: a program that has students at the center of the educational system. The main aim of this program is to reduce the "Sink or Swim" dilemma, of students left without guidance, resulting from teachers' turnover. It is a single-site case study designed to explore the effect of using the Self-Study Guide on the performance of grade 11 students, who had rapidly suffered teachers' turnover causing them to lose interest in teachers and education in spite of their brightness and initial excellence.

The objectives of the study are:

- To evaluate the efficiency of the suggested Self-Study Guide, prepared by the researcher.
- To measure the effect of the Self-Study Guide on the performance of students.
- To examine the significance of the Self-Study Guide on the motivation of students towards learning.
- To compare the motivation level of the girls to self-study to that of the boys.

1.4. Research Questions and Hypothesis

The Self-Study Guide aims at guiding and motivating students who suffer from being left behind due to Teachers' Turnover. This study will examine the effect and validity of the new program on the performance and motivation of those students

What is the impact of using the Self-Study Guide on reducing the negative effects of Teachers' Turnover on Students' performance?

Can the introduction of the Self-Study Guide to grade 11 students, who continuously suffer disturbances in their learning progress due to staying for long periods with no teacher to guide them through their syllabus, act as a permanent solution to the problem? The study will investigate the following questions:

a- To which extent is the use of the Guide beneficial to the students' learning progress?
b- Will the grades of the students be different when being guided by their teacher than when learning through the Guide or when being left with the text book only?
c- How far will the Self-Study Guide motivate students to learn on their own in-case they have no teacher?
d- Will the gender difference affect grades and motivation level?

The research will test the following hypothesis through analyzing and comparing the exam results of the students experiencing the three different styles of learning.

H1: The use of the Self-Study Guide will help the majority of the well prepared students work, learn and overcome their teacher's absence.

H2: Students using the Self-Study Guide will show more motivation and curiosity towards learning than those left behind without teachers, pre-prepared materials or guidance.

H3: Girls will show higher tendencies to self-study and will be more serious about their success.

The Self-Study Guide is organized in an interactive way following Virginia Standards to ensure motivating students to find the relevant information themselves before highlighting or summarizing it for them. It also provides the students with different opinions and different prospective about the topics they learn to help them build their own opinion rather than adopting one opinion or one explanation given to them. It encourages innovation and creativity making sure that each student would work at his own pace but still gets the relevant information.

1.5. Rationale of the Study

The study has a significant importance in the Educational field as it tackles one of the very important problems facing students' performance in U.A.E, which is missing the only reliable factor and guide symbolized in the teacher's character. It is important to stress on the fact that, the study does not provide a permanent substitute for teachers neither does it neglect their importance in the teaching and learning process. However, it is providing a permanent solution for the continuous unsolvable problem of the teachers' turnover but not for the teacher.

It is important to emphasis that this study enforces the presence of teachers in all its stages. First, it is the subject teacher that will prepare, pick and choose the relevant support materials for students of the year group. Second, it is the coordinator who is going to supervise and arrange these materials in a significant and differentiated manner to suit the different types of learners. Third, it is the academic advisor who will approve these materials and will be responsible of guiding the students through them, in case of teachers' absence. Finally, it is the substituting teacher's or the advisor's job to supervise and facilitate the use of these resources and materials by the students.

Ensuring the success of that program requires the full understanding for the factors that can affect its implementation. Education, in other words, is the behavioral management field of study that determines the required skills to control the inspiring behavior of students towards learning. This puts the program of Self-Study Guide on a high scale of challenge for it requires a full understanding of the nature of students, teachers and society in U.A.E as the success of the program totally depends on students' behavior towards learning. It is then the job of the school administration and teachers to mentally prepare the students for the challenges they would meet, make them aware of the importance of their contribution and cooperation and motivate them to learn on their own. Ezer (2009) stated that motivation for self-study started from the conceptualist development in educational modules. This methodology depends on the belief that one generally is capable of teaching himself. The learner is portrayed as somebody setting out

on a journey to look for the foundations of self-comprehension and to use these foundations in training himself.

This study is very significant and essential within the context of the U.A.E as it is a multicultural nation with one-ninth only of its population Emirati and the rest expats, which raises the possibility of teachers' turnover, due to several reasons, leaving their students for long periods without guidance. Thus, a well-prepared alternative must be provided to stabilize the teaching and learning process of students with their facilitator or without. Al Murshidi (2014) said that the process of self-learning is not optional in UAE, but it is an obligation from the ministry of education. Student-centered learning substitutes the customary job of the instructors to the assistance and training jobs. The educators are not by any means the only wellspring of information. They only help students to access and process data and develop their learning.

1.6. Structure of the Dissertation

This dissertation is divided into five chapters without the abstract and bibliography. The first chapter that titled 'introduction; is briefly giving the context of the study. It also explains the problem statement, purpose and significance of this study. This chapter also introduces the research questions and hypothesis of study. The second chapter reviews the found literature on the subject matter of this study. It defines and explains the different terms used in the dissertation formulating its conceptual and the theoretical frameworks defining and explaining relative theories supporting them. The third chapter is designed to address the overall methodology of this study as the design, research philosophy, data collection strategy, instruments used and methods of analysis, as well as the population and sampling procedures. Finally, it provides an illustration of the ethical considerations considered before data collection. The fourth chapter explains the results and findings of the qualitative and quantitative data analysis in details. It will also include the discussion of findings and relate them to the field of study. Chapter 5 summarizes key findings, recommendations, implications, limitations, conclusion of the study and the scope for the future researchers.

Chapter 2: Literature Review

2.1. Chapter Overview

In this chapter, I will present the literature review that helped me formulate the study. The framework of the study agrees with the Emirate new vision of change from teacher-centered classrooms to student-centered ones. Arulraj. S. D. and Al Junaibi, N. (2015) reported that Abu Dhabi's approach of education has changed from teacher-centered approach to a student-centered one where students are provided with the opportunity to develop in an advanced technological atmosphere using the international modern facilities of learning.

This chapter states the turn-over problem explaining its reasons and effects on students' performance and motivation. It also discusses how schools suffer chaos and disorder resulting from the challenges they face due to teachers' turnover and the negative effects this chaos causes to students' performance. It presents examples of other systems that mainly depend on alternative means beside teachers in the teaching and learning field highlighting the degree of satisfaction and success of these systems. Moreover, it explains the theories that helped the researcher understand the problem and provide a solution for it. Finally, it reviewed and compared the current research to similar research that attempted solving the problem using either the same or different ways.

2.2. Conceptual Analysis

This section presents the Teachers' Turnover problem. It explains the reasons and results of that problem whether internationally or locally: within UAE. It also explains its negative effects on students' performance and motivation.

2.2.1. Teachers' Turnover

Teachers' Turnover is an international challenge in the teaching and learning field. The reasons behind this challenge vary between personal and professional ones. According to Podolsky. A, Kini.T, Bishop.J & Darling Hammod. L (2016, p 4), 60% of the teachers are subjected to leaving their positions yearly for multiple reasons that vary between personal and professional ones. As per the article, the highest percentage of turnover is caused by reasons concerning school systems as teachers are left without support dealing with all the hardships of the field. Thus, the unification and consistency of systems, within schools, beside the academic support given to retained teachers will help them cover up for other teachers who leave, without burdening them with more preparation or more work. This will eventually lead to reducing the negative effects of turnover on students' performance.

Podolsky. A, Kini.T, Bishop.J & Darling Hammod. L (2016) added that the lack of support materials and guide-lines are considered a big challenge for new teachers as well. Whereas, if there was a pre-prepared pack of materials, that is well-designed according to students' level available for those challenged teachers to use, a big part of their problem will be solved and they will not be left behind or abandoned which will reduce their dissatisfaction, retain them and help them create a suitable atmosphere for their students to learn in.

2.2.1.1. Teachers' Turnover in UAE

In the UAE, several reports show that the percentage of turnover among teachers is relatively higher than the global average, Nasir (2018). Absal. R (2011) stated that the percentage of turnover in Dubai schools varies between 15 to 60 percent annually and this is affecting the quality of education in the emirate negatively. Dr. Abdullah Al Karam, the director of KHDA (2018), stated the connection between the turnover of teachers and the quality of the educational system is strong. He argued that during the KHDA inspection visits, KHDA inspectors met many teachers who said that due to their recent appointment, they need the least of a full year to be able to apply the

improvements suggested by the inspectors. Al Karam emphasized that they need to know the reasons behind the turnover and reach solutions so as to assure the stability of teachers and students' performance in turn. Another article by Afshan.A (2011) mentioned that the turnover rate reaches up to 60% annually at some schools which greatly affect the planning stage in those schools. Afshan stated that schools should follow consistent strategies and teaching techniques to avoid the changes caused by new teachers adopting new processes and methods which cause confusion for students and negatively affecting their performance.

Dickson. M, Riddle Barger. J, Stringer.P, Tennant.L and Kennetz.K (2014) stated that Emirate novice teachers face many challenges pushing them to turnover. These challenges vary from managing students' behavior to handling the substantial educational reforms taking place in the United Arabs of Emirates. By interviewing some of those teachers, they said that their main struggle resulted from failing to follow the fast track reform system, as they explained, with the lack of supportive environment at work which lies in the lack of the support-materials and guide-lines they needed in their preparation. The study concluded that novice teachers need the help of their experienced colleagues and school administration in order to avoid being left back and misleading their students. The article mentioned that since 2005, the attrition of teachers has become a significant problem in Emirates which limited the country's ambition in developing its educational system. All previously mentioned research stated that the turnover of teachers has caused devastating effects of students' performance and is inevitable due to many reasons. Thus, there is an urgent need of a more reliable and permanent source of knowledge for students to depend on.

2.2.2. Effects of Teachers' Turnover on Students' Performance and Motivation

Teachers' turnover has a significant negative effect on the performance of students. Ronfeldt, M., Lankford, H., Loeb, S. and Wyckoff, J. (2012) said that students of the same grade level at the same school do worse in the years where rate of teachers' turnover is higher compared to years where teachers' turnover is relatively lower.

Sawchuk (2012) clarified that the turnover does not only affect students' performance but also their attitude towards learning because of the change of strategies of different teachers they are subjected to during the year. He said that in some cases this change can be considered helpful, if the new teacher is relatively better but in average we cannot consider these cases as the whole institution will get disturbed for institutions mainly depend on teachers and not on institutional knowledge.

Ronfeldt.M, Loeb.S & Wycoff.J (2012) added that teachers' turnover would cause the low achievement of students and the low achievement of students may cause the teachers' turnover and thus students must learn how to be responsible for their own education. This study is considered very significant to my research topic as it thoroughly explained a different angle of the problem and indirectly provided a solution for the turnover negative effects regardless of its causes. The solution lies in enhancing the school instructional programs that will help students find a clear path to follow regardless having a teacher or not.

2.2.3. The Importance of Student-Centered Classrooms

One of the most important concepts used in this research is the Student-Centered classrooms. Student- Centered learning has been characterized most as a way to deal with learning in which students pick what to ponder as well as how and why their choice may be of intrigue. The environment of learning has student's interest at its heart which clarifies that it does not require teacher's control of scholarly substance: students find the learning procedure increasingly important when themes are pertinent to their lives, needs, and interests, and when they are effectively engaged in making, understanding and connecting what they learn to real life. A study made by Froyd & Simpson (2010) mentioned that Student-Centered Instruction [SCI] is an instructional methodology in which learners impact the substance, exercises, materials, and pace of learning. This learning style puts the learner in the focal point of the learning procedure. This system gives the learners chances to study independently and from each other. The SCI approach incorporates such methods as substituting dynamic learning chances, encouraging open-

ended questions and imaginative reasoning. Correctly applied SCI can prompt expanded inspiration to learn, more noteworthy maintenance of information, more profound comprehension, and increasingly uplifting dispositions towards the subject being learnt.

In the United Arab of Emirates, Arulraj S. D. and Al Junaibi, N. (2015) said that The Abu Dhabi Education Council has changed from the conventional educator-focused way with the student-focused methodology. They added that this new point of view was formalized in 2010 and was expected to meet many dangers and difficulties. The Student-focused model is intended to furnish the learners with a further developed, innovative learning atmosphere meeting the present-day styled education. Student-centered learning is a new methodology which puts the guidance role in the students' hands and not the instructors' so as to give students independency and self-governance. The hypothesis of student-focused methodology is based on the hypothesis of the useful learning and it underscored the basic job and obligations of the students as far as building new thoughts, significance of the data and sharing encounters.

The Self-Study Guide proposed in this research totally depends on the international drive of changing the teacher-centered classes into ultimately student-centered one in which students will be motivated to work on their own following certain guide lines and pre-planned documents to analyze, solve and learn new concepts. UAE has been promoting this strategy since 2005 and has introduced several policies and guidelines for schools to follow in order to achieve its target of leading in the field of education.

2.3. Theoretical Framework

This part discusses the social sciences' theories that affected my research. It explains the Culture Change Theory, Social Development Theory as well as theories concerned with human nature and that lead to the U.A.E 21st century vision for education, like Behaviourism, Constructivism, Creativity and Collaborative Learning theories.

2.3.1. Culture Change Theory

Cultural Change is the adaptation modes that naturally and smoothly take place in any environment as culture and change are firmly interwoven. Steward.J (1955) updated (Feb, 2nd 2019). Authoritative change, on the other hand, happens consistently and suddenly inside any association where the objective would be leading to the on-going cultural changes. This happens through altering the operating systems of this association extra degrees towards adapting to the new culture. In this sense, changing society could be portrayed as similar to attempting to cruise a sea while still building the pontoon, Coutts (2016). Coutts added that cultural change when lined up with an association's vision turns to have of survival purpose rather than an adapting one. Fruitful change requires a timed plan and a reasonable vision including the risks and challenges that could be acknowledged.

The change in culture affects education significantly. In schools, authoritative change requires clear associations between profoundly held convictions about instructional methods, educational modules, appraisals and peaceful consideration alongside ideas of instructors, polished methodology and convictions about the reasons for training. When changes are believed to undermine these convictions or hinder people in their quest for related results, they must be stood up against. All instructors should know that the planned change in reality will benefit their career and will enable them to solve their most prevalent issues.

Protection from change can be viewed as culture protection in some societies. Starr (2011) depicts this in an examination of the legislative changes clarifying that these kinds of changes can be faced by social obstruction, as people refuse to change what they consider standard in their lives. Social barrier is, then, fortified when the change is started outside of the way of life. To proceed successfully with the change process, all members of the society must be convinced with the importance of this change and should all work hand in hand following reasonable steps towards the goal of change. Applying that on

schools, the change should be for a valid reason and should be gradually applied through the cooperation of all team members.

2.3.2. Social Development Theory

David L. (2014) states that social communication leads to awareness and cognizance as well as social conduct, thus social development occurs. Feldman, D. (2004), said that Jean Piaget believes kids develop their comprehension skills in order to be able to learn, while Vygotsky (1978) believes that the kid's comprehension skill develops twice: once before learning and once after learning. Social communication plays a central role during the time spent on intellectual advancement. Vygotsky added that the more kids learn, the more they develop. Vygotsky declares three noteworthy topics concerning development: the social connections, the more educated other, and the zone of proximal advancement.

Numerous schools had generally advocated a transmission or instruction role for teachers, in which an instructor or speaker 'transmits' data to students. Conversely, Vygotsky's hypothesis advances learning settings in which students assume a functioning job in learning. Roles of the educators and students are in this way shifted, as an educator ought to work on raising the capabilities of his students and help encourage meaningful development in them. Adaptation to new roles, will in turn rule, the relation between teachers and students David.L. (2014)

2.3.3. Motivation Theory

This section describes the types of learners and the different ways of motivating them. Generally three styles of motivation are perceived: Goal-Oriented, Learning-Oriented and Relationship-Oriented. Guidelines should endeavor to address students who have any of these inspirations. Addressing the learning-oriented students that learn for learning is the easiest among all as they are self-inspired and will strive to comprehend and apply anything offered to them. Students who are relationship-oriented view participating in learning as an approach to cooperate with others. They appreciate the social part of instruction; they need to interface with others. A portion of these students need to

interface with their companions, however some are searching for a nearby association with their teacher. Goal-oriented Students ask themselves, "How might this benefit me?" Educational systems, then, have to give them valid justifications for learning the ideas displayed in their course. Diverse learners have unique objectives, so make sure that you offer the assortment of purposes that learning the substance serves. Amini . M., Beikmohammadi, M. and Mohebbi, A. (2014)

Another Study by Bouffard, L. (2017), Ryan, R. M. et Deci, E. L. (2017) highlighted the importance of raising students' self-assurance and self-confidence. Self-assurance hypothesis occurs when connected to the domain of instruction and is basically concerned with developing a feeling of an enthusiasm for learning, an esteeming of training, and a trust in the student's very own abilities and properties. These results are signs of being self-confident and self-reliable. Research recommends that these procedures result in amazing learning and applied comprehension as well as upgraded self-improvement and modification. Since we all want to be more productive in our work, we need to motivate ourselves and our students. The motivation theory can help solve unsolvable problems in the field of education:

- One of those theories is the Maslow's Hierarchy of Needs Theory that I found very helpful in applying the Self-Study Guide I created for my students. This theory can be applicable to substitute teachers supervising students as well as to students' behavior using the Self-Study guide. It discusses the basic needs that should be met by the users of the manual before using it. It can be described through utilizing the esteem of students and teachers to make them feel more confident and important as well as utilizing their self-actualization which is their desire to achieve, (Maslow 1943, adopted from Mcleod 2018).
- The second theory is the Expectancy Theory, which decides how people will choose to behave depending on what they expect the result of their behavior will be: achieving targets should be rewarded to motivate students and teachers to work hard to achieve those targets, Maslow (1943).

- The final and most important theory is the Three-Dimensional Theory of Attribution. According to Weiner, B. (2001), people must know why they do what they are doing. Attribution, according to Weiner, has a great effect on the motivation of success in the future. A clear example of attribution is given in an article called the "5 Psychological Theories of Motivation to Increase Productivity" (2014). The article says students would be more motivated to work if they knew their initial weak performance was a result of external factors like lack of material or support, rather than a result of not being smart.

2.3.4. Constructivism

Recently, the educator's job has transformed from being a teacher to being a facilitator for students to learn by experiencing situations and analyzing them then develop their own insight and consequently, learning happens. As per Mvududu and Thiel-Burgess (2012), and Slavin (2014), constructivism in the educational field can be described as alternating teacher-centered classroom with Student-centered ones. This is particularly the situation when students are combined or gathered as they offer each other the required framework support. As per the U.A.E. vision of education, constructivism must overrule classrooms bringing about alumni learners who are, obviously, progressively certain, dynamic and occupied with their very own learning. These thoughts of constructivism mirror the degree to which it is profoundly attached to Vygotsky's hypothesis. Mvududu and Thiel-Burgess (2012), Slavin (2014)

2.3.5. Collaborative Learning

Collaborative learning is the direct result of constructive classrooms' approach. As per O'Donnell and King (2014), collaborative learning is simple a way to deal with Students' discovering of nature. It is the most successful way to inspire learners to work in sets or little gatherings in order to finish a particular task, make a specific item or solve a certain problem. The viability of cooperative methodologies in improving students' learning and innovativeness has been perceived by various specialists. Hogan and Tudge (1999) as well as Williams and Sheridan's (2010) contend that group-learning is very productive to

the learners' subjective improvement only when connected well and in appropriate conditions with respect to students' state of mind, association and the significance of learning. Sawyer (2015) features that active, constructivist cooperative methodologies bring about expanding imaginative learning. With everything taken into account, these examinations suggest that to get the greatest out of collaborative learning, schools must cautiously apply it through supporting students with suitable well-planned materials and guidelines to organize their learning path.

2.3.6. Creativity

Kaufman (2016) stated that creativity is a relatively new concept so it is being mistaken for innovation or imagination. Palaprat and Cole (2011, p.397), clarified that imagination and creativity are different but they, still, are related in a way. Stokes (2016) stated that the main aim of creativity is to serve a purpose. Romero, Hyvönen and Barberà (2012, p. 422) agreed with that opinion of Stokes clarifying that the social purpose of creativity is what gives creativity a value. Corazza (2016), Diedrich et al. (2015) and Kaufman (2016) added that there is no united definition for creativity as the definition would differ from one situation to another. Robinson (2011) claims that defining creativity depends on the generation, product and process where it occurred. According to the theory of creativity, any planned lesson or material should take the age, capability and cultural constraints of the students to help them create and innovate rather than confuse and mislead them. Considering the UAE culture and types of students, any student-support material must be prepared in a very clear and direct way so as to support the Relationship-Oriented type of learners, who mainly need a teacher to facilitate their learning process, and to encourage the Goal-Oriented and Learning-Oriented ones.

2.4. Attempts of Overcoming Turnover's Negative Effects.

This section presents some previous studies that aimed at finding ways that are more engaging for students who suffered lack of motivation due to suffering from teachers' turnover. It presents previous attempts of enhancing students' motivation towards

learning and aiming at transforming their learning strategy into a student-centered one. These studies helped me framing a program that depends on self-study.

2.4.1. Substitute Teacher

One of the most significant resources that is poorly used by most of the schools to overcome teacher's absence whether on short or long term, is the substitute teachers: Some schools hire substitute teachers just to cover up when teachers are absent on daily bases and this extends to long term of coverage on maternity leave or even turnover. Unfortunately, these teachers are left with no aid and no guidance in noisy classrooms that do not allow them teach or catch up with the annual material of those classes. The maximum that schools can do to help those teachers and those students is to give some revision worksheets which students would not be even interested to go through. A Study made by Glatfelter A. (2016), (adopted from Leonard 2016) confirmed that substitute teachers can negatively affect students' performance and attitude towards learning especially in classes that are frequently subjected to the substitution process. Glatfelter used O'Connor, K. (2009) article about his experience as a substitute teacher to prove his point of view. O'Connor is a retired principal who worked as a substitute teacher in many schools. O'Connor said that he had suffered a lot in many schools lacking assistance from school personnel but he also enjoyed his experience in other schools where he was fully assisted and guided to carry out successful lessons with students. He said that in some schools he was provided with detailed plans, material and assistance from staff members that he felt so confident and could successfully cover up for the absent teacher in a very constructive mean.

In Finland which is one of the leading countries in the field of education, Kukkonen. J & Remas. S (2014) carried out their thesis to find the methods that comprehensive schools use to manage substitute teachers that are hired on a sudden need or to cover planned absence. They found out that these schools use IT solutions in their choice and in their preparation. They design programs helping substitute teachers cope up with other class teachers of the same year group. These programs support teachers carry out classes

18

successfully even for a certain time during the year. Another paper on the effect of having a substitute teacher by Echazarreta (2011), who mentioned that she herself was a substitute teacher, clarified that one of the challenges facing substitute teachers is the dual personalities of students. Students, as she said, have one personality with their class teacher that changes into another with the substitute. Her aim was to change this attitude of students who know that secondary and high school students do not teach like primary ones. Students take it for granted that this free lesson will be a movie or leisure time rather than an actual lesson. She came out with the some results to ensure normal classroom learning with substitute teachers. First, the school has to provide them with detailed plans and procedures. Second, pre-prepared materials must be ready and organized according to the different types of learners. Third, students must be well prepared and disciplined to cooperate with the teacher. Finally and most importantly is the cooperation of the members of the school with the substitute teacher within and out of the classroom.

2.4.2. The Importance of Instructional Materials

Instructional Materials which are known as Teaching and Learning materials including non-human and human resources that are used in the teaching and learning process to help in achieving the desired objectives of the lesson learnt. In 2007, Delacruz mentioned that children are capable of organizing information into meaningful knowledge. He said that if students were provided with the concept, they can learn the specifics easily. In the same study, Delacruz used Montague, Wulfrek & Ellis (1983) research to prove that Instructional Design (ID) is considered more important to students than to teachers. He said that instructional materials facilitate the learning process as it is designed in a creative, rational and logical pattern helping students solve problems on their own. It is the science used in creating a detailed program meant for students' development and motivation according to their level of achievement. Delacruz (2007)

A recent study made by Dodd, Camacho, Morocho , Paredes , Zúñiga , Pinza , Toro , Vargas , Benítez & Rogers (2015), identified the key problems facing students learning a

second language mentioning that a key-variable is the effective use of instructional and supplementary materials in classrooms. According to this research, the effective use of instructional materials does not only help in the teaching and learning process but also in increasing students' motivation towards learning. This study played a very Significant role in the designing the Self-Study Guide. Adding the motivating and realistic aspects to the guide brought it to reality and facilitated its use by students.

2.4.3. The Use of Technology in Education

Technology is the 21st Century language and it is a must to integrate and make use of it in any education system. Yamamoto, N., & Wakahara, T. (2013), in their study about using technology to enhance students' motivation said that learning a second language would be a difficult task if the utilization of strengthening materials and inspiration of learners were not addressed properly. The use of internet resources like you-tube videos and movies to enhance language acquisition for EFL students had proven to have a great impact on their performance As per Chwo, Jonas, Tsai, and Chuang (2010), the listening, reading and speaking skills of learners are greatly influenced with the integration of technology in teaching. Many more researchers have stressed the importance of technology integration to enhance students learning; Potosi, Loaiza, and Garcia (2012) clarified the importance of the utilization of video as a broad media material inside ESL classrooms. Hayati and Mohmedi (2009) went further in their research and introduced the use of untranslated movies to enhance language acquisition. Ball (2011) proved that movies, multimedia and you-tubes are beneficial for students and adults who are learning a second of foreign language.

In a comparable report, Kelsen (2009) examined the utilization of you-tube recordings on EFL students in Taiwanese undergrads, finding that the subjects of the investigation trusted their utilization to be fascinating, important; and useful. Further investigations by Orr (2008), Mathews-Aydinli, and Elaziz (2010) in the work of intelligent whiteboards in EFL classrooms incorporate the utilization of technology with constrained critical outcomes. Similarly, Morris (2011) inspected the utilization of PCs with constrained

noteworthy discoveries from his exploration, while Amin, R., Azim, M. & Kalam, A. (2018) examined the utilization of PowerPoint in classroom with positive outcomes concerning the viability of a class.

In general, technology provides very reliable and permanent sources of knowledge that students can fully depend on if guided correctly. The Self-Study Guide mainly depends on online resources via computers and I-pads to guide, explain, challenge, test and correct students' work. It has explanatory texts, analysis texts, open-ended questions, you-tube links, and useful websites to help students read more about the topic as well as on-line exams which students can test their understanding through. Allen & Tanner (2005) developed a program of short questions and answers, designed to answer students' most frequent questions so as to help them in their independent learning. Fies & Marshall (2006) followed that with another program called "Clickers" that can be used to provide students with a built-in planning tool and help them with their writing.

2.4.4. Use of Multimedia in Education

Multimedia is characterized as the mix of different advanced media types, for example, content, pictures, sound and video, into a coordinated multi-tangible intuitive application or introduction to pass on a message or data to a crowd of people. At the end of the day, sight and sound signifies an individual or a little gathering utilizing a PC to connect with data that is spoken to in a few media, by over and again choosing what to see and hear, Agnew, Kellerman and Meyer, (1996) retrieved from Delacruz (2007). Of maybe more intrigue, Thornton and Houser (2005) directed a keen task into the utilization of cell phones in the instructing of English in a Japanese college. At last deserving of note, Bosch (2009) distinguished informal organizations, for example, Facebook as a noteworthy learning apparatus in South African colleges. This investigation, subsequently added to the current writing and discussion on the point and delivers new positive consequences. Armijos Monar, J., Fuertes Lopez, B., Delgado Altamirano, J. & Villa Villa, V. (2018) said that the consequences of the utilization of strengthening

materials through multimedia on students' inspiration, execution and comprehension support in their learning of a second dialect inside Ecuadorian Auxiliary Schools.

In U.A.E's attempt of educational modernization, Sheikh Mohamed Bin Rashid Al Maktoum has stressed the importance of the use of technology and multimedia in the teaching and learning process. The United Arab of Emirates' new approach for education depends on the formation of a domain that is helpful for business enterprise and advancement, efficiency, intensity and offering better administrations to students through the modernization of the state task, and the use of ICT in every educational division. In this procedure, training is intended to assume a key-role in making an instructive framework adjusted to the mechanical age. The UAE administration, the Ministry of Education and the Sheik Mohammed Bin Rashid Al Maktoum have made noteworthy that UAE educational system must be computerized. Makrakis (2005)

Much research has been conducted on the importance of using social media and technology in classes especially on the reading and communication skills of students. They are considered rich tools for innovation in the teaching and learning process, Wood et. al. (2014). Another research by Gafni & Deri (2012) called the social media use for students "Social Absorption". It proved that it opens more channels for students to find more Academic resources. The use of Social Media and Technology is very important in nowadays educational systems especially in UAE as all schools have access to internet and can use technology as one major, reliable source of information. Employing these two aspects in education adds to the motivation and involvement of students in the learning process.

2.5. Alternative Means of Education

Self-study is not a new concept in the field of education as much research has tackled it as an alternative for the traditional schooling systems for many reasons. A recent study by Mehda V. (2017) stated that there must be a balance between classroom training and self-study. Mehta added that the learning style depends on the nature of each student. In

the (2019) Teaching and Learning Conference, it was stated that the experience of self-study study is very beneficial for students as it gives them the chance to discover not only a particular topic but also their own learning style and outcome. It also encourages students to reflect on the way they learn and to find clear goals for themselves. The conference presented a new concept for learning called Learning Commons: Learning Commons is the 21st Century Library that is developed to accommodate malleable physical and virtual learning slots, merging books and technology where students can learn, progress and develop through project or inquiry-based learning. Learning Commons aims at shifting the learning process to socially constructed process encouraging student engagement and allowing them to take ownership of their learning.

Another study made by Kim, Olfman, Ryan & Eryilmaz (2014) introduced an online course to help students who take part in distance and independent learning overcome frustration and failure due to not being ready for the challenges expected. A traditional learning theory known as Self-Directed Learning (SDL) is a groundwork that help students establish aspects of an adapted system so as to improve their abilities in order to manage their learning activities and screen their own performance. To add, this system enables teamwork, interface, feedback, and the support needed for students to achieve their goal. The researchers used "Web 2.0 social-technology application" and "MediaWiki", as the foundation to developed and utilize the essential concepts of SDL. Students were able to tailor content by setting their own specific learning targets, reflect on their learning practices, self-screen activities and practices, and collaborate with their peers in the class.

2.6. Conclusion

This chapter explained and summarized the risks of teachers' turnover as well as the negative effects accompanied with those risks. It presented the previously suggested solutions to accommodate those risks. Those solutions included modern means of technology, multimedia, internet and new teaching and learning strategies as well as utilizing substitute teachers and instructional materials. Deeply-rooted theories of Cultural Exchange and Social Development were presented to highlight the importance of meeting the 21st century's educational requirements described in motivation, constructivism, creativity and collaborative learning.

Reading through literature and getting to know the challenges facing students, who suffer being abandoned due to the rapid turnover of their teachers; I worked on finding a more reliable and permanent program that would help students learn independently. The current study aims at testing the effect of this program on the performance and motivation of those students. Most of the previous studies have introduced multiple means and reasons to support self-studying stating their necessity to the 21st century goals. The study I made, though, is tailored to UAE students, as the nature of students in Emirates is relatively different due to many reasons. The Self-Study Guide is more structured and organized to direct and motivate students to a certain goal and help them achieve high marks in their exams on their own.

The Self-Study Guide is considered a different solution from the previous attempts to solve the teachers' turnover negative effect on students' progress because it does not present means and solutions to retain teachers, as previous studies, but it introduces an electronic alternative that would help, guide and motivate students whether their teacher stays or goes. The Guide is a permanent resource that would not leave due to personal or professional reasons like teacher.

Chapter 3: Methodology

3.1. Chapter Overview

Strong research methodology is essential in any examination since it distinguishes strategies and methods that guide tackling an exploration efficiently. It, likewise, provides a work-plan that depicts how to carry on an investigation, Rajasekar, Philominathan, and Chinnathambi (2013). Table 3.1 illustrates the main description of the research methodology including setting, participation, and instrument used in this research. Various viewpoints that uncover how this experimental investigation was made are clarified completely in the accompanying areas of this part. These viewpoints incorporate the reason for research, approach, and technique, look into setting and inquire about example, information gathering strategies, information investigation techniques, issues of reliability, confinements, limitations and outline.

Table 3. 1: Methodology Overview: main description of the research approach, setting, participants, and instruments with regards to the research question.

Research Question	What is the impact of using the Self-Study Guide on reducing the negative effects of teachers' turnover on students' performance?
Specific research questions	a- To which extent is the use of the Guide beneficial to the students' learning progress? b- Will the grades of the students be different when being guided by their teacher than when learning through the Guide or when being left with the text book only? c- How far will the Self-Study Guide motivate students to learn on their own in-case they have no teacher? d- Will the gender difference affect grades or motivation level?
Approach (Quan.+Qual.)	Quantitative (exam results) Qualitative (students' interview)
Setting	3 grade 11 EFL classrooms. (American Curriculum based school in Abu Dhabi)
Participants	Grade 11 (A) 20 students Grade 11 (B) 20 students (Research Group)

	Grade 11 (C) 20 Students
	Researcher
	Teacher
Instruments	a- Self- Study Guide (prepared by researcher)
	b- Text book (Holt McDougal Literature book)
	c- 4 Virginia based exams
	d- Interview
	e- Quasi-Experimental Design vs True-Experimental Design

3.2. Research Approach

The nature of this case study required a combination of qualitative and quantitative approaches so as to reach best results. Creswell (2014, p.4) recommends that brushing the two sorts of methodologies; Qualitative and Quantitative, gives a more total comprehension of an exploration issue than either approach alone. In this way, an installed blended strategies approach, quantitative/qualitative, was received to satisfactorily answer the proposed research questions. As showed from the past documentations, the methodology in this investigation was primarily quantitative, to measure students' academic performance; however it settled a qualitative methodology as well, as it also important to measure students' motivation and spirit towards using the Guide. A mix of qualitative and quantitative approaches would best address the research problem as it is very important to build outcomes on facts and percentages resulting from actual exams in the quantitative approach while discussing satisfaction and motivation levels in a qualitative approach. The main aim of the qualitative approach is to explore the research problem from all sides so as to reach a complex and detailed understanding of it. This approach is also important to test the psychological effect of the Self-Study Guide on students' motivation towards learning.

3.3. Research Context and Setting

This research is conducted in the high school department of an American school in Abu Dhabi where the context of multiple factors can influence its outcomes. Much previous research have tackled issues concerning problems facing high school students in the teaching and learning field in U.A.E; teachers' turnover negative effects on students' performance and motivation is considered one major problem facing students where no real solutions were provided. This study provides an easy and applicable solution to the problem which agrees with the country's vision and scope of work. The study was applied on grade 11 students who learn English as a second language and who suffered multiple turnovers due to their school's financial and relocation issues.

3.3.1. Delimitations of Setting

This specific American school was chosen as a research setting for being the researcher's place of work where she can easily get approvals from administration personnel and from students. The researcher could easily rearrange class divisions and freely use all school resources and premises. The choice of this school perfectly suits the purpose of the study as it is a relatively new school, as it has been relocated 2 times in the past 3 years which caused many students' withdrawals and teachers' turnover. This left the school with many empty classes that can be utilized to serve the purpose of the study without any interruption for the school normal setting and many dissatisfied and demotivated students that are eager to find their way through education.

3.4. Population and Samples

The study was carried out in an International American School in Abu Dhabi. Sixty students from Grade 11 (EFL) classrooms were recruited to serve the study context. Students were divided into three classes of 10 boys and 10 girls each. Each group of 20 was assigned a different classroom that is equipped with a projector, a computer, I-pads and speakers to facilitate the use of technology. Students from research group were asked

to use any of the devices and they were provided with an internet connection to be able to use the Guide's resources successfully. The primary data was collected through exam 1 analysis. The secondary data was collected through exams 2, 3 and 4 analyses. The tertiary data was collected through interview analysis.

According to Bell and Waters (2014), the choice of members is decided upon their presence and willingness while Gorard (2010) believes that the choice must depend on the prior clear knowledge of participants and finally Ritchie et al. (2013) stated that the choice should depend on gender and accommodation of participants. The sampling procedure followed in this study included grade 11 students who are learning English as a second language. Selected students were given the choice to accept or refuse participating in the research and those who willingly accepted were asked to sign a consent form. So as to explore the impacts of utilizing the Self-Study Guide on students' performance and motivation, the sample was chosen depending on Prior knowledge, accommodation, willingness and gender. (see appendices A and B). In more detail, there were 77 students available but for data collection accuracy only 60 were recruited as 30 girls and 30 boys. For the interview samples were chosen from the three groups to facilitate the interview process: 8 students volunteered from the research group but only 6 were chosen according to the researcher's prior knowledge of their seriousness and reliability. Four from each of the other two groups accepted to sit for the interview.

3.5. Instruments

In this study, two experimental designs were used to validate results; Quasi-Experimental Design and True-Experimental Design. For the first design, 3 non-equivalent groups were recruited to study one lesson using 3 different techniques then sit for the same exam and for the second design, a single control-group is recruited to study 3 different lessons, each using a different technique then sits for 3 different exams. As per Gribbons & Herman (1997), Quasi-Experimental Design is commonly used to evaluate educational programs but it can be faced with multiple interpretation problems for existing differences in the

28

recruited groups' abilities while True-Experimental Design, used for the same purpose, provides valid and accurate outcomes as the recruited group abilities remains the same.

Three Technologically equipped classes: computer, internet & I-pads, were used to serve facilitating the application of the study. Four exams prepared according to Virginia Standards, to ensure their reliability and context validity, were used to check students' understanding. Finally, a focus group interview was also used to check students' satisfaction and motivation levels. Exam results were collected and analyzed by the researcher and another teacher to be used in an external comparison of the success level achieved by each of the three groups as well as an internal comparison between the boys and the girls in each group. The Students' text book and the pre-prepared Self-Study Guide as well as the researcher and the teacher acted as the independent variables of the research while the results of students' exams and interview are the dependent variable of the research.

3.5.1. Validity of the Instruments

Bell and Waters (2014) stated that getting verbal and written consent forms from participants authorizes the researcher's means of data collection. The researcher got verbal and written assents from the participants as well as the school principal. Furthermore, anonymity of interview students' names was guaranteed as only a transcript of their opinion was introduced in the research with no names or hints on participants' characters. Data was collected from many sources and through multiple methods. A Triple-Fray, Single-Intervention strategy was used to examine students then a Single-Fray, Multi- Intervention strategy was used to reassure results. Finally, an interview was conducted with samples from the three focus groups to assure the consistency of results.

3.6. Data Collection and Analysis Plan

The purpose of this study is to explore the effect of using the Self-Study Guide as a support tool for students to overcome their teachers' absence for short or long-term

periods. This section describes the framework and methodology chosen to serve this purpose. First students were divided in to 3 equal groups of 20s and each group consisted of 10 boys and 10 girls. Each group was settled in a different classroom and was given a full introduction about the timing and process of the objective examined.

For the quantitative approach, the first trial of the study used a quasi-experimental analysis tracing students' achievement in a target exam and measuring their understanding of a certain topic. Students were divided into 3 groups and each group experienced a different learning method to understand and analyze the topic chosen. The three groups were then asked to sit for the same exam; prepared in accordance with grade 11 Virginia standards, at the same time and were given 30 minutes to answer it.

- Group (A) students were given the chance to learn using the traditional way with the guidance of a facilitator and documents.
- Group (B) students, which are the research group students, were given the Self-Study Guide prepared by the researcher.
- Group (C) students were given the textbook only for topic analysis, with no external support.

The second trial of the study used a true-experimental analysis where the research group only (group B) were asked to study three different parts of a designed lesson using the three suggested techniques, and then asked to answer three exams; following grade 11 Virginia standards but targeting different objectives in accordance with the task given. Finally, results were compared.

- Attempt one: Students were introduced and helped through their first task by their subject teacher then they were given the exam to answer.
- Attempt two: Students were given the Self-Study Guide and given enough time to go through task 2, on their own, discuss it with their peers and then they were given exam 2 to answer.

- Attempt three: Students were given the textbook only, for task 3, and given enough time to go through the task then they were given exam 3 to answer.

The third section followed a qualitative approach analyzing results of the interview done with 6 students of the research group, 4 students of the group that studied with their facilitator and 4 students from the group that studied using the text book only with no facilitator's guidance or pre-prepared materials. The interview focused on the degree of satisfaction and motivation of the sample chosen from the three groups. Each of the previously mentioned sections is followed with a detailed discussion and explanation.

Since the design of the case study is a mix between quantitative and qualitative approaches, so a mix of deductive and inductive approaches is needed to analyze the collected data. Three main steps are followed in the analysis. Firstly, results of the 4 exams are collected and arranged in separate tables where students' grades are categorized in to letter grading system to facilitate analyzing them. Secondly, Students' focus groups interviews are transcribed and grouped. Finally, the collected data is reviewed and organized thematically.

3.6.1. Trustworthiness and Credibility of Data

Bryman & Bell (2007) stated that ethical considerations are very important in any research. The most important characteristic in a researcher is to be honest to the participants of his research, as all countries have laws to guard research participants' personal data from being misused as well as to ensure the safety of participants. Drake (2014) stated the principles of research participation:

- Voluntary Participation
- Informed consent
- Anonymity
- Authority of Access
- Protection from any Harm.

To conduct this study, consent forms were filled by the school principal as well as by students of exams and interviews. The information assembled from the members was kept in total security and nobody other than the researcher and the teacher approached it. Moreover, the information assembled was exclusively utilized for the examination purposes. No place in the review of this study, were the names of the members referenced.

Findings of this study were reported based on a systematic and objective analysis without any falsification. The use of objective and clear language as well as adhering to the guidelines of unbiased language is shown through the use of precise language, thoughtful to labels, and acknowledgment of participants in the study. Also referencing and citing other works using BUiD Harvard style was considered throughout the study. As per the university's guidelines, since this research has an educational purpose which is the completion of a Master's degree in Education, Leadership and Management, copies of the dissertation will be available in the library as hard copy and soft copy database.

3.7. Role of Researcher and Overcoming Bias

The role of the researcher started with creating the Self-Study Guide, applying it several times and made changes to it until found beneficial serving students' needs. The researcher, also, arranged classes and supervised them during the study process then gave the exam out. After that, the researcher helped by the Facilitator corrected the exams, graded and categorized students as (A), (B),or (C) achievers where 80% and above is an (A), 70% to 79% is a (B) and 50% to 69 is a (C). Finally, the researcher chose the sample for the interview, conducted and analysed it. Exam data collection methods followed the standardized practice that asserts having different examiners and evaluators to measure the results than the researcher alone so as to decrease bias, Pannucci & Wilkins (2010). To overcome bias, the researcher worked side by side with another teacher is correcting the exams and grading the students so as to avoid any personal bias.

Sarniak (2015) stated that researchers know that bias can find a way into any research process and that it is illogic to assume that any study can be 100 % free from it. To reduce bias, the researcher made sure that the qualitative approach was handled in a neutral way which is neither too formal nor too friendly. The questions of the interview were specifically chosen in a way to allow students to reveal their true feelings. The researcher focused on the human elements of research process and the 9 types of bias mentioned by Sarniak (2015) to reduce bias to its minimal. (See appendix 9 for the 9 core elements of bias)

3.8. Summary

In this study, a quantitative & qualitative approaches were followed to answer the research question, which is whether the Self-Study Guide is capable of helping the students overcome the negative effects caused by the teachers' turnover or not. The study examined the efficiency of the Guide on the progress and motivation of grade 11 students. The Guide is prepared to serve as alternative to traditional classes of English as a second language. It was carried out among 60 students in an international American school in Abu Dhabi. Convenient sampling and re-arrangement were applied to organize the data as classes were re-arranged to make each class have equal number of students halved between boys and girls. 14 students, also halved between boys and girls, were picked for an interview. The main purpose of the test analysis is to gather unbiased statistical evidence on the efficiency of the guide while the main purpose of the interview is to test the motivation and spirit of those students subjected to using the Guide. Three different analyses are to be made: one for the Multi-Fray, Single-Intervention trial, another for the Single-Fray, Multi-Intervention trial and the third for the focus groups interview.

Chapter 4: Data Analysis and Findings

4.1. Introduction

Data Analysis is the significant part in any research. This section contains aftereffects of information gathered from essential sources after appropriate examination. In the information examination part, clarification of measurable systems and results got from the use of these methods clarify the conclusion of the exploration. In this exploration, relapse examination is the primary test that offers bits of knowledge into variable essentials. Since the examination was tied in with testing the relationship of factors, and the factors were quantitative in nature, this investigation chooses direct relapse examination while figuring the effect of directing variable. The examination of information will pursue the exchange of discoveries.

The aim of this study is to measure the significance of using the Self-Study Guide to the performance of grade 11 students. To measure this, two different strategies were used. First, a quantitative approach in which a target exam was given to the three groups of students who learnt a specific lesson using the three different approaches then three different target exams were given to the research group only who learnt three different lessons using the three different approaches. Second, a qualitative approach in which an interview was made with samples of the three different groups. Results were then collected and compared for final analysis. The Primary hypothesis of this research is:

- H1: The use of the Self-Study Guide will help the majority of the well prepared students work, learn and overcome their teacher's absence.
- H2: Students using the Self-Study Guide will show more motivation and curiosity towards learning than those left behind without teachers, pre-prepared materials or guidance.
- H3: Girls will show higher tendencies to self-study and will be more serious about their success.

4.1.1. Response Rate

In the first approach, the researcher examined students of the three groups: 60 students from grade 11 and in the second approach, the researcher interviewed samples of the three groups: 6 students from research group and 4 from each of the other two groups. Data was collected through researcher personal interaction with students. Out of the 60 students recruited for the quantitative approach, only few were reluctant to contribute even though, they had shown an initial positive attitude.

4.2. Quantitative Approach: Exams Data Analysis

In part one of the data analyses, the initial exam results of the Triple-Fray, Single Intervention will be analyzed and compared. In part two of the data analysis, the second exam results of the Single-Fray, Multi-Intervention will be analyzed and compared. In part three, results of interviewing the three group samples will be discussed and compared. All the results will be compared taking the demographic analysis, which is only gender differences in this research, into consideration.

4.2.1. Section 1 (Multi-Fray, Single-Intervention)

In this section students were divided into 3 equally mixed gender classrooms. Classroom (A) students (table 4.1) learnt the first part of "The Independence Day" within a regular classroom using the textbook, internet resources, and they were helped by their facilitator. Classroom (B) students (table 4.2) learnt the same part as classroom (A) but using the Self-Study Guide and internet resources only. Classroom (C) students (table 4.3) had their textbook only to learn the first part of "The Independence Day". The 3 groups got 60 minutes to learn the lesson and then sat for a 30 minutes target based exam.

Table 4.1: Results of classroom (A) exams (Students guided by a facilitator)

Class (A)

Student	Grade	Score
Student 1 (boy)	82	A
student 2 (boy)	81	A
student 3 (girl)	83	A
student 4 (boy)	70	B
student 5 (boy)	65	C
student 6 (boy)	74	B
student 7 (girl)	76	B
Student 8 (girl)	81	A
student 9 (boy)	77	B
student 10 (girl)	52	C
student 11 (girl)	82	A
student 12 (boy)	80	A
student 13 (girl)	89	A
student 14 (boy)	71	B
student 15 (girl)	64	C
student 16 (boy)	60	C
student 17 (girl)	79	B
student 18 (girl)	83	A
student 19 (boy)	84	A
student 20 (girl)	87	A

Classroom (A) has 20 students with 10 boys and 10 girls. 50% of the total number of students passed the exam with an A grade while 30 % achieved a B grade and 20 % achieved a C grade. As per Gender, 20% of the boys scored an A grade, 20 % scored a B grade and 10 % scored a C grade. 30 % of the girls achieved an A grade, 10 % achieved a B grade and 10 % got a C grade. All students were motivated to answer the exam and check their level of understanding. Results were significantly good and showed high level of understanding.

Table 4. 2: Results of classroom (B) exams (Students helped by the Self-Study Guide)

Class (B)

Students	Grade	Score
Student 1 (girl)	80	A
student 2 (girl)	70	B
student 3 (boy)	68	C
student 4 (girl)	67	C
student 5 (boy)	65	C
student 6 (girl)	81	A
student 7 (boy)	81	A
Student 8 (girl)	64	C
student 9 (girl)	84	A
student 10 (boy)	71	B
student 11 (girl)	73	B
student 12 (boy)	83	A
student 13 (girl)	0	Zero
student 14 (boy)	86	A
student 15 (boy)	64	C
student 16 (boy)	68	C
student 17 (girl)	75	B
student 18 (girl)	88	A
student 19 (boy)	0	Zero
student 20 (boy)	70	B

Classroom (B) consists of 20 students divided equally into 10 boys and 10 girls. Students of this class have different learning styles, which in turn will make the process of self-learning more challenging and will convey more on the efficiency of using the Self-study Guide. 90% of the total number of students in the class was motivated to use the Guide and answer the exam. 35% of the students achieved an (A) level, 25% achieved the (B) level and 30 % achieved the (C) level. From the boys, 15% achieved an (A) level while 10 % achieved the (B) level and 20 % achieved the (C) level. As for the girls, the results were relatively better as 20% achieved the (A) level, 15% achieved the (B) level and only 10 % achieved a (C) level. It is worth mentioning that only 10% of the total number was not motivated to work or answer the exam.

Table 4.3: Results of classroom (C) exams (Independent Learners)

Group (C)

Student	Grade	Score
Student 1 (girl)	32	F
student 2 (girl)	84	A
student 3 (boy)	83	A
student 4 (boy)	64	C
student 5 (boy)	72	B
student 6 (boy)	61	C
Student 8 (boy)	75	B
student 9 (girl)	71	B
student 10 (girl)	64	C
student 11 (girl)	68	C
student 12 (boy)	67	C
student 13 (boy)	0	Zero
student 14 (boy)	0	Zero
student 15 (girl)	76	B
Student 16 (girl)	60	C
Student 17 (boy)	0	Zero
Student 18 (girl)	70	B
Student 19 (boy)	0	Zero
Student 20 (girl)	69	C

Classroom (C) consisted of 20 students as well with 10 girls and 10 boys. The setting of this class had to be calmer so as to help the students, who had to use their text book only to study, be able to concentrate and understand the concepts they learn. The exam results were as follows: 25% of the total number of students varied between" not interested" to read or answer the exam and "trying but failing". Only 10% of the overall students were able to achieve the (A) level, 30%, Achieved the (B) level and 35% achieved the (C) level. The (A) level was achieved by only 5% of the boys and 5% of the girls. The (B) level was achieved by 10 % of the boys and 20 % of the girls. Finally the (C) level was achieved by 15% of the boys and 20 % of the girls.

4.2.1.1. Descriptive Statistics

(Table 4.1) describes results of a total of 20 students', 10 boys and 10 girls, exams after studying lesson one material with the guidance and support of their facilitator. Results showed high percentage of success especially on the girls' side as 30% of the girls scored an (A) grade while only 20% of the boys were able to score the (A) grade. The overall results on that exam varied between the (A) grade, (B) grade and (C) grade but there were no failures.

The previous results were lined up with the results of group B students who only had the Self-Study Guide to study from. Group B results were not as high as group (A) results. The exam results showed that 10%, of the overall number of students, were not motivated to answer the exam. There was a success rate of 90% where 35% scored the (A) grade divided into 20% girls and 15% boys. The progress of the girls over the boys extended to the (B) grade as 15% of the girls scored (B) while only 10% of the boys did. However, boys took the lead on the (C) grade as 20% of the boys scored (B) while only 10% of the girls did. (See table 4.2)

As for group C, the results changed relatively. Group C had only the text book to study from, with no guidance or pre-planned materials to help them out. The overall success was the lowest as only 75% of the students passed and the other 25% were either not motivated to answer or failed the test. The (A) grade was only scored by 5% of the boys and 5% of the girls. 20% of the girls were able to score the (B) grade while only 10% of the boys did. Another 20% of the girls scored the (C) grade while only 15% of the boys did. (See table 4.3)

4.2.2. Section Two (Single-Fray, Multi-Interventions)

In this section the 20 students of group (B) were given 3 different tasks to finish and then get examined at. In their first task, they were only allowed to use the Self-Study Guide, prepared by the researcher, and their choice of online resource for analyzing and

understanding the first task of lesson two materials. For their second task of lesson 2 materials, students were only given their text book extract and asked to read through it individually. Finally on their third task of lesson two materials, students were guided and supported by their subject facilitator. Students had to sit for a target exam after each task to evaluate their understanding and motivation levels. (See table 4.4)

Table 4. 4**:** Results of single-fray, multi-intervention test (Research Group)

	Manual	Book	Teacher
Student	Test 1	Test 2	Test 3
Student 1 (girl)	74 (B)	61 (C)	79 (B)
student 2 (girl)	82 (A)	75 (B)	86 (A)
student 3 (boy)	76 (B)	60 (C)	82 (A)
student 4 (girl)	84 (A)	70 (B)	90 (A)
student 5 (boy)	80 (A)	73 (B)	85 (A)
student 6 (girl)	70 (B)	45 (F)	75 (B)
student 7 (boy)	72 (B)	48 (F)	82 (A)
Student 8 (girl)	36 (F)	36 (F)	50 (C)
student 9 (girl)	66 (C)	30 (F)	71 (B)
student 10 (boy)	25 (F)	40 (F)	54 (C)
student 11 (girl)	86 (A)	68 (C)	85 (A)
student 12 (boy)	81 (A)	74 (B)	85 (A)
student 13 (girl)	73 (B)	60 (C)	76 (B)
student 14 (boy)	70 (B)	62 (C)	77 (B)
student 15 (boy)	43 (F)	35 (F)	90 (A)
student 16 (boy)	87 (A)	70 (B)	79 (B)
student 17 (girl)	80 (A)	76 (B)	83 (A)
student 18 (girl)	85 (A)	75 (B)	91 (A)
student 19 (boy)	79 (B)	66 (C)	89 (A)
student 20 (boy)	75 (B)	48 (F)	78 (B)

Test 1 traced students' level of concept understanding after using the Self-Study Guide as their reference and guide in learning Task 1 of lesson 2 materials. 85% of the total number of students made it to success. Results concluded 40% of students scoring an (A) grade, 25% of which are girls and 15% are boys. Another 40 % scoring a (B) grade, 15%

of which are girls and 25% are boys. Finally 5% of the girls scored a (C) grade. The results showed 15% failure among boys and girls.

Test 2 was designed to tackle students' ability to understand and apply the knowledge they learn in different contexts being given no support or guidance from adults or guided additional materials. Students were given Dr. Martin Luther King speech to read, analyze and summarize then apply the knowledge they gained in a different context. Results of test 2 concluded 65% overall success with 35% of students achieved (B) grades, 20% of which are girls and 15% are boys. Results also showed that 30% of the students achieved a (C) grade, 15 %of which are girls and 15 % are boys. Finally results showed 35% failure among boys and girls.

Test 3 tackled the normal progress and achievement of students in a traditional classroom with the support of facilitators and guided activities. Exam results were significantly high as 55 % of the students could make it to the (A) grade, 25 % of which are girls and 30 % are boys. Results also showed that 35% of the students scored a (B) grade, 20% of which are girls and 15% are boys. Finally 10 % of the students scored a (C) grade. The results of test 3 showed no failure. It is worth mentioning that boys performed relatively better with teacher's guidance.

4.2.2.1. Descriptive Analysis

This section discusses the results of group B results after experiencing the three teaching and learning styles proposed by the researcher earlier. Table (4.4) compares the results of each student's exam after finishing each task: task one was students learning through the Self-Study Guide, task two was students learning through the text book only and task three was students learning with their teacher who explained and prepared them for their test.

The overall comparison resulted in a significant success of students in the task that they were helped by their facilitator in over the other two tasks that they used the Guide and the text book only in, respectively. The comparison also clarified that the performance of the students was better with the Guide beside the text book and online resources than with the text book only.

- Test one result showed a higher percentage of girls reaching 25% over 15% of boys scoring (A) grade but a higher percentage of boys, this time, reaching 25% over 15% of girls scoring the (B) grade.
- Test two results showed no students on the (A) grade list. The (B) grade achievers were more in girls as 20% and only15 % boys. The (C) grade achievers were equal in boys and girls.
- Test three results showed significant success rate of 100 % with boys showing higher percentages as 30% of them scored the (A) while only 25% of the girls did. Girls' percentage of (B) grade achievers was little higher than the boys' as it reached 20% girls over 15% boys. It is worth mentioning that results showed no failures in this test.

4.3. Qualitative Approach: Interview Data Analysis

This section followed a qualitative approach interviewing 14 students: 6 from the research group and 4 from each of the other 2 groups. The choice of students was made on two criteria: firstly the gender criterion as 7 girls and 7 boys and secondly on the approval of the students to be interviewed. The main aim of the interview was to measure the students' motivation level working through the three tasks and to check if the Self-Study Guide had helped increase their confidence and motivation towards learning even with no facilitator to guide or not. The interview was divided into 4 divisions:

- Division 1 included general questions to all 14 students about the experience they gained through the week of research. In this section students were also asked to

evaluate their English text books and materials to tell whether they are easy to understand or comprehend on their own or not.

- Division 2 was meant for the research group examining their degree of satisfaction and their opinion of the Guide and if the time allotted to self-studying through the guide was enough or not.

- Division 3 tackled the degree of satisfaction, confidence and assurance of students in normal classroom conditions: with their teachers and all the guided activities.

- Division 4 examined the students' experience doing all their work on their own. Students were asked about the time they needed to complete the task and about the hardships, they met. They were also asked to suggest some solutions for the problem they faced.

4.3.1. Division One (Whole Group Interview)

The first part of the interview was meant to detect the effect of the research week on the students as well as to allow representatives of different groups to hear one another in order to gather a full image the sample's satisfaction level.

Table 4.5: Whole Group Interview

Questions	Students Reply
• How can you describe your experience during that week of research?	• 50 % of the students interviewed agreed that it was a very tiring and demanding week. They said that they felt it was endless and that the work they did during that week was so new to them. They also agreed that they felt responsible for their own learning and they were so scared of the outcome. • 29% of the students were indifferent about the experience claiming that schools are responsible for providing teachers before they ask students to sit for exams. They added that they would refuse to sit for the exam if the school

	insists to include the material listed but not covered by teachers.
	• 21% of students agreed that life with facilitators is much easier but since they face the "No Teacher" problem frequently, they were happy to find a solution.
• How far can you work on your own preparing a lesson through your English text books?	• 64% of the students said that English and other Humanities subjects are not considered difficult so preparing for lessons prior to classes was easy especially that they knew these lessons will be reinforced by teachers later.
	• 36% of the students admitted that prior to the experience they gained on the week of research, preparation was a very difficult, confusing and unwanted task but after the amount of work they realized they can do on their own, they said that they changed their opinion.

The first interview was carried out with 7 students from the research group, 4 students from the teachers' group and 4 students from the independent studiers group. Results reflected confusion and fear among the students as the experience was very new to them that some of them revealed their full objection to it being applied in real classes. Yet the majority of the students were shocked of the amount of work they realized they can do on their own using the Guide. 64% of the students agreed that the guide would be very useful on theoretical subject expressing their concern of scientific ones. To conclude, the results still put teacher's presence on the top of the list of preference but also proved that the Guide has succeeded in motivating students and satisfying their needs.

4.3.2. Division Two (Research Group Interview)

This section presents the most reliable opinion of the Guide as the group interviewed was subjected to the 3 learning styles. Total of 6 students, divided equally into 3 girls and 3 boys, were chosen to be interviewed by the researcher so as to express their view point of the Guide and compare their experiences learning through different styles.

44

Table 4.6**:** Research Group Interview

Questions	Research Group Reponses
1- How can you compare your experience through the three learning strategies you have experienced?	• All the 6 students agreed that facilitators make life much easier and organized. They said that, with a teacher, they knew what exactly to study for the exam. The girls described their experience with the Guide as fruitful and they said that they would love to turn using the Guide into a habit as they felt learning for the sake of learning. • 34% of the students regarded the independent study with no Guide and no teacher as miserable and they said they felt so lost and didn't know how to tackle the text. They also said that a lot of questions in the exam tackled their own point of view which they did not prepare while reading so they felt lost during the exam. • The girls argued that they just needed much more time to study on their own.
2- How far did you build some knowledge of the case through reading the self-study guide?	• The boys said that the Guide has provided them with deeper knowledge and answered most of their inquiries. They also said that it encouraged them to search for more information themselves as there was no one to ask. • Girls expressed happiness with the amount of information the guide provided them with but they were not happy with their exam marks, as they said it was lower than they expected.
3- Was the Self-Study Guide helpful? Has it helped you understand the speech?	• Students said that the guide was helpful as it provided them with other links that were self-explanatory and encouraged

	them to search more on the topic but the girls argued that the guide was good for knowledge but not for exams.
4- How far has the Guide helped you build your own opinion of the speech?	• Boys said that they have enjoyed the experience and that they feel they know a lot about the topic as the Guide provided them with not only the speech but also criteria to compare the speech with. • Girls also said that they were capable of knowing what a successful speech is and were also able to build their own opinion about the speech but were not confident whether their opinion was right or wrong.
5- Do you think reading through the guide and building your own knowledge is more beneficial for your learning process or listening to the teacher explaining the lesson and discussing it is more beneficial?	• Girls were 100 % with having a teacher to guide their learning process and they said they felt much more confident with their mentor around. The boys, on the other hand, agreed that the teacher's presence make a difference but they said that it is less boring to use the Guide and study at their own pace.
6- What are the drawbacks and difficulties you encountered reading through the Guide?	• Students said that the guide was clear but the information was too much that they felt a little confused about what they should know exactly. • The girls said that the experience was so new to them and they were not used to studying that way so they felt lost somehow.
7- Were the 60 minutes given for you to study through the guide enough or you needed more time?	• Girls said that the time was way less than the time they needed to study and sit for the exam. They clarified that the time was barely enough to read through and watch the videos. • Boys were indifferent about the time of preparation as they said that it was ok but they said that they didn't have enough time to finish the exam.

8- How can you compare your experience through the three tasks you experienced?	• All 6 students agreed that having no teacher and no guided framework was the worst experience. They said that they feel more motivated with a teacher as they knew where to put their foot but still they said that the guide satisfied their "knowledge bank" as one of the boys called it.

Results of the second interview totally matched the analysis of the quantitative approach results. Students have ranked their experiences as very good, with facilitator, acceptable, with the Guide and unsatisfactory, with no guidance. Results revealed students' happiness with their ability to work on their own and the amount of knowledge they gained with the Guide. Results showed that students felt more confident with their teachers but learnt better with the Guide as they worked at their own pace and they learnt different aspects and different opinions of the topic given rather that only their teacher's opinion. The last significant result in this part is concerning the time frame as the girls believed that the time they needed for self-study was more than that needed when studying with a facilitator.

4.3.3. Division Three (Teacher's Group Interview)

This division discusses the degree of motivation and satisfaction that students in normal classroom conditions. 4 students; 2 boys and 2 girls, were recruited to be interviewed so as to build a full image of students' actual feelings within a regular classroom and to compare it to that of students who were asked to independently prepare and study their topic.

Table 4.7**:** Teacher's Group Interview

Interview Questions	Students' Responses
	Girls explained that the class was interesting and the topic was very engaging. They said that they

1- How far have you enjoyed listening to the teacher explaining the background of the American Revolution?	were capable to answer all the teacher's questions during the lesson but they struggled a little in the exam because some points were not discussed in class. The boys said that the information they got from the teacher was enough to answer the exam direct questions. However, they were a little bored in the class listening to the teacher all the time.
2- Did you understand all the details of the back-ground required to answer the exam?	All students agreed that they understood the background of the revolution well but could not memorize all its details or apply this knowledge in the exam.
3- Has the teacher's explanation given you the full picture of the revolution and encouraged you to read more of the case or simply you got what you were told?	The girls totally agreed that their teacher's explanation has paved away for them to follow while the boys said that they got so much information from the teacher that they felt was more than enough.
4- How long did it take the teacher to explain the topic and how long did it take you to understand it?	Students said that they worked together with the teacher and that the lesson was organized in an interactive way helping us understand the main concepts.
5- How far was the class interaction with the topic? Did the students have any background of the topic?	Only one student said that he knew about the topic from his American History class but the rest were not taking History so they did not have any information about the topic. They said that the lesson prepared by the teacher escorted us to reach the information he aimed at presenting.

This interview aimed at finding the strengths and weakness of normal classrooms. Students' responses to questions related to satisfaction showed very positive and relaxed spirit while their responses to questions related to creativity and application of knowledge showed hesitance and demotivation. The lesson, as per responses, was designed in an interactive way but students were not asked to read about the topic in advance so the

knowledge acquired by students was simply what the teacher wanted to deliver. This leaves the students bound to their only resource of knowledge and fully dependent on him.

4.3.4. Division Four (Text-Book Users)

This division is meant to discuss the challenges students face when left without a teacher, for a long or short period during the academic year, which in turn not only affect their academic level but also their attitude toward learning. Students fail to catch up with other students at their same grade level unless they decide to work on their own.

Table 4.8**:** Text-Book Users' Interview

Interview Questions	Students' responses
1- How many times did you read the text in order to understand it?	The 2 boys felt very negative about having to prepare a full lesson on their own and sit for an exam clarifying that it was so boring and demotivating. The girls said they had to read the text many times but still were confused.
2- Are you willing to make use of this experience in the future if you didn't have a teacher for any reason?	3 students refused and said that the school is responsible to provide them with a good teacher to help them out. 1 girl accepted the fact and said that she might give it another try.
3- Describe your experience not having a teacher and being asked to sit for an exam?	All students said that it was bad, boring, confusing and demotivating.
4- Have you been encouraged to do your own research of the topic to be able to understand more?	One girl said that she was motivated to read more about Racism n USA because she liked the topic. The rest of the group said that they simply considered it a comprehension text.
5- Do you think that a ready-made explanatory pack will help you build some knowledge and Self-study or not?	The girls agreed that the pack would have made their life easier adding that the pack would have at least given them answers for the questions they had in mind. The boys were not sure and they said that it might be better.

This Section of the interview discussed students' opinion in fully independent learning style where they fail to get guidance from teachers or supplementary materials. All responses met at that the experience was boring, uncomfortable and misleading. Some students expressed their deep fear of being forced to follow this strategy while others totally refused it and threatened of not joining the exams if their school forces them to follow this strategy. Thus the experience can be described as the most demotivating towards learning. Only one of the Girls said that the reason behind her motivation was that she liked the topic but the rest did not bother to explore the topic afterwards.

4.3.5. Interview Descriptive Analysis

An interview was carried out among the selected 14 students aiming to measure the success of the Self-Study Guide in motivating them and raising their confidence. The interview aimed at finding the differences between the boys' and the girls' attitude towards the Guide as well. Students of the Interview were divided into 7 boys and 7 girls and the interview was divided into 4 sections:

- Section 1: discussed general questions with the whole group about their experience during the research week.
- Section 2: discussed the research group's opinion of the Guide.
- Section 3: discussed the teacher's group opinion of regular classes.
- Section 4: discussed the Independent group's opinion of being left without any guidance or support

By comparing results from sections 2, 3 and 4 in the interview, I found that students felt more satisfied with their teachers but more independent and more motivated to learn for the sake of learning with the Guide. Students showed very negative attitude towards being left without any support either from teachers or from supplementary materials that some even argued that they would refuse sitting for real exams if their school had not provided them with teachers. It is worth mentioning that UAE education system is much more flexible than other countries' systems, which in turn allows schools to adjust exam

according to the syllabus covered during school year and not according to what should be covered during that year.

As per the demographic differences, Girls showed relatively more interest and motivation towards self-study and towards the Guide than boys. Girls also preferred teachers' presence but were encouraged to include the Guide in their schedule as they admitted that the Guide has fed their curiosity and made them aware of their capabilities. Boys, on the other hand, felt more satisfied with teachers around but admitted that studying at their own pace through the Guide was less boring than sitting in classes listening to teachers. Both boys and girls agreed that having no teacher or Guide was not only the worst but also the most misleading way of learning a topic.

4.4. Summary of Findings

The overall opinion of the experience gained during that week of study showed a high percentage of confusion among students but also showed a high percentage of relief and satisfaction as students realized they are capable of learning on their own. The interview and the test results totally supported the objectives of the study as they put the Self-Study Guide as a valid alternative for the teacher's absence even if temporarily. The summary of findings showed the following:

- Working through the Guide has motivated and encouraged students to read more about the topic gaining knowledge and building opinions.
- The Guide has also helped the majority to score higher marks than those left without any support from the Guide or the facilitator.
- Students felt less confident studying on their own as they are used to having not only guidance from teachers and facilitators but also reliable and specific information guarantying better marks in their exams.
- Girls showed better performance, were more motivated and got higher grades using the Guide than boys.
- Boys stated that the Guide is helpful as it made their lessons less boring.

51

Chapter 5: Conclusion & Recommendations

5.1. Summary of Study

This study focuses on the effect of the Self-Study Guide on the performance and motivation of students suffering lack of guidance due to teachers' turnover. The aim of the study was to find a permanent variable for students to depend on whether they have a teacher or not. The study applies both a quantitative and qualitative methodologies. It is a single-site study. It analyses the data collected from an American school in Abu Dhabi. The aim is to compare the academic performance and motivation of 3 groups of students experiencing different strategies of learning: first with a teacher, second with the self-Study Guide and third with the text book only.

This study provides an overview of how the Self-Study Guide is significant to academic performance and motivation of students. The study exposed the literature review providing relevant theories, concepts, and subjects. The study supports the results of previous literature and states that students are capable of achieving success when they are well guided through their self-study. A positive learner in the modern society must be able to integrate information from variable sources and self-educate to be able to find a place in the competitive society we live in and in the world's labor market. Sagitova (2014)

According to previous studies, the teacher-student relationship is eternal and has significant results on student's academic performance. Previous research stated that students perform well only when being directly helped and guided by an existing teacher Adeyele & Yusuff (2012). However, in the age of technology, the sources of knowledge and communication tools for current generations have changed several features of students' academic life. Students are no more in deep need for a nurturer in the class but

they only need the guidance of a facilitator, which can take place through internet or school constructive systems.

This study attempts to analyze the current situation of students' struggle due to multiple turnovers of their teachers leaving them without the traditional guiding system they are used to, suggesting a more stable and sustainable system that will decrease the effect of turnover on their performance. It can also lead to excellent performance if used correctly and constructively by schools. The Self-Study Guide can change the rules of the game and support students not only to achieve good grades in their exams but also to be more independent and prepared for real life challenges.

5.2. Key Findings

The study collected data from an International Academic School in Abu Dhabi. The students enrolled in 11th grade were the population of this study. The students, collectively, were given a full introduction for the steps of the study and each group, separately, was given an introduction for the part they will cover in the study. In the interview students were asked simple and direct questions so they can answer properly. The researcher selected 60 cases from the overall number of grade 11 students with 30 girls and 30 boys then performed the statistical analysis. In the quantitative approach, the descriptive analysis of the quasi-experimental analysis showed the following results:

- Teacher's group (A): an average of 100% success rate with 50% scoring an (A) grade.
- Self-Study Guide group (B): an average of 90% success rate with 35% with an (A) grade. 10% of the students were demotivated to answer the exam.
- Independent learner's group (C): an average of 75% Success rate with only 10% scoring the (A) grade. 25% of the students were not motivated to answer the exam.

The results of the true-experimental analysis that was applied on the research group only (Group B) showed similar results to the first analysis. Still students supported by their facilitator achieved better than those with the guide who achieved better than those left behind with no support or guidance. Results for the analysis concluded the following:

- Students supported by a facilitator: 100% success rate with 55% scoring (A) grade and no failure.
- Students using the Guide: 85% success rate with 40% scoring (A) grade and 15% failure.
- Students independently studying: 65% success rate with no (A) grades and 35% failure.

The quantitative approach results, in trial one and two, ranked students' performance as 1st, when supported by a facilitator, 2nd, when given the Guide as a support and 3rd, when left with the text book only and with no support. It also concluded that girls are better performers than boys as self-studiers. The results are supported by Bovill, C., & Bulley, C. J. (2011), students achieve better in the learning procedure when being guided and supported by their teacher. As per the study, the unoriginal strategy for education has not yet advanced as the students and educators strategy. Therefore, there happens to be a significant academic success of students in the student-teacher strategy. However, the difference in the success rate of students in the student-teacher strategy and the students in the self-study using the guide strategy is only 15% while the difference between the former and the students who were left abandoned is 35%.

The qualitative approach results summarized in the Interview confirmed the results collected through the tests. It explained the confidence students gain when being supported by their teachers and the threats they encounter when they are left abandoned for a long time without those teachers. The results stated the following:

- The positive impact of the Self-Study Guide on motivating students to self-study and be independent learners.
- The satisfaction of the students finding an alternative.

- The surprise students encountered at the amount of work and knowledge they can get on their own.
- The research proved that the use of web and different features of current innovations have significantly led to weakening the dependence of students on teachers.

As per research group interview results, the Guide has fulfilled its purpose as a reliable alternative that encouraged, motivated and guided students through their learning process. Students clarified that the use of the Guide in theoretical subject is very helpful but they feared applying that to scientific subjects as they are more complicated. The research group described their self-study experience with no teacher of Guide as "miserable". They said that they didn't know what or from where to study and added that the Guide has not only solved that problem but also encouraged them to explore more and navigate through the multiple resources. It is a fact that girls showed more interest in self-study than boys however the boys added a very significant note saying that they were still happy and confident using the Guide as it was less boring for them and they felt better working at their own pace.

The Teacher's group sample were the happiest and most satisfied with their normal experience while thehe last group sample, who studied independently through the text book with no support at all, described their experience as boring and extremely demotivating. They said that they felt so lost and that they did not know how to study. Only some high achievers from the girls said they would yield to this strategy if they had no other option but they would never choose it willingly.

5.2.1. Implications, Limitations and Recommendations of the Study

This study has been applied in one school only and targeted grade 11 students. It was also drawn for a single theoretical subject. It is also worth mentioning that students found it difficult as they were not used to self-studying. Limitations occurred for the previous reasons as well as the funding, consents and time issues. Since the study was applied on

upper grades' students who already knew how to use technology effectively and had wide range of vocabulary and structure which enabled them to explore and understand different texts and styles, thus this study cannot confirm its findings on any other population. In order to authorize the results on other populations, the approaches used can be used for the future studies. In addition to that, the study tested students' performance and motivation in understanding a theoretical subject, which is relatively easier to understand, not a scientific one, which is considered to be more challenging.

It is highly recommended that Abu Dhabi Educational Council would take the issue of teachers' turnover negative effects of students' performance seriously and not only provide new systems to retain those teachers but also to encourage other systems of more reliable sources of knowledge for students to depend on in case their teacher is not there. Secondly, schools should work on raising students, parents and teachers awareness to the problem and prepare them to accept alternative solutions. Schools should provide students with enough practice on self-study and provide them with efficient means and resources to help them progress and keep them motivated and engaged in their learning. Thirdly, I hope that this study will shed the light on the inclusion of the Self-Study Guide in the teaching and learning process as a temporary alternative for teachers and as a support mean for retaining novice and substitute teachers as well as a permanent motivating tool for students encouraging them to study independently.

5.3. Scope for Further Study

As per the limitations, the future areas of the study can tackle the use of the Self-Study Guide on the performance and motivation of primary students as well as on different subjects. Future studies research questions can include;

- How can the Self-Study Guide help in guarantying the academic success and motivation of students learning scientific subjects and of primary level students?
- With the prevalence of the internet and technology, is there a chance of diminishing the role of teacher with the takeover of the Guide?

- How academic policymakers and educational specialists can help in the promotion of positive technology use in order to overcome teachers' turnover?

5.4. Conclusion

This single-site study aimed at finding a more reliable resource of learning to substitute teachers in case of turnover. The study targeted testing students' performance and motivation level using the suggested Self-Study Guide of EFL students using different approaches (quantitative and qualitative) to validate results. Joined methods have proven to provide a reliable structure to discuss the analysis and help both researchers and readers in understanding the new insights. Researchers are encouraged to use joined methods to present analysis and discuss their importance. Guetterman, Fetters & Creswell (2015). The research questions were tackled through four different exams and an interview. Results reflected the research hypothesis and proved that the use of the Self-Study Guide has succeeded to motivate students towards self-study to a great extent. The Guide could not, though, replace teachers but it decreased the negative effect of their absence on students' performance and motivation compared to leaving them with no support at all. Students said that the experience has changed their opinion of self-study. Shabani et al. (2010) spoke about what the students could learn independently and what they are capable of understanding without the help of others.

The use of the Guide as a permanent source of education promotes the U.A.E 21st Century goals of transforming the educational system from teacher-centered to student-centered system as well as preparing the students of Emirates for the real life challenges through escorting them towards innovation, critical thinking, alternative learning and learning through technology, Al Maktoum , (retrieved from Rwadubai , 2019). The promoted Self-Study Guide, as per the study, has managed to find a great deal of valid and reliable solutions for the problems introduced before concerning teachers' turnover, struggle of students left without facilitators, effective and directed use of technology to promote leaning, utilizing substitute teachers and collaborative learning. It also opened means for increasing the motivation of students as well as their creativity and innovation.

References

Absal, R. (2011). "High teacher turnover drags Dubai school grades lower". *Gulfnews.com* [online]. [Accessed 8 February 2019] Available at: http://gulfnews.com/news/uae/education/high-teacher-turnover-drags-dubai-school-grades-lower-1.833706

Adeyele, J. S., & Yusuff, Y. S. (2012). Effect of teaching method, choice of discipline and student-lecturer relationship on academic performance. *Journal of Economics and Sustainable Development*, 3(7), 1-7 [online]. [Accessed 9 December 2018].
Available at: https://pdfs.semanticscholar.org/7d4f/92999029c6e390e0ec778f085efc96951bb3

Afshan, A. (2011). Teacher turnover rate up to 60% a year at some schools. *The National* [online]. [Accessed 10 November 2018] Available at: http://www.thenational.ae/news/uae-news/education/teacher-turnover-rate-up-to-60-a-year-at-some-schools

Al Maktoum, R. (2019). *UAE National Agenda and UAE Vision 2021*. United Arab of Emirates:Rwa. Viewed 15 December 2018. http://rwadubai.com/media/2578/uae-national-agenda.pdf

Al Murshidi, G. (2014). The Impact of Student-Centered Learning Approach Through Workshops Conduction on the UAE University Female Students' Confidence. *European Journal of Business and Management Review*, Vol.2, No.5, pp.pp.31-43 [online]. Available at: http://www.eajournals.org/wp-content/uploads/The-Impact-of-Student-Centered-Learning-Approach.

Allen, D., & Tanner, K. (2005). Infusing Active Learning into the Large-enrollment Biology Class: Seven Strategies, from the Simple to Complex. *Cell Biology Education*, 4, 262- 268 [online]. [Accessed 10 November 2018].
Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1305885/

Amini F., M., Beikmohammadi, M. and Mohebbi, A. (2014). Self-Regulated Learning, Goal-Oriented Learning, and Academic Writing Performance of Undergraduate Iranian EFL Learners. *The Electronic Journal for English as a Second Language*, [online] 18(2). [Accessed 5 Mar. 2019] Available at: http://www.tesl-ej.org/wordpress/issues/volume18/ej70/ej70a4/

Amin, R., Azim, M. & Kalam, A. (2018). The Benefit of Using Multimedia Projector in English Language Teaching Classroom. *International Journal of Social Sciences & Humanities*.[online]. Vol. 3 (1), pp. 62-76. [Accessed 14 December 2018]. Available at: https://www.academia.edu/37288307/The_Benefit_of_Using_Multimedia_Projector_in_English_Language

Armijos Monar, J., Fuertes Lopez, B., Delgado Altamirano, J. & Villa Villa, V. (2018). University Indigenous Students' Perceptions towards Kichwa, Spanish and English. *English*

Language Teaching [online]. Vol. 11 (2), p. 131. [Accessed 7 January 2019]. Available at: http://doi.org/10.5539/elt.v11n2p131

Arulraj Solomon, D. and Al Junaibi, N. (2015). The Role of New School Model in Abu Dhabi towards a Student-Centered Classroom. *Research Gate*. [online] [Accessed 12 Feb. 2019].Available at: https://www.researchgate.net/publication/313724111

Ball, N. (2011). Technology in Adult Education ESOL Classes. *Journal of Adult Education* [online]. Vol. 40 (0090-4244), pp. 12-19. [Accessed 12 February 2019] Available at: https://eric.ed.gov/?id=EJ960964

Bell, J. & Waters, S. (2014). *Doing you research project.* 6edn. Berkshire: Open University Press.

Bosch, T. (2009). *Using online social networking for teaching and learning: Facebook use at the University of Cape Town* [online]. [Accessed 11 October 2018] Available at: https://doi.org/10.1080/02500160903250648

Bouffard, L. (2017). Ryan, R. M. et Deci, E. L. (2017). Self-determination theory. Basic psychological needs in motivation, development and wellness. New York, NY : Guilford Press. *Revue québécoise de psychologie* [online]. Vol. 38 (3), p. 231. [Accessed 8 March 2019]. Available at: https://www.erudit.org/en/journals/rqpsy/2017-v38-n3-rqpsy03258/1041847ar/

Bovill, C. & Bulley, C. J. (2011). Creating a model of active student participation in curriculum design: exploring desirability and possibility Student-Centered Classroom. *Liverpool Research* [online]. (18), pp. 176-188. Available at: http://eprints.gla.ac.uk/57709

Bryman, A. (2015). *Social research methods*. Oxford university press.

Chwo, G., Jonas, A., Tsai, C., & Chuang, C. (2010). Adopting supplementary material to enhance listening and speaking strategy used by Taiwanese college EFL learners. [Accessed 12/11/2018] Retrieved from http://gas.hk.edu.tw/main/download/journal/59/25-41.pdf

Corazza, G. (2016). Potential originality and effectiveness: the dynamic definition of creativity. *Creativity Research Journal* [online]. Vol. 28(3), pp. 258-267. [Accessed 4 February 2019] Available at: https://www.tandfonline.com/doi/abs/10.1080/10400419.2016.1195627

Coutts, N. (2016). Change, culture and Cultural Change in Education. *Learners way* [online] [Accessed 8 Nov. 2018] Available at: http://thelearnersway.net/ideas/2016/10/9/change-culture-and-cultural-change-in-education

Creswell, J. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. London: SAGE Publications Ltd.

Cummings D. (2015). Alternative Schools: Education outside The Traditional System. *Learning Lab*. [online] [Accessed 7 Dec. 2018] Available at: http://learninglab.legacy.wbur.org/topics/alternative-schools-education-outside-the-traditional-system/

David L, "Social Development Theory (Vygotsky)," in Learning Theories, July 23, 2014. https://www.learning-theories.com/vygotskys-social-learning-theory. html

Delacruz, M. (2007). Effects of Lack on Instructional Materials. *Academia*. [online] [Accessed 9 Nov. 2018].
Available at: https://www.academia.edu/13158439/effects_of_lack_on_instructional_materials

Dickson, M., Riddlebarger, J., Stringer, P., Tennant, L. & Kennetz, K. (2014). Challenges faced by Emirati novice teachers. *Near and Middle Eastern Journal of Research in Education* [online]. Vol. 2014 (1), p. 4. [Accessed 13 February 2019]. Available at: http://www.qscience.com/doi/pdf/10.5339/nmejre.2014.4

Diedrich, J., Benedek, M., Jauk, E., & Neubauer, A. (2015). Are creative ideas novel and useful?. *Psychology of Aesthetics, Creativity, and the Arts* [online]. Vol. 9 (1), pp. 35-40. [Accessed 6 February 2019]. Available at: http://psycnet.apa.org/record/2015-07149-005

Dodd, A., Camacho, G., Morocho, E., Paredes, F., Zúñiga, A., Pinza, E., Toro, L., Vargas, A., Benítez, C. and Rogers, S. (2015). The Use of Supplementary Materials in English Foreign Language Classes in Ecuadorian Secondary Schools. *Canadian Center of Science and Education*, [online] Vol. 8, No. 9; 2015(1916-4742 E-ISSN 1916-4750). Available at: http://dx.doi.org/10.5539/elt.v8n9p187 [Accessed 1 Mar. 2019].

Drake, G. (2013). The ethical and methodological challenges of social work research with participants who fear retribution: To 'do no harm'. *Qualitative Social Work: Research and Practice* [online]. Vol. 13 (2), pp. 304-319. [Accessed 7 March 2019]. Available at: https://journals.sagepub.com/doi/abs/10.1177/1473325012473499

Ezer, H. (2009). *Self-study approaches and the teacher-inquirer*. Research. Levinsky College of Education, Israel.

Feldman, D. (2004). Piaget's stages: the unfinished symphony of cognitive development. *New Ideas in Psychology* [online]. Vol. 22 (3), pp. 175-231. Available at: https://psycnet.apa.org/record/2005-03886-001

Fies, C. & Marshall, J. (2006). Classroom Response Systems: A Review of the Literature. *Journal of Science Education and Technology* [online]. Vol. 15 (1), pp. 101-109. [Accessed 1 November 2018]. Available at: https://link.springer.com/article/10.1007/s10956-006-0360-1

Froyd, J. and Simpson, N. (2010). *Student-Centered Learning Addressing Faculty Questions about Student-centered Learning*. [ebook] Texas A&M University, pp.1-2. Available at: http://ccliconference.org/files/2010/03/Froyd_Stu-CenteredLearning.pdf [Accessed 23 Feb. 2019].

Gafni, R. and Deri, M. (2012). Costs and Benefits of Facebook for Undergraduate Students. *Interdisciplinary Journal of Information, Knowledge, and Management*, [online] 7 pdf [Accessed 4 Mar. 2019]. Available at: http://www.ijikm.org/Volume7/IJIKMv7p045-061Gafni609.

Gorard, S. (2010). *Quantitative methods in educational research: The Role of Numbers Made Easy*. Great Britain:Biddles Ltd.,King's Lynn, Norfolk. Viewed 9 November 2018.

Gribbons, B. and Herman, J. (1997). True and Quasi-Experimental Designs. *practical Assessment, Research and Evaluation*, [online] 5(14), pp.1-3. [Accessed 13 Mar. 2019] Available at: https://pareonline.net/getvn.asp?v=5&n=14.

Guetterman, T., Fetters, M. and Creswell, J. (2015). Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays. *Annals of Family Medicine*, [online] 13(6 554-561). [Accessed 28 Feb. 2019] Available at: http://www.annfammed.org/content/13/6/554.short

Hogan, D., & Tudge, J. (1999). Implications of Vygotsky's theory for peer learning. In O'Donnell & King (eds.). *The Rutgers Invitational Symposium On Education Series. Cognitive perspectives on peer learning.* US: Lawrence Erlbaum Associates Publishers, pp. 39-65.

Hayati, A., & Mohmedi, F. (2009). The effect of films with and without subtitles on listening comprehension of EFL learners. *British Journal of Educational Technology, 42(1), 181-192* [online]. http://dx.doi.org/10.1111/j.1467-8535.2009.01004.x

Kaufman, J. (2016). *Creativity 101*. New York: Springer Publishing Company.

Kaufman, J. and Beghetto, R. (2009). Beyond big and little: the four c model of creativity. Review of General Psychology [online]. Vol. 13(1), pp. 1-12. [Accessed 7 February 2019]. Available at: http://psycnet.apa.org/buy/2009-02787-001

Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material with college EFL students in Taiwan. *CALL-EJ* [Online], *10(2), 1-18.*

Kim, R., Olfman, L., Ryan, T. & Eryilmaz, E. (2014). Leveraging a personalized system to improve self-directed learning in online educational environments. *Computers & Education* [online]. Vol. 70, pp. 150-160. [Accessed 11 December 2018]. Available at: https://www.sciencedirect.com/science/article/pii/S0360131513002285

Loeb, S., Ronfeldt, M. & Wyckoff, J. (2012). "Student achievement and teacher turnover what is the link?". *Bristol.ac.uk* [online]. [Accessed 7 November 2018]. Available at: http://www.bristol.ac.uk/cmpo/publications/bulletin/winter2012/teacherturnover.pdf

Loenard, S. (2016). Separate but Equal: Substitute Teaching Done Right. *Hybrid Pedagogy* [online]. (4). [Accessed 18 February 2019]. Available at: http://hybridpedagogy.org/separate-equal-substitute-teaching-done-right/

Mcleod, S. (2018). Maslow's Hierarchy of Needs. *Simply Pshychology* [online]., p. 64. [Accessed 14 March 2019]. Available at: https://www.simplypsychology.org/maslow.html

Makrakis, V. (2005). Training teachers for new roles in the new era: Experiences from the United Arab Emirates ICT program. *Research Gate*. [online] Available at: https://www.researchgate.net/publication/228408380 [Accessed 5 Nov. 2018].
Maslow, A. (1943). Preface to Motivation Theory. *Psychosomatic Medicine*, 5(1), pp.85-92.

Mathews-Aydinli, J. & Elaziz, F. (2010). Turkish students' and teachers' attitudes toward the use of interactive whiteboards in EFL classrooms. *Computer Assisted Language Learning*[online]. Vol. 23 (3), pp. 235-252. [Accessed 7 October 2018]. Available at: http://dx.doi.org/10.1080/09588221003776781

Mehda, V. (2017). Self Study vs Classroom Study". (2017). General [online]. [Accessed 17 March 2019]. Available at: https://www.toppr.com/bytes/self-study-vs-classroom-study

Morris, N. O. (2011). Using technology in the EFL classroom in Saudi Arabia (Master's thesis, SIT Graduate Institute, Brattleboro, Vermont, USA). Retrieved from http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1514&context=ipp_collection

Mvududu, N. & Thiel-Burgess, J. (2012). Constructivism in practice: the case for English language learners. *International Journal of Education* [online]. Vol. 4 (3). [Accessed 8 February 2019]. Available at: https://www.questia.com/read/1P3-2935593471/constructivism-in-practice-the-case-for-english-language

Nasir, S. (2018). Teacher turnover is taking a toll on quality of instruction in UAE. *Al Khaleej Times*. [online]. [Accessed 4 Jan. 2019].Available at: https://www.khaleejtimes.com/news/education/teacher-turnover-is-taking-a-toll-on-quality-of-instruction-in-uae

O'Connor, K. (2009). No substitute Left Behind. *Educational Testing Service* [online]. Vol.11426. [Accessed 16 October 2018]. Available at: https://www.naesp.org/sites/default/files/resources/2/Principal/2009/S-O_p.32.pdf

O'Donnell, A., & King, A. (2014). *Cognitive perspectives on peer learning*. London:Routledge.

Orr, M. (2008). Learner perceptions of interactive whiteboards in EFL classrooms. CALL-EJ, 9(2) Retrieved from http://callej.org/journal/9-2/orr.html

Pannucci, C. and Wilkins, E. (2010). Identifying and Avoiding Bias in Research. *Plastic and Reconstructive Surgery*, 126(2), pp.619-625.

Pelaprat, E., & Cole, M. (2011). "Minding the gap": imagination, creativity and human cognition. *Integrative Psychological and Behavioral Science* [online]. Vol. 45 (4), pp. 397-418. [Accessed 1 January 2019]. Available at: https://link.springer.com/journal/12124

Podolsky, A., Kini, T., Bishop, J. and Darling-Hammond, L. (2016). Solving the Teacher Shortage How to Attract and Retain Excellent Educators (research brief). *Palo Alto, CA: Learning Policy Institute.*. [online]. [Accessed 13 Dec. 2018].
 Available at: https://learningpolicyinstitute.org/product/solving-teacher-shortage-brief

Potosí, A., Loaiza, G., García, L., & Catalina, A. (2012). *Using video materials as a teaching strategy for listening comprehension. Unpublished manuscript.* (2019). Universidad Técnica de Pereira, Colombia.

"5 Psychological Theories of Motivation to Increase Productivity". (2014). [Accessed 16 March 2019]. Available at: https://contactzilla.com/blog/5-psychological-theories-motivation-increase-productivity/

Rajasekar, S., Philominathan P. & Chinnathambi, V. (2013). *Research methodology*. New York: Cornell University Library.

Redding, C. & Henry, G. (2018). New Evidence on the Frequency of Teacher Turnover: Accounting for Within-Year Turnover. *Educational Researcher* [online]. Vol. 47 (9), pp. 577-593. [Accessed 12 October 2018]. Available at: https://journals.sagepub.com/doi/10.3102/0013189X18814450

Remes, S.,Kukkonen, J. (2014). *Managing Substitute Teachers and Supporting IT Solutions in Comprehensive Schools* Bachelor. Oulu University of Applied Sciences. https://www.theseus.fi/bitstream/handle/10024/85548/Kukkonen_Jenni_Remes_Salla.pdf?sequence=1

Ridge, N. (2010). Teacher Quality, Gender and Nationality in the UAE: A Crisis for Boys. *Academia* [online]. Vol. 10-06. [Accessed 16 November 2018]. Available at: https://www.academia.edu/1496346/Teacher_Quality_Gender_and_Nationality_in_the_UAE_A_Crisis_for_Boys

Ritchie, J., Lewis, J., Elam, G., Tennant, R. & Rahim, N. (2013). Designing and selecting samples. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London:Sage. Ch.5. https://www.researchgate.net/publication/292703996_Designing_and_selecting_samples

Robinson, K. (2011). *Out of our minds: learning to be creative*. New Jersey:John Wiley & Sons. Ch. 6.

Ronfeldt, M., Lankford, H., Loeb, S. and Wyckoff, J. (2012). How Teacher Turnover Harms Student Achievement. *American Educational Research Journal*, [online] 17176(50 (1), pp.4-36. [Accessed 14 Jan. 2019]. Available at: https://caldercenter.org/sites/default/files/Ronfeldt-et-al.pdf

Romero, M., Hyvönen, P., & Barberà, E. (2012). Creativity in collaborative learning across the life span. *Creative Education* [online]. Vol. 3 (4), pp.422-429. [Accessed 6 January 2019]. Available at: https://www.researchgate.net/profile/Margarida_ROMERO/publication/232042011_Romero_M_Hyvonen_P_Barbera_E_2012_Creativity_in_Collaborative_Learning_across_the_Life_Span_Creative_Education_3_422-429doi_104236ce201234066/links/09e415076ed615be02000000.pdf

Sawchuk, S. (2012). Teacher Turnover Affects All Students' Achievement. *Education Week* [online] Available at: http://blogs.edweek.org/edweek/teacherbeat/2012/03/when_teachers_leave_schools_ov.html [Accessed 10 Nov. 2018].

Sawyer, K. (2015). A Call to action: the challenges of creative teaching and learning. *Teachers College Record* [online]. Vol. 117 (10). [Accessed 2 January 2019]. Available at: https://eric.ed.gov/?id=EJ1074694

Sarniak, R. (2015). 9 types of research bias and how to avoid them. *Quirk's Media*, [online] (20150825-2). [Accessed 25 Feb. 2019]. Available at: https://www.quirks.com/articles/9-types-of-research-bias-and-how-to-avoid-them

Sagitova, R. (2014). Students' Self-education: Learning to Learn Across the Lifespan. *Procedia - Social and Behavioral Sciences* [online]. Vol. 152, pp. 272-277. [Accessed 10 March 2019]. Available at: https://www.sciencedirect.com/science/article/pii/S1877042814052616

Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development. *English language teaching*, 3(4), 237.

Slavin, R. (2014). *Educational psychology theory and practice.* 10edn. Harlow:Pearson Education Limited.

Star, K. (2011) Principals and the Politics of resistance to Change. Educational Management Administration & Leadership, 39: 646

Steward, J. (1955). Theory and Application in a Social Science. *Ethnohistory*[online]. Vol. 2 (4), p. 292. [Accessed 5 January 2018]. Available at: https://www.jstor.org/stable/480560
Stokes, D. (2016). 'Imagination and creativity', in A. Kind (eds). *The Routledge Handbook of Philosophy of Imagination*. Ch.15.

Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. (2019). *Patricia Thornton, Kinjo Gakuin University, Japan* [online]. Vol. 21 (3), pp. 217-228. [Accessed 8 November 2018]. Available at: http://dx.doi.org/10.1111/j.1365-2729.2005.00129.x

Vygotsky, L. (1978). Interaction between learning and development. Readings on the development of children, 23(3), 34-41.

Weiner, B. (2001) Intrapersonal and Interpersonal Theories of Motivation from an Attribution Perspective. In: Salili F., Chiu C.Y., Hong Y.Y. (eds) Student Motivation. Plenum Series on Human Exceptionality. Springer, Boston, MA

Williams, P., Sheridan, S. (2010). Conditions for collaborative learning and constructive competition in school. *Educational Research* [online]. Vol. 52(4), pp. 335-350. [Accessed 9 February 2019]. Available at
https://www.tandfonline.com/doi/abs/10.1080/00131881.2010.524748

Wood, C., Kemp, N., Waldron, S. and Hart, L. (2009). Grammatical understanding, literacy and text messaging in school children and undergraduate students. *Computers and Education*, [online] 70, pp.281-290. [Accessed 4 Mar. 2019]. Available at
https://pureportal.coventry.ac.uk/en/publications/grammatical-understanding-literacy-and-text-messaging-in-school-c-2].

Yamamoto, N. & Wakahara, T. (2013). "An Interactive Learning System Using Smartphone for Improving Students Learning Motivation". *Springer* [online]. [Accessed 18 December 2018]. Available at: http://dx.doi.org/10.1007/978-94-007-6996-0_32

Bibliography:

Bonino, C. (2016). *Creating a Student-Centered Classroom.* [pdf] Champlain College, pp.1-3. [Accessed 23 Feb. 2019]. [Accessed 10 December 2018] Available at: http://www.champlain.edu/creating/student-centered/classroom.

Huron-Superior Catholic District School Board (2016). *A Journey into a New Dimension of Learning*. [online] Ontario. [Accessed 24 Feb. 2019] Available at: http://www.ontariodirectors.ca/Director_Innovation-2016/Huron_Superior-CDSB-3_Reports.pdf

Publication Manual of the American Psychological Association. (2010). Washington, DC. *American Psychological Association*. [online]. [Accessed 10 November 2018]. Available at: https://www.apastyle.org/manual.

Self-Directed Learning: Learning Contracts. (2019). In: *Teaching and Learning Conference*. [online] Canada: The Centre For Teaching Excellence. [Accessed 24 Feb. 2019]. Available at: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/self-directed-learning/self-directed-learning-learning-contracts

TEAL Center Fact Sheet No. 6: Student-Centered Learning. (2010). TEAL. [online] [Accessed 23 Feb. 2019]. Available at: https://lincs.ed.gov/sites/default/files/6%20_TEAL_Student-Centered.pdf

Phong Tuân, N. and Thành Tu, N. (2013). The Impact of Online Social Networking on Students' Study. *VNU Journal of Education Research*, [online] 29(1), pp.1-13. [Accessed 4 Mar. 2019]. Available at: http://repository.vnu.edu.vn/bitstream/11126/4960/3/TC_02707.pdf

Loeb, S. (2011). How Teacher Turnover Harms Student Achievement. *American Educational Research Journal*. [online]. [Accessed 12 Nov. 2018].Available at: https://www.researchgate.net/publication/228303559

Cakir, I. (2006). The use of videos and audio-visual material in foreign teaching classroom. *The Turkish Journal of Educational Technology*, 5(4), 67-72[Online]. [Accessed on 17 Dec. 2018] Retrieved from http://www.tojet.net/articles/v5i4/549.pdf

Williams R., Lutes P. (2007). Using Videos in the EFL classroom. Unpublished manuscript. Takamatsu University. Kagawa, Japan.

National Research Council. (2000). *How people learn: brain, mind, experience, and school: expanded edition*. Washington: National Academies Press.

<u>Appendices</u>

Appendix 1 (Principal consent form)

28-10-18

To whom it may concern

This is to certify that Ms.Nesrine Farahat with Student ID number 20171190 is a registered part-time student in the Master of Education offered by The British University in Dubai since September 2017.

Ms. Farahat is currently collecting data for her project (Overcoming the Effect of Teachers' Turnover on Students' performance)

She is required to gather data through conducting interviews, observation and exam results that will help her in writing the final project. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.Farahat's request.

Yours sincerely,

Dr. Amer Alaya
Head of Student Administration

Mrs. Farahat is permitted by the school to collect the data required

H. Hannan
01. 11. 2018

PO Box 345015 · Block 11 Dubai International Academic City Dubai U A E · T +971 4 279 1400 · F +971 4 279 1490
FB.com/BUiD.Team   BUiD_Team   youtube.com/BUiDadmin   @BUiD_Team   BUiD

Appendix 2 (Interview students' consent form)

Appendix 2

Interview consent form:

Name	Signature
1- Mohamed Nagi	
2- Falah Al Swaidi	
3- Mohamed Asaad	محمد أسعد
4- Abd Alrahman Al Tunaigi	
5- Salem Al Mazroei	
6- Saeed Ahmed	
7- Ahmed Wahby	
8- Zeina Maher	
9- Noor Al Swaidi	
10- Fatima Ahmed	
11- Batool Ameri	
12- Reema Salem	
13- Randa Shoukri	
14- Mariam Saleh	
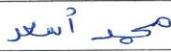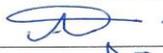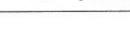
Appendix 3 (Multi-Fray, Single-Intervention sample)

Exam: (B) $37\frac{1}{2}$ (50 marks)

<u>All exam questions are Virginia standard based.</u>

Exam 1:

Read through the notes provided then answer the following questions.

(11.5.d) Draw conclusions and make inferences on explicit and implied information using textual support.

1- What is the Independence Day of America? (2 marks)

It is the day in which Americans announced
they do not belong to Britain anymore. It is
on 4th of July, 1776.   2

2- What was the final trigger that caused the Revolution? (2 marks)

That British king announced taxes on America
and ignored its will to have represtation in Parliam
ent

3- How did Britain respond to the American Revolution? Was that wise in
your opinion? (3 marks)   2

They sent troops to bring America back
to the British Control.
          ? $1\frac{1}{2}$

4- Being a British colony, what were the factors that helped America stand
against Britain? (3 marks)

Financial stability $1\frac{1}{2}$
Salutary neglect

          explain?

(11.5.a) Use information from texts to clarify understanding of concepts.

Mark the following as (T) or (F) (10 marks) *6*

1- The Actual Independence Day took place on July 4th 1775. (F) ✓

2- King George III was a supporter of the revolution. (F) ✓2

3- Jefferson was the United States president at the time of the Revolution.

(T) ✗

4- The 13 colonies of America were established by Britain in the 17th Century. (F) ✗

5- It was during the Salutary Neglect that colonies learned to self-govern.

(T) ✓

(11.5. h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions after reading texts.

What If............?

1- American Colonies had representatives in the British Parliament:

(5 marks) *5*

Americans would have stayed for longer time under the British rule as they would have felt belonging. *2.5*

2- Britain reacted wisely to the American rebel: (5 marks)

There wouldn't have been such a rivalry *5* between America and Britain ✓

3- The 13 colonies did not unite together against the British Tyranny:

(5 marks)   5

Britain would have found a way to get into the American troops using the colonies that did not join.

2 ✓

(11.5. c) Generalize ideas from selections to make predictions about other contexts.

How far can you compare the American Revolution to the Revolutions taking place in the Middle East now?   (15 marks)   14½

1. American Revolution was a result of joined forces between people and Leaders but Revolutions in the Middle East is people against Leaders.   7½

2. American Revolution was between America, as a Country, and another country, which is Britain but Revolutions in the middle East is with in same Country.   7

(X)

Appendix 4 (Single-Fray, Multi-Intervention Sample 1)

Quiz one answers   ⅃   41/50

Question 1:

Jefferson made his speech very direct and short. He used evidences from American history and the success they reached as well as examples of the tyranny of the British authority over the Americans. He highlighted the need of Independance as to keep American dream. He spoke as an American who is suffering great losses from the British greedy colonization. He, ironically mentioned the British king's response or ignorance to the multiple calls of Americans to join the British Parliament. He gave a clear and direct statement about the drawbacks of staying as a colony and pay for all British expenses and wars while not benefiting from the British success and income.   10

Question 2:

Jefferson used direct, friendly, precise and casual language as to reach all Americans. He was addressing people's minds and logic. He used evidence and examples from real life situations to convince people. He was speaking in all people's right, unifying himself with them. Jefferson was clear about his message and succeeded in gathering people around him.   8

Question 3:

Jefferson used the majority of the elements mentioned in the you-tube. His tone was loud, friendly, confident, kind and courageous. He united himself with audience. He used evidence. He used humor. He was speaking honest and from the heart not simply reciting what he studied.

73

He used the Emancipation ⤬ Proclamation as an example to gather people around him and the British king's ignorance of the American request as a tool to turn people against the king. 9

Question 4:
Being in Jefferson's place, I would use the same elements he used as mentioned in question 3. I will add more examples and I will also add future promises to encourage people. ? 4

Question 5:
Element 1: Uniting with audience → The preacher has to make the people feel, he is one of them and not a superior or a higher rank.

Element 2: Voice modulation → The preacher must not be shouting, whispering, reciting or sounding hesitant. He should be speaking from the heart and his voice should be loud enough to sound confident but not to annoy audience.

Element 3: using evidence → To use history as a motivating tool for audience: if you succeeded before, you can succeed now. To use present current affairs as a challenge or as a threat for people to show them the consequence of their choice. 10

Appendix 5 (Single-Fray-Multi-Intervention sample 2)

quiz two :

Question one:

Dear all,

Our gathering today is very important.
We as lebanese citizens have passeel
through many events, wars and struggles
in our lives. It is now time to
chease our own future. We have to
choose our own leaders and parliament
members that resemble ? us. To overcam ??
What are these struggles?
the struggles we face, we have to vote
and make the choice. 15/30   ↓
                                  elaborate

Question two :

1. America is a strong nation that has
   been depeanding on itself for the
   past years.   2

2. America has a very strong economy
   and overcame most of its struggles.
                                  2

3. Since the Emancipation Proclamations Americans have experienced freedom and equality. ✓   2

4. The king of Britain is enslaving ✗ Americans and using their money ✓ and resources to fund his wars.

5. Americans asked to join the British parliament and vote on imposed taxes
→ elaborate

6. The king ignored the American wish and ?

7. America has to split from Britain.   1

10/20

Quiz 3

41/50

(1) Jefferson was a statesman and a diplomat. He had been in the field of human rights. He used his talents in convincing Americans of the importance of revoluting against the British Colonisation. He believed that Americans had built their own nation and deserve to gain the fruit of what they planted. ✓ ⓐ

Question 2:

The main strengths of the declaration are that Jefferson was precise, Convincing and to the point. He has managed to introduce (present) his message in a very organised mean. The speech was very well prepared and understood before being presented. Jefferson had spoken of the American power and strength points to show people what they are Capable of doing then he mentioned his mials with the British king to solve the problem

on a diplomatic level. He, then, sarcastically mentioned the King's unexpected ignorance of the American will and he finally presented his aim of the speech. ✓ (10)

3. Jefferson used the British King's underestimation of the American contribution to the British Parliament to gather all Americans under one motto which is the freedom and equality America has been adopting. (8)

5. Jefferson's claim was to gather all colonies under one American power and separate from the British control. American resources became for America and not under the British control. (6)

6) This statement is the trigger of the revolution. It is the main reason Americans decided to demonstrate against the British rule for. Britain was using the American resources and money to fund its own wars and industry without the American consent. They were forced to pay. (8)

<u>**Appendix 7 (Interview Questions)**</u>

<u>**Interview Questions**</u>

(Using Self-Study Guide)

1- How can you compare your experience through the three tasks you experienced?

2- How far did you build some knowledge of the case through reading the self-study guide?

3- Was the Self-Study Guide helpful? Has it helped you understand the speech?

4- How far has the guide helped you build your own opinion of the speech?

5- Do you think reading through the guide and building your own knowledge is more beneficial for your learning process or just listening to the teacher explaining the lesson and the back ground more beneficial?

6- What are the drawbacks and difficulties you encountered reading through the guide?

7- Were the 60 minutes given for you to study through the guide enough or you needed more time?

8- How can you compare your experience through the three tasks you experienced?

(With a teacher)

1- How far have you enjoyed listening to the teacher explaining the background of the American Revolution?

2- Did you understand all the details of the back-ground required to answer the exam?

3- Has the teacher's explanation given you the full picture of the revolution and encouraged you to read more of the case or simply you got what you were told?

4- How long did it take the teacher to explain the topic and how long did it take you to understand it?

5- How far was the class interaction with the topic? Did the students have any background of the topic?

(Using only the text book)

1- How many times did you read the text in order to understand it?

2- Are you willing to read through the following texts on your own?

3- Describe your experience not having a teacher and being asked to sit for an exam?

4- Have you been encouraged to do your own research of the topic to be able to understand more?

5- Do you think that a ready-made explanatory pack will help you build some knowledge and Self-study or not?

Appendix 8 (General Methodology and Prepared sample of the Guide)

Methodology:

My plan is divided into two lessons.

First: to divide Grade 11 into 3 groups of different abilities.

Group 1: teacher will help discuss first 3 documents

Group 2: read documents on their own

Group 3 just take the book and read the declaration

Then a targeted test to measure degree of understanding for three groups

Lesson 2: (research group)

1 group of different abilities targeting 3 different tasks

Task 1: Students will read and listen to the lesson (2) document (1) on the Self-Study Guide, on their own and answer a quiz

Task 2: Students will read the book document and answer a quiz

Task 3: Students, with the help of a teacher, will discuss Lesson (2) document (3) and answer a quiz.

Quizzes for lesson 2 are different and tackling different points but of same level

Interview:

-Representatives from each group will be interviewed:

6 from research group

4 from each of the 2 other groups

-Interview questions will be divided into 3 categories:

5 on the benefits of the self-study guide

5 on the advantages of having a teacher or facilitator

5 on not having any support materials or teacher

Lesson one:

One class will take the following document only to read.

One class will use their book only as a reference.

One class will have a teacher as its reference.

Then 3 classes will be sitting for the same exam.

<div align="center">

Independence Day
The American Revolution

</div>

What is The Independence Day?

Independence Day of the United States, also referred to as the Fourth of July or July Fourth, is a federal holiday commemorating the adoption of the Declaration of Independence on July 4, 1776, by the Continental Congress declaring that the thirteen American colonies regarded themselves as a new nation, the United States of America, and no longer part of the British Empire.

Independence Day is commonly associated with fireworks, parades, barbecues, carnivals, fairs, picnics, concerts, baseball games, family reunions, and political speeches and ceremonies, in addition to various other public and private events celebrating the history, government, and traditions of the United States. Independence Day is the National Day of the United States.

The History Of Independence Day

"Taxation without representation!" was the **battle cry** in America's 13 Colonies, which were forced to pay taxes to England's King George III despite having no representation in the British Parliament. As dissatisfaction grew, British troops were sent in to quell the early movement toward rebellion. Repeated attempts by the Colonists to resolve the crisis without military conflict proved fruitless.

On June 11, 1776, the Colonies' Second Continental Congress met in Philadelphia and formed a committee whose express purpose was drafting a document that would formally sever their ties with Great Britain. The committee included Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman and Robert R. Livingston. Jefferson, who was considered the strongest and most eloquent writer, crafted the original draft document (as seen above). A total of 86 changes were made to his draft and the Continental Congress officially adopted the final version on July 4, 1776.

The following day, copies of the Declaration of Independence were distributed, and on July 6, The Pennsylvania Evening Post became the first newspaper to print the extraordinary document. The Declaration of Independence has since become our nation's most cherished symbol of liberty.

Bonfires and Illuminations

On July 8, 1776, the first public readings of the Declaration were held in Philadelphia's Independence Square to the ringing of bells and band music. One year later, on July 4, 1777, Philadelphia marked Independence Day by adjourning Congress and celebrating with bonfires, bells and fireworks.

The custom eventually spread to other towns, both large and small, where the day was marked with processions, oratory, picnics, contests, games, military displays and fireworks. Observations throughout the nation became even more common at the end of the War of 1812 with Great Britain.

In June of 1826, Thomas Jefferson sent a letter to Roger C. Weightman, declining an invitation to come to Washington, D.C. to help celebrate the 50th anniversary of the Declaration of Independence. It was the last letter that Jefferson, who was gravely ill, ever wrote. In it, Jefferson says of the document:

"May it be to the world, what I believe it will be ... the signal of arousing men to burst the chains ... and to assume the blessings and security of self-government. That form, which we have substituted, restores the free right to the unbounded exercise of reason and freedom of opinion. All eyes are opened, or opening, to the rights of man. ...For ourselves, let the annual return of this day forever refresh our recollections of these rights, and an undiminished devotion to them."

- Thomas Jefferson

June 24, 1826 Monticello

Back ground:

The 13 colonies were one of the many nations who fought in the Revolutionary War in the late 18th century.

Reasons behind establishing the 13 colonies

The 13 colonies were established in North America by Great Britain during the 17th century. **The colonies were established to harvest raw materials, such as lumber, fur and fish, necessary for Britain's growing empire.**

The 13 colonies during the Revolutionary War-era were:

Province of New Hampshire

Province of Massachusetts Bay

Colony of Rhode Island and Providence Plantations

Connecticut Colony

Province of New York

Province of New Jersey

Province of Pennsylvania

Delaware Colony

Province of Maryland

Colony and Dominion of Virginia

Province of North Carolina

Province of South Carolina

Province of Georgia

The 13 Colonies Before the Revolutionary War:

Three types of governments existed in the colonies prior to the American Revolution: royal, charter and proprietary.

Royal colonies: were governed directly by the British government through a royal governor appointed by the Crown. The royal colonies were: New Hampshire, New York, New Jersey, North Carolina, South Carolina and Georgia.

Charter colonies: were granted to businesses. The business owner created the laws but they were required to base their laws on English law at the time. The charter colonies were: Connecticut, Massachusetts Bay Colony and Rhode Island.

Proprietary colonies: had charters that granted ownership of the colony to one person or a family. The proprietor was given full governing rights. The proprietary colonies were: Delaware, Maryland and Pennsylvania.

HUDSON   BAY COMPANY   49°

PROVINCE OF
QUEBEC

Proclamation Line of 1763

(Spain)

INDIAN
RESERVE

N S

(to Mass)

N H

N Y   MASS

R I

CONN

PA   N J

MD   DEL

VA

N C

S C

GA

W FLA

E FLA

Boundary between Mississippi River and
49th parallel uncertain due to misconception that
source of Mississippi River lay further north

1775
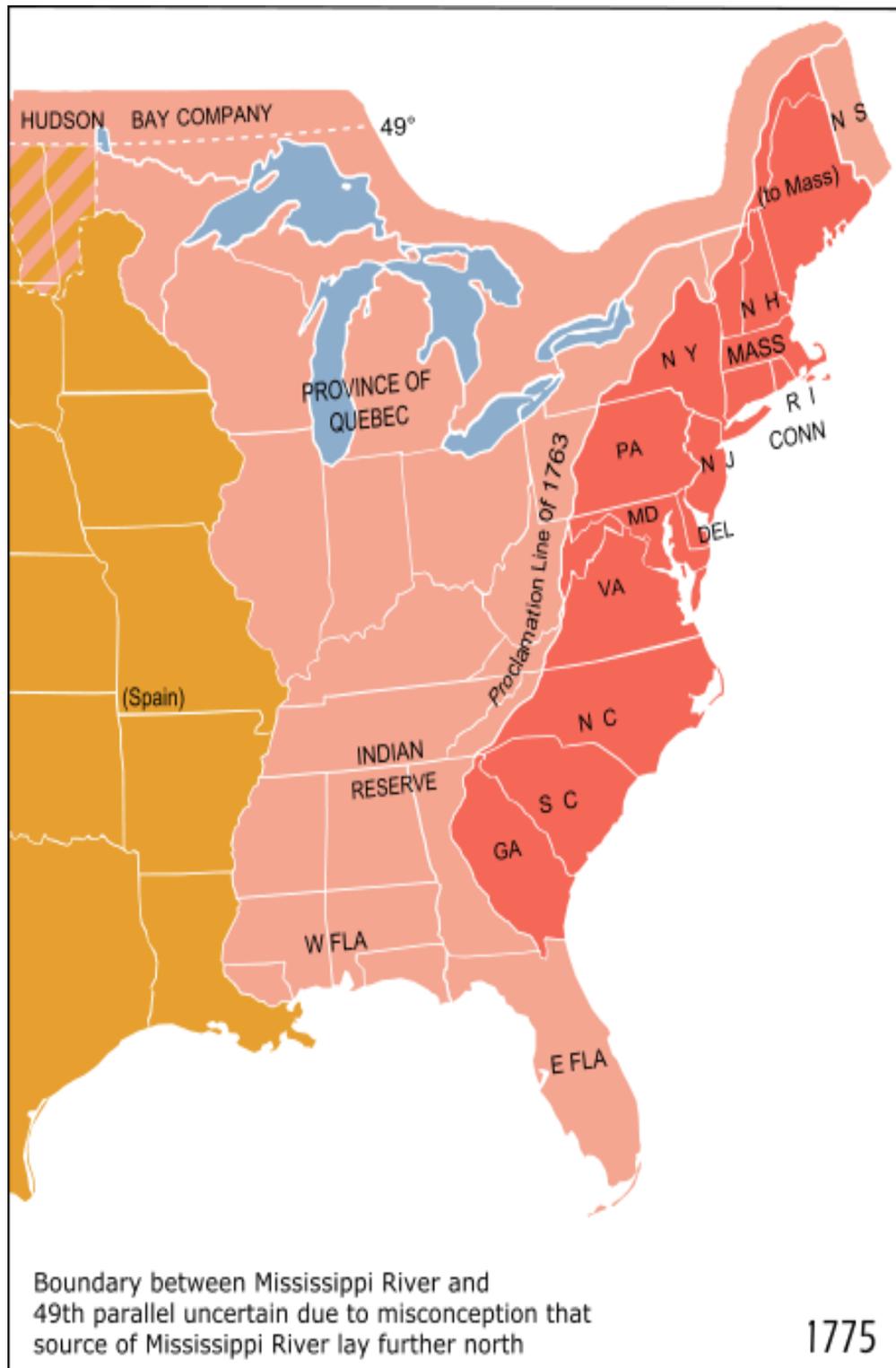
Despite the fact that many of the colonies were royal colonies, for a period of time prior to the American Revolution, <u>the thirteen colonies had been allowed to self-govern.</u>

This was due to what is now known as the policy of <u>Salutary Neglect</u>, which was based on the premise that if the colonies were left alone, they would flourish and Great Britain would reap the benefits in increased trade, tax revenue and profits…….. (Important to know that colonies governed themselves as part of the British strategy to use these colonies' power and innovative strategies in trade to increase its own intake)

It was during this period of salutary neglect that the colonies learned to self-govern which helped the colonists develop their sense of independence and self-sufficiency.

When did the Salutary Neglect end?

The policy of Salutary Neglect was in place for many decades, from the early to mid-1700s, until the end of the French and Indian War when the British government found itself in desperate need of funds to pay off the war debt and to cover the cost of the large number of troops it had sent to North America to protect the new land it had won.

<u>The 13 Colonies During the Revolutionary War:</u>

The American Revolution began after Great Britain passed a series of new taxes designed to generate revenue from the colonies in 1763 to help pay off its war debt.

The new taxes were met with a lot of resistance from the colonists because they felt the government didn't have the right to tax them if they didn't have representation in Parliament and feared that the new laws were just the beginning of even more infringements on their rights.

(Americans refused to be taxed without seeing the benefit of this taxation. They believed that in order to be taxed, representatives from America had to attend the British Parliament and consent these taxations before being put into action)

(What are the factors that the American colonies depended on in their refusal of the new tax system forced by Britain?)

The colonists believed governments existed to serve and protect the rights and interests of its people, not to serve and protects its own interests. So when the British government began passing laws that seemed to serve its own interests rather than that of its people, it was met with much disapproval in the colonies.

(How was the Colonies' political repel answered by Britain?)

The colonists <u>boycotted</u>, <u>protested</u> and even <u>rioted</u> over the new laws. The British government responded to the rebellion by sending British troops to the colonies to restore

order and enforce the new laws but the increased military presence only escalated the conflict.

(What was the American response to the British military invasion?)

The conflict came to a head in April of 1775 when British troops searching for the colonist's hidden ammunition supplies engaged with American militia in the <u>first battles of the Revolutionary War in Lexington and Concord.</u>

In response to the battles, <u>the colonists formed the Continental Army in June of 1775 to help them fight the British army.</u>

Then, <u>on July 5, 1775, the Continental Congress adopted a surprising piece of legislature known as the Olive Branch Petition</u>, which was a last ditch effort to avoid going to war with Great Britain.

The petition was the work of the more moderate members of Congress, who actually opposed the war, and its purpose was to appease King George III and prevent the conflict from escalating into a full blown war.

(How were the American efforts to prevent war with Britain met?)

Yet, before the petition even reached England, King George III had already issued <u>the Proclamation of Rebellion,</u> on August 2, 1775, which declared that the colonies were in an "open and avowed rebellion" and ordered officials of the British Empire to suppress the rebellion.

<u>When the petition did reach the king later that month, he refused to read it and immediately rejected it.</u>

On October 27, 1775, King George spoke at Parliament and stated that he intended to deal with the colonial rebellion with armed force and asked for assistance from foreign governments.

The proclamation and the King's vow to fight the rebellion with armed forces destroyed any hope of avoiding an all-out war and made it clear that the king was not interested in finding a way to resolve the dispute peacefully.

<u>Quasi-Experimental Design Exam</u>   (50 marks)

<u>All exam questions are Virginia standard based.</u>

Exam 1:

Read through the notes provided then answer the following questions.

(11.5.d) Draw conclusions and make inferences on explicit and implied information using textual support.

1- What is the Independence Day of America?   (2 marks)

_____

_____

_____

2- What was the final trigger that caused the Revolution?   (2 marks)

_____

_____

3- How did Britain respond to the American Revolution? Was that wise in your opinion?
                    (3 marks)

_____

_____

_____

_____

4- Being a British colony, what were the factors that helped America stand against Britain?   (3 marks)

_____

_____

_____

_____

(11.5.a) Use information from texts to clarify understanding of concepts.

Mark the following as (T) or (F)   (10 marks)

1- The Actual Independence Day took place on July 4th 1775. (   )

2- King George III was a supporter of the revolution.   (   )

3- Jefferson was the United States president at the time of the Revolution.

(   )

4- The 13 colonies of America were established by Britain in the 17th Century.

(   )

5- It was during the Salutary Neglect that colonies learned to self-govern.

(   )

(11.5. h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions after reading texts.

 What If………….?

1- American Colonies had representatives in the British Parliament:

(5 marks)

_____
_____
_____

2- Britain reacted wisely to the American rebel: (5 marks)

_____
_____
_____

3- The 13 colonies did not unite together against the British Tyranny:

(5 marks)

_____
_____
_____

(11.5. c) Generalize ideas from selections to make predictions about other contexts.

How far can you compare the American Revolution to the Revolutions taking place in the Middle East now?   (15 marks)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

True Experimental Design Exam

Lesson 2:

Research group only will go through the three experiences and sit for 3 short quizzes to detect their level of understanding. (understanding Part)

Trial one:

1- Watch the following you-tubes of Thomas Jefferson speech and compare it to the elements of the successful speech.

https://www.youtube.com/watch?v=4uE-tqe0xsQ

https://www.youtube.com/watch?v=cS-tshQ9sys

2-Elements of successful speech

https://www.amanet.org/training/articles/seven-principles-of-effective-public-speaking.aspx

Students are asked to go through the You-Tubes, on their own, compare the given speeches to the successful elements of speech given in link 3 and then answer the following quiz.   (Analysis)   (50 marks)

Quiz 1:

1- How had Jefferson made his speech concise and persuasive?

2- What type of language had Jefferson used to talk to Americans and why?

3- Which elements of successful speech has Jefferson used to value his speech? Explain using examples

4- Being in Jefferson's shoe, which other element would you have used and why?

5- Choose 3 elements of speech and explain them using your own examples.

Trial 2:

Students will use the declaration of Rights on their own and answer the following questions. (Application)

3- Dr. Martin Luther King Jr "I have a Dream" Speech

https://www.archives.gov/files/press/exhibits/dream-speech.pdf

Quiz 2:   (50 marks)

(Obligatory Question)   (30 marks)

1- As a parliament member, apply the knowledge you gained from reading through the speech and use the elements of successful speech that King used in a speech of your own to convince your people with the importance of Voting.

(Choose one of the following questions and answer fully)   (20 marks)

2-Summarize the speech into 10 points according to their importance.

3- How did Dr. King use (word Choice) as an element of persuasion?

Use examples from the text.

Trial 3:

Students are going to discuss the following transcript with their teacher then sit for a group speaking activity before sitting for the exam.

4- The declaration link.

https://www.archives.gov/founding-docs/declaration-transcript

Quiz 3:

1- Open discussion with the teacher.

2- Students will be divided into groups of 4 and 10 minutes will be given to each group to discuss the declaration within their group.

3- Students are then asked to sit individually and write answers for the following test.

(Choose 5 questions of the following and answer them fully) (50 marks)

1- How did Jefferson's professional life affect his speech?

2- What are the main strengths of the declaration in your opinion?

3- How did Jefferson use the British king's underestimation of the American contribution to the British parliament in his favor?

4- How did Jefferson unite all Americans under one motto?

5- What was Jefferson's claim in the Declaration of Independence?

6- Comment on the following statement: "For imposing Taxes on us without our consent".

Respondent bias

1. Acquiescence bias: Also known as "yea-saying" or the friendliness bias, acquiescence bias occurs when a respondent demonstrates a tendency to agree with and be positive about whatever the moderator presents. In other words, they think every idea is a good one and can see themselves liking, buying and acting upon every situation that is proposed. Some people have acquiescent personalities, while others acquiesce because they perceive the interviewer to be an expert. Acquiescence is the easy way out, as it takes less effort than carefully weighing each option. This path escalates if fatigue sets in – some people will agree just to complete the interview. To avoid it, researchers must replace questions that imply there is a right answer with those that focus on the respondent's true point of view.

2. Social desirability bias1: This bias involves respondents answering questions in a way that they think will lead to being accepted and liked. Regardless of the research format, some people will report inaccurately on sensitive or personal topics to present themselves in the best possible light. Researchers can minimize this bias by focusing on unconditional positive regard. This includes phrasing questions to show it's okay to answer in a way that is not socially desirable. Indirect questioning – asking about what a third-party thinks, feels and how they will behave – can also be used for socially sensitive questions. This allows respondents to project their own feelings onto others and still provide honest, representative answers.

3. Habituation2: In cases of habituation bias, respondents provide the same answers to questions that are worded in similar ways. This is a biological response: being responsive and paying attention takes a lot of energy. To conserve energy, our brains habituate or go on autopilot. Respondents often show signs of fatigue, such as mentioning that the questions seem repetitive, or start giving similar responses across multiple questions. Moderators must keep the engagement conversational and continue to vary question wording to minimize habituation.

4. Sponsor bias3: When respondents know – or suspect – the sponsor of the research, their feelings and opinions about that sponsor may bias their answers. Respondents' views on the sponsoring organization's mission or core beliefs, for example, can

influence how they answer all questions related to that brand. This is an especially important type of bias for moderators to navigate by maintaining a neutral stance, limiting moderator reinforcement to positive respondent feedback that can be construed as moderator affiliation to brand and reiterating, when possible, the moderator's independent status.

Researcher bias

5. Confirmation bias4: One of the longest-recognized and most pervasive forms of bias in research, confirmation bias occurs when a researcher forms a hypothesis or belief and uses respondents' information to confirm that belief. This takes place in-the-moment as researchers' judge and weight responses that confirm their hypotheses as relevant and reliable, while dismissing evidence that doesn't support a hypothesis. Confirmation bias then extends into analysis, with researchers tending to remember points that support their hypothesis and points that disprove other hypotheses. Confirmation bias is deeply seated in the natural tendencies people use to understand and filter information, which often lead to focusing on one hypothesis at a time. To minimize confirmation bias, researchers must continually reevaluate impressions of respondents and challenge preexisting assumptions and hypotheses.

6. Culture bias5: Assumptions about motivations and influences that are based on our cultural lens (on the spectrum of ethnocentricity or cultural relativity) create the culture bias. Ethnocentrism is judging another culture solely by the values and standards of one's own culture. Cultural relativism is the principle that an individual's beliefs and activities should be understood by others in terms of that individual's own culture. To minimize culture bias, researchers must move toward cultural relativism by showing unconditional positive regard and being cognizant of their own cultural assumptions. Complete cultural relativism is never 100 percent achievable.

7. Question-order bias: One question can influence answers to subsequent questions, creating question-order bias. Respondents are primed by the words and ideas presented in questions that impact their thoughts, feelings and attitudes on subsequent questions. For example, if a respondent rates one product a 10 and is then asked to rate a competitive product, they will make a rating that is relative to the 10 they just provided. While question-order bias is sometimes unavoidable, asking general

questions before specific, unaided before aided and positive before negative will minimize bias.

8. Leading questions and wording bias6: Elaborating on a respondent's answer puts words in their mouth and, while leading questions and wording aren't types of bias themselves, they lead to bias or are a result of bias. Researchers do this because they are trying to confirm a hypothesis, build rapport or overestimate their understanding of the respondent. To minimize this bias, ask questions that use the respondents' language and inquire about the implications of a respondent's thoughts and reactions. Avoid summarizing what the respondents said in your own words and do not take what they said further. Try not to assume relationships between a feeling and a behavior.

9. The halo effect7: Moderators and respondents have a tendency to see something or someone in a certain light because of a single, positive attribute. There are several cognitive reasons for the halo effect, so researchers must work to address it on many fronts. For example, a moderator can make assumptions about a respondent because of one positive answer they've provided. Moderators should reflect on their assumptions about each respondent: Why are you asking each question? What is the assumption behind it? Additionally, respondents may rate or respond to a stimulus positively overall due to one factor. Researchers should address all questions about one brand before asking for feedback on a second brand, as when respondents are required to switch back and forth rating two brands, they are likely to project their opinion on one attribute to their opinion of the brand as a whole.

Bias in qualitative research can be minimized if you know what to look for and how to manage it. By asking quality questions at the right time and remaining aware and focused on sources of bias, researchers can enable the truest respondent perspectives and ensure that the resulting research lives up to the highest qualitative standards.

Contacts

In the case where you have any further questions or queries, you may contact:

- Nesrine Farahat (the researcher), email: aneno2003@gmail.com or mobile number: +971 554451403

- Professor David Solomon, Head of Leadership Department, faculty of Education, The British University in Dubai, the dissertation advisor and supervisor, email: Solomon.david@buid.ac.ae