

## Abstract

**Thesis Title:** Secondary students' conceptions of learning, approaches to learning, and the relationships between them, in Ramallah & Al-Bireh Governorate.

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The study aimed at measuring the levels of the qualitative and quantitative conceptions of learning, as well as, the surface and deep approaches to learning, among secondary students in the governmental schools located in Ramallah & Al-Bireh Governorate during the scholastic year 2009/2010. It also aimed at investigating the effects of gender, class, and specialization on the students' conceptions of learning and their approaches to learning. It, further, aimed at determining the correlations between the students' approaches to learning and their conceptions of learning.

The study used a descriptive quantitative approach to research. The study's population amounted to 9529 students, and its sample amounted to 956 students. The sample was chosen using the Probability Proportional to Size, Systematic, and Cluster Sampling technique. The questionnaire used in the study was build based on the literature and other questionnaires prepared by other researches.

**Results of the study:**

Results related to the students' conceptions of learning:

The findings revealed that the percentage of the students who held a very weak qualitative conception of learning (%7.1) is slightly less than the students who held a very weak quantitative conception of learning (%9.8). Moreover, the percentage of the students who held a weak qualitative conception of learning (%16.9) is much more than the percentage of the students held a weak quantitative conception of learning (%2.7). On the other hand, the percentage of students who

held a moderate qualitative conception of learning (%25.6) is much more than the percentage of the students who held a of the students has a moderate quantitative conception of learning (%6.7). Moreover, the percentage of students who held a strong qualitative conception of learning (%50.3) is much less than the percentage of the students held a strong quantitative conception of learning (%80.8).

The findings revealed that the percentage of students who held a strong qualitative conception of learning is approximately equal to the sum of percentages of students in the rest of the levels (very weak, weak, and moderate) of the qualitative conception of learning. On the other hand, the findings revealed that the percentage of students who held a strong quantitative conception of learning is much more than the percentage of students in any of the other levels (very weak, weak, and moderate) of the quantitative conception of learning.

The findings revealed that there were statically significant correlation between the qualitative conception of learning and each of gender, and specialization. The effect size of the gender factor on qualitative conception of learning was weak (0.09), and the effect size of the specialization factor on qualitative conception of learning was modest (0.123). Moreover, the findings revealed that there were no statically significant correlation between the qualitative conception of learning and the class. Moreover, there were no statically significant correlation between the quantitative conception of learning and each of gender, class, and specialization.

#### Results related to the students' approaches to learning:

The findings revealed that the mean of the students' deep learning's motivation (3.29) was moderate and slightly more than the moderate mean of the students' surface approach's motivation (mean: 3.15) which was moderate too. Moreover, the findings revealed that the mean of the students' deep approach's strategies (mean: 3.69) was high and by far more than the mean of the students' surface approach's strategies which was moderate (mean: 2.90). On the other hand, the findings revealed the mean of the students' deep approach to learning (mean: 3.49) was moderate and by far more than the mean of the students' surface approach to learning which was moderate too (mean: 3.03).

The findings revealed that there were statically significant differences in the means of the deep approach to learning according to gender, class, and specialization. These differences were, in order, in favor of females, science specialization students, and eleventh grade students. Moreover, the findings revealed that there were no statically significant differences in the means of the surface approach to learning according to gender, or class. In addition to that, the findings revealed that there were statically significant differences in the means of the deep approach to learning according to specialization, and these differences were in favor of the art specialization students.

Results related to the relationships between students' conceptions of learning and students' approaches to learning:

Moreover, the findings revealed that there was a statically significant correlation between the students' qualitative conception of learning and their deep approach to learning, and that the correlation was positive and weak. Moreover, the findings revealed that there was no statically significant correlation between the students' qualitative conception of learning and their surface approach to learning. On the other hand, the findings revealed that there was a statically significant correlation between the students' quantitative conception of learning and their deep approach to learning, and that the correlation was negative and weak. Finally, the findings revealed that there was no statically significant correlation between the students' quantitative conception of learning and their surface approach to learning.