

**Empowering Independent Inquiry through Fostering Learner
Autonomy in Academic Research
A Case Study of EFL Master Two Students at Mohamed Khider
University**

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Abstract:

The present study seeks to investigate EFL Master two students' perceptions towards fostering the empowerment of independent inquiry in academic research. It expounds how these perceptions enhance or hinder their involvement in research activities focusing on aspects such as students' understanding of autonomy, their self-confidence, teacher-supervisor roles, stages of research, and the interaction between supervisees and supervisors. Using a quantitative approach, the study administered a structured questionnaire to 40 master two students in the English Department at Mohamed Khider University of Biskra. Data were coded inserted, and analysed using SPSS version 26, ensuring systematic, reliable examination of attitudes towards research autonomy. The findings of this study reveal a strong and statistically significant positive correlation ($r = 0.883$, $p < .001$) observed among EFL master students which supports rejecting the null hypothesis and confirms that these students have a significant perception of autonomy in conducting research.

Keywords: Independent inquiry; master students' perceptions; empowerment, learner autonomy, perception.

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1. Introduction

Research autonomy (RA) has turned out to be a fundamental aspect of postgraduate programs that enables Master students to take charge of their academic inquiry, fostering self-reliance, critical thinking, and scholarly growth. It encompasses a host of skills: the cogent selection of research questions, design of methodologies, collection and analysis of data, and presenting findings with limited supervision. This autonomy is vital not only for the successful completion of research projects but also in preparing students for future roles as independent researchers and knowledge contributors across diverse professional settings (Chen et al., 2019; Jameson et al., 2023). Increased autonomy allows universities to tailor educational programs to meet societal and economic needs, enhancing the quality of learning and equipping students with relevant skills (Ritzen, 2016). Moreover, autonomy promotes intrinsic motivation among researchers, driving innovative research output and academic excellence (Aghion et al., 2009).

Despite the importance of research autonomy, many Master students report varying experiences regarding the degree of freedom and control that they have in their research activities. Factors such as supervisor involvement, institutional expectations, and personal confidence greatly influence students' perceptions of their autonomy. Studies suggest that while some students embrace the opportunity for independence, others face challenges due to unclear expectations, reliance on guidance, or lack of adequate support mechanisms. These experiences can significantly affect student motivation, engagement, and academic outcomes (Pugh et al., 2025; Swatevacharkul & Boonma, 2022). The gap between the ideal of full research autonomy and the actual experiences of Master's students presents a challenge for higher education institutions. Understanding master students'



perceptions of research autonomy, including facilitators and barriers, is essential to designing supportive academic environments that nurture scholarly independence.

This study's main aim is to explore EFL Master students' perceptions regarding their autonomy in academic research.

To achieve this aim, the study addresses the following specific objectives:

1. To evaluate the extent to which Master students' perceptions towards fostering the empowerment of independent inquiry affect their engagement in academic research.
2. To assess how students perceive the role of their supervisors and institutions in supporting or limiting their research autonomy.
3. To identify the factors that facilitate or hinder Master students' experience of autonomy in conducting research.
4. To identify the strategies mostly employed by Master students to achieve research autonomy.
5. To provide recommendations for enhancing research autonomy among Master students based on their perceptions and experiences.

Building upon these objectives, the following research has formulated a number of questions that will attempt to systemically address:

RQ1: How do EFL Master students perceive their autonomy in conducting research?

RQ2: How do students perceive the role of their teachers-supervisors in supporting or restricting their research autonomy?

RQ3: To what extent do Master students' perceptions towards fostering the empowerment of independent inquiry enhance or hinder their involvement in academic research?

RQ4: What are the predictive factors of learner autonomy in Master students' academic research?



RQ5: What are the common strategies used by Master students to achieve research autonomy?

RQ6: What are the tenets of research autonomy in postgraduate studies?

Hypotheses

- **Null Hypothesis (H0):** It is hypothesised that EFL Master 2 students do not successfully develop a coherent perception of autonomy in conducting academic research studies.
- **Alternative Hypothesis (H1):** It is hypothesised that EFL Master 2 students successfully develop a coherent perception of autonomy in conducting academic research studies.

2. Review of Literature

Students' perceptions of research autonomy generally focus on their sense of responsibility, confidence, and engagement in self-directed learning. Learner autonomy involves having an internal control in which students take ownership of their learning outcomes. It also includes self-efficacy, which is the belief in their ability to succeed, and self-regulation, the active management of their learning process (Chan, 2001; Fazey & Fazey, 2001; Macaskill & Taylor, 2010). Autonomy encourages a deep learning approach where students independently seek knowledge beyond assigned materials (Thomas et al., 2015). Despite this, studies show significant differences among students: some see independence as a fixed trait, while others view it as a skill to be developed (Scott et al., 2015). Factors such as prior educational experience, self-confidence, and institutional support influence these perceptions. Although students report increased self-directed study over time, this engagement often remains superficial rather than truly autonomous (Thomas et al., 2015; Fazey & Fazey, 2001). However, real-world experiences like

research projects and internships can boost students' self-efficacy and ability to learn independently (Willison et al., 2016).

2.1 Independent Inquiry: Foundations and Frameworks

Independent inquiry, at its core, refers to the capacity and opportunity for individuals to direct their own learning and research processes, from conceptualisation to dissemination. Several seminal works have explored the theoretical underpinnings and practical implications of fostering independent inquiry.

The *Reflective Practitioner: How Professionals Think in Action* by Donald Schön (1983) posits a model of professional learning grounded in reflection-*in*-action and reflection-*on*-action. Schön provides a robust framework for understanding the way(s) individuals develop expertise and autonomy through engaging with complex, ill-defined problems. The emphasis on "knowing-in-action" and the iterative process of problem-setting and problem-solving is directly relevant to the independent research process. They highlight the cognitive and meta-cognitive skills essential for autonomous inquiry. This perspective suggests that true independent inquiry is not merely about freedom from external direction. Rather, it is an internalised process of critical engagement and self-correction.

Another significant contribution comes from Stephen Brookfield's *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting* (1987). Brookfield argues that critical thinking, a cornerstone of independent inquiry, involves challenging assumptions, exploring alternative perspectives, and taking informed action. His work highlights the social and contextual nature of critical thinking. Brookfield suggests that independent inquiry is often cultivated within a community of learners and requires an environment that encourages questioning and intellectual dissent. This book provides valuable insights into pedagogical approaches that cultivate the critical disposition necessary

for students to undertake independent research, moving beyond mere technical proficiency to genuine intellectual autonomy.

These foundational texts collectively establish that independent inquiry is deeply intertwined with reflective practice and critical thinking. They provide a lens through which to understand the cognitive and dispositional requirements for students to genuinely take ownership of their research endeavors.

2.2 Students' Perceptions of Autonomy in Academic Contexts

Understanding students' perceptions of autonomy is crucial for designing effective educational interventions. The subjective experience of autonomy directly influences motivation, engagement, and ultimately, academic success.

Edward Deci and Richard Ryan's Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness (2000) offers a powerful theoretical framework for understanding human autonomy. They argue that autonomy, competence, and relatedness are three innate psychological needs that foster intrinsic motivation and well-being. Within an academic context, perceived autonomy relates to students' feelings of control and choice over their learning and research activities. When students perceive a lack of autonomy, their intrinsic motivation can wane. As a result, it leads to disengagement and diminished performance. This work is foundational for understanding the psychological mechanisms through which perceptions of autonomy impact students' research experiences.

Another important contribution to this area is the work of Learner autonomy and second/foreign language learning by David Little (200). While focused on language learning, the principles discussed are broadly applicable to academic contexts. Little emphasises that learner autonomy is not simply about doing things on one's own, but about taking responsibility for one's learning and

making informed choices. Furthermore, little highlights the importance of metacognitive awareness and self-management skills in fostering autonomy. This book offers a practical and theoretical lens for examining the way(s) students understand and enact autonomy within their academic journeys, particularly in research, and how their perceptions might be shaped by their prior educational experiences and cultural backgrounds.

These works highlight that students' perceptions of autonomy are not passive observations, but they are active interpretations that shape their engagement and outcomes. The literature suggests a clear link between perceived autonomy, intrinsic motivation, and the development of self-regulated learning behaviors.

2.3 Supervisors' Supervisory Practices and their Impact on Student Autonomy

The supervisory relationship, which is a critical determinant of a Master student's research experience, significantly influences their sense of autonomy. The approaches and practices employed by supervisors can either empower or constrain student independence.

In *Supervising Postgraduates from Non-English-Speaking Backgrounds* by Ryan and Zuber-Skerritt (1999), while the focus is on a specific demographic, the book offers broader insights into effective supervisory practices that foster student autonomy. The authors emphasise the importance of clear communication, explicit expectations, and the gradual scaffolding of independence. They argue that supervisors need to be aware of their own assumptions and biases and actively work to create an inclusive and supportive environment that encourages students to take intellectual risks and develop their own research identities. This work highlights how supervisory styles can either inadvertently create dependency or consciously cultivate autonomy, emphasising the need for intentional pedagogical approaches.



Another insightful book is the *Research Student's Guide to Success* by Patrick Dunleavy (2003). While primarily a guide for students, it implicitly reveals the impact of supervisory practices on student autonomy. Dunleavy advocates for students to proactively manage their supervisory relationships as well as to seek constructive feedback and take ownership of their project. This perspective implicitly points to the need for supervisors to facilitate such proactive engagement. They move away from a purely directive model towards one that empowers students to navigate their research journey with increasing independence. The book, therefore, serves as a testament to the fact that while students are urged to be autonomous, the supervisory environment remains a crucial enabling or disabling factor.

Collectively, these authoritative passages demonstrate that effective supervision to foster autonomy involves more than just providing technical guidance. It necessitates a comprehensive approach that balances support with increasing independence, clear communication with intellectual freedom, and mentorship with the cultivation of self-reliance. The supervisor's *modus operandi*, therefore, plays a pivotal role in shaping a student's trajectory towards research autonomy.

3. Methodology

A quantitative approach was employed by the researchers to investigate the empowerment of independent inquiry through fostering learner autonomy in academic research. This approach was considered appropriate as it involved administering a structured questionnaire to Master's students in the English Department at Mohammed Khider University of Biskra. The questionnaire aimed to gather measurable data on the students' attitudes and perspectives towards autonomy in research. By using this method, the study ensured systematic data collection from a targeted academic

population, facilitating reliable analysis of how graduate learners perceive and exercise autonomy in their research projects. This approach allowed for generalisable insights into the level and factors of research autonomy among the participants.

Participants in this study consisted of 40 Master's students using voluntary sampling method from the English Department. This sample size was sufficient to provide meaningful insights into their perspectives on autonomy in research while being manageable for detailed data collection and analysis. The group represented a segment of graduate students actively involved in academic research ensuring relevance and focus in the responses.

3.1 Data Collection Instruments

The data collection tools used in this study was a questionnaire administered online via *Google Forms* to 40 Master's students. Out of the **40** students, 34 responded to the questionnaire resulting in a response rate of 87.5%. This high response rate indicates good engagement from the participants. They provided a reliable data set for analysis. Using an online questionnaire facilitated efficient and convenient data collection while ensuring anonymity and ease of access for the students. The responses collected through this instrument offered valuable insights into the students' attitudes and perceptions regarding autonomy in academic research.

3.2 Data Analysis

The initial phase of data analysis involved organising and coding the responses collected from the questionnaire. The researcher carefully assigned numerical or categorical values to each answer to prepare the data for entry into **SPSS** version 26. After coding, the data were inputted into **SPSS**, where variables were defined with appropriate labels and measurement scales. The dataset was then cleaned to ensure accuracy and consistency before conducting descriptive and inferential statistical analyses. This process allowed for systematic examination and interpretation of the collected data,

reflecting the participants’ attitudes and perceptions toward research autonomy.

4. Discussion of Findings

4.1. Descriptive Statistics

The study included **34 participants** with no missing data across all variables. The descriptive results for the five composite variables are as follows:

Table. 1. Descriptive Statistics for Learner Autonomy Variables Among Master Students.

Variable	Mean	Std. Deviation	N
Awareness (awar)	3.59	0.43	34
Confidence (conf)	3.68	0.67	34
Engagement (enga)	3.70	0.61	34
Decision-making autonomy (dec)	3.84	0.63	34
Self-management (Self Man)	3.67	0.61	34

This above table presents descriptive statistics for five variables related to aspects of autonomy or self-efficacy, measured on a Likert scale (likely from 1 to 5). In general, the group of 34 respondents reports moderately high to high levels across all five variables with “Decision-making autonomy” being the highest rated and “Awareness” being the lowest. The group shows the most consensus on Awareness and the least consensus on Confidence. In brief, all variables fall between **3.59 and 3.84**, indicating moderately high levels of learner autonomy components and independent inquiry abilities among participants.

4. 2 Reliability Analysis (Cronbach's Alpha)

This part presents the results of the reliability analysis conducted to evaluate the internal consistency of the measurement scale.

Table. 2. Cronbach's Alpha

Scale	Cronbach's Alpha	Number of Items
Combined scale (awar, conf, enga, dec, SelfMan)	0.903	5

Results from the above table reveal that a Cronbach's Alpha of 0.903 signifies more than just statistical adequacy. It **validates the conceptual model** that links awareness, confidence, engagement, decision-making, and self-management as core, interrelated manifestations of a higher-order competency. This provides a solid and dependable foundation for both scientific inquiry and practical intervention, allowing researchers and practitioners to measure and foster this critical attribute with a high degree of confidence.

4.3 Pearson Correlational Analysis

Table. 3. The Correlation between Self-Management (Self Man) and Overall, Learner Autonomy (LearnAuto)

Variables	r	P	N
SelfMan ↔ LearnAuto	0.883	< .001	34

The analysis reveals a very strong, positive, and statistically significant relationship between students' self-management practices and their overall learner autonomy. This finding is fundamental to understanding the dynamics of academic development, as it demonstrates that a student's capacity for self-management is not

merely a component of autonomy but is fundamentally intertwined with its overall expression.

5. Multiple Regression (Predictors: *awar*, *conf*, *enga*, *dec* → Dependent: *LearnAuto*)

Model Summary

- **$R = 1.000$**
- **$R^2 = 1.000$**
- **Adjusted $R^2 = 1.000$**
- **Standard Error = 0.000**

ANOVA

- SS Regression = 8.012
- SS Residual = 0.000
- **p-value = — (perfect fit)**

A preliminary regression model was run with the composite *Learner Autonomy* score as the dependent variable. The model summary indicated a perfect fit, with R , R^2 , and Adjusted R^2 all equal to 1.000, and a standard error of the estimate of 0.000. The ANOVA confirmed this, with a sum of squares residual of 0.000, indicating that the model explained all variance in the data without any error. While statistically perfect, this result is a statistical artifact, not a realistic finding. It strongly suggests an issue of circularity or overfitting as the composite autonomy variable was likely regressed onto the very components used to create it. Consequently, this model is discarded as invalid for substantive interpretation, and the following analyses are presented instead.

Table.4. Coefficients

Predictor	B	Beta	Std. Error	Sig.
Constant	~0	—	0	—
Awar	0.250	0.217	0.000	—
Conf	0.250	0.338	0.000	—
Enga	0.250	0.311	0.000	—
Dec	0.250	0.319	0.000	—

The initial model output indicates a perfect fit to the data, with an R^2 value of 1.000. This signifies that the model explains 100% of the variance in the dependent variable. While statistically perfect, this result is fundamentally unrealistic in the behavioural sciences, where human complexity, measurement error, and unaccounted variables make such deterministic outcomes implausible.

6. Simple Regression (Predictor: SelfMan → Dependent: LearnAuto)

This model can be interpreted because Self Man was not used to compute Autonomous Learning

Model Summary

- **R = 0.883**
- **$R^2 = 0.779$**
- **Adjusted $R^2 = 0.772$**
- **Standard Error = 0.2353**

ANOVA

- **$F(1,32) = 112.710$**
- **$p < .001$**

Table.5. Coefficients

Predictor	B	Std. Error	Beta	t	p
Constant	1.067	0.252	—	4.239	< .001
SelfMan	0.718	0.068	0.883	10.616	< .001

The simple linear regression analysis confirms that self-management is statistically significant predictor of overall learner autonomy. The model demonstrates exceptional explanatory power, with an R^2 value of .779, indicating that self-management alone accounts for 77.9% of the variance observed in learner autonomy scores. The nature of this relationship is further clarified by the unstandardized regression coefficient ($B = 0.718$), which signifies that for every one-point increase on the self-management scale, a student's perceived autonomy increases by an average of 0.718 points. This represents a very strong and practically significant effect underscoring that the development of self-management skills is intrinsically linked to the cultivation of a student's capacity for independent, self-directed research.

7. Discussion of the Results

In direct answer to the research questions, the findings demonstrate that Master students' perceptions significantly enhance their involvement in academic research primarily through the powerful mechanism of self-management. The results clearly indicate that the participating EFL master's students operate with a moderately high degree of learner autonomy. The excellent reliability of the scale ($\alpha = .903$) confirms that we are measuring a coherent construct. Crucially, the analysis provides strong evidence to reject the null hypothesis. The very strong, statistically significant correlation ($r = .883$, $p < .001$) between self-management and overall autonomy reveals a powerful connection between students' organizational skills and their sense of academic independence. The findings clearly indicate that the participating EFL master's students operate with a moderately high degree of learner autonomy. The excellent reliability of the scale ($\alpha = .903$) confirms that we are measuring a coherent construct. Crucially, the analysis provides strong evidence to reject the null hypothesis. The very strong, statistically significant correlation (r

= .883, $p < .001$) between self-management and overall autonomy reveals a powerful connection between students' organisational skills and their sense of academic independence. This relationship is not merely associative but predictive. The regression analysis demonstrates that self-management is a dominant determinant of learner autonomy.

The simple regression analysis showed that self-management significantly predicts learner autonomy ($B = .718$, $p < .001$), explaining approximately 78% of the variance. This indicates that self-regulatory skills are a major determinant of students' perceived autonomy in research activities. For each unit increase in self-management, autonomy rises by 0.718 points. This confirms that self-regulatory capacity is not just a component but a primary driver of autonomous research behavior among these students.

It is important to contextualise this valid finding against a statistical artifact. The non-interpretable multiple regression model ($R^2 = 1.000$) resulted from a methodological circularity, as the composite autonomy score was regressed onto its own components. This model is correctly discarded, which in turn strengthens the validity of the simple regression, as it was conducted without such logical flaws.

As a concluding note, the results confirm that the surveyed EFL Master's students possess a significant perception of autonomy, one that is profoundly linked to their self-management skills. This underscores a clear imperative for pedagogy: fostering autonomy in academic research is best achieved by strategically developing students' capabilities in planning, time management, and self-regulation.

8. Conclusion

The current paper, which is fundamentally quantitative in nature, has undertaken to investigate Master two students' perceptions towards fostering the empowerment of independent inquiry. From the onset, it was assumed that EFL Master two students lacked both the

conceptual understanding and skills to engage in serious academic research. Lack of self-reliance in research, blurred teacher-supervisor roles, poor interaction between supervisees and supervisors have all coalesced to weaken students' resilience to be autonomous. With a view of shedding light on those challenges, this research was conducted utilising a questionnaire specifically designed to unearth the underlying weaknesses and outline how master 2 students can be empowered to solidify their conceptual understanding and skills in conducting research in EFL educational area. SPSS version 26 analysis of the 34 questionnaires and data cleaning and coding revealed that master two students are aware of the importance of autonomous inquiry and perceive that as a springboard to overcome contextual, objective challenges that unexpectedly crop up during the research phase.

9. List of References

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Appendices

Remarques

Résultat obtenu	08-NOV-2025
Commentaires	20:59:20
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Poids	<aucune>
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N de lignes dans le	
fichier de travail	34
	Les valeurs
Gestion des valeurs	manquantes définies
manquantes	par l'utilisateur sont
Définition des valeurs	traitées comme
manquantes	manquantes.

	Observations prises en compte	Toutes les données non manquantes sont utilisées. DESCRIPTIVES VARIABLES=awar conf enga dec SelfMan /STATISTICS=MEAN STDDEV.
Syntaxe		
Ressources	Temps de processeur Temps écoulé	00:00:00,00 00:00:00,00

Statistiques descriptives

	N	Moyenne	Ecart type
awar	34	3,5922	,42822
conf	34	3,6765	,66572
enga	34	3,6993	,61258
dec	34	3,8431	,62799
SelfMan	34	3,6712	,60558
N valide (listwise)	34		

Remarques

Résultat obtenu	08-NOV-2025 21:01:11
Commentaires	
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	N de lignes dans le fichier de travail	34
	Définition des valeurs manquantes	Les valeurs manquantes définies par l'utilisateur sont traitées comme manquantes.
Gestion des valeurs manquantes	Observations prises en compte	Les statistiques sont basées sur toutes les observations dotées de données valides
Syntaxe		FREQUENCIES VARIABLES=awar conf enga dec SelfMan /ORDER=ANALYSIS.
Ressources	Temps de processeur	00:00:00,00
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Statistiques

	awar	conf	enga	dec	SelfMan
N Valide	34	34	34	34	34
N Manquante	0	0	0	0	0

awar

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide 2,33	1	2,9	2,9	2,9
2,83	2	5,9	5,9	8,8
3,00	2	5,9	5,9	14,7
3,17	2	5,9	5,9	20,6



3,33	3	8,8	8,8	29,4
3,50	2	5,9	5,9	35,3
3,67	6	17,6	17,6	52,9
3,80	1	2,9	2,9	55,9
3,83	8	23,5	23,5	79,4
4,00	5	14,7	14,7	94,1
4,17	2	5,9	5,9	100,0
Total	34	100,0	100,0	

Récapitulatif

de

traitement

des

observations

	N	%
O Valid	34	100,0
bs e		
er Excl	0	,0
va us ^a		
ti		
on Total	34	100,0
s		

Statistiques de fiabilité

Alpha de Cronbach	Nombre d'éléments
,903	5

Corrélations

		SelfMan	Learn Auto
SelfMan	Corrélation de Pearson	1	,883**
	Sig. (bilatérale)		,000
	N	34	34
Learn Auto	Corrélation de Pearson	,883**	1
	Sig. (bilatérale)	,000	
	N	34	34

**. La corrélation est significative au niveau 0.01 (bilatéral).

Coefficients^a

Modèle	Coefficients non standardisés		Coefficients standardisés	t	Sig.
	A	Erreur standard	Bêta		
(Constante)	-9,023E-016	,000		.	.
awar	,250	,000	,217	.	.

conf	,250	,000	,338	.	.
enga	,250	,000	,311	.	.
dec	,250	,000	,319	.	.

a. Variable dépendante : LearnAuto