ABSTRACT

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Key Words: MOTIVATION FOR LEARNING, SOCIAL STUDIES, SOCIAL COGNITIVE THEORY OF MOTIVATION, LEARNING THEORIES, INSTRUCTIONAL STRATEGIES

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Thesis Title: A COMPARATIVE STUDY OF STUDENTS' MOTIVATION FOR LEARNING SOCIAL STUDIES ACCORDING TO THEIR PREFERENCES FOR INSTRUCTIONAL STRATEGIES AT THE ESCOLA SECUNDÁRIA CATÓLICA DE SÃO JOSÉ OPERÁRIO IN DILI, TIMOR-LESTE

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

The purposes of this study were: 1) to determine the level of students' motivation for learning social studies in grade 10 and grade 11, 2) to determine the students’ preferences among five instructional strategies grade 10 and grade 11 social studies, and 3) to compare the students' motivation for learning social studies according to their preferences for instructional strategies. This study used a questionnaire, including 5 motivation subscales (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy for learning & performance), and 5 instructional strategies subscales (direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction). This research was conducted at the Escola Secundária Católica de São José Operário in Dili, Timor-
Leste in the school year 2014. The sample of this study was 178 students in grade 10 and grade 11. Motivation was high overall in both grade 10 and grade 11, and also investigated the students' instructional strategies preferences and found that the three most preferred instructional strategies were direct instruction, interactive instruction and independent study. The other two were the least preferred- indirect instruction and experiential learning overall in grade 10 and grade 11. The collected data were analyzed by Frequency, Percentage, Mean, Standard Deviation, and One-Way ANOVA. There was no significant difference between students' motivation for learning social studies and their preferences for instructional strategies in grade 10 and grade 11. The study highly recommended to teachers in order to apply the five motivational factors and the five instructional strategies in teaching social studies courses or other subjects' courses in schools. Future researchers are recommended to conduct more research in grades 10, 11, and 12 of both private and government schools with the combination of qualitative and quantitative data.

Field of Study: Curriculum and Instruction
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