



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

GASPAR FLORINDO NORONHA GAMA

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

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I.D. No. 5529492

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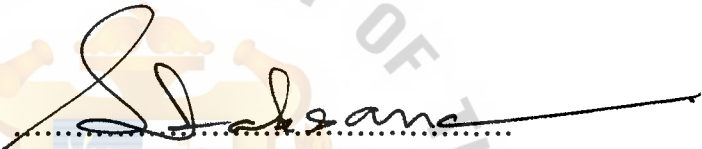


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Field of Study: CURRICULUM AND INSTRUCTION

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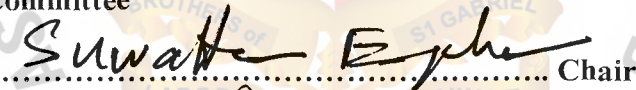
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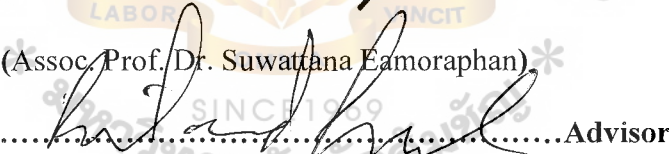
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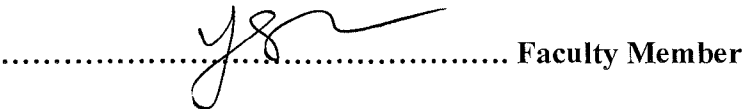
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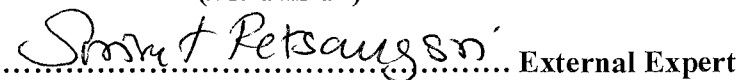
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ABSTRACT

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

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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 **Student’s signature**.....
Graduate School of Education **Advisor’s signature**
Academic Year 2015

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss the purposes and importance of this study. This chapter consists of the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definitions of terms, and the significance of the study.

Background of the Study

Education is one of the most pressing issues in Timor-Leste as it aims to build a foundation for the nation through the contribution of every single citizen, particularly students as the backbone of the nation. Therefore, the students are encouraged to study hard and be motivated to learn and absorb skills and knowledge taught at the schools. In addition, sustainable development of education is in the hands of the students, since they have the motivation to use the opportunity to learn. On the other hand, teachers play a very important role to teach, guide, show, facilitate, and contribute to various kinds of instructional strategies to deliver the teaching materials in order to reach the objectives of the teaching and learning outcomes. Instructional strategies to motivate students in the classroom must work effectively to increase students' participation in the learning process.

Timor-leste, the youngest nation in Southeast Asia, declared its independence in 2002 via a popular consultation in 1999 under United Nations Assistance Mission for East Timor (UNAMET). Timor-Leste has many political, economic and social

challenges to develop as a country after centuries of Portuguese colonial rule, two decades of occupation by Indonesia, and approximately three years of UN governance. Together with development partners, Timor-Leste prioritized a fundamental reform of the education sector to transform the primary curriculum to ensure that the content and pedagogy of what is taught in the classrooms works to support the development of the nation. In this millennium, development of education is extremely crucial in the development of the nation through all sectors particularly the educational sector that has been changing throughout the century. Basically, the fundamental purpose of education is to shape the learners in situations where the skills, knowledge and characters of certain groups in society can be transferred from generation to generation through teaching, training, or research. Therefore, education is a means to impart knowledge and values to the younger generation.

Timor-Leste has suffered a long history from both Portuguese and Indonesian rule which then imparted instruction by means of a cultural form of invasion to dislocate culture, lifestyle and values. Therefore, Timor-Leste focuses on human resources by sending students to study overseas to help sustain the development of the country but also strengthen the bilateral and multilateral relations with countries around the globe. Based on Timor-Leste's Strategic Development Plan (2011-2030), education is an important element to enhance the capacity of individuals to help society. The plan envisions that through education, the future society will be knowledgeable, in good physical shape, very inspired, self-governing, self-confident, embracing fundamental patriotism principles, and no discrimination.

Students' motivation for learning social studies in Timor-Leste is low. They assume that social studies is not very important and is a boring subject to learn. However, most people realize that learning social studies helps to inform students to

be good citizens. The students' motivation is low because teachers do not apply a variety of instructional strategies to motivate students to learn, as the researcher's experience in learning and teaching social studies demonstrated. Teaching and learning in any subject must apply a variety of instructional and learning strategies to match and enhance the students' motivation in learning. Motivating students is one of the final challenges teachers face in the teaching and learning process.

Instructional strategies play a very important role in the teaching and learning process in delivering materials to students. A teacher must know the students' preferences of instructional strategies in order to teach students in a balanced way because every student has his/her own preferences. Many educators realize that it is imperative to value individual differences in the learning process in order to meet the objectives of learning (McCombs & Miller, 2007). With the intention to meet the different needs of learners, differentiated instruction plays a very important role and it has become an imperative issue in schools. Before beginning the teaching process, it is very important to engage students in a classroom environment and identify their preferences of instructional strategies in order to make it easy for teachers to design the teaching activities. Instructional strategies may include class participation, giving assignments, class presentation, memorization, group discussions or a combination of these.

All school curriculums in every nation include social studies to help students understand the past, the present, and the future concerning human interactions. This can help students to improve and enhance the values of human evolution from one generation to another. It is widely known that social studies actually helps determine the courageous and honorable thing to do in a situation with respect to the history of human life. A study conducted by Russell and Waters (2010 cited in Scola &

Quintana, 2011) in Florida found that lectures, rote memorization, work sheets, and textbook assignments were the most disliked activities in a social studies classroom. Furthermore, students really wanted to learn social studies content by using several learning methods such as cooperative learning, technology and graphic organizers. Heafner (2004) stated that using technology in social studies motivated students in the process of learning by enhancing self-efficacy and self-worth.

Statement of the Problem

Timor-Leste is a new country that must work hard to achieve the objectives of education, because there is low motivation for students in learning social studies and teachers do not use a variety of instructional strategies to deliver the subjects. The researcher believes that students' motivation and their preferences of instructional strategies are unmatched in the process of learning. Deci and Ryan (1985, 2002, as mentioned in Legaut, Green-Demers, & Pelletier, 2006) stated that low motivation can be defined as an individual cannot perceive an association between behavior and following outcome. They may feel disintegrated from their action and will thus invest little effort or energy in their learning process. Furthermore, low motivation is connected to learners' helplessness, boredom, and nonattendance, poor concentration in class (Ntoumanis, Pensgaard, Martin, & pipe, 2004 as cited in Legaut, Green-Demers, & Pelletier, 2006). Instructional strategies describe the approaches a teacher may take to accomplish learning objectives. Teachers create learning situations and identify the nature of the activities in which the teachers and learners will be involved during the teaching and learning process (Saskatchewan Education, 1991).

However, there has been no study carried out on 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. The researcher is aware that teachers do not have enough information and knowledge about their own strategies to arouse students' motivation because teachers mostly use traditional teacher-centered teaching methods. In order to implement instructional strategies effectively in the classroom, it is necessary to have a general understanding of students' motivation. Therefore, this study examines two important factors: students' motivation for learning social studies and their preferences of instructional strategies. The goal is to help teachers implement instructional strategies to match students' motivation for learning social studies.

Research Questions

The questions of this study are as follows:

1. What is the level of students' motivation for learning social studies in grade 10 and grade 11?
2. What are the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction in grade 10 and grade 11 social studies?
3. Is there any difference between the students' motivation for learning social studies according to their preferences for instructional strategies?

Research Objectives

The objectives of the study are as follows:

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: direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction in grade 10 and grade 11 social studies.
3. To compare the students' motivation for learning social studies according to their preferences for instructional strategies.

Research Hypothesis

There is a significant difference between students' motivation for learning social studies according to their preferences for instructional strategies in grade 10 and grade 11.

Theoretical Framework

Three theories form the theoretical basis: social cognitive theory (SCT) of learning motivation, differentiated instruction, and instructional strategies. Kleinginna and Kleinginna (1981a & 1981b cited in Huitt, 2001) stated that motivation is an inner state or condition sometimes describes as a need, desire, or want that assists to activate or empower behavior and give it direction. Motivation is a pleasure of school learning in mastery orientation, determination, curiosity and learning challenging material (Gottfried, 1990 cited in Froiland, Oros, Smith, & Hirschert 2012).

Furthermore, Broussard and Garrison (2004) generally describe motivation as an

attribute that moves one to do or not to do something. Therefore, it can function as an emotional strength to attain desired goals via specific actions.

Albert Bandura developed social cognitive motivation for learning (1988, 1993, & 2001). His theory of motivation pointed out that motivation originates from personal goal orientation, task value, learning belief control, and individual perceptions of self-efficacy (Pintrich, Smith, Garcia, & McKeachie, 1991).

Differentiated instruction concerns teaching and learning in which students have several choices to receive information and create their own ideas. The model of differentiated instruction needs teachers to adjust their curriculum and offer information to the students rather than forcing students to adapt to a curriculum. Classroom teaching methods must be varied and adapted to different students for background knowledge, learning preferences, and readiness. Differentiated instruction is a way to maximize individual student growth and give individual success in the same classroom. Tomlinson (2001) pointed out that there are three fundamentals of the curriculum that can be differentiated: content, process and product. Instructional strategies can be used with several models to determine the teacher's approaches in teaching to achieve learning goals. The strategies can be classified as: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study. Instructional design is the extensive level of instructional practice that is based on philosophical approaches to instruction. Learning theories of behaviorism, cognitivism, and constructivism are the most common principles guiding theories to instructional strategies. Behaviorism learning theory of classical conditioning, operant conditioning, and social learning theory are also guiding theories to instructional strategies as well as cognitivist learning theory

of multimedia learning, stage theory of cognitive development, constructivism theory of discovery learning, and social development theory.

Conceptual Framework

This study mainly aimed to investigate the students' motivation for learning social studies according to their preferences for instructional strategies in the Escola Secundária Católica de São José Operário in Dili, Timor-Leste. The following conceptual framework shows the research target, motivation for learning, and instructional strategies.

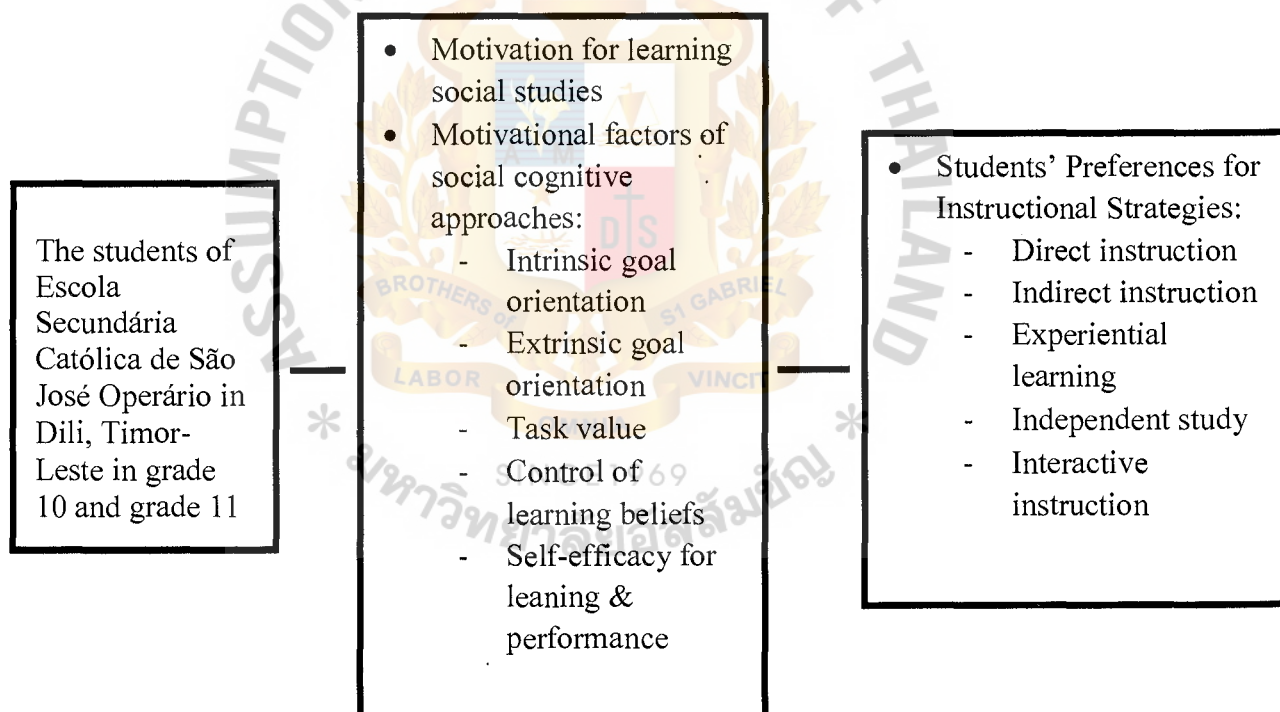


Figure I. Conceptual framework.

Scope of the Study

This study was conducted in July, 2014. It focused on students' motivation for learning social studies according to their preferences for instructional

strategies from grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste.

Definitions of Terms

A brief definition of terms is useful to avoid misunderstanding.

- Escola Secundária Católica de São José Operário in Dili, Timor-Leste is a private secondary school that the researcher wants to do scientific research.
- Students are the grade levels of students in first and second year of senior high school.
- **Instructional strategies** are entire approaches which a teacher may take to engage students in learning as to achieve the learning objectives.
 - **Direct instruction** strategy is a commonly teacher-centered approach that most teachers use in teaching and learning process.
 - **Indirect instruction** strategy is usually contrasted with direct instruction strategy because this strategy actually mainly focuses on student-centered where the students motivate themselves to explore more knowledge by inquiry knowledge to solve problems.
 - **Experiential learning** strategy is an activity oriented approach where students are directly involved in the process of learning by experiencing.
 - **Independent study** strategy is an instructional method that intends to improve students' knowledge and skills via various kind of assignments in order to enhance self-reliance or/and self-improvement individually or through groups.

- **Interactive instruction** strategy is basically relies on students and their interactions and sharing knowledge among themselves to find the solutions for learning.
- **Motivation for learning** is why somebody does something or behaves in a particular way or it makes somebody do something, especially in learning that involves hard work and effort. Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors in learning. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.
 - **Intrinsic goal orientation** is a stimulus found from the person or activity itself that can positively affect behavior, performances, and well-being.
 - **Extrinsic goal orientation** is a result of achievement of external given rewards, including material belongings, pay, reputation and constructive evaluation from others.
 - **Task value** is students' perceptions of the course material in terms of interest, importance and utility.
 - **Control of learning beliefs** refers to the students' beliefs in their efforts of learning with self-control to get a positive outcome.
 - **Self-efficacy for learning & performance** is the self-confidence of being able to complete tasks and to reach goals.
- **Social studies** enable learners to obtain knowledge and understand the lives of human beings as individuals and coexisting members of a society.

Significance of the Study

The results of this study will assist the Escola Secundária Católica de São José Operário in Dili, Timor-Leste and Ministry of Education of Timor-Leste about the importance of instructional strategies to engage students' motivation. So, the research has significance for:

- learners to accomplish learning outcomes and increase motivation for learning;
- instructors to define instructional strategies of teaching students and applying the findings to develop appropriate instructional strategies;
- future researchers to conduct further research in teaching and learning processes to strengthen students' motivation for learning social studies and instructional strategies.



CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed the purposes and importance of the study. In this chapter, a review of related literature will be provided. The chapter is organized into four sections. The first section will cover motivation to learn, in terms of social cognitive theory (SCT), motivational factors from social cognitive approaches and how students engage in learning in order to absorb skills and knowledge. The second section will discuss differentiated instruction explaining how instruction can be differentiated in terms of content, process and product. The third section will review five instructional strategies, which can be used to teach different skills and knowledge and to motivate students to learn social studies. Finally, the researcher will present an overview of Escola Secundária Católica de São José Operário in Dili, Timor-Leste.

Motivation to Learn

Motivation refers to both cognition and behavior (Guay, Chanal, Ratelle, Marsh, Larose and Boivin, 2010). Cheng & Dornyei (2007) stated that motivation is a critical factor in the success or failure of learning. In this case, motivation as cognition (one's perception of one's needs and desires) influences one's behavior. Gardner (2005) also stated that motivation is a very broad but very important concept. Intrinsic motivation means the motivation that is actively engaged in for individual satisfaction, curiosity, or happiness in order to accomplish intended activities. Deci,

Koestner and Ryan (1999) observed that intrinsic motivation strengthens one's will to maintain successful activities via temporary satisfactions that result in effective action. It is such behavioral exploration and challenge seeking that people always do for external rewards. Many researchers often compare intrinsic motivation with extrinsic motivation in which motivation is enhanced by reinforcement contingencies. Usually, educators believe intrinsic motivation to be much more advantageous for long term learning outcomes than extrinsic motivation (Deci et al., 1999).

Motivation includes a collection of perceptions, beliefs, interests, values, and actions that are interrelated. Many approaches to motivation are focused on cognitive behaviors such as monitoring and strategy utilization in learning. Turner (1995) stated that motivation is cognitive engagement which is reflected in the use of self-regulated learning strategies including focus, concentration, connection, planning, and monitoring. Maintenance of high level learning motivation is strongly connected to use of instructional strategies by the teacher and learning strategies by the students. Therefore, students have to be well guided by good instructional strategies to maintain and improve their motivation to learn.

Kleinginna and Kleinginna 1981a and 1981b (as cited in Huitt, 2001) stated that motivation is an inner state or condition sometimes described as a need, desire, or want that assists in activating or empowering behavior and giving it direction. Furthermore, motivation is determined by both inside and outside influences. Motivation influences what learners learn and how much they learn (McCombs & Miller, 2007). Motivation, therefore, is based on improving the mental and physical comfort of humans in order to reduce discomfort and increase desire that is rooted in behavioral, cognitive, and social considerations.

Social Cognitive Theory (SCT) For Learning Motivation

Social cognitive theory (SCT) is a psychological model of behavior that was developed by Albert Bandura. It initially focused on learning in a social context and learning through observation. Social cognitive theory (SCT) has been used widely in different areas of human performance, including organizational behavior, athletics, and mental and physical health and also been used broadly in classroom learning motivation and achievement (Pajares, 1996 cited in Pajares, 2002).

In Social cognitive theory (SCT) there are three clusters of factors that influence each other in a reciprocal manner: personal, behavioral and environmental. Behavior is not only the result of the environmental and the personal factors, but the environment is the result of the personal and behavioral factors (Glanz, Rimer, & Lewis, 2002). Bandura (1997 cited in Pajares, 2002) pointed out that social cognitive theory gives details of how people obtain and remain on certain interactive behaviors but also gives the foundation for involvement strategies. Environment is a factor that can change a person's behavior because the environment and situation give context for understanding behavior (Parraga, 1990 mentioned in University of Twente, 2010). Observational learning happens when an individual watches the activities of other people and the reinforcements that the person takes (Bandura, 1997 cited in Pajares, 2002).

Factors within a learner's environment can provide a model for behavior. The previous study done by Harrison, Rainer, Hochwarter, & Thompson (1997) concerned about testing the self-efficacy and performance in Bandura's social cognitive theory (SCT) in a work setting, by American university employees with a sample of 776 and using discriminant function analyses. The result of respondents showed that performance with computers was significantly high perception and low

self-efficacy. Group means for low self-efficacy was 2.01 and high self-efficacy was 2.80. Cronbach's alpha coefficient was .80. Furthermore, research done by Haider Taj, Manoj Sharma and Amy Bernard (2012) used social cognitive theory to predict exercise behavior among south Asian college students. The populations were from India, Pakistan and Bangladesh ethnic origin compared to other ethnic group in United States of America. The result showed that India, Pakistan and Bangladesh had a lower level of physical activity compared to the USA with high prevalence of diabetes and coronary heart disease. This study was using constructs of the social cognitive theory via a web-based survey (Survey Monkey). Cronbach's alpha coefficient was .80 and correlation coefficient was significant at the .01 level.

Figure 2 model of social cognitive theory has three parts that influenced each other in a reciprocal manner: personal, behavior and environment. Personal is a center of motivation where the environment influences a person to change their behavior and the behavior change increases motivation of a person. Therefore, all three parts of social cognitive theory has a strong association in learning.

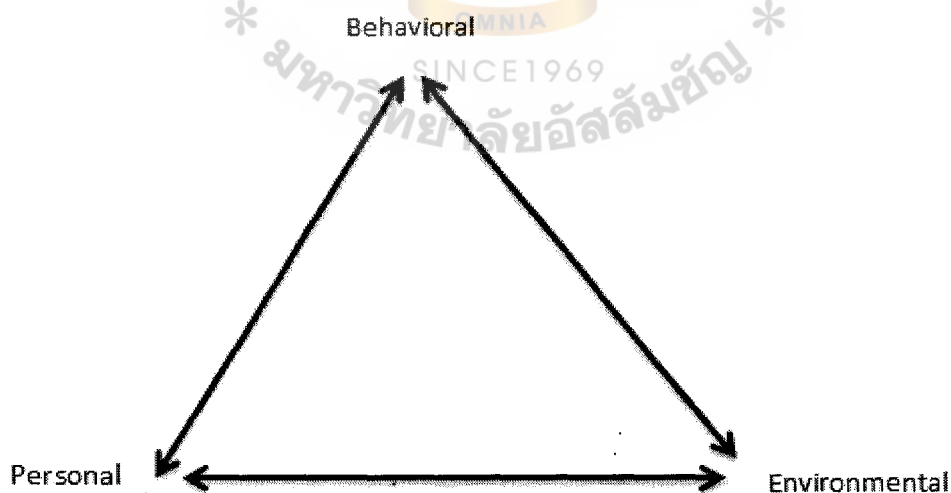


Figure 2. Bandura's reciprocal determinism model (from Pajares, 2002).

Specific dimensions of motivation from the social cognitive perspective are, among others, intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficacy for learning and performance.

- **Intrinsic Goal Orientation**

Intrinsic motivation means doing an activity with natural satisfaction rather than some visible consequences. Ryan and Deci (2000) pointed out that intrinsic motivation grows from the person or from the activity itself and positively impacts emotional behavior, performance and well-being. When a person is intrinsically motivated, they act for enjoyment or challenge rather than for external rewards or pressures. For example, a person may be intrinsically motivated to work on a task because it is pleasant or internally motivated to work on solving a problem because it is challenging and finding the solution provides a sense of fulfillment and pleasure. Therefore, in this case a person does not work on the task because of some reward but rather out of an internal sense of curiosity, pleasure or challenge. Intrinsic motivation does not mean the person will not seek rewards, but such external rewards are insufficient to keep a person motivated. For instance, students want to get a good grade on a task, but if the task does not interest them, the probability of a good grade may not be sufficient to keep them motivated. Bissonnette and Vallerand (1992 mentioned in Froiland, Oros, Smith, & Hirschert, 2012) argued that motivation is aimed at behavioral determination. High levels of self-sufficiency and autonomy are characteristics of intrinsically motivated students. They noted that a perception of individual desires of self-efficacy shows intrinsic motivation. Intrinsic motivation occurs in relation to specific tasks and activities in which individual learners are interested. Furthermore, Leper, Corpus, and Iyengar (2005) stated that regularly

students show their intrinsic motivation through their personal learning goals in order to motivate them in the learning process with self-determination.

Overall, the researcher discovered the basic needs that are satisfied by intrinsic motivation, which determines behaviors that focus on psychological needs, essential needs for competence, autonomy, and relatedness. This indicates that basic needs satisfaction develops in part from engagement in stimulating activities that people find intrinsically interesting. Previous studies have suggested that at various age levels students with intrinsic motivation attain higher levels of academic achievement, lower levels of academic anxiety and lower extrinsic motivation than those students who are not intrinsically motivated (Gottfried, Gottfried, Cook, & Morris, 2005 cited in Gottfried, Gottfried, & Guerin, 2006).

- **Extrinsic Goal Orientation**

Extrinsic motivation is a motivation that is most habitual in education as an act from external environments or outside of an individual. If a person is extrinsically motivated, the anticipation of rewards must act, such as: grades, money, praise, or others incentives. For example, motivating students to attend class and join in discussion groups is a part of the participation grade assessment. On the other hand, intrinsic motivation encourages learners to want to learn and continue regardless of the rewards because the learners are curious to improve their knowledge and skills which gives satisfaction and a path to lifelong learning.

Extrinsic motivation means motivation comes from outside an individual. In the teaching and learning process teachers encounter academic struggles where students are sometimes not able to bring energy and enthusiasm to classroom activities. Therefore, teachers should strategically use reinforcement to provide

confidence, enthusiasm and energy so that students will learn. Extrinsic incentives can function to assist students to give more effort, but only if a desired goal is sought.

Building extrinsic motivation into teaching and learning processes can be effective to help students develop a desire to do well in a learning task. Sansone and Harackiewicz' study (2000 cited in Larson & Rusk, 2011) argued that extrinsic motivation derives from controlled rewards such as, material belongings, prestige, and positive assessments. Furthermore, Deci (1975) noted that extrinsic motivation refers to multiple behaviors that are aimed to achieve a specific outcome and not for their own sake. Extrinsic motivation will motivate a person to do a task even if there is a little or no interest in it because the expected satisfaction will be achieved from external rewards. For example, a student may dislike a task, may have no interest in the subject, but the possibility of a good grade will make the student work hard to do well in the assignments.

- **Task Value**

Task-value concerns the reason a person attempts a task. This concerns the reason why students come to be involved or not in a given learning activity (Pintrich & DeGroot, 1990 cited in Heafner, 2004). Furthermore, it describes the importance of students' value for an assignment and why they approach or avoid an assignment. Students engage in different tasks based on the value that they place on the task and their self-confidence in their capability to complete the task successfully if suitable effort is made. A student's perception of success depends on how she/he feels about the nature of the assignment. The nature of the assignment refers to the process, product and social organization that every task depends upon, and controls what and how students learn (Doyle, 1983 mentioned in Smart, 2001). The students will avoid a task if they feel it is boring or very difficult, but students will approach a task if it is

fun, demands a moderate amount of effort and is stimulating. Agnesia (2010) stated that if a task is related to students' personal values and goals, then their motivation to successfully complete the task will be increased. Therefore, the students' observation of the importance of the task and the nature of the task is a fundamental determinant influencing motivation to avoid or approach learning tasks.

- **Control of Learning beliefs**

Pintrich's study (1999 cited in Chen, 2011) pointed out that self-understanding begins with self-control. If that effort can lead to success one will expend the necessary effort to learn. Learners take a lot of effort to achieve their learning goals through conditions of self-evaluation and perception of their ability through observation, interaction and imitation with and of others. Covington (1984) noted that a fundamental part of classroom achievement is necessary for students to find the sense of individual value. Self-confidence theory emphasizes general interest and a desire to achieve success in order to avoid a sense of failure (Pintrich & Schunk, 1996 cited in Heafner, 2004). The perception students have of their successful future achievement is strongly linked with high capability that leads to success. Moreover, Covington (2000) stated that self-value theory relies on the perception that students are inspired to uphold and improve a confident self-respect.

- **Self-efficacy for learning & performance**

Bandura (1993) stated that perceptions of self-efficacy are comprised of self-confidence and self-belief, of being able to complete learning tasks and to reach learning goals. Self-efficacy refers to the fact that students will not attempt a task willingly if they consider it beyond their ability to achieve. They will, however, tackle a task that they believe they can handle (Schunk, 1991 cited in Azar & Reshadatjoo, 2014). This indicates that students will avoid a learning task if they think failure is

likely; they will approach a task if they believe they have a good chance to successfully complete it. Bandura and Schunk (1981) pointed out that expectancy of learning success connects to the self-efficacy of students, their self-perception that they can accomplish a task. Schunk (2000) suggested that previous experience with similar types of learning tasks positively affects student self-efficacy towards that task. Students' feelings of their competence are influenced by the learning environment. Good learning environments give a lot of experience to students to build self-confidence in their skills in a familiar and supportive environment without experiencing failure.

Differentiated Instruction

Differentiated instruction is a teaching and learning process for students of different knowledge and capability in the same class. It is important for teachers to be aware of variety backgrounds of students in order to design, implement, and assess according to the knowledge, learning preferences, and skills of the students. Different instructions must be used to teach students in order to motivate students to learn because each student responds differently to learning. Differentiated instruction and motivation are mutually benefited because the more the instructions are differentiated the more students are motivated to learn.

McTighe and Brown (2005 cited in Syahril & Wright, 2008) stated that there are two areas that teachers always struggle with in implementing differentiated instruction in classrooms: standards in using differentiated curriculum and grading differentiated assignments. Furthermore, they stated that numerous teachers are not able to implement differentiated instructional strategies because of national standard requirements. In order to bring together dissimilarities between differentiation and

standards, it is important to discuss a backward design curriculum planning framework which begins with clear and specific learning objectives that can meet the general learning goals. In addition, differentiated instruction gives more learning opportunities for students to obtain better achievement in learning and also provides a specific plan for teachers to make successful differentiated lessons. Standards based instructions are important for teachers to learn to integrate standards as the way to exploit the talent of the students.

Many teachers are uncertain on how to implement differentiated instruction strategies in the classroom because teachers believe that grading will not be impartial if students do not do the same assignments (Tomlinson, 2005 cited in OECD, 2012). However, differentiation and fair grading go side by side when teachers are able to grade differentiated assignments equally. In addition, Tomlinson also mentioned that differentiated instruction gives the learners goals that have been set in a personalized manner and grades should also be individualized in terms of personal development and personal efforts. For example, if a student in English as a second language course does not have the required grade level English writing skills, he/she should not be graded according to writing skill in a social studies class when the grade means to assess the student's knowledge of a specific concept. Therefore, grades should be based on what the student has learned according to the learning objectives.

All students do not possess the same knowledge and skills in the learning process; therefore, differentiated instruction should be used as an approach in teaching and learning for students by providing multiple options to absorb knowledge and develop skills. Differentiated instruction requires teachers to be flexible in their teaching approach and to adjust curriculum in the presentation of information to students rather than requiring students to modify themselves for the curriculum.

Classroom teaching must be varied in the whole class, group and individual in connection with different students in the classroom. It is to recognize students' diverse background knowledge, readiness, and preferences in learning and to react responsively.

There are three fundamentals of the curriculum that can be differentiated: content, process, and product (Hall, 2002). Furthermore, several procedures are important to help teachers develop an understanding of differentiated instruction.

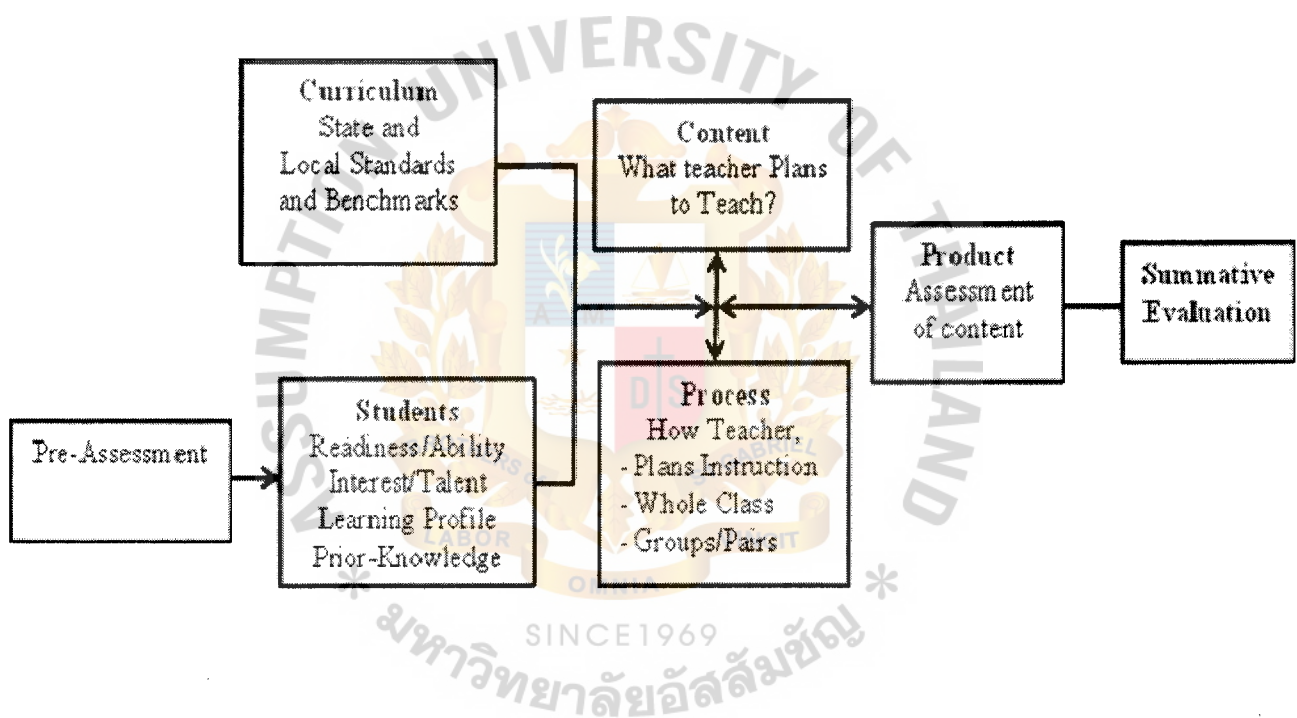


Figure 3. Learning cycle and decision factors used in planning and implementing differentiated instruction (adapted from Oaksford & Jones, 2001, in Hall, 2002).

Content

- Teaching content must be using several resources and components such as theories, overview of values, behaviors and abilities. A differentiated classroom is seen in the way students involve themselves in learning. Students' involvement in the content is looked at as a key for learning.

- Learning objectives have to be aligned with learning goals where the designers see the importance of teaching goals and objectives. Learning goals are often considered as standardize measures that drive students to find easier ways to achieve objectives from a variety levels.
- Teaching concepts can be broader and not bounded by the realities in which teachers have to stay focused on the abilities, ideas and values that students should learn. Teaching content must be similar for all students but the level of difficulty must be adjusted to different learners (Hall, 2002).

Process

- Use flexible grouping of students in learning process because hopefully the students will cooperate and work in partnership to learn content of new knowledge. Teachers lead the class discussion by introducing the big picture of content knowledge and then let the students work with their colleagues to explore new knowledge among their discussion. Grouping and regrouping students must be flexible in order to give them an opportunity to interact with others.

Classroom management is important to students and teachers in the teaching and learning process. It is the center of education where teachers impart knowledge to students in a variety of instructions. Teachers must carefully choose the instructional strategies to deliver knowledge; it depends on how to teach students in order to understand what has been taught by designing and managing differentiated instruction (Hall, 2002).

Products

- Early assessments and formative assessments of students are helpful in the growth of knowledge and understanding that leads to useful and successful differentiation. Combining pre and ongoing assessments are very worthwhile because it informs teachers to deliver different methods to impart the content of knowledge and skills. The evaluations could be formal or informal such as: surveys, daily performances, discussions, or evaluation procedure.
- Students are helped to be energetic and accountable in learning to explore more knowledge. Teachers have to know that every assignment must be interesting, engaging, and accessible to enrich knowledge and skills by challenging them all the time. By this way, the students are encouraged themselves to find the solutions for learning.
- Require different hopes and desires for students' responses are helpful in differentiated instruction because every student could be able to express ideas in different way. The students have different expressions of viewpoint may help them to learn from one another because they have diverse knowledge, understanding, analyzing and experiences (Hall, 2002).

Instructional Strategies

Effective teachers design lessons and activities in the process of teaching.

Each student has diverse expectations of school and has diverse needs, skill levels, interests and learning styles. Teachers must rely on knowledge to address students' needs in diversity of skill levels, interests and learning styles. Categories of individual differences are always present and interact with each other in the process of learning (Ehrman, Leaver, & Oxford, 2003).

Instructional strategies define approaches that teachers might take to gain teaching and learning objectives. It is important for teachers to design effective learning contexts that address individual differences and to identify learning nature that teachers and learners evolve during the school activity. Instructional strategies can be classified into five types: direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction. Instructional strategies are based on the learning theories of behaviorism, cognitivism, and constructivism.

- **Direct instruction**

Direct instruction is a teacher-centered instructional method (Rosenshine, 1979 cited in Brophy, 1979). Furthermore, He stated that direct instruction is a process where teachers first provide new information before classroom activities in which students integrate the new knowledge through practice. Direct instruction is teacher-directed and is the most normally used. Dabbagh (2005) learning theory of behaviorism described when the right reaction is showed then the demonstration of explicit environmental stimulus that is the relationship between environment and behavior. This strategy is actually giving information to students in developing step by step skills in order to introduce other teaching methods in students' knowledge creation that is based on the learning theory of behaviorism. Hattie (2009 cited in Lloyd & Trangmar, 2012) pointed out that direct instruction is an effective teaching strategy that influences students' meta-cognitive development. This strategy includes, lecture method, explicit teaching method, drill and practice, compare and contrast, didactic questioning, demonstration, and guide and share. The traditional lecture is an important part of every teacher's instructional range to present knowledge, engage, and motivate in order to stimulate students to

learn. The topic and content should be broken down into small parts that can involve demonstration, explanation, and practice in a reasonable order under teacher direction. Drill and practice also promotes achievement of knowledge and skills throughout multiple practices in order to familiarize students with memorization in repetition of particular skills as in physical education.

Markusic (2009 cited in Evans, 2009) pointed out that teachers have to have organized lesson plans, be knowledgeable of the content and be able to communicate well in delivering the lesson effectively, or direct instruction will not be able to assist students to improve thinking skills. Moreover, Gagnon and Maccini (2011 mentioned in Oladayo & Oladayo, 2012) stated that direct instruction is an explicit method of teaching that emphasizes what to teach and with particular teaching techniques. It is worth noting that Magliaro, Locke and Burton, 2005 (as cited in Wright, Terry, & Bartholomew, 2012) argued that direct instruction has become less widely used nowadays because of the recent push towards hands-on activities in school.

- **Indirect Instruction**

Indirect instruction is student-centered investigation, observation, interpretation and assumption making that is based on the cognitivism.

Pearson Education (2010 cited in Oladayo & Oladayo, 2012) stated that indirect instruction is a teaching and learning approach where the learning process is inquiry, the outcome is finding and problems are the context of learning. Moreover, Brenau (2002 also quoted in Oladayo & Oladayo, 2012) viewed that indirect instruction is teaching of concepts, designs, perceptions, examination and evaluation. It can arouse students' interest and curiosity.

Dabbagh (2002) cognitivism learning theory described as mental process activity that needs internal coding acquisition that focus on how learners remember, retrieved and store information in memory In this strategy of teaching, the teacher's role is changed from lecturer or director to supporter, facilitator, organizer, and gives opportunity for students to involve themselves in conducting inquiry themselves that is based on the learning theory of cognitivism. Possible methods used in this strategy are: problem solving, case studies, reading for meaning, inquiry, reflective discussion, writing to inform, concept formation, concept mapping, concept attainment, and close procedure. There are two kinds of problem solving; reflective and creative; reflective problem solving is a series of tasks where the students divide into groups in order to define the problem, analyze the problem, make a solution for evaluation criteria, recommend the solution and take action. On the other hand, creative problem solving is a similar basic effort, but the process is not focused on solutions but rather on brainstorming. It is more concerned with constructing ideas rather than solving problems. It focuses on developing critical thinking skills of students. Ideas and findings are initially recognized in order to find the best solution.

- **Experiential Learning**

Experiential learning is both student-centered and teacher-centered activity. It is a reflection of experience and making plans to apply learning in other contexts. Effective experiential learning stresses the learning process not the learning product. Haynes (2007 mentioned in Northern Illinois University Journal, n.d.) indicated that experiential learning comprises several steps that provide students a hands-on, cooperative, and reflective learning

experience that assists them in developing new knowledge and skills.

Dabbagh (2002) behaviorism and constructivism learning theories described the learners construct individual analysis of the existing world based on the experiences and connections dealing with the environment. While the content of experiential learning is important, the process is the primary element of this strategy because the experience itself is the learning. In this teaching strategy, there are many possible activities to engage students in learning social studies. These include field trips, narratives, conducting experiments, simulations, games, storytelling, focus imaging, field observations, role-playing, model building, and surveys.

There are several steps of experiential learning distinguished by Haynes (2007, UC Davis, 2011 as mentioned in Northern Illinois University Journal, n.d.) such as:

- Experiencing or Exploring

Students are expected to perform hands-on activities with little or no help from teachers, such as: creating a product or model, giving a presentation, problem-solving, role-playing, playing a game. It is mostly focused on what the students learn from the experience rather than the quality or quantity of the outcome.

- Sharing or Reflecting

Students share their experiences of results, responses, and comments with their classmates and teachers to discuss what they learned that can relate to the past and can be used in the future.

- Processing or Analyzing

Students discuss and analyze the experience in order to relate the experiences to the coming learning practices. Students also discuss how the experience took place to identify problems experienced during the activity.

- Generalizing

Students will link the experience that has been gained to compare with real world examples in order to find common facts in the experience and the real life values.

- Application

Students will apply all the things they learned in the experience into similar or different circumstances. Furthermore, they will also discuss newly learned processes that can be applied in other situations.

- **Independent Study**

Independent study is an instructional strategy that intends to provide better development of individual creativity, self-confidence, and self-improvement. It is focused on strategic independent study of student-centered with supervision of teachers in partnership with others students in a small group. In this part, independent study strategy is based on the cognitivism and constructivism learning theories. Dabbagh (2002) Cognitivism and constructivism learning theories described the learners' mental construction that connects to the learning as building blocks of knowledge and construct individual analysis with existing knowledge based on the experiences. Perry, Phillips and Hutchinson (2006 cited in Tanriseven, 2013) defined that self-regulated learning is an effective independent method that is successful in and beyond school. Candy (1991 cited in Hiemstra, 1994) pointed out that independent learning is an educational psychology method through which learners obtain knowledge and develop the

capability to infer, analyze and have critical reflection. UK based Marcou and Philippou (2005) identified that self-regulated learning can be divided into three elements:

- ability of learners to use metacognitive strategies that includes their understanding on how to learn best;
- ability of learners to use metacognitive and cognitive learning strategies in diverse learning styles;
- importance of motivation as a key component of cognitive and metacognitive learning.

Constructing an independent study is focused on basic development and understanding self-regulated learning where students try to be autonomous learners to improve knowledge and skills. Bolhuis and Voeten (2001 cited in Meyer, 2010) that self-directed learning and learning how to learn brings students to be more independent and to be better equipped for higher education, work, and life. Furthermore, Korotov (1992 mentioned in Meyer, 2010) pointed out that self-directed learning permits students to become more self-disciplined and innovative with the use of self-monitoring. In the independent study strategy, the possible methods to use are essays, computer assisted instruction, journals, homework, learning centers, research projects, learning contracts, correspondence lessons, learning activity packages, reports, projects, assigned questions, and learning logs.

- **Interactive Instruction**

Interactive instruction greatly depends on both student-centered and teacher-centered learning in discussion and sharing among students and teachers to improve social skills and capabilities, to consolidate thoughts, and enhance reasonable opinions. In using an interactive approach it is important for teachers

to make a framework of the topic, allocate sufficient time, and arrange the size and composition of the groups. Dabbagh (2002) Behaviorism and constructivism learning theories described the training or/ teaching used consequences and reinforcement of learned behaviors in environmental stimulus that influence personal experiences and interaction towards environment by constructing existing knowledge. It is important to improve observation, listening, interactivity and involvement skills and capabilities of students and teachers. Gage and Berliner (1975 mentioned in Alexander & Winne, 2012) argued that important capabilities are to listen to others, evaluate arguments, formulate ideas, engage in give-and-take, defend personal ideas and focus on the problem being discussed despite emotional arguments and influences. Discussion groups lead to better problem-solving result than individuals working alone. Gall, Weathersby, Lai, and Elder (1976 cited in Gall & Gillett, 2001) found that discussion groups are more effective than individuals in resolving problems.

On the other hand, interactive instruction is directly related to cooperative learning and helps students to cooperate in the learning process under the supervision of a teacher. Cooperative learning enables teachers to manage the students' skills in order to inspire their sense of responsibility for each other in resolving the group task. Without completing each task together and coordinating with group members, group work cannot be accomplished. Orlich, Harder, Callahan, and Gibson (1998 quoted in Bayat, 2004) suggested that cooperative learning assists classroom management of teaching and learning activities which improve intrinsic motivation to give solutions of problems among students and diminish troublesome performance of students. Gwyn-Paquette and Tochon (2003 mentioned in Bayat, 2004) found that teachers who use cooperative learning

activities in the classroom have few problems in classroom management. Wohl and Klein-Wohl (1994 cited in Bayat, 2004) noted that cooperative learning helps students in developing good communication skills which can be applied to real life. Cooperative learning encourages students to work together to ask and answer questions, solve problems and make decisions (Stahl, 1995 mentioned in Bayat, 2004). However, in order to give advantages from cooperative learning groups and improve positive attitudes of learners, it is necessary to form mixed groups including gender equality. A similar idea was also suggested by Putnam (1998) that cooperative learning refers to intentionally mixed groups in terms of capability, achievement level of students, gender, culture and language. The possible methods to use in this strategy are: debates, role play, panels, brainstorming, peer partner learning, discussion, think-pair-share, cooperative learning, problem solving, interviewing, and conferencing.

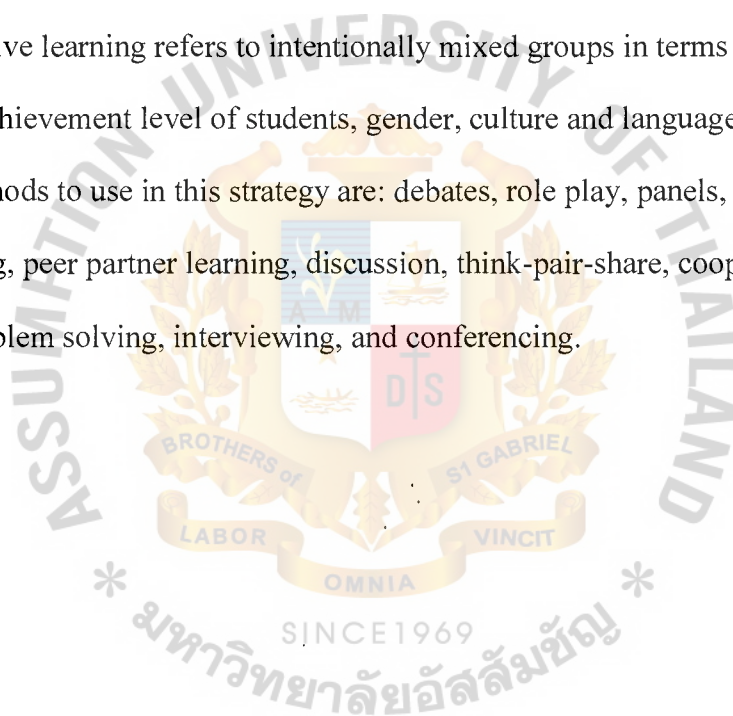


Table 1

Five Instructional Strategies and the Specific Activities for Each Strategy

No	Instructional Strategies	Methods used/ Specific Activities
1	Direct Instruction	Lecture, explicit teaching, drill & practice, compare & contrast, didactic questions, demonstrations, guided & shared.
2	Indirect Instruction	Problem solving, case studies, reading for meaning, inquiry, reflective discussion, writing to inform, concept formation, concept mapping, concept attainment, cloze procedure.
3	Experiential Learning	Field trips, narratives, conducting experiments, simulations, games, storytelling, focused imaging, field observations, role-playing, model building, surveys.
4	Independent Study	Essays, computer assisted instruction, journals, learning, reports, learning activity packages, correspondence lessons, learning contracts, homework, research projects, assigned questions, learning centers.
5	Interactive Instruction	Debates, role playing, panels, brainstorming, peer partner learning, discussion, laboratory groups, think-pair-share, cooperative learning , jigsaws, problem solving, structured controversy, tutorial groups, interviewing, conferencing.

Social cognitive theory has three sections such as: personal, environmental and behavioral that interlinks each other. In social cognitive theory, motivation is in a person, when a person is influenced by the environment, then they will change behavior; when an environment influences behavior then, the behavior is changed and the person's motivation and vice versa. Therefore, all three sections of social cognitive theory are mutual connection and not to be separated.

Social Studies

Social studies allow learners to obtain knowledge and understanding of humans life as individuals and members of a society. The learners learn the development of different periods from time to time that leads to understanding one another. The areas of social studies always talk about self-adjustment with the environmental situation in reality of life. Furthermore, social studies incorporates the study of the social sciences and humanities in order to uphold civic capability through knowledge, skills and attitudes that are necessary to students to take responsibility as citizens. Social studies also help the young generation to improve and enhance their ability to become good citizens, future leaders of the country and the world community.

In every country, social studies has different disciplines in schools. It depends on the educational curriculum of the country. For instance Thailand and Timor-Leste's educational curriculum of social studies is different. In Thailand there are five disciplines, such as: religion, morality and ethics; civics, culture, and living; economics, history and geography. In Timor-Leste, there are also five social studies subjects, such as: economics and quantitative methods, geography, history, sociology, themes in literature and culture. In the educational curriculum of Timor-Leste, social

studies are taught from grade 4 to nine along with other subjects in primary school (second and third circle of education). In grade nine of primary school; all students take the national leaving examination in order to continue to secondary school. In grade 10 of secondary school, every student is selected to choose a major; it depends on the results of the examination from grade 9 whether she/he is selected for either social science or natural science. Starting from grade 10, 11, and 12; all students are in their major studies during three years.

In the educational curriculum of Timor-Leste, social studies are very important to teach students to become good citizens to build the country together in spite of the social, economic and cultural differences among the people. Students should deepen a humanistic culture that allows them to understand in general the major current problems of societies in historical and geopolitical contexts. They should develop positive attitudes towards future involvement in the learning process throughout life and promote a stronger comprehension of the various realities and social, cultural and political characteristics of Timorese society. Social studies in Timor-Leste education is called social sciences and humanities and is composed of five subjects: economics and quantitative methods, geography, history, sociology, themes in literature and culture (Martins & Ferreira, 2011).

The study of economics and quantitative methods is now a fundamental part of general and scientific training of citizens. The central aim of this subject is to promote organized and logical thinking in individuals to improve interpretations, particularly in the economic field, with a view to making interventions in a social context. The economics and quantitative methods focus on developing competencies around the fundamental processes and mechanisms of economic activity. The analysis of economic policy instruments and the study of economics in the international and

particularly in the Timorese context is very important. Developing concept knowledge will be accompanied by the analysis of a set of fundamental concepts for students' understanding in the field of calculus, mathematical modeling and the organization and processing of data (Pinto, Madaleno, Alemida, & Bola, 2011).

The main objective of geography is to learn earth topography in order to improve knowledge and develop competencies about scientific and didactic geography that corresponds simultaneously with existing natural characteristics through secondary level education and higher education. In this context, it is appropriate that the syllabus of geography favors innovative approaches that help students diagnose problems, namely critically balance conflicting arguments, to develop competencies, information selection, and judgments scientifically in order to find solutions to the problems of society and the planet. This program has some deeper knowledge target related to the exigencies of the territory of Timor-Leste and its potential vulnerabilities where each individual has to learn surroundings for sustainable development promotion and interactions between living beings and the natural environment. In this sense, it becomes essential that students know their country in order to protect and develop it in the world. Geography as a separate subject that interconnects the physical, economic, social and cultural components, helps students have a geographical education that allows them to observe the world around them in an integrated way and consider the earth as a whole in the balance of natural systems and the humanized systems (Gomes, Morgado, & Coelho, 2011).

History assumes a crucial role in national identity reinforcement and in the development of a humanistic culture and promotes the identity of citizenship. It is important to students to assume an active role in order to develop skills and better understand the contemporary world in terms of society in general and the Timorese

society in particular. Moreover, history also helps students to enhance knowledge and understanding of human evolution from the past to present through cultural, economic, social, political and institutional and personal development, particularly in respect to national and world society (Vieira, Mendes, Neves, & Rodrigues, 2011).

Sociology integrates the curriculum and aims to stimulate critical analysis and understanding of the social and cultural reality of Timor-Leste. This course allows students to look at Timorese reality in a more conscious and critical fashion to become responsible and active citizens. It also allows students a new perspective of knowledge to sustain the traditions of scientific approaches to sociology and anthropology in order to promote the use of methodologies for analyzing the reality of macro and micro aspects of Timorese society. This subject seeks to give an overview of some fundamental questions of sociology and anthropology, combining them with various social and cultural, traditional and modern aspects in the sociopolitical aspects of everyday life of the Timorese society (Carvalho, Santiago, & Breda, 2011).

The subject of literature and culture is organized around relevant thematic groups, selected according to the relevance and appropriateness to the Timorese context. Students should develop the languages covered in the curriculum such as Tetun, Portuguese, Bahasa Malaya and English in advanced skills of oral comprehension and writing as well as linguistic and cultural knowledge that enable access to information from a variety of sources and extends the communicative repertoire. It needs to consolidate capacities to interact verbally in an appropriate manner in a variety of situations, social & cultural context and positive attitudes to develop linguistic and cultural diversity. In addition, it allows students to understand past and current historical societies and geopolitical contexts in order to develop a positive attitude towards future involvement in the process of lifelong learning and to

promote a more solid understanding of the various social, cultural and political dimensions of Timorese society (Ramos, Almeida, Pereira, & da Silva, 2011).

All academic studies, social studies, science studies, languages and mathematics are the main subjects in the educational curriculum. Usually, social studies subjects like history, geography, sociology, civic education and economics are the main subjects covered in the majority of educational systems in the world. Social studies are an organized study of combined contents of social sciences and the civilizations. It aims to develop students' understanding and knowledge of different societies so they can interact among many diverse global cultures. Students improve their knowledge and skills as they explore societies' problems, engage in decision-making activities and work together with others. Knowledge, skills and understanding will allow them to take part in both the local and global communities as confident, informed and responsible citizens. In a democratic culture, schools transform their curricular goals into the needed knowledge and skills the community, nation, and world to take part in a larger society. It needs to uphold and defend the interest in democratic attitudes based on decision-making contexts in the public interest (Parker, 1999 quoted in Alazzi, 2012).

Savage and Armstrong (2004) noted that citizenship is the main part and key reason for social studies education; well-educated citizens take full involvement in public affairs and contribute to social progress. Social studies aims to educate students to be good citizens (Howe & Marshall, 1999). It is important for teachers to teach students a responsibility to include controversial problems and present events in the curriculum. Students need to study problems with several disagreements in order to develop skills in analyzing problems, collecting and organizing facts, differentiating

facts from opinions, debating different points of view and developing acceptable conclusions.

Homana, Barber, and Torney-Purta (2006) identified several instructional strategies that provide possibilities for teaching citizenship education.

- **The discovery –inquiry approach:** a traditional teaching approach that is composed of problem solving, problem identification and understanding , hypotheses formulation, data collection, classification and data analysis, synthesis and conclusions. Motsewakgosi (1996 quoted in Jotia & Matlale, 2011) showed that most general methods of teaching social studies are through the lecture approach that often bores students and renders them passive in receiving information.

Therefore, discovery or inquiry approach is very important in teaching and learning process because it provides an opportunity for students to explore knowledge and skills through several instructional strategies, such as: indirect instruction, experiential learning, independent study, and interactive instruction. It gives students a chance to learn more by solving a problem with a case study through discussions, conducting experiments, research project, and cooperative learning. The more students inquiry knowledge and skills the more they discover new things that could help them in the future.

- **Deliberate approaches to democratic citizenship education:** refers to political decision-making that relies on public discussion in policy-making, because it is legitimate and draws public opinion from the common interests of a direct and representative democracy. Arthur and Wright (2004 cited in Jotia & Matlale, 2011) pointed out that the deliberate approach represents

autonomy and democracy in the classroom. For that reason, social studies teachers must consider education as a form of social change where students learn problem solving from their own experiences.

The deliberate approach could be able to connect with instructional strategies such as: indirect instruction, experiential learning, independent study, and interactive instruction. In this case, students identify the social problems in the community by what they see and feel as a part of experiences they bring to the class to discuss because students also control societal things in the community. It is an opportunity for students to take a part in the development of a nation through contributing constructive ideas for common interest through debate, discussion, research, observations of what have become public issues.

- **Critical thinking approach:** refers to thinking critically in order to solve social problems. Critical thinking is intellectual activity that enables students to develop arguments, use evidence to support arguments, make reasonable conclusions and use information to solve problems. Bailin (2002) pointed out that critical thinking is a specific thinking quality that meets specific criteria of adequacy and accuracy. Paul (1992 cited in Lai, 2011) identified critical thinking as learning to think within one's discipline by assuming the standards and values in that discipline. At the same time, Paul pointed out that critical thinking skills and abilities can be taught using both general critical thinking courses and specific discipline courses.

Critical thinking approach helps students to construct ideas by their own knowledge through direct instruction, indirect instruction, experiential learning, independent study, and interactive learning. Students are critics of

what they learn from the teachers' lecture, comparing and contrasting what they learn by themselves, finding the problems and seeking for the solutions by discussion with teachers and friends. All five instructional strategies mentioned above are connected to a critical thinking approach in how to think and act in order to learn more knowledge and skills.

- **Producing critical thinkers through critical pedagogy:** Freire's study (as cited in Carrol & Minkler, 2000) argued that education must enhance students' autonomy, their awareness of and responsibility for everybody's actions in the world and a universal human ethic. Therefore, teachers need to develop students' critical and logical thinking that emphasizes the correctness of ideas and concepts. Adeyemi (2000 cited in Jotia & Matlale, 2011) argued that skills cannot be taught through lecture, but rather through providing students with appropriate situations to practice the skills. Furthermore, social studies teachers must allow the students to learn along a continuum from teacher-centered approach to student-centered approach.

Teachers should encourage students to learn by themselves how they construct ideas from various opinions that could lead not only to be good critical thinkers but also good logical thinkers. Both critical and logical thinkers could be able to link with instructional strategies such as: direct instruction, indirect instruction, experiential, independent study and interactive instruction. In this case, the students learn from each other's experiences through debates, interactive discussions, working groups, while still under the supervision of a teacher who guides and directs them. Students would exercise their ideas much more and be good critical and logical thinkers during their education.

- **Teaching citizenship in social studies:** the important way of social studies to obtain the goal of citizenship education is to help students attain thinking skills in today's increasingly complex global environment. Jotia, Howard, and Davis (2006) argued that all governments need to take the initiative in teaching democratic values from the initial school stage. Children must learn and understand the significance of democracy and the meaning of decision-making and participation of every citizen.

Social studies play a very important role to help form a person to become a good citizen and future leader. Students are encouraged to learn social studies in order to know how to live in diverse community that could be taught through five instructional strategies such as: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction. All five instructional strategies are also connected to teaching citizenship in social studies, where students can learn from experiences, interaction with the inside and outside class environment, exploring and inquiring knowledge and skills in order to become good knowledgeable citizens.

A study done by Alazzi and Chiodo (2004 mentioned in Alazzi, 2012) focused on students' perceptions toward social studies curriculum by interviewing students in grade eight and eleven in Jordan. The study indicated that both middle school and high school students valued social studies. Chiodo and Byford (2004 cited in Scola & Quintana, 2011) conducted a study in the USA about students' attitudes towards social studies in eighth and eleventh grades and found first, that teachers' participation and keenness in teaching and learning led to positive impacts in middle and high schools social studies students; second, that the positive attitude toward

social studies was based on the perceived effective value of the subject matter. Khawalida (2001 mentioned in Alazzi, 2012) conducted research in curricula, learning objectives, textbooks, teaching methods, and experience in education and found that middle school social studies curriculum in Jordan needed strong improvement in revising the social studies curricula objectives with up-to-date available information and social studies contemporary research. The different finding by Khaled (2013) interviewed social studies secondary school teachers in Jordan regarding social studies subject matter and preparation of teachers. He found that the fundamental reason for social studies to be a less liked subject in Jordan was, because the teaching and learning processes were dominated by lectures, textbooks and worksheets which demotivated students.

Social studies are very important for students to learn because it teaches humans' lives from time to time in the past, the present and the future that interact with environments and teaching citizens in education. Furthermore, social studies also provide knowledge and understanding to future generation in order to be good citizens and future leaders in a part of world community. Social studies subjects in every country are somewhat different, it depends on the national curriculum but the contents of teaching are the same. Instructional strategies in social studies for teaching citizenship in education such as: The discovery –inquiry approach, the deliberate approaches to democratic citizenship education, Critical thinking approach, Producing critical thinkers through critical pedagogy and teaching citizenship in social studies are very important in teaching social studies and making the link to the other five instructional strategies like: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction will be more complete to teach social studies students.

Historical Review of the Escola Secundária Católica de São José Operário, Dili Timor-Leste

The Escola Secundária Católica de São José Operário in Dili, Timor-Leste is located in the central area of Dili, the capital city of Timor-Leste. This school was founded in 2007 by Catholic priests and nuns of the Secular congregation. In that time, priests and nuns decided to open the school even with limited facilities because they wanted to educate children around the area. Therefore, they educated the children along with teaching Biblical evangelism in order to disseminate the Catholic religion. In 2007, only a primary school was built and senior high schools in 2010. After the government of Timor-Leste provided them funds, they began to construct a kindergarten and recondition the primary, junior and senior high schools. The school also gets a subsidy from the government and the half the teachers are government employees, except part time teachers. Besides the teaching and learning process, the school also provides extra-curricular activities such as performing arts, sports and games activities and school contests. The social studies curriculum starts from the fourth year of primary school until the third year of senior high school or secondary school. In this research, the researcher was investigated the students' motivation for learning social studies according to their preferences for instructional strategies in grade 10 and 11 of the Escola Secundária Católica de São José Operário.

Timor-Leste's Strategic Development Plan (2011-2030) recognized education as an important element to enhance the capacity of the individual and to develop Timorese society. The plan envisioned that through education the citizens will be knowledgeable, in good physical shape, very inspired, self-governing, self-confident, embracing fundamental patriotic principles, no discrimination and fairness in a universal perspective. Furthermore, it specifies that education and training are the

main priority to enhance the life of the people and give them an opportunity to reach their potential by providing knowledge and skills to lead productive lives in order to contribute to national development. To develop an educational system, it is needed to balance individual needs and the society's needs; every learner will not only prepare to have a job but also take responsibilities as an individual in the society to serve the community's needs. The Ministry of Education of Timor-Leste has expressed its interest in education of citizenship and acknowledges that the social studies subjects are priority subjects and are important to develop and improve every individual.

In Timor-Leste, there are five social studies subjects, such as: economics and quantitative methods, geography, history, sociology, themes in literature and culture. In the educational curriculum of Timor-Leste, social studies are taught from grade 4 to 9 along with other subjects in primary school (second to third circle of education). In grade nine of primary school; all students take the national leaving examination in order to continue to secondary school. In grade 10 of secondary school, every student is selected to choose a major; it depends on the results of the examination from grade 9 whether she/he is selected for either social science or natural science. Starting from grade 10, 11, and 12; all students are in their major studies during three years before continuing to the tertiary level of education.

Most social studies teachers in Timor-Leste are unable to use a variety of instructional strategies in their daily instruction. Teachers mostly use direct instruction and more teacher-center learning. They do not give students more chances to choose a variety of instructional strategies. It is important for teachers to use different instructional strategies in order to motivate students to learn and make them comfortable in learning to pursue knowledge and skills.

Summary

Motivation for learning plays very vital role in students' learning process and performance. Motivation encourages students to learn in order to achieve objectives and goals. Therefore, students have to motivate themselves to learn in order to improve knowledge and skills that are taught at school. On the other part, teachers also take responsibility for the teaching and learning process to concentrate not only on what they teach but how they teach. Thus, teachers must use several instructional strategies to deliver subjects to students as they have diverse instructional strategies preferences to absorb knowledge.

Social studies are very important for students to learn humans' lives from the past, the present and the future, that gives knowledge and understanding to future generation to become good citizens, and future leaders. Social cognitive theory of Albert Bandura is composed of three parts: personal, environmental, and behavioral. The motivation for learning social studies is focused on a person as an intrinsic motivation that is influenced by environment as an extrinsic motivation. Then the environment changes a person's behavior to increase motivation. Instructional strategies preferences are extrinsic motivation or environment that influences a person to change behavior in order to increase motivation. All three sections of social cognitive theory are interconnected to one another in motivation for learning.

This chapter has discussed a literature review related to motivation for learning social studies according to students' instructional strategies preferences of Escola Secundária Católica de São José Operário in Dili, Timor-Leste. In chapter 3, the researcher will present the research methodology and procedures of the study.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented a literature review related to motivation for learning social studies according to the students' preferences for instructional strategies at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste. In this chapter, the researcher will present the methodology and procedures of the study.

Research Design

This is a quantitative comparative research study because the researcher used mathematical based methods to statistically tabulate and analyse the data comparing two variables between students' motivation for learning social studies and their preferences for instructional strategies. The questionnaire was used to investigate the following objectives:

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: direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction in grade 10 and grade 11 social studies.
3. To compare the students' motivation for learning social studies according to their preferences for instructional strategies.

Population

The population of this study was students in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste.

Sample

The researcher only focused on the students of grade 10 and grade 11 as one group because they are purely focused on teaching and learning activities on how to absorb knowledge and skills. The researcher did not involve the students of grade 12 because they have short effective time for teaching and learning activities and normally the students focus at this time in their education career is on the preparation for the national leaving examination. The sample of this study was the current 178 students in grade 10 and grade 11 of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste, in the school year 2014. The researcher took 10 students from each grade for the pilot test and the number of sample of the study was 178.

Table 2

Sample of the Study

Students of Escola Secundária Católica de São José Operário in Dili, Timor-Leste		
	Grade 10	Grade 11
	102	76
Total	178	

Research Instrument

A questionnaire composed of three parts (see Appendices A and B) was used in this research as follows: Part 1: Demographic information, Part 2: Motivation for Learning Social Studies Questionnaire (MLSSQ) modified from Motivated Strategies for Learning Questionnaire (MSLQ), and Part 3: Instructional Strategies Preferences Questionnaire (ISPQ).

Part 1: Demographic information was asked gender and grade level as part of this research. These are important details that helped the researcher to better understand the research sample.

Part 2: In this part, The Motivated Strategies for Learning Questionnaire (MSLQ) assesses students' motivational orientation of learning based on a general cognitive view of motivation. The MSLQ was developed by Pintrich, Smith, Garcia, and McKeachie (1991) and a team of researchers from the National Center for Research to Improve Post-secondary Teaching and Learning (NCRIFAL) and the School of Education at the University of Michigan. In the MSLQ, the dimensions of motivation are value components (intrinsic goal orientation, extrinsic goal orientation), task value, expectancy components (control of learning beliefs, self-efficacy for learning and performance) and test anxiety.

The MSLQ has two sections, a motivation section and a learning strategies section. This research was utilized only the motivation section, which is composed of six dimensions of motivation with a total of 31 items: intrinsic goal orientation (4 items), extrinsic goal orientation (4 items), task value (6 items), control of learning beliefs (4 items), self-efficacy for learning and performance (8 items) and test anxiety (5 items). The researcher was used all of the motivation components except test anxiety because that dimension is not relevant to this research. The instrument was

designed such that the sub-scales for each motivation dimension are segmental and can be used separately or together as needed (Pintrich et al., 1991). Motivation for Learning Social Study Questionnaire (MLSSQ) modified from Motivated Strategies for Learning Questionnaire (MSLQ)

Validity and Reliability of the MSLQ

As noted by Artino (2005), the MSLQ has good predictive validity and is a very complete instrument to use for research in motivation and learning strategies. The original developers of the MSLQ tested the construct validity of the scales using confirmatory factor analysis and all subscales showed acceptable factor validity (Pintrich et al., 1991).

Previous research done by Taylor (2012) indicated that average reliability coefficients for all motivation subscales was .88 and the overall results showed that the MSLQ can be used with different samples with reasonable confidence for gaining commonly reliable scores. A study conducted by Feiz, Hooman, and Kooshki (2013) to investigate validity and reliability of the MSLQ in research with Iranian students showed that the scales were reliable. They evaluated the construct validity of the MSLQ by exploratory factor analysis and the findings indicated that the instrument was a useful tool for assessing the motivated strategies for learning in Iranian students.

The original developers of the instrument, Pintich et al. (1991), also obtained MSLQ reliability data in three waves of data collection: 1986 (326 students), 1987 (687 students) and 1988 (758 students). They computed alpha coefficients for each motivation subscale. Those alpha values of the five subscales utilized in the current study are shown in the following table.

A seven-point likert scale was used to find students' motivation score. There are scores of alpha value for each of the five sub-scales where reliable and consistent for research.

Table 3

Specifications of Motivation for Learning Social Studies Questionnaire (MLSSQ)

Sub-scale	Item numbers	Number of items for each component	Pintrich et al. Alpha Value	Current Study Alpha Value
Intrinsic Goal Orientation	10,17,15,5	4	.74	.73
Extrinsic Goal Orientation	9,18,14,4	4	.62	.79
Task Value	8,19,24,22,13,3	6	.90	.64
Control of Learning Beliefs	7,20,12,2	4	.68	.64
Self-efficacy for learning & performance	6,16,25,26,23,21,11,1	8	.93	.74
Total	26	26	.77	.70

A seven-point likert scale was used to find students' motivation score. Since there are a total of 26 items, the maximum total motivation score was 182 and the minimum 26.

Table 4

Interpretation Scores of Motivation for Learning Social Studies Questionnaire (MLSSQ)

Score	Interpretation
5.81-7.00	Very High
4.61-5.80	High
3.41-4.60	Moderate
2.21-3.40	Low
1.00-2.20	Very Low

Part 3: Instructional Strategies Preferences Questionnaire (MLSSQ) was covered in part 3 of the research questionnaire. There are five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study, interactive instruction. This part of the questionnaire was developed by the researcher and consists of 25 items; there are five items for each instructional strategy.

A seven-point likert scale was used to find out instructional strategies' preference scores; since there are a total of 25 items, the maximum total instructional score was 175 and the minimum 25.

Table 5

Interpretation of Instructional Strategies Preferences Questionnaire (ISPQ)

Score	Interpretation
5.81-7.00	Very High
4.61-5.80	High
3.41-4.60	Moderate
2.21-3.40	Low
1.00-2.20	Very Low

Validity and Reliability of the ISPQ

The researcher submitted a first draft of the questionnaire to his advisor for suggestions and improvements to the instrument. There are five instructional strategies and each instructional strategy has five items. The researcher was requested three educational experts to assess the items’ content validity (see Appendix C).

A seven-point likert scale was used to find the students’ preferences for instructional strategies; since the questionnaire was created by the researcher, the alpha value was completed after the pilot study and final study.

Table 6

Specifications of Instructional Strategies Preferences Questionnaire (ISPQ)

Sub-scale	Item number	Number of items	Alpha Value Pilot test	Alpha Value Main Study
Direct Instruction	5,10,11,20,25	5	.82	.87
Indirect Instruction	4,9,12,19,24	5	.81	.87
Experiential Learning	3,8,13,18,23	5	.82	.87
Independent Study	2,7,14,17,22	5	.82	.87
Interactive instruction	1,6,15,16,21	5	.82	.87
Total	25	25	.81	.87

Translation Process

The questionnaire and the cover letter were translated from English into Tetun (one of the official languages of Timor-Leste). The researcher asked the National Institute of Linguistics (Instituto Nacional de Linguistica, INL) to translate the questionnaire from English to Tetun; then, the translated questionnaire was translated back into English by the head of the English department at the Faculty of Education, Arts and Humanities at the National University of Timor-Lorosa’e (UNTL) who has native level skills in both Tetun and English to make sure the meaning remained the same.

Pilot Test Description & Procedures

The instructional strategies section of the questionnaire was created by the researcher to measure the students’ preferences for instructional strategies in social studies. The questionnaire was validated by the three experts, as mentioned in the

previous section, to check for content validity in terms of its proposed use in this research.

The researcher delivered the pilot test questionnaire to 20 students in grade 10 and grade 11 of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste. The researcher utilized the statistical software program to analyze the collected data from the pilot test questionnaires to determine its reliability.

Collection of Data

The research was conducted on July 2, 7, 8, and 9, 2014. The researcher asked permission from the school principal and social studies teachers to administer the questionnaire in their classes. The data collection date for each grade is summarized in the following table:

Table 7
The timetable for research at Escola Secundária Católica de São José Operário in Dili, Timor-Leste

Type of Test	Grade	Date	Time
Pilot test	10 and 11	Wednesday, July 2, 2014	13:00-14:00 hrs.
Main study (I)	10 and 11	Monday, July 7, 2014	13:00-14:00 hrs.
Main study (II)	10 and 11	Tuesday, July 8, 2014	14:00-15:00 hrs.
Main study (III)	10 and 11	Wednesday, July 9, 2014	15:00-16:00 hrs.

Data Analysis

The collected data were analyzed based on each objective by using a statistical software program; the following statistical methods were utilized.

- Objective 1. Descriptive statistics calculated the mean and standard deviation (SD) to determine the level of students' motivation for learning social studies in grade 10 and grade 11.
- Objective 2. Descriptive statistics calculated the mean, standard deviation (SD), frequency, and percentage to determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction in grade 10 and grade 11 social studies.
- Objective 3. One-Way ANOVA was used to compare the students' motivation for learning social studies according to their preferences for instructional strategies.

Summary of the Research Process

Research Objective	Source of Data	Research Instrument	Method of Data Analysis
1. To determine the level of students' motivation for learning social studies in grade 10 and grade 11	178 students in grades 10 and 11 of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste	Motivation for Learning Social Studies Questionnaire (MLSSQ)	Descriptive statistics mean and standard deviation (SD)
2. To determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction in grade 10 and grade 11 social studies.		Instructional Strategies Preferences Questionnaire (ISPQ)	Descriptive statistics mean, standard deviation (SD), frequency and percentage
3. To compare the students' motivation for learning social studies according to their preferences for instructional strategies		Motivation for Learning Social Studies Questionnaire (MLSSQ) and Instructional Strategies Preferences Questionnaire (ISPQ)	One-Way ANOVA

CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher described the purpose and the importance of this study. The researcher provided a literature review, and discussed how this study would be carried out. In this chapter, the findings of this study will be presented in four different sections. The first section will present the main findings of research objective one. The second section will present research objective two, and the third will present research objective three. Finally, the fourth section will be the additional findings revealed from this study which are helpful to strengthen the significance of study for students to learn social studies.

This was a quantitative comparative research study because the researcher used mathematical based methods in statistics as to form of tabulations to analyse the data and compare two variables between students' motivation for learning social studies and their preferences for instructional strategies. The questionnaire used in this study consisted of three parts: Part 1: Demographic Information, Part 2: Motivation for Learning Social Studies Questionnaire (MLSSQ) and Part 3: Instructional Strategies Preferences Questionnaire (ISPQ) (see appendix A and B). The researcher chose 178 current students in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014 as the sample of this study. The research was carried out on July 2, 7, 8, and 9 in 2014.

Main Findings

In this section, the researcher will present the findings of the research objectives.

Research Objective One

Data collected from the MLSSQ section of the questionnaire (see Appendices A and B) was used to investigate research objective one:

To determine the level of students' motivation for learning social studies in grade 10 grade 11.

The MLSSQ assesses students' general level of motivation for learning social studies from five subscales: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance. The MLSSQ consists of 26 items, and each item was rated on a 7-point likert scale from 1 = not at all true of me to 7 = very true of me. If the statement is somewhat true of me, find the number between 1 and 7. The average scores of the motivation scale and sub-scales were interpreted by a 5-point rating scale (very high, high, moderate, low, and very low) as presented in Chapter 3.

The level of Students' Motivation for Learning Social Studies in Grade 10

Table 8 shows the mean score for each subscale of the MLSSQ among the 102 students in grade 10.

Table 8

Mean and Standard Deviation for Each Subscale of the MLSSQ of Grade 10 Social Studies (n=102)

Learning Motivation	Mean	Standard Deviation	Interpretation
Extrinsic Goal Orientation	5.90	.998	Very high
Self-efficacy for learning & performance	5.60	1.078	High
Intrinsic Goal Orientation	5.34	1.017	High
Task Value	4.57	1.266	High
Control of Learning Beliefs	4.57	1.266	High
Total	5.18	.8000	High

Table 8 indicates that the highest mean score of subscale for motivation for learning social studies in grade 10 was extrinsic goal orientation (M=5.90), the lowest mean scores were both task value (M=4.57) and control for learning beliefs (M=4.57), and the rest were in between. The total mean score was 5.18, based on the interpretation scores of the MLSSQ in table 3 could interpret that motivation for learning social studies in grade 10 was high.

The level of Students' Motivation for Learning Social Studies in Grade 11

Table 9 presents the mean score for each subscale of learning motivation category of the MLSSQ among the 76 students in grade 11.

Table 9

Mean and Standard Deviation for Each Subscale of the MLSSQ of Grade 11 (n=76)

Learning Motivation	Mean	Standard Deviation	Interpretation
Extrinsic Goal Orientation	5.87	.823	Very high
Self-efficacy for learning & performance	5.67	.859	High
Intrinsic Goal Orientation	5.39	1.018	High
Task Value	5.23	1.131	High
Control of Learning Beliefs	5.23	1.131	High
Total	5.48	.724	High

Table 9 shows that the maximum mean score of subscale for motivation for learning social studies in grade 11 was extrinsic goal orientation (M=5.87), the minimum mean scores were both task value (M=5.23) and control for learning beliefs (M=5.23), and the rest were in between. The total mean score was 5.48, regarding to the interpretation scores of the MLSSQ in table 3 could be interpreted that motivation for learning social studies in grade 11 was high.

The level of Students’ Motivation for Learning Social Studies

Table 10 indicates the mean scores for each subscale of the MLSSQ among the 178 students in grade 10 and grade 11.

Table 10
Summary of Mean and Standard Deviation for Each Subscale of the MLSSQ of Grade 10 and Grade 11 (n=178)

Learning Motivation	Mean	Standard Deviation	Interpretation
Extrinsic Goal Orientation	5.89	.925	Very high
Self-efficacy for learning & performance	5.62	.987	High
Intrinsic Goal Orientation	5.37	1.014	High
Task Value	4.84	1.251	High
Control of Learning Beliefs	4.84	1.251	High
Total	5.32	.762	High

Table 10 presents the summary of the maximum mean score of subscale for motivation for learning social studies in grade 10 and grade 11 was extrinsic goal orientation (M=5.89), the minimum mean scores were both task value (M=4.84) and control for learning beliefs (M=4.84), and the rest were in between. The total summary mean score of grade 10 and grade 11 was 5.32, based on the interpretation scores of MLSSQ in the table 3 could be interpreted that motivation for learning social studies in grade 10 and grade 11 was high.

Research Objective Two

Data from second part (Instructional Strategies Preferences) of the questionnaire (see Appendices A and B) was used to investigate research objective two:

To determine the students’ preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction in grade 10 and grade 11 social studies.

There were five subscales of the instructional strategies questionnaire such as: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction. Each subscale has five items. The ISPQ consists of 25 items, each item was to be rated on a 7-point likert scale from 1= not at all true of me to 7 = very true of me. If the statement is somewhat true of me, find the number between 1 and 7. The average scores of the ISP scale and sub-scales were interpreted by a 5-point rating scale (very high, high, moderate, low, and very low) as presented in Chapter 3.

The students’ Preferences among Five Instructional Strategies in Grade 10 Social Studies

Table 11 shows the mean score for each subscale of the ISPQ among the 102 students in grade 10.

Table 11
Mean and Standard Deviation for Each Subscale of Instructional Strategies Preferences Questionnaire (ISPQ) of Grade 10 (n=102)

Instructional Strategies Preferences	Mean	Standard Deviation	Interpretation
Direct Instruction	6.12	.956	Very high
Interactive Instruction	5.91	1.064	Very high
Independent Study	5.80	.994	High
Indirect Instruction	5.71	1.096	High
Experiential Learning	5.53	1.081	High
Total	5.81	.833	Very high

Table 11 indicates that the maximum mean score of subscale for instructional strategies preferences of social studies in grade 10 was direct instruction (M=6.12), the minimum mean score was experiential learning (M=5.53), and the rest were in between. The total mean score was 5.81, based on the interpretation scores of the ISPQ in the table 5 could interpret that instructional strategies preferences for social studies in grade 10 was very high.

The Students’ Preferences among Five Instructional Strategies in Grade 11

Social Studies

Table 12 shows the mean and standard deviation scores of each subscale for instructional strategies preferences among the 76 students in grade 11.

Table 12

Mean and Standard Deviation for Each Subscale of Instructional Strategies Preferences Questionnaire (ISPQ) of Grade 11 (n=76)

Instructional Strategies Preferences	Mean	Standard Deviation	Interpretation
Direct Instruction	6.04	.930	Very high
Independent Study	5.84	1.078	Very high
Interactive Instruction	5.83	.910	Very high
Indirect Instruction	5.78	1.116	High
Experiential Learning	5.73	1.111	High
Total	5.84	.883	Very high

Table 12 indicates that grade 11 students of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014 had the maximum mean score of direct instruction (M=6.04), the minimum mean score was experiential

learning ($M=5.73$), and the rest were medium. The total mean score was 5.84; this was interpreted as a very high interpretation.

The Overall Students' Preferences among Five Instructional Strategies

Table 13

Overall Mean and Standard Deviation for Each Subscale of Instructional Strategies Preferences Questionnaire (ISPQ)

Instructional Strategies Preferences	Mean	Standard Deviation	Interpretation
Direct Instruction	6.10	.942	Very high
Interactive Instruction	5.88	.999	Very high
Independent Study	5.82	1.029	Very high
Indirect Instruction	5.74	1.102	High
Experiential Learning	5.62	1.094	High
Total	5.83	.859	Very high

Table 13 shows that grade 10 and grade 11 students of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014 had a maximum mean score of direct instruction at 6.10, the minimum mean score was experiential learning at 5.62, and the rest were medium mean scores. The overall mean score of the ISPQ in grade 10 and grade 11 was 5.83. It was indicated that the students' preferences among five instructional strategies was very high interpretation.

The Frequency and Percentage of Students’ Preferences among Five Instructional Strategies in Grade 10 Social Studies

Table 14 shows the frequency and percentage scores for each subscale of instructional strategies preferences among the 102 students in grade 10.

Table 14

Frequency and Percentage for Each Subscale of Instructional Strategies Preferences Questionnaire (ISPQ) of Grade 10 (n=102)

Instructional Strategies Preferences	Frequency	Percent
Direct Instruction	31	17.4
Independent Study	21	11.8
Indirect Instruction	20	11.2
Interactive Learning	17	9.6
Experiential Learning	13	7.3
Total	102	57.3

Table 14 presents the maximum frequency and percentage of subscale for ISPQ in grade 10 was the direct instruction (F=31, 17.4%), the minimum frequency and percentage were experiential learning (F=13, 7.3%), and the rest were in between. The total frequency and percentage were (F=102, 57.3%). It could be interpreted that the direct instruction was their instructional strategy preference for social studies in grade 10.

The Frequency and Percentage of Students’ Preferences among Five Instructional Strategies Preferences in Grade 11 Social Studies

Table 15 shows the frequency and percentage scores for each subscale of instructional strategies preferences among the 76 students in grade 11.

Table 15

Frequency and Percentage for Each Subscale of Instructional Strategies Preferences Questionnaire (ISPQ) of Grade 11 (n=76)

Instructional Strategies Preferences	Frequency	Percent
Direct Instruction	22	12.4
Independent Study	18	10.1
Experiential Learning	16	9.0
Interactive Learning	11	6.2
Indirect Instruction	9	5.1
Total	76	42.7

Table 15 shown that the highest frequency and percentage of subscale for ISP in grade 11 was the direct instruction (F=22, 12.4%), the lowest frequency and percentage were indirect instruction (F=9, 5.1%), and the rest were in between. The total frequency and percentage were (F=76, 42.7%). It could be interpreted that the direct instruction was their instructional strategy preference for social studies in grade 11.

The overall Frequency and Percentage of Students’ Preferences among Five Instructional Strategies Preferences in Grade 10 and Grade 11 Social Studies

Table 16 shows the frequency and percentage scores for each subscale of instructional strategies preferences among the 178 students in grade 10 and grade 11.

Table 16

Frequency and Percentage for Each Subscale of Instructional Strategies Preferences Questionnaire (ISPQ) of Grade 10 and Grade 11 (n=178)

Instructional Strategies Preferences	Frequency	Percent
Direct Instruction	53	29.8
Independent Study	39	21.9
Indirect Instruction	29	16.3
Experiential Learning	29	16.3
Interactive Learning	28	15.7
Total	178	100.0

Table 16 shows that the maximum frequency and percentage of subscale for ISPQ in grade 10 and grade 11 was the direct instruction (F=53, 29.8%), the minimum frequency and percentage were indirect instruction (F=28, 15.7%), and the rest were in between. The total frequency and percentage were (F=178, 100%). It could be interpreted that the direct instruction was their instructional strategy preference for social studies in grade 10 and grade 11 students of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014.

Research Objective Three

Data from second and third parts motivation for learning social studies questionnaire and instructional strategies preferences questionnaire (see Appendices A and B) was used to investigate research objective three:

To compare the students' motivation for learning social studies according to their preferences for instructional strategies.

The MLSSQ has five subscales: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance. The ISPQ also has five subscales: direct instruction, indirect instruction, experiential learning, independent study, and interactive learning. In each item of both MLSSQ and ISPQ were to be rated on a 7-point likert scale from 1= not at all true of me to 7 = very true of me. If the statement is somewhat true of me, find the number between 1 and 7. The average scores of the MLSS and ISP scale and sub-scales were interpreted by a 5-point rating scale (very high, high, moderate, low, and very low) as presented in Chapter 3. One-Way ANOVA was used to compare the students' motivation for learning social studies according to their preferences for instructional strategies. One-Way ANOVA compares the mean of three or more groups based on one independent variable. The researcher intended to discover the students' instructional strategies preferences.

Research Hypothesis: There is a significant difference between students' motivation for learning social studies and their preferences for instructional strategies in grade 10 and grade 11.

Table 17 shows the sum of squares, df, mean square, F significant, and significant between groups and within groups among the 178 students.

Table 17
One-Way ANOVA Summary Table Comparing the Students' Motivation for Learning Social Studies according to Their Preferences for Instructional Strategies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.813	4	.453	.739	.567
Within Groups	106.113	174	.613		
Total	107.926	178			

*significant difference was $\geq .05$

Table 17 shows that mean square between groups was .453, within groups was .613, F significant was .739, and the significant was .567. It means that the result of significant was bigger than .05. The researcher used One-Way ANOVA to five instructional strategies in order to find out students' preferences for learning social studies and motivation for learning social studies considered as one group. The students' motivation for learning social studies according to their preferences for instructional strategies was not significantly at .05 (even .01).

Additional Findings

In this section, the researcher will provide the additional findings of this study. These additional findings were not specific results to the three research objectives; however, the researcher found them meaningful and valuable information to present. The researcher will present the following two additional findings:

1. The students' motivation for learning social studies in grade 10 and grade 11 according to gender.

2. The students' preferences among five instructional strategies preferences in grade 10 and grade 11 social studies according to gender.

The Students' Motivation for Learning Social Studies in Grade 10 and Grade 11 by Gender

As mentioned in previous section, the researcher found out the students' motivation for learning social studies in grade 10 and grade 11 of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014. Table 18 shows the mean scores for grade 10 and grade 11 students' motivation for learning social studies separated by gender.

Table 18

Mean scores for grade 10 and grade 11 Students' Motivation for Learning Social Studies Questionnaire (MLSSQ) separated by gender (n=178)

Grade Level	Number of students and mean scores					
	Male	Mean	Female	Mean	Total	Mean
Grade 10	46	5.21	56	5.14	102	5.17
Grade 11	27	5.44	49	5.50	76	5.47
	73	5.32	105	5.32	178	5.32

Table 18 shows that the male students' mean score for grade 10 was 5.21 and female students' mean score was 5.14. It indicated that male students' motivation for learning social studies in grade 10 were higher than female students. Furthermore, the female students' mean score for grade 11 was 5.50 and male students' mean score was 5.44. It showed that female students' motivation for learning social studies in grade 11 was higher than male students. Total mean score for grade 11 was higher than grade 10.

Mean Score for Each Subscale of Motivation for Learning Social Studies

Table 19

*Mean Scores for Each Subscale of Motivation for Learning Social Studies
Questionnaire (MLSSQ) of Grade 10 and Grade 11 by Gender*

Motivation for Learning Social Studies	Male (n= 73)	Female (n= 105)	Total (n= 178)
Intrinsic Goal Orientation	5.52	5.25	5.40
Extrinsic Goal Orientation	5.88	5.89	5.90
Task Value	4.73	4.92	4.84
Control of Learning Beliefs	4.73	4.92	4.84
Self-efficacy for Learning & Performance	5.69	5.57	5.62
Total	5.32	5.32	5.32

Table 19 presents the summary of the dominant respondents for each subscales of motivation for learning social studies in grade 10 and grade 11 was female students in extrinsic goal orientation (M=5.89), the minimum were both task value (4.92) and control of learning beliefs (4.92). The maximum respondents of each subscale for male students was extrinsic goal orientation (5.88), the minimum mean scores were both task value (M=4.73) and control of learning beliefs (4.73). Total mean scores for male and female students were equal at 5.32. It could be interpreted that the male and female students' motivation for learning social studies in grade 10 and grade 11 were both high.

The students’ Preferences among Five Instructional Strategies in Grade 10 and Grade 11 Social Studies by Gender

As revealed above, the researcher found the students’ preferences for instructional strategies for learning social studies in grade 10 and grade 11 of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014. Table 20 shows the mean scores for grade 10 and grade 11 students’ preferences for instructional strategies for learning social studies separated by gender.

Table 20
Mean Scores of Instructional Strategies Preferences Questionnaire (ISPQ) of Grade 10 and Grade 11 by Gender (n=178)

Grade Level	Number of students and mean scores					
	Male	Mean	Female	Mean	Total	Mean
Grade 10	46	5.92	56	5.73	102	5.81
Grade 11	27	5.81	49	5.86	76	5.84
	73	5.87	105	5.79	178	5.83

Table 20 presents that the male students’ mean score for grade 10 was 5.92 and female students’ mean score was 5.73. It indicated that male students’ instructional strategies preferences for social studies in grade 10 were higher than female students. Moreover, the female students’ mean score for grade 11 was 5.86 and male students’ mean score was 5.81. It showed that female students’ instructional strategies preferences for social studies in grade 11 were higher than male students. Total mean score for grade 11 was higher than grade 10.

Mean Scores for Each Subscale of Instructional Strategies Preferences of Grade 10 and Grade 11

Table 21

Mean Scores for Each Subscale of Instructional Strategies Preferences Questionnaire (ISPQ) of Grade 10 and Grade 11 by Gender (n=178)

Instructional Strategies Preferences	Male (n= 73)	Female (n= 105)	Total (n= 178)
Direct Instruction	6.17	6.03	6.09
Indirect Instruction	5.92	5.61	5.74
Experiential Learning	5.58	5.64	5.62
Independent Study	5.80	5.82	5.82
Interactive Learning	5.92	5.84	5.88
Total	5.87	5.79	5.83

Table 21 presents the summary of the dominant respondents for each subscale of instructional strategies preferences for social studies in grade 10 and grade 11 was male students in direct instruction (M=6.17), the minimum mean score was female students in indirect instruction (5.61). The total maximum mean scores based on the gender was male students (M=5.87) and the minimum was female students (M=5.79). It could be interpreted that the male students' preferences for instructional strategies for social studies in grade 10 and grade 11 was very high interpretation.

Summary

In this chapter, the researcher presented the research findings of the level of students' motivation for learning social studies in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year

2014 had total mean score of motivation for learning social studies was 5.32. It could be interpreted that the students' motivation was categorized in high level of motivation.

In terms of instructional strategies preferences questionnaire, they had three very high in instructional strategies preferences: direct instruction ($M=6.10$), independent learning ($M=5.88$), and interactive study ($M= 5.82$) and the rest were high. The total mean score for ISPQ was very high at 5.83. It could be interpreted that the student's instructional strategies preferences was in very high interpretation. Moreover, the highest frequency and percentage of the ISPQ was for the direct instruction ($F= 53, 29.8\%$), and the lowest was interactive learning ($F=28, 15.7\%$). It could be interpreted that more than quarter of total students were preferred to direct instruction strategy.

The students' motivation for learning social studies according to their preferences for instructional strategies was not significantly different at .05. The statistics showed that the significant F was .739 and sig .567; the total significant value was greater than .05.

In the next chapter, the researcher will discuss the findings presented above, linking them to previous research in the area. Chapter 5 will also note the limitations, recommendations, and suggestions for teachers' and students' motivation for learning social studies according to their preferences and future research in this field.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Chapter IV presented the findings from this study concerning the students' motivation for learning social studies according to their preferences for instructional strategies from grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014. This chapter will provide a summary of this study including the research objectives and hypothesis, the research methodology, and the findings of this study. It will then provide conclusions from the research, discuss the implications of those findings, and offer recommendations for both practice and future research.

Summary of the Study

The purpose of this study was to measure the level of motivation for learning social studies and compare the students' preferences for instructional strategies from grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014. Data were retrieved from the self-administered questionnaire which was completed by 178 students consisting of 73 male (40.3%) and 105 female (59.7%) students.

The questionnaire was comprised of three sections: demographic data, a Motivation for Learning Social Studies Questionnaire (MLSSQ), and an Instructional Strategies Preferences Questionnaire (ISPQ). The MLSSQ is composed of five motivation components, with 26 items measuring students' intrinsic goal orientation (4 items), extrinsic goal orientation (4 items), task value (6 items), control of learning

beliefs (4 items) and self-efficacy for learning and performance (8 items). The ISPQ was composed of five components, with a total of 25 items measuring students' direct instruction (5 items), indirect instruction (5 items), experiential learning (5 items), independent study (5 items), and interactive learning (5 items). Both the MLSSQ and ISPQ employed a 7-point likert scale from 1= not at all true of me to 7 = very true of me. The research was carried out in Dili on July 2, 7, 8, and 9, 2014.

The purposes of this study were to identify students' motivation for learning social studies according to their preferences for instructional strategies in grade 10 and grade 11 of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014. The research hypothesis was there is a significant difference between students' motivation for learning social studies and their preferences for instructional strategies in grade 10 and grade 11.

Main Findings

The main findings of this study will be presented according to the research objectives.

Research Objective one

To determine the level of students' motivation for learning social studies in grade 10 and grade 11.

The total mean score for motivation for learning social studies in grade 10 was high at 5.18. Among five subscales of motivation for learning social studies, extrinsic goal orientation was very high at 5.90 and the other four subscales - self-efficacy for learning & performance (M= 5.60), intrinsic goal orientation (M= 5.34), task value (M=4.57), and control of learning beliefs (M=4.57) were high.

The total mean score for motivation for learning social studies in grade 11 was high at 5.48. Among five subscales of motivation for learning social studies, extrinsic goal orientation was very high at 5.87 and the other four subscales were high: self-efficacy for learning & performance ($M=5.67$), intrinsic goal orientation ($M=5.39$), task value ($M=5.23$), and control of learning beliefs ($M=5.23$).

Overall motivation for learning social studies in grade 10 and grade 11 of Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014 was high at 5.32. Among five subscales of the MLSSQ, extrinsic goal orientation was very high at 5.89 and other four subscales were high such as: self-efficacy for learning & performance ($M=5.62$), intrinsic goal orientation (5.37), task value ($M=4.84$), and control of learning beliefs ($M=4.84$).

Research Objective Two

To determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction in grade 10 and 11 social studies.

The most preferred subscales for instructional strategies of social studies in grade 10 were direct instruction ($M=6.12$) and interactive instruction ($M=5.91$). The other three subscales were least preferred such as: independent study ($M=5.80$), indirect instruction ($M=5.71$), and experiential learning ($M=5.53$).

The most preferred subscales for instructional strategies of social studies in grade 11 were direct instruction ($M=6.04$), independent study ($M=5.84$), and interactive instruction ($M=5.83$). The other two subscales were least preferred such as: indirect instruction ($M=5.78$) and experiential learning ($M=5.73$).

The instructional strategies most preferred by social studies students in grade 10 and grade 11 of Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014 were direct instruction ($M=6.10$), interactive instruction ($M=5.88$), and independent study ($M=5.82$). The other two subscales were least preferred such as: indirect instruction ($M=5.74$) and experiential learning ($M=5.62$).

The maximum frequency and percentage of subscales for ISPQ in grade 10 was that for direct instruction at 17.4%. The second highest was for independent study at 11.8%. The third was for indirect instruction at 11.2%. The fourth was for interactive learning at 9.6% and the weakest was for experiential learning at 7.3%.

The maximum frequency and percentage of subscales for ISPQ in grade 11 was that for direct instruction at 12.4%. The second highest was for independent study at 10.1%. The third was for experiential learning at 9.0%. The fourth was for interactive learning at 6.2%, and the weakest was for indirect instruction at 5.1%.

The total maximum frequency and percentage of subscales for ISPQ in grade 10 was for direct instruction at 29.8%. The second highest was for independent study at 21.9%. The third & fourth was for indirect instruction & experiential learning both at 16.3%, and the last was for interactive instruction at 15.7%.

Research Objective Three

To compare the students' motivation for learning social studies according to their preferences for instructional strategies.

One-Way ANOVA was used to find the results of research objective three. All the significant values were greater than .05, which means the acceptance of H_0 and the rejection of H_1 . There was no significant difference between students' motivation

for learning social studies and their preferences for instructional strategies in grade 10 and grade 11.

Additional Findings

The researcher realized that additional findings were important to complete this study because in the demographic information was also gender information of respondents and therefore the students' motivation for learning social studies could be analysed according to their gender preferences for instructional strategies.

The total mean scores of motivation for learning social studies in grade 10 and grade 11 for male and female students were equal at 5.32. It can be noted that the male and female students' motivation for learning social studies in grade 10 and grade 11 were both high and there was no significant difference between male and female students in grade 10 and grade 11 in terms of their motivation for learning social studies.

For the male students', the most preferred instructional strategies for social studies in grade 10 and grade 11 were direct instruction, indirect instruction, and interactive instruction. The other two - independent study and experiential learning were only least preferred. For the female students', the most preferred instructional strategies for social studies in grade 10 and grade 11 were direct instruction, interactive instruction, and independent study. The other two - experiential learning and indirect instruction were least preferred.

Conclusion

This study investigated the level of students' motivation for learning social studies in grade 10 and grade 11 and found that motivation was high overall in both

grade 10 and grade 11 students' of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste. As well, the study also investigated the students' instructional strategies preferences and found three most preferred instructional strategies: direct instruction ($M=6.10$), interactive instruction ($M=5.88$) and independent study ($M=5.82$). The other two were least preferred: indirect instruction ($M=5.74$) and experiential learning ($M=5.62$) overall in both grade 10 and grade 11. Finally, 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 most preferred instructional strategies for social studies in grade 10 and grade 11 for the male students were direct instruction ($M=6.17$), indirect instruction ($M=5.92$), and interactive instruction ($M=5.92$). The other two instructional strategies - independent study ($M=5.80$) and experiential learning ($M=5.58$) were only least preferred. For the female students', the most preferred instructional strategies for social studies in grade 10 and grade 11 were direct instruction ($M=6.03$), interactive instruction ($M=5.84$), and independent study ($M=5.82$). The other two instructional strategies - experiential learning ($M=5.64$) and indirect instruction ($M=5.61$) were only least preferred.

Discussion

Learning Motivation

Motivation plays a very important role in the learning process and helps learners in activating and empowering their desires and needs to learn. Motivation is commonly classified in two basic forms: intrinsic motivation and extrinsic motivation.

This study found that the level of students' motivation for learning social studies in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste in the school year 2014 was high overall with the subscale of extrinsic goal orientation being very high and high in the four other subscales. Self-efficacy for learning & performance, intrinsic goal orientation, task value, and control of learning beliefs were also found to be high. The findings showed that the students had a very high level of extrinsic goal orientation indicating that they respond well to teachers who use reinforcement to provide confidence, enthusiasm and energy that derives from controlled rewards such as, material belongings, prestige and positive assessment (Sansone & Harackiewicz, 2000 cited in Larson & Rusk, 2011). Therefore, extrinsic incentives can function to help students to give more effort to learn social studies. Furthermore, Ryan and Deci (2000) argued that the external reinforcement such as getting good grades, praise, and other reinforcements in a learning process can bridge learners from extrinsic motivation to intrinsic motivation. This latter point was supported in this study by the finding that intrinsic motivation for learning social studies was high and complemented the very high level for extrinsic motivation. Students can be effectively motivated through such extrinsic factors as grades, rewards, comparing performance, evaluation, and competition that enhance the students' motivation to learn. This was the instructional strategy the social studies teachers in the Escola Secundária Católica de São José Operário in Dili, Timor-Leste used to raise students' motivation for learning.

The level of self-efficacy for learning & performance in this study was high. Students' self-efficacy makes them learn more to absorb knowledge of social science through the performance in every given task that they expect success. In this regard, Pintrich et al. (1991) stated that expectancy for success and self-efficacy of learners in

performing a given task helps them in controlling knowledge and skills to complete a task. Furthermore, Schunk (1991 cited in Azar & Reshadatjoo, 2014) argued that the learners have self-confidence and self-efficacy to complete a challenging task if they assume that they are capable of performing successfully. Given that the students self-selected to major in social studies in high school, their high self-efficacy for learning & performance in this study was undoubtedly influenced by self-interest from the students chosen major in social studies. Furthermore, self-efficacy motivates students to learn more and perform well in order to get good marks, which reflects their very high extrinsic motivation scores in this study.

The findings also showed the students' intrinsic goal orientation was high. This indicated that the students desire to learn social studies, propelled by their very high level of extrinsic motivation, was also supported and complemented by their high level of intrinsic motivation. Learning for them was not solely about rewards but also included strong inner commitment. It is the desire to learn from internal interest and curiosity that influences how much learners learn through personal learning goals. Students learning goals in this study were self-set because they chose themselves to major in social studies. This research finding was advocated by Pintrich et al. (1991) when they noted that intrinsic goal orientation concerns how learners consider themselves participating in a task to learn and attain mastery in terms of their desire and self-efficacy. Lepper, Corpus, and Iyengar (2005) stated that usually students show their intrinsic motivation through their personal learning goals in order to motivate them in the learning process with self-determination.

Task value refers to students' views toward course material in terms of interest, and utility (Pintrich et al., 1991). The task value score was also high indicating that the students evaluated social studies as having value for them. Agnesia

(2010) stated that if a task is related to students' personal values and goals, then their motivation to successfully complete the task will be increased. The students considered that the task value contributed to gain and achieve knowledge in learning social studies because all subject courses were related to social sciences that they chose as their major study. Furthermore, the score of task value was high as the students realized the given tasks were related to their individual learning goals.

The students also scored high in the control of learning belief subscale. The students' belief in the value and efficacy of their effort to learn produced a positive outcome in the level of motivation to learn social studies. The students realized that more effort to learn made a difference in their results, thus enhancing their ability to control their academic performance to be more strategically effective (Pintrich et al., 1991). Pintrich's study (1999 cited in Cheng, 2011) argued that if learners believe their efforts to learn will result in positive outcomes, then their self-control over their learning will be improved. They begin to monitor and control not only their cognition and behavior but also their learning environment in more strategic and effective ways. Self-evaluation leads to improved learning effort toward achieving learning goals (Bandura, 1988).

The additional findings comparing the students' motivation for learning social studies by gender in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste showed that male students' motivation for learning social studies in grade 10 was higher than female students and female students' motivation was higher than male students in grade 11. Both male and female students had high motivation in learning social studies because they were majoring in social studies based on their self-selected study programs.

Instructional Strategies Preferences

Instructional strategies preferences were classified into five types for the purposes of this study: direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction.

Students' instructional strategies preferences for learning social studies in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste had three most preferred instructional strategies and two least preferred. The three subscales categorized most preferred: direct instruction, interactive instruction, and independent study. The other two were least preferred: indirect instruction and experiential learning.

The students in both grade 10 and grade 11 most preferred direct instruction in learning social studies. Direct instruction is teacher-centered and is the strategy most commonly used in the teaching and learning process in Timor-Leste. The students mostly preferred direct instruction in their learning as it is the only strategy they had any significant experience with because they do not have wide access to the Internet or relevant sources to increase knowledge and skills through independent study. As mentioned in chapter 2, direct instruction is a process where teacher first provide new information before classroom activities in which students integrate new knowledge through practice in developing step by step skills of knowledge creation (Rosenshine, 1979 cited in Brophy, 1979). For them, the teacher is the only source of knowledge and teacher only focuses on the text books from the Ministry of Education without any additional sources. The finding of direct instruction in this study was in contrast to the ideas of Magliaro, Lockee, and Burton (2005 cited in Wright, Terry, & Bartholomew, 2012) that direct instruction has become less widely used nowadays because of the recent push towards hands-on activities in schools. The finding showed

that the students of Escola Secundária Católica de São José Operário in Dili, Timor-Leste most preferred direct instruction because this was their most experienced strategy in the teaching and learning process. This finding also correlated with the students' very high level of extrinsic goal orientation for learning social studies.

This study also indicated that interactive instruction was the second most preferred instructional strategy in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste. With interactive instruction students discuss and share among themselves and the teacher to improve knowledge in social studies. As mentioned in chapter 2, cooperative learning helps students to improve their communication skills to get knowledge from friends and teachers to apply in daily life (Wohl & Klein- Wohl, 1994 cited in Bayat, 2004). The students consider that the way to increase their knowledge is interacting with friends and teacher as a source of knowledge (teacher-centered and student-centered learning).

Independent study was the third most preferred instructional strategy in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste. The students' independent study will contribute to improvement of individual creativity, self-improvement and self-confidence. It is important to become independent learners (student-centered learning) to enhance knowledge and abilities. As mentioned in chapter 2, independent study will enhance students' self-confidence and better equip them for further education and daily life (Bolhuis & Voeten, 2001 mentioned in Meyer, 2010). The students consider that knowledge from teacher and friends form them to learn independently on how to prepare for future challenges to become self-learners, self-motivated, and self-confident.

The finding showed that indirect instruction was the least preferred instructional strategy in grade 10 and grade 11 at the Escola Secundária Católica de

São José Operário in Dili, Timor-Leste. However, the students still indicated a high preference for indirect instruction in learning social studies. They considered that indirect instruction provides chances for them to explore knowledge and skills through problem solving by defining, analyzing, recommending and taking actions. In this case, students had more roles to act in conducting inquiry (student-centered learning) with teachers acting as supporters, facilitators, organizer and guides. The finding showed that students' in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste had enough knowledge in conducting investigation to solve any problems in social studies. As mentioned in chapter 2 indirect instruction is teaching of concepts, designs, perception, examining and evaluation. In this regard, the students' interest and curiosity are awakening to solve problems (Brenau, 2002 cited in Oladayo & Oladayo, 2012).

The finding showed that experiential learning was the second least preferred instructional strategy in grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-Leste. The students preferred experiential learning at a high level in learning social studies. They considered experiential learning as an activity that emphasizes the learning process not the learning product. Therefore, it is necessary to make regular hands-on activities (student-centered learning) focusing on exploring students' experiences, sharing, analyzing, and applying rather than the quality of outcomes. As mentioned in chapter 2, experiential learning is composed of several steps that give students hands-on activities, cooperative, and reflective learning experience in increasing new knowledge and skills (Haynes, 2007 cited in North Illinois University Journal, n.d.).

Additional Findings

The results of this study showed that there was no significant difference between students' instructional strategies preferences by gender in grade 10 and grade 11. The researcher expected that the female students would be more highly motivated for learning social studies than male students, but the findings did not bear this out. The researcher realized there was no significant difference in gender because all the students of grade 10 and grade 11 were majoring in social studies based on their self-selected study programs.

Both male and female students most preferred direct instruction because the students were most experienced with direct instruction and it was regularly used in teaching and learning activities. Indirect instruction was the second most preferred instructional strategy for male students; on the other hand it became the second least preferred instructional strategies for female students. This finding showed that male students were discovering more knowledge and solving problems via analyzing, defining and taking actions. Furthermore, the male students had more roles to act in conducting inquiry or student-centered learning than female students.

Independent study became third most preferred instructional strategy for female students while becoming the least preferred instructional strategy for male students. This finding showed that the female students were contributing more to improve individual creativity, self-improvement, and self-confidence (Student-centered learning) than male students. All the rest of the instructional strategies were the same preference for both male and female students.

Recommendations

Recommendations for Practice

Based on the findings of this study, the researcher makes recommendations for teachers, principal and students of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste.

- There are five motivational factors that teachers should apply: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy for learning and performance. All five motivational components should be explicitly separated into intrinsic and extrinsic motivation.
 - Teaching students to be intrinsically motivated by providing easy, interesting, enjoyable tasks to inspire them to attempt the difficult learning activities and asking students what they interested in by giving them a choice of the tasks. The perception of individual interest, curiosity and pleasure shows intrinsic motivation because it shows acts of enjoyment in lifelong learning.
 - Control of learning beliefs makes learners believe that their efforts will result in learning begin from self-understanding to self-control. Therefore, it is important for teachers to motivate, inspire and encourage students to make them self-confidence in perception such as: always praise them with supportive ideas (you can do it, well done). It makes students confident and motivates them to learn even when they doubt their own learning beliefs.
 - Task value is a person involved or not involved in learning activities. Therefore a teacher engages students in learning not

to provide very easy tasks because it will make them bored or even give them very difficult tasks because the students will avoid to do the tasks but take appropriate approaches as given them some topics that they will choose to learn in order to stimulate them in learning, such as: make learning fun, demands a moderate amount of efforts and is stimulating.

- Self-efficacy for learning and performance is based on self-confidence and self-beliefs. Thus, praise and encouragement with guidance from the teachers are very important to build students confidence because environment reflects students' individual competence, inspires their beliefs, goal setting and determination. Furthermore, give the students some topics they chose to learn because it will improve their self-confidence in learning.
- Students of the Escola Secundária Católica de São José Operário in Dili, Timor-Leste were more interested in external motivation to achieve rewards or to avoid punishment rather than inner reasons that determine engagement in learning activities. Therefore, teachers should use extrinsic goals such as grades, praise, or other incentives. They also should motivate students to attend the class, be active in asking questions, active in class discussions, active in role play, class debates, conducting experiments and interactions with friends in solving problems, and completing homework.
- Instructional strategies are classified into five categories: direct instruction, indirect instruction, experiential learning, independent study, and interactive

instruction. All five instructional strategies can be taught in all social studies courses or even for other subject courses in school.

- Indirect instruction, teachers have to use lecture in explaining explicit teaching materials, drill & practice in both indoor and outdoor , motivate students to ask didactic questions regarding course subject to build critical thinking, demonstrations, guided & shared to students knowledge and skills.
- Indirect instruction, teachers provide topic discussion to students as to make them solve problems, case studies, reading for meaning, reflective discussion, writing to inform, concept formation.
- Experiential learning builds the students' knowledge to know the real life learning such as field trips, conducting experiments, simulations, games, storytelling, focused imaging, field observations, role-playing, model building, surveys that regards to each subject course.
- Independent study makes students learn self-reliantly focusing on individual learning in activities such as: essays, internet computer assisted instruction, journals, learning logs, reports, learning activity packages, assigned questions, and learning centers.
- Interactive instruction makes students eager to learn with friends or teachers in order to get more knowledge and skills in both inside and outside classrooms. The students interactive instruction should be taught through debates, role playing,

brainstorming, peer partner learning, discussion, laboratory groups, (think-pair-share), cooperative learning , jigsaw, problem solving, tutorial groups, interviewing, conferencing and internet computer assisted instruction.

This researcher recommends teachers use other varieties of instructional strategies in teaching and learning activities to arouse students' motivation to learn social studies and make them comfortable in learning. Moreover, teachers should identify what instructional strategies are fitting to teach different students and different grades by given them choices of instructional strategies that are most interesting for them to learn because students have different preferences of instructional strategies.

- This researcher recommends regular meetings after every trimestral exams with the students about their academic performance results and evaluation of teachers' in teaching. It should review the self-reflective assessments by class conferencing groups that will help students to monitor & evaluate their own performance and also teachers' performance. In conclusion, it is important to determine the instructional strategies in learning social studies to improve the achievement of students and teachers use of different instructional strategies in order to motivate students in learning.

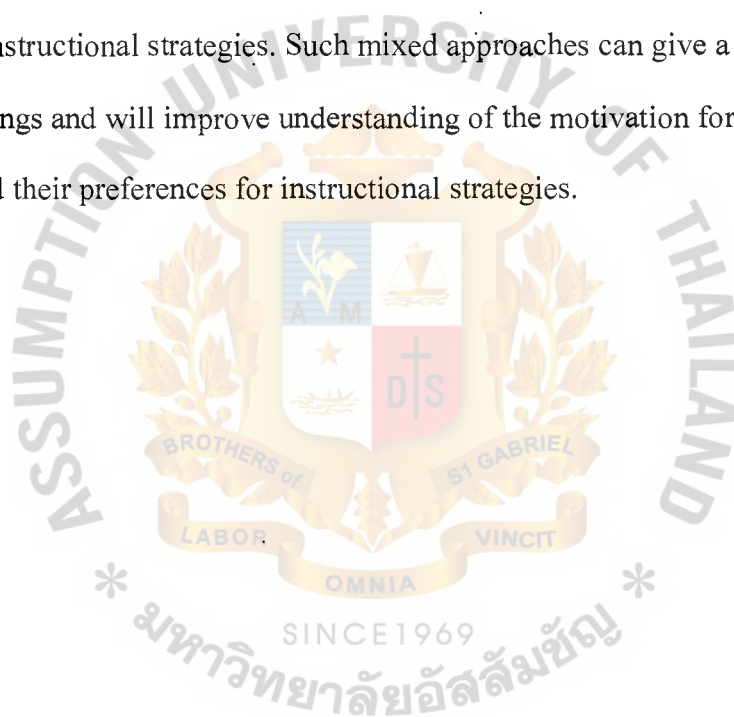
Recommendations for Future Research

This study offers the useful knowledge about the students' motivation for learning social studies and their preferences for instructional strategies from grade 10 and grade 11 at the Escola Secundária Católica de São José Operário in Dili, Timor-

Leste in the school year 2014. The research was conducted only with the students' grade 10 and grade 11 of the Escola Secundária Católica de São José Operário and the findings cannot be generalized to all the schools in Timor-Leste.

Therefore, a primary recommendation for future research is to conduct larger studies in social studies in grades 10, 11, and 12 of both private schools and government schools in Timor-Leste.

Finally, further studies should be done with a combination of qualitative and quantitative data comparing students' motivation for learning social studies and their preferences for instructional strategies. Such mixed approaches can give a greater depth to the findings and will improve understanding of the motivation for learning social studies and their preferences for instructional strategies.



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APPENDICES



Appendix A

Research Questionnaire (English Version)



July 2, 2014

Dear students,

The purpose of this study is to achieve a better understanding of your motivation for learning social studies and your preferences for how your teachers teach social studies.

This questionnaire consists of three parts: Part 1: Demographic information which asks for some information about you, Part 2: Motivation for Learning Social Study Questionnaire (MLSSQ), and Part 3: Instructional Strategies Preferences Questionnaire (ISPQ).

Your assistance in this research is highly appreciated. Thank you very much for helping me in this research.

Yours sincerely,

Gaspar Florindo Noronha Gama

Graduate School of Education, Assumption University of Thailand

Part I: Demographic Information

- Gender: Male ☐ Female ☐
- Grade Level: 10 ☐ 11 ☐

Part II: Motivation for Learning Social Study Questionnaire (MLSSQ)

The section has been designed to identify your motivation for learning social studies.

Directions:

There is no right or wrong answer; just answer as accurately as possible. Use the scale below to respond to the statements. If you think a statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1	2	3	4	5	6	7
Not at all true of me			Somewhat true of me			Very true of me

Item	1	2	3	4	5	6	7
1. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in social studies classes.	1	2	3	4	5	6	7
2. If I don't understand the course material, it is because I didn't try hard enough.	1	2	3	4	5	6	7
3. Understanding the subject matter of social studies is important to me.	1	2	3	4	5	6	7
4. I want to do well in social studies classes because it is important to show my ability to my family, friends, employer, or others.	1	2	3	4	5	6	7
5. When I have the opportunity in social studies classes, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1	2	3	4	5	6	7

1 Not at all true of me	2	3	4 Somewhat true of me	5	6	7 Very true of me	
6. I believe I will receive an excellent grade in social studies classes.	1	2	3	4	5	6	7
7. If I study in appropriate ways, then I will be able to learn the material in social studies.	1	2	3	4	5	6	7
8. I think I will be able to use what I learn in social studies classes in other courses.	1	2	3	4	5	6	7
9. Getting a good grade in social studies classes are the most satisfying thing for me right now.	1	2	3	4	5	6	7
10. In social studies classes like this, I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5	6	7
11. I'm certain I can master the skills being taught in social studies classes.	1	2	3	4	5	6	7
12. If I try hard enough, then I will understand the course material.	1	2	3	4	5	6	7
13. I like the subject matter of social studies.	1	2	3	4	5	6	7
14. If I can, I want to get better grades in social studies classes than most of the other students.	1	2	3	4	5	6	7
15. The most satisfying thing for me in social studies classes is trying to understand the content as thoroughly as possible.	1	2	3	4	5	6	7
16. I'm certain I can understand the most difficult material presented in the reading for social studies.	1	2	3	4	5	6	7
17. In social studies classes like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5	6	7
18. The most important thing for me right now is improving my overall grade point average, so my main concern in social studies classes are getting a good grade.	1	2	3	4	5	6	7
19. It is important for me to learn the course material in social studies classes.	1	2	3	4	5	6	7

1 Not at all true of me	2	3	4 Somewhat true of me	5	6	7 Very true of me	
20. It is my own fault if I don't learn the material in social studies.	1	2	3	4	5	6	7
21. I expect to do well in social studies classes.	1	2	3	4	5	6	7
22. I think the course material in social studies classes are useful for me to learn.	1	2	3	4	5	6	7
23. I'm confident I can do an excellent job on the assignments and tests in social studies.	1	2	3	4	5	6	7
24. I am very interested in the content area of social studies.	1	2	3	4	5	6	7
25. I'm confident I can understand the basic concepts taught in this course.	1	2	3	4	5	6	7
26. I'm confident I can understand the most complex material presented by the instructor in social studies.	1	2	3	4	5	6	7

Part III: Instructional Strategies Preferences Questionnaire (ISPQ)

Many teachers use different instructional strategies and students also learn from different instructional strategies. This questionnaire has been designed to identify your preferences for how your social studies teachers teach you.

Directions:

There is no right or wrong answer; just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1 Not at all true of me	2	3	4 Somewhat true of me	5	6	7 Very true of me
-------------------------------	---	---	-----------------------------	---	---	-------------------------

Item	1	2	3	4	5	6	7
1. I learn more when my teacher allows me to ask questions in the class.	1	2	3	4	5	6	7
2. I learn more when my teacher asks individuals the assigned questions in the class.	1	2	3	4	5	6	7

1 Not at all true of me	2	3	4 Somewhat true of me	5	6	7 Very true of me	
3. I learn more when my teacher assigns me to do a class presentation.	1	2	3	4	5	6	7
4. I learn more when my teacher gives me time to act upon my curiosity and interest to learn.	1	2	3	4	5	6	7
Item	1	2	3	4	5	6	7
5. I learn better when my teacher gives me instructions on how to do things.	1	2	3	4	5	6	7
6. I learn better working on class projects with other students.	1	2	3	4	5	6	7
7. Doing learning logs helps me to integrate content, process, and personal feelings about what I have learned.	1	2	3	4	5	6	7
8. I learn better when my teacher gives simulations in the class.	1	2	3	4	5	6	7
9. I learn more new knowledge when my teacher allows me to discover answers by myself.	1	2	3	4	5	6	7
10. It is better if my teacher guides me on classroom learning.	1	2	3	4	5	6	7
11. I learn better in the class when my teacher gives lectures.	1	2	3	4	5	6	7
12. I learn better when my teacher presents case studies of real world situations.	1	2	3	4	5	6	7
13. I learn more when my teacher takes the class out to visit exhibits or museums.	1	2	3	4	5	6	7
14. I learn more when my teacher gives home work at the end of the class.	1	2	3	4	5	6	7
15. I get more work done when I work with other students.	1	2	3	4	5	6	7
16. I learn better when my teacher divides us into groups for discussion during the class.	1	2	3	4	5	6	7
17. I understand things better when my teacher assigns me to work on research project.	1	2	3	4	5	6	7
18. I enjoy learning when my teacher organizes game activities in the class.	1	2	3	4	5	6	7
19. I learn more when my teacher solves problems by analyzing, evaluating and giving the solutions.	1	2	3	4	5	6	7
20. I learn more when my teacher uses display tools, such as maps and pictures.	1	2	3	4	5	6	7

1 Not at all true of me	2	3	4 Somewhat true of me	5	6	7 Very true of me	
21. I understand things better when my teacher encourages the class to do role plays.	1	2	3	4	5	6	7
22. I learn more when my teacher allows me to work alone.	1	2	3	4	5	6	7
23. I learn better when my teacher assign us to do field study/experiments.	1	2	3	4	5	6	7
24. I learn more when my teacher gives me an opportunity to use internet.	1	2	3	4	5	6	7
25. I enjoy learning when my teacher provides drill and practice activities.	1	2	3	4	5	6	7





Appendix B

Research Questionnaire (Tetun Version)

Loron-2 fulan-Jullu 2014

Tabé estudante sira,

Objetivu hosi estudu ida-ne'e nian maka atu hetan kompriensaun ne'ebé di'ak liu kona-ba imi-nia motivasaun atu aprende siénsia sosiál sira no imi-nia preferénsia kona-ba oinsá imi-nia mestre sira hanorin siénsia sosiál sira-ne'e.

Kestionáriu ida-ne'e kompostu hosi parte tolu: Parte 1: Kona-ba informasaun demografia ne'ebé sei husu informasaun balu kona-ba imi, Parte 2: Kona-ba motivasaun atu aprende siénsia sosiál, no Parte 3: Husu kona-ba oinsá imi hakarak atu hetan hanorin iha siénsia sosiál sira.

Imi-nia tulun iha peskiza ida-ne'e hetan apresisaun ne'ebé aas tebes. Obrigadu barak tanba tulun tiha ona ha'u iha peskiza ida-ne'e.

Ho neon,

Gaspar Florindo Noronha Gama

Graduate School of Education, Assumption University of Thailand

Parte I: Informasaun Demográfiku

- Jéneru: Mane Feto
- Nível Klase: 10 11

Parte II: Kestionáriu Motivasaun Atu Aprende Siénsia Sosiál Sira

Parte ida-ne'e dezeña tiha atu identifika imi-nia motivasaun atu aprende siénsia sosiál sira.

Instrusaun:

La iha resposta loos ka resposta sala; hatán de'it ho loloos tuir imi bele. Uza eskala iha kraik ne'e hodi hatán ba deklarasaun sira. Se imi hanoin katak deklarasaun ida loos tebetebes tuir imi-nia hanoin karik, hale'un (tau sírkulu) 7; se deklarasaun ida tuir imi-nia hanoin la loos liu kedas karik, hale'un (tau sírkulu) 1. Se deklarasaun ne'e maizumenus tuir imi-nia hanoin loos karik, buka número entre 1 no 7 ne'ebé deskreve imi-nia hanoin ne'ebé di'ak liu hotu.

1 Tuir ha'u-nia hanoin la loos liu kedas	2	3	4 Tuir ha'u-nia hanoin loos uitoan	5	6	7 Tuir ha'u-nia hanoin loos tebetebes
---	---	---	---	---	---	--

Rubrika	1	2	3	4	5	6	7
1. Konsidera tiha kursu ida-ne'e nia difikuldade, mestre, no ha'u-nia kapasidade, ha'u hanoin ha'u sei estuda di'ak iha aula siénsia sosiál nian.	1	2	3	4	5	6	7
2. Se ha'u la kompriende matérial kursu nian karik, ida-ne'e tanba ha'u la halo esforsu natoon.	1	2	3	4	5	6	7
3. Kompriende lisaun sira hosi siénsia sosiál ne'e importante mai ha'u.	1	2	3	4	5	6	7
4. Ha'u hakarak estuda di'ak iha aula siénsia sosiál nian tanba ida-ne'e importante atu hatudu ha'u-nia abilidade ba ha'u-nia família, belun, patraun, ka ema seluk	1	2	3	4	5	6	7
5. Bainhira ha'u iha oportunidade ba aula siénsia sosiál nian, ha'u hili tarefa kursu nian ne'ebé ha'u bele aprende hosi até karik sira garante valór di'ak.	1	2	3	4	5	6	7

1	2	3	4	5	6	7	
Tuir ha'u-nia hanoin la loos liu kedas			Tuir ha'u-nia hanoin loos uitoan			Tuir ha'u-nia hanoin loos tebetebes	
6. Ha'u fiar katak ha'u sei hetan valór exelente iha aula siénsia sosiál nian.	1	2	3	4	5	6	7
7. Se ha'u estuda ho dalan ne'ebé apropiadu, entaun ha'u bele aprende materiál iha siénsia sosiál sira.	1	2	3	4	5	6	7
8. Ha'u hanoin ha'u sei bele uza saida maka ha'u aprende iha aula siénsia sosiál nian iha kursu sira seluk.	1	2	3	4	5	6	7
9. Hetan valór di'ak iha aula siénsia sosiál nian ne'e nu'udar buat ida ne'ebé satisfás ha'u liu hotu agora ne'e daudaun.	1	2	3	4	5	6	7
10. Iha aula siénsia sosiál sira hanesan ida-ne'e, ha'u prefere materiál kursu nian ne'ebé dezafia duni ha'u atu nune'e ha'u bele aprende buat foun.	1	2	3	4	5	6	7
11. Ha'u iha serteza katak ha'u bele domina kapasidade sira ne'ebé hanorin daudaun iha aula siénsia sosiál nian.	1	2	3	4	5	6	7
12. Se ha'u halo esforsu natoon karik, entaun ha'u sei kompriende materiál kursu nian.	1	2	3	4	5	6	7
13. Ha'u gosta lisaun sira hosi siénsia sosiál nian.	1	2	3	4	5	6	7
14. Se ha'u bele karik, ha'u hakarak atu hetan valór di'ak liu iha aula siénsia sosiál nian duké maioria hosi estudante sira seluk.	1	2	3	4	5	6	7
15. Buat ida ne'ebé satisfás ha'u liu hotu maka koko atu kompriende konteúdu ne'e to'o kle'an tuir ha'u bele.	1	2	3	4	5	6	7
16. Ha'u iha serteza katak ha'u bele kompriende materiál ne'ebé difisil liu hotu ne'ebé hato'o iha leitura ba siénsia sosiál nian.	1	2	3	4	5	6	7
17. Iha aula siénsia sosiál nian hanesan ida-ne'e, ha'u prefere materiál kursu nian ne'ebé estimula ha'u-nia kuriozidade, até karik matéria ne'e difisil atu aprende.	1	2	3	4	5	6	7
18. Buat ne'ebé importante liu hotu mai ha'u agora daudaun ne'e maka hadi'ak ha'u-nia valór média total nian, tanba ne'e ha'u-nia preokupasaun mahuluk (prinsipál) iha aula siénsia sosiál nian maka hetan valór di'ak.	1	2	3	4	5	6	7
19. Importante mai ha'u atu aprende materiál kursu nian iha aula siénsia sosiál nian.	1	2	3	4	5	6	7
20. Ida'-ne'e nu'udar ha'u-nia sala karik ha'u la aprende materiál ne'e iha siénsia sosiál sira.	1	2	3	4	5	6	7

1	2	3	4	5	6	7	
Tuir ha'u-nia hanoin la loos liu kedas			Tuir ha'u-nia hanoin loos uitoan			Tuir ha'u-nia hanoin loos tebetebes	
21. Ha'u hein atu estuda di'ak iha aula siénsia sosiál sira.	1	2	3	4	5	6	7
22. Ha'u hanoin materiál kursu nian ne'e util mai ha'u atu aprende.	1	2	3	4	5	6	7
23. Ha'u iha konfiansa katak ha'u bele halo servisu exelente ba tarefa no teste sira iha siénsia sosiál nian.	1	2	3	4	5	6	7
24. Ha'u iha interese tebes iha área konteúdu sira siénsia sosiál nian.	1	2	3	4	5	6	7
25. Ha'u iha konfiansa katak ha'u bele kompriende konseitu báziku sira ne'ebé hanorin iha kursu ida-ne'e.	1	2	3	4	5	6	7
26. Ha'u iha konfiansa katak ha'u bele kompriende materiál ne'ebé kompleksu liu hotu ne'ebé hato'o hosi instrutor sira siénsia sosiál nian.	1	2	3	4	5	6	7

Parte III: Kestionáriu Preferénsia Estratéjia Edukativu Nian

Mestre sira barak uza estratéjia edukativu oioin no estudante sira mós aprende hosi estratéjia edukativu oioin mós. Kestionáriu ida-ne'e dezeń tiha atu identifika imi-nia preferénsia kona-ba oinsá imi-nia mestre siénsia sosiál sira hanorin imi.

Instrusaun sira:

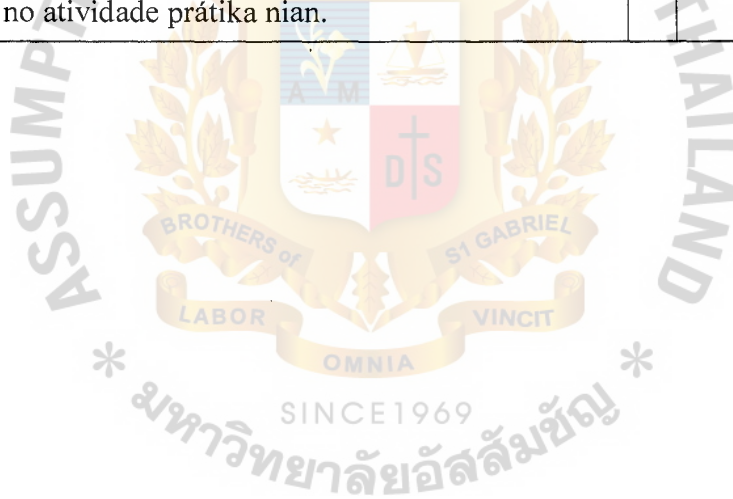
La iha resposta loos ka resposta sala; hatán de'it ho loos tuir imi bele. Uza eskala iha kraik-ne'e atu hatán pergunta sira-ne'e. Se imi hanoin katak deklarasaun ida loos tebetebes tuir imi-nia hanoin karik, hale'un (tau sírkulu) 7; se deklarasaun ida tuir imi-nia hanoin la loos liu kedas karik, hale'un (tau sírkulu) 1. Se dekalarsaun ne'e maizumenus tuir imi-nia hanoin loos karik, buka númeru entre 1 no 7 ne'ebé deskreve imi-nia hanoin ne'ebé di'ak liu hotu.

1	2	3	4	5	6	7
Tuir ha'u-nia hanoin la loos liu kedas			Tuir ha'u-nia hanoin loos uitoan			Tuir ha'u-nia hanoin loos tebetebes

Rubrika	1	2	3	4	5	6	7
1. Ha'u aprende barak liután bainhira ha'u-nia mēstre fó lisensa mai ha'u atu husu pergunta iha aula ne'e.	1	2	3	4	5	6	7

1	2	3	4	5	6	7	
Tuir ha'u-nia hanoin la loos liu kedas			Tuir ha'u-nia hanoin loos uitoan			Tuir ha'u-nia hanoin loos tebetebes	
2. Ha'u aprende barak liután bainhira ha'u-nia mestre husu ema ida-idak pergunta sira ne'ebé fó iha aula ne'e.	1	2	3	4	5	6	7
3. Ha'u aprende barak liután bainhira ha'u-nia mestre haruka ha'u atu halo apresentasaun klase nian.	1	2	3	4	5	6	7
4. Ha'u aprende barak liután bainhira ha'u-nia mestre fó mai ha'u tempu atu halo bazeia ba ha'u-nia kuriozidade no interesse atu aprende .	1	2	3	4	5	6	7
5. Ha'u aprende di'ak liu bainhira ha'u-nia mestre fó mai ha'u instrusaun kona-ba oinsá atu halo buat ruma.	1	2	3	4	5	6	7
6. Ha'u aprende di'ak liu bainhira halo servisu kona-ba projetu aula nian ho estudante sira seluk.	1	2	3	4	5	6	7
7. Estuda anotasaun sira tulun ha'u atu integra konteúdu, prosesu, no sentimentu pesoál kona-ba saida maka ha'u aprende ona.	1	2	3	4	5	6	7
8. Ha'u aprende di'ak liu bainhira ha'u-nia mestre fó simulasau iha aula laran.	1	2	3	4	5	6	7
9. Ha'u aprende barak liután koñesimentu foun bainhira ha'u-nia mestre fó lisensa mai ha'u atu deskobre resposta rasik.	1	2	3	4	5	6	7
10. Di'ak liu karik ha'u-nia mestre orienta ha'u kona-ba aprende iha aula laran.	1	2	3	4	5	6	7
11. Ha'u aprende di'ak liu iha aula laran bainhira ha'u-nia mestre fó palestra (esplikasaun).	1	2	3	4	5	6	7
12. Ha'u aprende di'ak liu bainhira ha'u-nia mestre ható o estudu kazu kona-ba situasaun réal mundu nian.	1	2	3	4	5	6	7
13. Ha'u aprende barak liután bainhira ha'u-nia mestre lori sai estudante sira atu bá vizita ezibisaun ka muzeu sira.	1	2	3	4	5	6	7
14. Ha'u aprende barak liután bainhira ha'u-nia mestre fó servisu atu halo iha uma (TPC) iha aula nia rohan.	1	2	3	4	5	6	7
15. Servisu barak maka ha'u halo hotu bainhira ha'u servisu ho estudante sira seluk.	1	2	3	4	5	6	7
16. Ha'u aprende di'ak liu bainhira ha'u-nia mestre fahe ami ba grupu-grupu atu halo diskusaun durante aula ne'e.	1	2	3	4	5	6	7
17. Ha'u kompriende sasán di'ak liu bainhira ha'u-nia mestre fó servisu mai ha'u atu halo kona-ba projetu peskiza nian.	1	2	3	4	5	6	7
18. Ha'u gosta aprende bainhira ha'u-nia mestre organiza atividade jogu nian iha aula laran.	1	2	3	4	5	6	7

1	2	3	4	5	6	7	
Tuir ha'u-nia hanoin la loos liu kedas			Tuir ha'u-nia hanoin loos uitoan			Tuir ha'u-nia hanoin loos tebetebes	
19. Ha'u aprende barak liután bainhira ha'u-nia mestre rezolve problema sira hodi analiza, avalia no fô solusaun.	1	2	3	4	5	6	7
20. Ha'u aprende barak liután bainhira ha'u-nia mestre uza instrumentu espozisaun, hanesan mapa no figura sira.	1	2	3	4	5	6	7
21. Ha'u kompriende sasán di'ak liu bainhira ha'u-nia mestre enkoraja estudante sira atu halo knaar.	1	2	3	4	5	6	7
22. Ha'u aprende barak liután bainhira ha'u-nia mestre fô lisensa mai ha'u atu halo servisu mesak.	1	2	3	4	5	6	7
23. Ha'u aprende di'ak liu bainhira ha'u-nia mestre haruka ami atu halo estudu iha kampu/esperimentasaun.	1	2	3	4	5	6	7
24. Ha'u aprende barak liután bainhira ha'u-nia mestre fô mai ha'u oportunidade atu uza internét.	1	2	3	4	5	6	7
25. Ha'u gosta aprende bainhira ha'u-nia mestre fornese ezersísio no atividade prátika nian.	1	2	3	4	5	6	7





Appendix C

Validity Approval Forms

Table

Specifications of Instructional Strategies Preferences Questionnaire (ISPO)

Sub-scale	Item Number
Direct Instruction	5,10,11,20,25
Indirect Instruction	4,9,12,19,24
Experiential Learning	3,8,13,18,23
Independent Study	2,7,14,17,22
Interactive Instruction	1,6,15,16,21
Total	25

Validity Approval

Does the validity of this questionnaire have your approval?

- ☒ Yes I, Dr. SANGOB LAKSANA have read and certify the validity of this questionnaire, which entitled Students' Motivation for Learning Social Studies and Their Preferences for Instructional Strategies at a Escola Secundária Privada São Pedro in Dili, Timor-Leste. My comments, suggestions are noted below.
- ☐ No I, have read and are unable to certify the validity of this questionnaire, entitled Students' Motivation for Learning Social Studies and Their Preferences for Instructional Strategies at a Escola Secundária Privada São Pedro in Dili, Timor-Leste. My comments, suggestion are noted below.

Comments or Suggestion:

Item 20 should use "Internet"
replacing "online"
because it is easy to understand

Name

Validity expert signature S. LaksanaDate 10 June 2019

Table

Specifications of Instructional Strategies Preferences Questionnaire (ISPD)

Sub-scale	Item Number
Direct Instruction	5,10,11,20,25
Indirect Instruction	4,9,12,19,24
Experiential Learning	3,8,13,18,23
Independent Study	2,7,14,17,22
Interactive Instruction	1,6,15,16,21
Total	25

Validity Approval

Does the validity of this questionnaire have your approval?

- ☒ Yes I, Dr. Watana Vinitwatanakorn have read and certify the validity of this questionnaire, which entitled Students' Motivation for Learning Social Studies and Their Preferences for Instructional Strategies at a Escola Secundária Privada São Pedro in Dili, Timor-Leste. My comments, suggestions are noted below.
- ☐ No I, have read and are unable to certify the validity of this questionnaire, entitled Students' Motivation for Learning Social Studies and Their Preferences for Instructional Strategies at a Escola Secundária Privada São Pedro in Dili, Timor-Leste. My comments, suggestion are noted below.

Comments or Suggestion:

.....

.....

Name Dr. Watana Vinitwatanakorn

Validity expert signature Dr. Watana Vinitwatanakorn

Date Jan 17, 2014

Table

Specifications of Instructional Strategies Preferences Questionnaire (ISPQ)

Sub-scale	Item Number
Direct Instruction	5,10,11,20,25
Indirect Instruction	4,9,12,19,24
Experiential Learning	3,8,13,18,23
Independent Study	2,7,14,17,22
Interactive Instruction	1,6,15,16,21
Total	25

Validity Approval

Does the validity of this questionnaire have your approval?

- ☒ Yes I have read and certify the validity of this questionnaire, which entitled Students' Motivation for Learning Social Studies and Their Preferences for Instructional Strategies at a Escola Secundária Privada São Pedro in Dili, Timor-Leste. My comments, suggestions are noted below.
- ☐ No I, have read and are unable to certify the validity of this questionnaire, entitled Students' Motivation for Learning Social Studies and Their Preferences for Instructional Strategies at a Escola Secundária Privada São Pedro in Dili, Timor-Leste. My comments, suggestion are noted below.

Comments or Suggestion:

The validity of the questionnaire shall be done item by item.

Name DR. PEREK PARNSIMA

Validity expert signature

Date 10 June 2014

Appendix D

Formal Recommendation Letter of Research & the Certification Letter of Data
Collection





มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Ref: DE 052/2014

Graduate School of Education
Assumption University of
Thailand
Hua Mak, Bangkok
Bangkok 10240
Thailand

June 14, 2014

Principal of Escola Secundária Privada São José in Dili
Timor-Leste

Dear Principal,

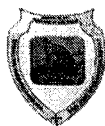
This letter is to serve as a formal recommendation letter for Mr. Gaspar Florindo Noronha Gama, ID 5529492, student in the Master of Education Program in Curriculum and Instruction, Graduate School of Education, Assumption University of Thailand, who is going to conduct data collection for his thesis study.

As a requirement of the program, he will work on the thesis proposal of his interest about "A COMPARATIVE STUDY OF STUDENTS' MOTIVATION FOR LEARNING SOCIAL STUDIES AND THEIR PREFERENCES FOR INSTRUCTIONAL STRATEGIES AT THE ESCOLA SECUDÁRIA PRIVADA SÃO JOSÉ OPERÁRIO, TIMOR-LESTE." To fulfill this requirement, he needs to carry out a data collection in Timor-Leste with particular institution in order to complete his project.

For the above reason, I highly recommend him to bear data collection back in Timor-Leste. Please do not hesitate to contact me at education@au.edu if you have any question. Finally, I would like to thank you for your kind attention and cooperation.

Very truly yours,

Assoc. Prof. Dr. Suwattana Eamraphan
Associate Dean
Graduate School of Education
Assumption University of Thailand



ESCOLA SECUNDÁRIA CATÓLICA DE SÃO JOSÉ OPERÁRIO
(ESCJO)

July 11, 2014

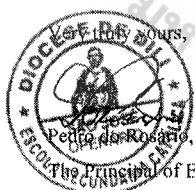
Escola Secundária Católica de São José Operário, Dili, Timor-Leste

To : Assoc. Prof. Dr. Suwattana Eamraphan
 Subject : The Certification Letter of Data Collection

Dear Associate Dean,

This letter is to certify that the following student's named: *Mr. Gaspar Florindo Noronha Gama*, is the student and currently studying for Graduate School of Education in Assumption University of Thailand has done his research in the Escola Secundária Católica de São José Operário, Dili, Timor-Leste. He works on the thesis proposal of his interest about "A COMPARATIVE STUDY OF STUDENTS' MOTIVATION FOR LEARNING SOCIAL STUDIES AND THEIR PREFERENCES FOR INSTRUCTIONAL STRATEGIES AT THE ESCOLA SECUNDÁRIA CATÓLICA DE SÃO JOSÉ OPERÁRIO IN DILI, TIMOR-LESTE".

Thank you very much for good cooperation and doing research in our school.



Pedro da Rosa, L.Ed.
 The Principal of Escola Secundária Católica de São José Operário
 Dili, Timor-Leste



Appendix E

Translation Approval Form

Instituto Nacional de Linguística
 Universidade Nacional Timor Lorosa'e
 Lice Dr. Francisco Machado
 Av. Cidade de Lisboa
 Dili, Timor-Leste, Po.Box.317
 Telf. (670) 3313142, Fax. (670) 3310484
 E-mail: inldili@yahoo.com

Letter of Certification

This is to certify that Questionnaires for Research is translated and edited according to *Ortografia Padronizada Tetun nian* (the Standardized Orthography of Tetun) by one of the staff of Instituto Nacional de Linguística (INL). The translated version of Tetun is really based on the original document, the English version.

Dili, 24 June 2014

The translator of INL

Mário Adriano Soares, MAPPLing



BIOGRAPHY

Name : Gaspar Florindo Noronha Gama
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