

# **IMPACT OF E-APPROACHES ON MOTIVATING MIDDLE SCHOOL SOCIAL STUDIES TEACHERS**

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## **Introduction:**

Motivational skill is essential for enhancement of student's performance. Teachers as leaders in the class need to motivate students to develop interest and comprehend what they learn. Teachers need assistance, guidance and motivation from their heads for continuous learning to understand the various pedagogies and skills that help in building better strategies. It is mandatory for the middle-management leaders to understand the needs of teachers and provide the necessary assistance in improving the standards of learning and teaching and thereby improve the student achievement.

Working as a middle manager for 12 years with the Middle school, which is affiliated to the CBSE – New Delhi, I have realized that teachers need to review and constantly be motivated and professionally trained to improve their teaching techniques. Two years ago the CBSE BOARD – New Delhi, revamped the assessment system, and implemented formative and summative assessments that definitely called in for motivating the teachers to bring in a change in their teaching strategies and improving their teacher leadership skills.

Through my regular meetings with the Social Science teachers and the students of grade 7&8, through observing the results obtained by students and listening to comments from the parents, I realized that teachers were showing less interest in the subject and followed the traditional approaches in delivering lessons. I observed that teachers were not able to develop the required skills and guidance among the students. The questions that needed answers were:

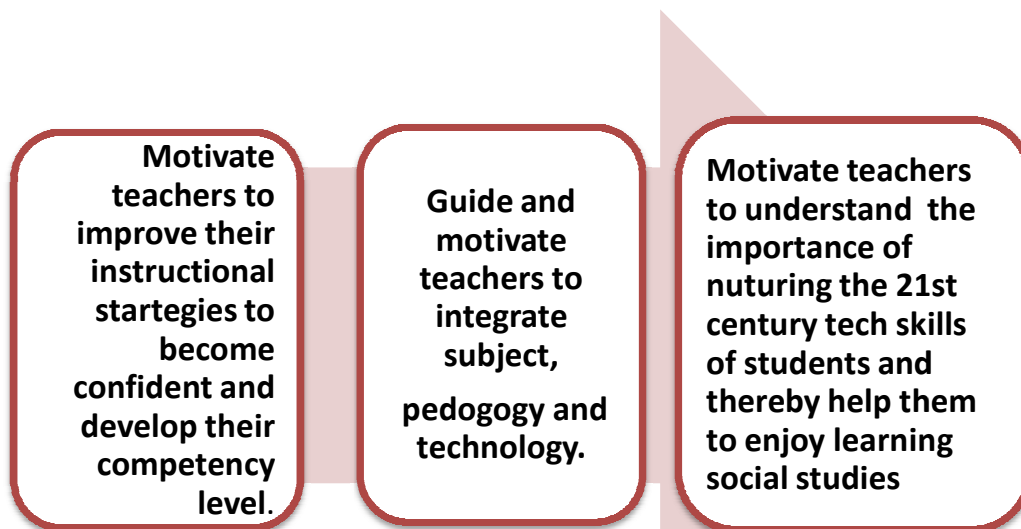
- What motivational skills are required to enhance the teaching skills of my teachers?
- How do I intrinsically motivate my teachers to become competent and be groomed as confident teacher leaders?
- Will the tech skills motivate my teachers to improve their instructional strategies?

An Australian report titled "**Employability Skills for the Future**" (ACC,2002) states that the key skills needed to increase one's employability include communication, teamwork, problem-solving skills, initiative and enterprise skills, planning and organizing, self-management, learning skills and technology. All the above skills can be developed by school leadership program. My goal was to teach and motivate Social Science teachers to integrate technological tools such as graphic organizers, kiosk mode power-point presentation and STAIR DESIGN to make the subject comprehensible and interesting for students. According to Chmielewski and Dansereau(1998) students develop problem solving behavior when they use mapping and digital tools and these behavioral traits persist even when they are not using them. These findings were supported by schema theory as mentioned by Dye.G.A (2000) in her article **GRAPHIC ORGANISERS TO THE RESCUE**. The schema theory states that

a person takes new information and stores in the pre-existing hierarchies or channels. Schema theory sets the ground work for advance organizers (Ausubel1963) which when presented at the beginning of the lesson, orient students with information that the teacher is about to present. The graphic organizers are visual displays used to organize information (Meyen et al. 1996). These processes help students to integrate new knowledge into their scaffolds. The graphic organizers have its roots in the schema theory.

Understanding the impact these tools can have on teachers and students and been trained at Michigan State University, Dubai on using instructional technology in the classroom, and knowing that the key to leadership is to assist the team to use innovative digital tools, I decided to motivate and train Social Science teachers who are already ICT trained but lack fresh ideas to improve their instructional strategies, pedagogical and technological skills. As a professional leader, I aimed to motivate the Social Science teachers to use tech tools such as graphic organizers, Stand Alone Resource Instructional Design and kiosk mode power-point presentation to improve their self-confidence and competency level as well as student achievement and interest in the subject.

### Purpose of study:



### Theoretical background:

Based on an understanding gained on the kind of motivation that can improve the job performance, skills and the instructional strategies of Social Studies teachers, I have categorized the literature under work motivation, motivation related with attitude and values, motivation with e-approaches.

Work Motivation: According to Herzberg's (1959) motivation hygiene theory, motivational factors are divided into two categories: Motivation factors which have something to do with the surrounding context; Motivating factors that includes pay, security and general working conditions. Herzberg hygiene factors operate primarily as de-motivators if they are insufficient. He suggests that workers are most satisfied and most productive when their jobs are rich in the motivator factor – when the work is interesting. This, he proposes can be accomplished by job enrichment. However, Herzberg theory was strongly criticized by Vroom 1964,

Vroom (1964) in his expectancy theory states that individuals do not focus on needs but on the outcome; he realized that an employee's performance was based on his/her personality, skills, knowledge, experience and ability. His theory is based on three variables on beliefs that he calls valence, expectancy and instrumentality. While these two theories have two different opinions, it was noted that Hackman and Oldham's' (1976) model of job enrichment suggests that jobs can be motivating by increasing each of the following: **Skill variety** (the number of different skills required by the job), **task identity** (the degree to which the job produces something meaningful), **task significance** (the importance of the work), **autonomy** (the degree to which the individual has freedom in deciding how to carry out the work).

However it is noted that McClelland's concept of achievement motivation is also related to Herzberg's motivation hygiene theory. McClelland D.C (1961) states that people with high achievement motivators tend to be interested in the motivators (the job itself). Achievement motivation people want feedback; they want to know how well they are doing the job. On the other hand the low achievement motivation people are concerned about the environment. These people are more concerned on what others are talking about them than doing the job well.

According to Ryan and Deci (2000) intrinsic motivation is defined as doing an activity for its inherent satisfaction rather than for some separable consequence. The job or work is done because it is challenging and adds fun to life. The person does not look for the external products, pressures or rewards for the work done. In addition to this, Deci and his colleagues postulated that intrinsic motivation arises when individuals feel self-determined and competent in their work (Deci 1975: Deci & Ryan 1985). Presumably people will feel self-determined if they have at least some autonomy in what they do. According to this model, people will feel competent if they obtain feedback that indicates progress in their work, or suggests ways that can increase their competence. These conditions are likely to be met only when the difficulty of the work matches (or slightly exceeds) the person's skills.

In addition to this, Crikzentmihalyi 1975 also observed Deci's suggestions as "Self-determination and competence cannot work to produce intrinsic motivation unless the target task is interesting in some degree. Such interest might arise from skill variety or task identity. Levels of intrinsic motivation are marked by such strong interest and involvement

in the work, and by such a perfect match of task difficulty with skill level, people experience a kind of a psychological flow, a sense of merging with the activity they are doing”.

Reasons for quoting the theories and studies are because teachers who are taken for sample study for my action research will definitely have these qualities in them, as these are the main motivational factors in determining their interest towards learning and teaching as well as motivating themselves in integrating the e-approaches with their subject. As a middle manager I need to know which of these motivational factors is dominating amongst teachers, so that I could assist them further to perform well.

### **Motivation related to values:**

Relating to the values and attitudes of teachers, an important motivational factor in performing well, Dornyei&Csizer (1998) presented 10 commandments for teachers that are directed at improving student motivation. Dornyei (2001) proposed that these strategies could be grouped into 4 categories.

The first category indicates it is necessary to create basic motivational conditions by adopting appropriate teacher behaviors, having good relationship with students, maintaining a pleasant and a supportive atmosphere in the classroom and providing group norms for a cohesive learning group.

The second category focuses on generating student motivation by enhancing their learner related values and attitudes, increasing their goal orientation, making the curriculum relevant and creating realistic learning beliefs.

The third category involves maintaining motivation by setting proximal sub-goals, improving the quality of learning experience, increasing students’ self-confidence, creating learner autonomy and promoting self-motivating learner strategies.

The fourth category deals with encouraging positive self-evaluation by promoting attributions to effort rather than the ability, providing motivational feedback and increasing learners’ satisfaction clearly. The assumption underlying all these recommendations is that teacher behavior and beliefs have a direct influence on students.

Noel (2001) in his investigation on the relationship between student perception of their teachers communication styles and various measures of motivation indicated that the more controlling the teacher seemed to the students, the less autonomy they felt, and that the more informative the teacher was perceived to be in terms of feedback given, the more competent the student felt.

Studies quoted above gave me an insight on teachers’ attitude & behavior and their importance in determining the students’ interest towards comprehending the subject. I

understand that even if e-approaches are integrated with the subject as a motivational factor the attitude and behavior of teachers plays a major role.

### **Motivation through E-approaches:**

In this section, I summarize the views I have collected from a few studies that are related to motivating teachers through E-approaches. As one of the objectives of my study is to motivate and improve the instructional strategies of teachers by integrating technology, pedagogy and subject, certain studies quoted are related to it, other than the studies quoted on motivation related to tech tools.

Connecting with the objective of my study on improving the instructional strategies of Social science teachers, I agree with Beck&McKeown (1988); Good &Brophy2000; Roenshine (1968) who have stated that when teachers make presentations to provide explanations or demonstrate ideas, they should project enthusiasm for the content and organize it in a way that it can maximize clarity and coherence. Teachers should help students to follow the structure and flow of the content by using outlines or graphic organizers that depict relationships, call attention to key ideas and keep track with the steps involved and use strategies that can help in completing the tasks. In addition to this, Jere Brophy in his 12 principles of teaching and learning has quoted research findings of Beck&McKeown (1988), Clark & Peterson (1986); Wang, Haertel& Walberg (1993) which states, that teachers are focused on the content coverage that they lose sight of larger purposes and goals that are supposed to guide curriculum planning. It was also noted in their findings that teachers aim is on content coverage than structuring the content with powerful ideas and getting it connected with important goals. These findings indicate that such problems can be minimized through goal-oriented curriculum development in which the curricular planning is guided by the overall purposes and goals of the instruction.

The research findings of Jere Brophy on setting goals for the curriculum, gels well with Gary P Latham's understanding of goal setting .Latham (1990) in his paper on **GOAL SETTING: A Five Approach to Behavior Change** has stated that goals are effective because they provide people with a challenge as well as a feeling of accomplishment when progress is made towards the attainment. In addition to this, goals will also reduce stress and provides meaning to other wise meaningless tasks.

Drawing on to the work in the field of school effectiveness and school improvement by Macbeth and Mortimer, 2001; Swann and Pratt, 1999; Gray, Reynolds, Fitz-Gibbon and Jesson, 1996, and study by Datnow and Castellano, 2000; Goddard, Hoy and Hoy, 2000; Tschannen-Moran, Hoy and Hoy, 1998, on teacher efficacy, it can be understood that school and teachers can positively influence pupil motivation. In developing a guided and structured approach to the application of ICT to directly influence pupil motivation, via the above factors, the thinking of teachers about the ways in which motivation operates, and

the degree to which it might therefore be changed, will also experience pressure to change. A conception of motivation as a collection of currently held beliefs rather than as a fundamental aspect of an individual's personality, is central to the enhancement of teacher efficacy and, thereby, school effectiveness. ICT, used within an appropriate and informed framework, can provide tools that enable the development of these more effective conceptions to take place.

According to Fullan (1990) "professional development are those activities which are intended to improve skills, attitudes, understandings, or performance in present or future roles. He demonstrated that there is a positive correlation between attendances at faculty development activities targeting technology integration. His findings clearly state that there can be an increased use of technology only by those who have shown interest and got motivated to acquire skills by being present at the time of the training".

Referring to the areas of interest, Lim and Kim (2003) have stated in their study that level of interest is another type of motivational factor promoting learner's involvement during learning. When a learning task is challenging and involves fantasy during the learning process, learners will be motivated.

Bhattacharya & Jorgensen (2006) stated that it is not only the diversity of people that is of utmost importance, but also the resources, technologies, subject area, capabilities of teachers and students that are equally important in determining the results. The instructor or designer needs to be creative and use different activities and inter-activities to motivate and engage students to enhance their learning experience. I learned from this study that for teachers to conduct these activities they need to be constantly motivated. With the limited resources to our avail, I decided to take in the tools that can guide teachers in further improving their teaching techniques. When connecting my understanding to socio-analytical theory as quoted by Hogan 2003; Hogan and Holland, 2003; Hogan & Warremfeltz 2003, it is understood that people have innate needs for acceptance and approval, status, power and control of resources and predictability and order.

According to McCauley & Van Velsor, 2004 as quoted by Gary P Latham and Christopher T Ernst in their paper **KEY TO MOTIVATING TOMORROW'S WORK FORCE** "Employee motivation is inextricably tied up to an organizational leadership." They have stated that "leadership will no longer be viewed as the unique characteristics of traits of any one individual, but rather finds its source in the dynamic processes through which people relate to one another, leadership will consist of collective activities of organization members to set direction, build commitment and create alignment.

As the research is focused on motivating teachers in building better strategies for student improvement and achievement through graphic organizers, a reference was taken from Howard Wainer (1990) study that states when students see data in a graphical display it

motivates them to discover patterns and recognize meaning about data that might not be readily seen in table or text. Graphs can easily show elements that might not have been seen otherwise. This understanding has further been supported by the findings of, Vonnie Dicecco and Mary Gleson's (2002) in their study on **Use of graphic organizers and student improvement**. The study proposes that middle-school students who chose to use graphic organizers as a study tool when reading expository texts such as lab procedures, government documents and journals have shown increased text scores. These studies support the research that I have taken towards motivating and improving the teaching strategies of social science teachers in using the graphic organizers.

**Methodology:** To enhance the technological skills of teachers and motivate them in integrating the skills into pedagogy and subject, six social studies middle-school teachers handling grades 7&8 were selected for the study. I have only six teachers handling social studies as each teacher is expected to handle 28 periods of class per week. To begin with, the teachers were briefed on the importance of improving their tech skills and shown a video on the integration of subject, pedagogy and technology. (The video can be viewed in the research page of my website ([www.pacesetting.weebly.com](http://www.pacesetting.weebly.com))). Few questions were asked with regard to the video seen and then a class was conducted on Jere Brophy's 12 principles on improving the instructional strategies. After a short break, teachers were asked to download the free graphic organizers.

Following links were provided to download graphs, teachers were taught on working on these graphs. :

- <http://educationaltech-med.blogspot.com/2011/04/holt-teachers-best-graphic-resource.html>
- <http://www.bubbl.us>
- <http://www.gliffy.com>

After learning about graphic organizers, teachers were shown a sample of how to plan & design a presentation on a smart art tool using the STAIR project form (the form is uploaded in my website) as well as how to construct the kiosk mode power-point presentation. (Sample is uploaded in my website)

Teachers were given the check list and the questionnaire to be filled up, after they had used the tech tools in their respective classes where they taught. They were also briefed that, though this study was taken as an assignment for the MASTER'S PROGRAMME that I was pursuing with MMU, it will benefit them in improving their skills. The questionnaire and the checklist was the modified version of Grassroots effectiveness survey tool that was designed by School net, a semi-autonomous governmental agency funded by Canadian Government. Grassroots was designed to motivate teachers to learn how to use internet access point in the service of students' growth.

Grassroots effectiveness survey tool is quite elaborate as this tool was administered to teachers at the United States who underwent a professional development course for a certain period of time. The objective of selecting this tool and modifying it is that the Grassroots project was framed basically to motivate schools to learn how to use technology.

**Advantages of taking the Grassroots survey tool are:**

- It asked questions that are relevant
- It covers the interest and motivation achieved by students and teachers.

**Disadvantages**

- It is quite lengthy
- Teachers are expected to quote specific examples on various areas such as student learning, authentic PD etc.

As my action research is based on a one-day workshop and focuses on using few tech tools in motivating teachers, the Grassroots survey tool was completely modified to suit my study.

**Tools used for data analysis:**

The tools are as follows:



## **IMPACT OF E-APPROACHES ON MOTIVATING MIDDLE SCHOOL SOCIAL STUDIES TEACHERS**

S. No	<b>Graphic organizers</b>	Yes	No
1	• Classifies ideas and communicates more effectively.		
2	• Designs are attractive and used for specific purposes.		
3	• Helps to plan and organize work systematically		
4	• Content easier to understand and learn		
5	• Amazing review and revision tool		
6	• Reduces demands on information processing		
7	• Encourages strategic learning		
8	• Information becomes more clear and less fuzzy		
9	• Visually sorts new information into familiar categories		
10	• Analyzes relationships between old and new information		
<b>Stair Design and Kiosk Mode presentation</b>			
1	• Attractive colors		
2	• Transition effects		
3	• Sound Effects		
4	• Animations		
5	• Clearly designated button actions		
6	• Very supportive to improve high order thinking skills		
7	• Excellent visual tool		
8	• Excellent communicative tool		
9	• Encourages student / audience interaction		
10	• Helps reflect on new modes of teaching and learning		

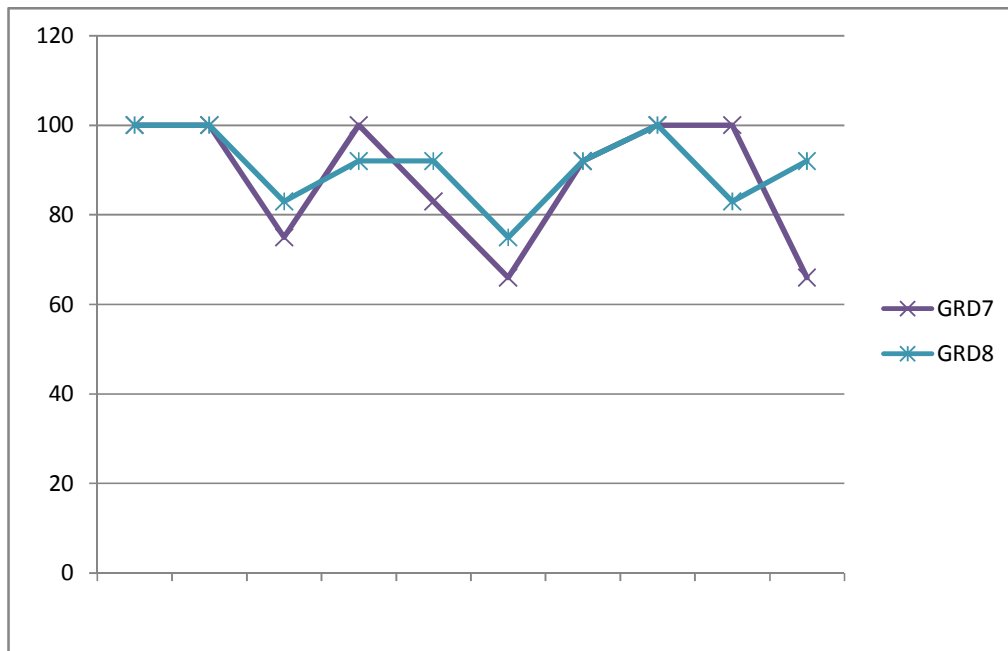
### **Data Analysis and findings with discussion:**

The scores for check list of graphic organizers, STAIR design& Kiosk Mode presentation was categorized as **(4- Fully yes, 3- partially yes, 2-partially No, Fully No)**

The consolidate checklist of grades 7&8 on the motivational factors of graphic organizers and kiosk mode power-point presentation is as given below. For comparative studies the scores have been converted into percentage. (The consolidated score sheet with the actual score are uploaded on website [www.pacesetting.weebly.com](http://www.pacesetting.weebly.com) )

**Graphic Organizers**

Q.No	Motivational Factors	SCORES IN %	
		Grade 7	Grade 8
1	Classifies ideas and communicates more effectively.	100	100
2	Designs are attractive and used for specific purposes.	100	100
3	Helps to plan and organize work systematically	75	83
4	Content easier to understand and learn	100	92
5	Amazing review and revision tool	83	92
6	Reduces demands on information processing	66	75
7	Encourages strategic learning	92	92
8	Information becomes more clear and less fuzzy	100	100
9	Visually sorts new information into familiar categories	100	83
10	Analyzes relationships between old and new information	66	92



**Findings:** The motivational factors were considered as independent variables and the scores achieved as dependent variables. A comparison was drawn between grade 7 and 8 teachers on the factors that motivated them in the graphic organizers they learnt and used in their respective classes for teaching.

Grades 7&8 Social Science teachers were positive and said that they were motivated by graphic organizers as the designs were attractive and can be used for specific purposes. However, it was noted that grade 8 teachers scored more on the motivational factors such as plans to work systematically, content becomes easier to understand and learn, an amazing review and revision tool, reduces demands on information processing, analyses new and old information. Referring to my literature review as opined by Hackman and Oldham's (1976) model of job enrichment that suggests, jobs can be made more motivating by increasing each of the following: **Skill variety** (the number of different skills required by the job), **task identity** (the degree to which the job produces something meaningful), **task significance** (the importance of the work), **autonomy** (the degree to which the individual has freedom in deciding how to carry out the work). His study fits with these findings. The evidence for my study to state are the teachers rating on the score sheet and the graph as well as the sample worksheets and power-point presentation of teachers that is uploaded on my website ([www.pacesetting.weebly.com](http://www.pacesetting.weebly.com))

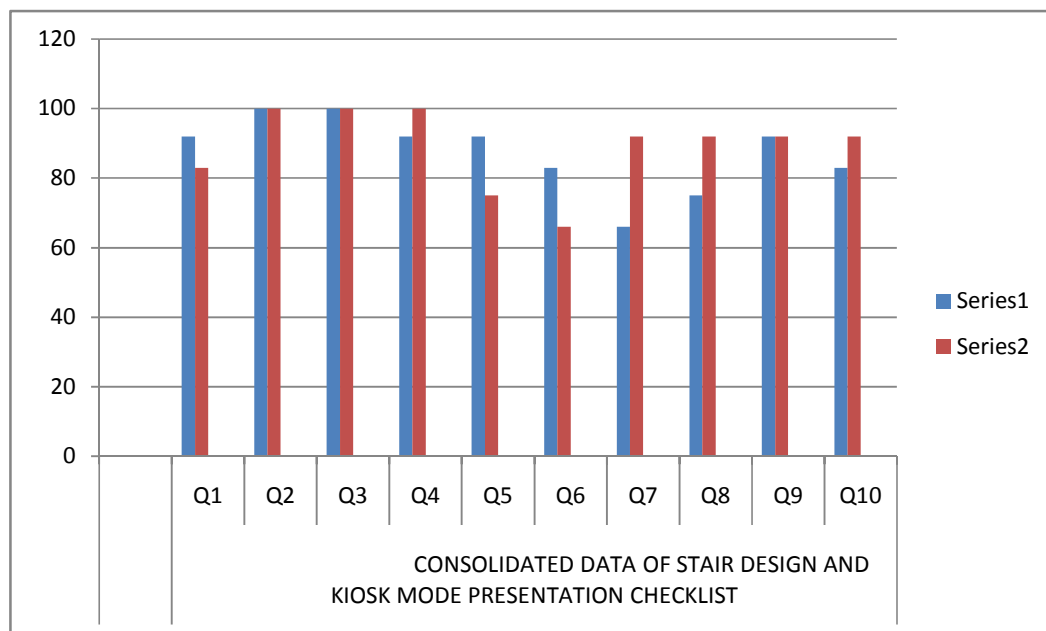
Grade 7 teachers were positive to the fact that graphic organizers, visually sorts out information. Grade 7&8 said fully yes to the question that graphic organizers organize data clearly and makes it less fussy. Grade 8 teachers are more positive than the grade 7 teachers that graphic organizers analyses old and new information. On the whole it can be seen that grade7 &8 teachers are motivated in using the graphic organizers as tool to improve their instructional strategies to make teaching and learning effective.

These findings also support the study quoted in the literature review, conducted by Vonnie Dicecco and Mary Gleason (2002) on the use of graphic organizers and student improvement among middle-school students. The study states when graphic organizers are used for reading expository texts such as lab procedures, government documents and journals, students showed improvement in their scores.

**IMPACT OF E-APPROACHES ON MOTIVATING MIDDLE SCHOOL SOCIAL STUDIES TEACHERS**

Q.No	Motivational Factors	SCORES IN %	
		Grade 7	Grade 8
1	Attractive colors	92	83
2	Transition effects	100	100
3	Sound Effects	100	100
4	Animations	92	100
5	Clearly designated button actions	92	75
6	Very supportive to improve high order thinking skills	83	66
7	Excellent visual tool	66	92
8	Excellent communicative tool	75	92
9	Encourages student / audience interaction	92	92
10	Helps reflect on new modes of teaching and learning	83	92

**Bar diagram for the kiosk power-point and STAIR Design**



**SERIES 1-(GRADE7 )AND SERIES 2(GRADE8)**

**Findings with discussion:** There were no remarkable differences among grade7&8 in answering to the checklist of the kiosk mode and the STAIR design. However, it was noted that only 66% of grade8 social studies teachers were motivated in considering these tools can enhance high order thinking skills and similarly 66% of grade7 teachers were motivated in saying that that it is an excellent visual tool. To a great extent, it was noted that grade7&8 teachers have scored between 75-100 in rating yes to all the motivational factors mentioned in the checklist. The motivation acquired using these tools were not much as compared to the Graphic organizers. Referring to my literature review once again, it is noted that Crikzentmihalyi 1975 observation on Deci's suggestions are, that self- determination and competence are not the only factors to produce intrinsic motivation. The target task should be interesting to some degree. Probably the teachers did not find certain tasks highly motivating when compared to the graphic organizers.

## IMPACT OF E-APPROACHES ON MOTIVATING MIDDLE SCHOOL SOCIAL STUDIES TEACHERS

### Questionnaire On Exploring E-approaches To Motivation

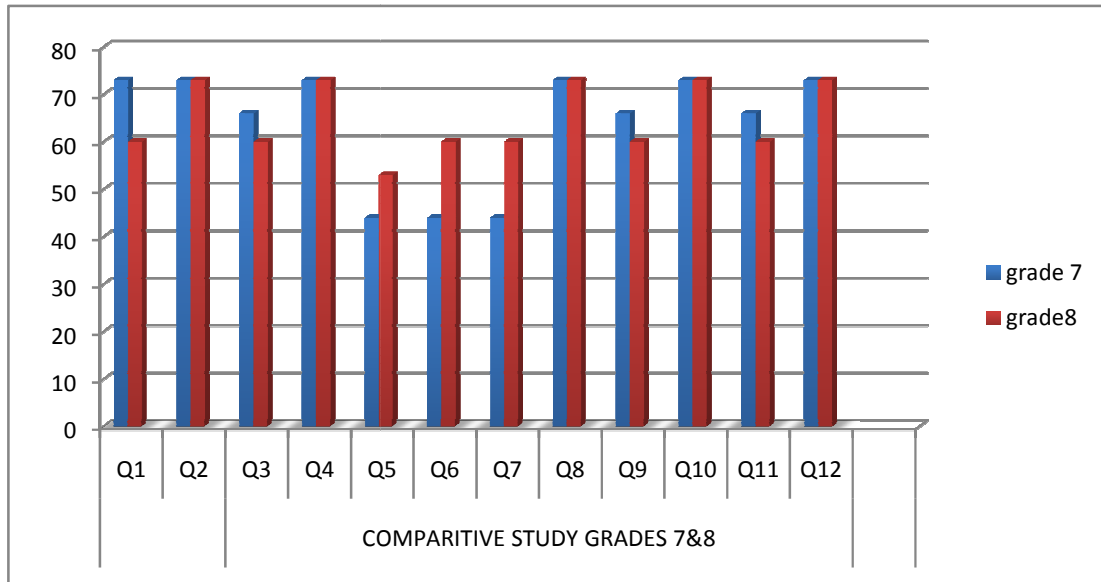
*Changes teaching Practice : Please rate your agreement or disagreement with the following statements*

STRONGLY DISAGREE... ..STRONGLY AGREE

STATEMENTS		1	2	3	4
1	Working with graphic organizers, STAIR design and Kiosk mode presentation has helped me to develop effective teaching strategies				
2	My enhanced skill with technology has enabled me to be more effective in my integration of ICT.				
3	I am more aware of the ways in which I can teach the subject and also use technology.				
4	I have enjoyed that I was learning the same skills as my students were.				
5	I have learnt that it is okay if my students are more technologically literate than I am.				
6	Other teachers have shown an interest in what I am doing with my students.				
7	Other teachers have expressed an interest in learning				
8	I enjoyed my involvement in learning these e-approaches.				
9	I was surprised by what my students accomplished.				
10	I was amazed by how much I learnt.				
11	I enjoyed this opportunity to develop my professional abilities while working in my classroom with my students.				
12	I prefer to be given more time to learn more ICT skills to improve my teaching				

**Analysis of the scores on a bar diagram of Grades 7&8**

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
grade 7	73	73	66	73	44	44	44	73	66	73	66	73
grade8	60	73	60	73	53	60	60	73	60	73	60	73



**Findings and analysis:**

For the purpose of the study, bar graphs were taken as they are best suited for analyzing the qualitative independent variables. The independent variables taken for the study were the 12 motivational questions and the grades (7&8) which are indicated through the color code. The dependent variables were the scores achieved by the social studies teachers. While scores 4 and 3 were rated as strongly agree and agree, 2 and -1 were rated for strongly disagree and disagree.

In analyzing the relationship between grade 7 &8 social studies teachers in regard to the questions they have answered, the following significant differences were noted:

Teachers of grade 7 were motivated more when compared to grade8 social studies teachers. The scores clearly indicate that there is a difference between both the grades. Grade 7 teachers were more positive and agreeable that, their instructional strategies had become more effective by using kiosk mode and graphic organizers. These findings support Jere Brophy's principles as stated in the literature review. Beck&McKeown (1988); Good &Brophy 2000; Roenshine (1968) which states that when teachers make presentations to

provide explanations or demonstrate ideas, they should project enthusiasm for the content and organize it in a way that it can maximize clarity and coherence. Teachers should help students to follow the structure and flow of the content by using outlines or graphic organizers that depict relationships, call attention to key ideas and keep track with the steps involved and use strategies that can help in completing the tasks. While grade7 teachers are thrilled with the experiences, grade8 feel that technology should be viewed only as an additional tool in improving the instructional strategies. There is no significant difference between grade7 &8 teachers in integrating the ICT skills with their teaching as they seem to have enjoyed learning the new skills and integrate it with the teaching.

Teachers of grade7 were more enthusiastic to learn the new skills when compared to grade 8. According to (Brophy 1983); Denham &Lieberman (1980); Doyle (1986) effective teachers convey a sense of purposefulness of schooling and importance of getting the most out of the available time. They teach students strategies and procedures for carrying out recurring activities, managing learning and completing assignments on time, and knowing when and how to get help. Grade8 teachers' motivational level and interest was not as much as the grade7 teachers. Referring to Lim and Kim (2003) level of interest is another type of motivation promoting learner involvement during learning. It can be observed that grade 7 teachers have more interest in acquiring the new skills when compared to the grade8 teachers.

Teachers should be open-minded and believe that the 21<sup>st</sup> century students learn and improve their tech skills more than their teachers. It was noted that 73% of grade7 teachers and grade 8 teachers agree with enjoying the same skills as students did. However, when it came to students being more computer literate than the teachers, it was seen that only 44% of grade 7 and 53% of grade 8 teachers were agreeable, that it would be okay if students had more skills than them. Malone (1981) opined that when a learner's task is challenging and involves fantasy during the learning process, learners will be motivated. Referring to literature review on to the observations of Bhattacharya & Jorgensen 2006 that states, it is not only the diversity of people that is of utmost importance, it is also the resources technologies, subject area, capabilities of teachers and students that is equally important in determining the results. The instructor or designer needs to be creative and use different activities and inter-activities to motivate and engage students to enhance their learning experience. Social Science teachers should learn and understand that if their teaching is good and well comprehended by students it will motivate them to explore and nurture their tech skills and they will become more skillful than the adults.

Around 44% of grade 7 and grade8 teachers have said that other teachers have shown interest towards what they have been doing and 60% of other subject teachers were interested in updating their tech skills. This finding clearly gives an idea that use of these tech tools to change the instructional strategies of social science teaching has motivated at least 60% of other subject teachers to learn and integrate it into their subject teaching.



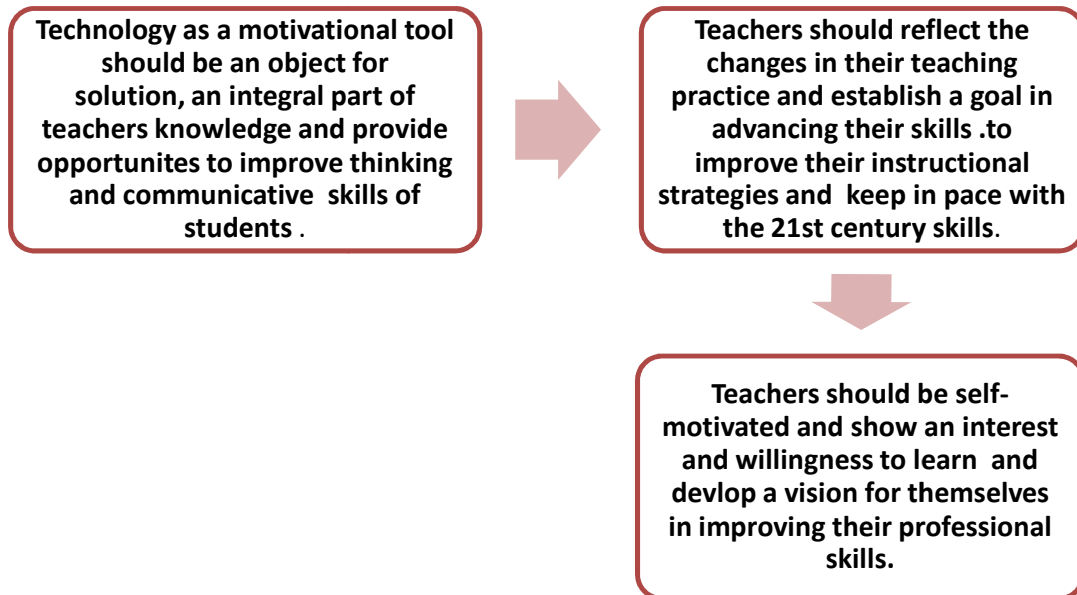
Referring to the literature review it can be stated that according to Ryan and Deci (2000) intrinsic motivation is defined as doing an activity for its inherent satisfaction rather than for some separable consequence. The job or work is done because it is challenging and adds fun to life. The person does not look for the external products, pressures or rewards for the work done. It was noticed from the findings of my study that other subject teachers were also intrinsically motivated.

### **Summary:**

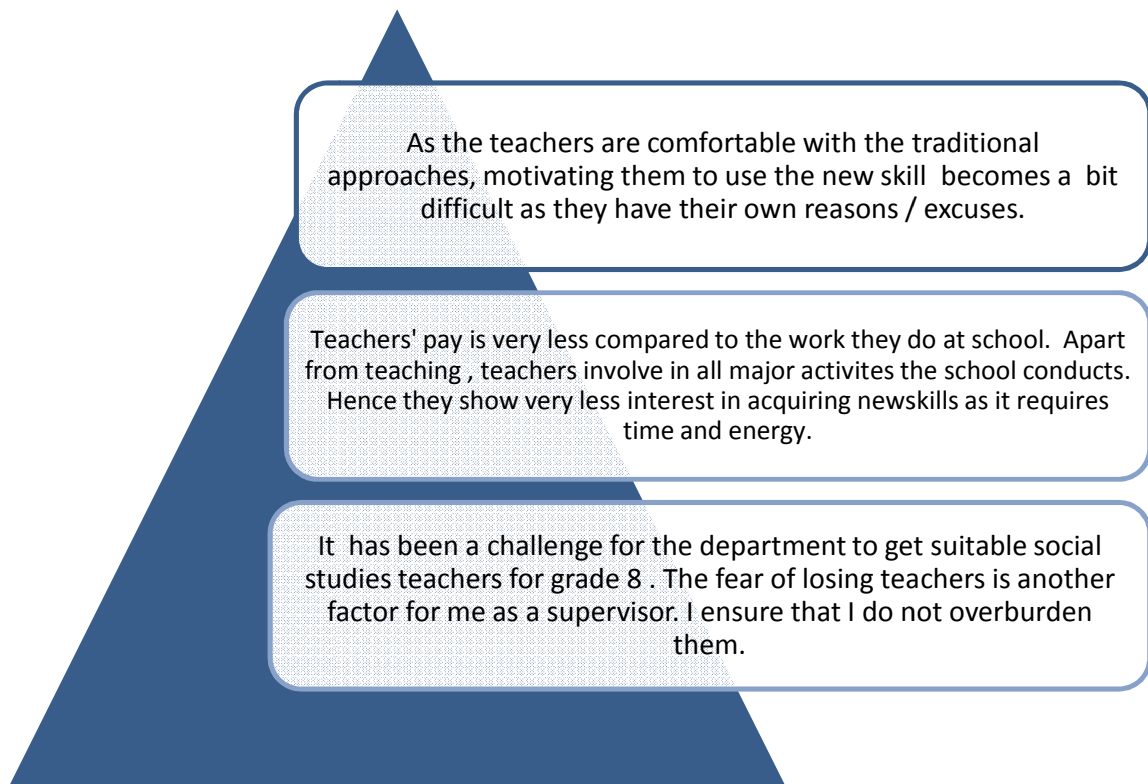
The focus of this entire study was to understand if the Social Science teachers of the middle-school have been motivated to use the tech tools to improve their instructional strategies. Have they gained the necessary skill and knowledge through which they can motivate their students? Have they been intrinsically motivated and feel self-determined and competent to nurture their skills as well as their students?

The learning journey of the social studies teachers has been analyzed and it revealed that learners rely upon the school and the department head for support and to inform their journeys. Teachers need more time and a structured program that can motivate them to be transformed into confident teacher leaders. Though some feel it is too much of a work and they require more time to understand and practice before they teach in the class, it was observed that most of them were motivated. They opined that the new skill that they learnt will enable them to perform better in the class. However, they also expressed that learning to use the tech tools in a day's workshop is stressful, especially if it is a working day; they preferred to attend workshops on 2 different days. Apparently, I have also understood through my study, that no one motivational theory or a study conducted by eminent personalities can be said, is applicable and is true at all times.

**Suggestions**



**Limitations :**



**Conclusion:**

In spite of the limitations it was noted that teachers showed interest in the one day workshop in gaining new skills and ensured that they integrated them into their teaching. The change observed in fact motivated me to suggest to the senior leadership team that professional development programs such as this need to be initiated and structured in a way to motivate teachers to improve their skills and enhance their instructional strategies. Scion 1986 states that "Successful teacher learning requires technology, pedagogy, subject and facilitation. Teachers should be self-motivated and realize their learning goals. This will enhance their ability to continuously assess and improve their methodology of classroom instruction and their pedagogy of teaching as reflective practitioners". However, this cannot be always true. As each individual is unique we cannot expect all teachers to be self-motivated. In addition to this, we should remember that developing skills and competencies alone cannot be the motivational factor. Teachers require benefits and facilities, to perform their jobs well.

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