



Burmese Teachers' Perceptions of Collaborative Instruction and Sources of Student Motivation for Learning Social Studies

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Abstract

Purpose: The purpose of this paper is to examine how middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar, perceived (a) collaborative instruction, its objectives, and the roles of teachers and students in the collaborative instruction class; and (b) the sources of student motivation for learning Social Studies in relation to intrinsic goal orientation, extrinsic goal orientation, and task value. **Research design, data and methodology:** Data was mainly collected from in-depth individual semi-structured interviews with 10 middle school Social Studies teachers conveniently sampled from the target schools. Data analysis was conducted using grounded theory. **Results:** It was found that the participants perceived collaborative instruction as having three main objectives: to promote students' sociocultural, ethical and learning behaviors; to promote students' self-efficacy for learning Social Studies; and to promote teachers' self-efficacy for teaching Social Studies; and the roles of teachers and students in the collaborative instruction were found to be in line with such objectives. Moreover, the sources of student motivation for learning Social Studies perceived by the participants were in line with the student motivation model by Pintrich and De Groot (1990). **Conclusions:** The participants considered themselves to be playing key roles in line with the sociocultural and socio-affective objectives they perceived as central to the implementation of collaborative instruction.

Keywords: Collaborative Instruction, Student Motivation for Learning, Social Studies, Teachers' Perceptions, Grounded Theory, Myanmar Education

JEL Classification Code: C12, I20, I21, N35

1. Introduction

In recent years, Myanmar's national education system has come under increased public scrutiny and debate due to growing expectations from students, parents, employers and citizens. In order to deliver on these expectations, the Myanmar Ministry of Education (MMoE) has established the National Education Strategies Plan (NESP) in 2016 (MMoE, 2016, 2019a, 2019b). The general purpose of the NESP is to provide education to Myanmar citizens with the opportunities to improve their lives and be successful in their communities, including their active contribution in the national socio-economic development. For that purpose, the Myanmar government encouraged the application of collaborative instruction in all school levels, as opposite to the traditional teacher-centered instruction implemented in the country. Also, the teaching and learning of Social Studies is particularly relevant for achieving the general purpose of the NESP, because the Social Studies subject contributes to students' development of their personal and social awareness, their socio-economic wellbeing, their unity in diversity, their regional and

international understanding, and their social and interpersonal relationships.

Collaborative instruction is a learning method built on the assumption that knowledge is a social construct, based on educational experiences involving interaction and social exchange, that are contextually relevant, engaging and student-centered (Tinzmann et al., 1990). The implementation of this method has been proven to lead to a deeper learning and a higher motivation in students (Hardré et al., 2008; Tinzmann et al., 1990).

During the academic year, school teachers receive a training session on the collaborative instruction method and 21st century learning skills. However, based on the researchers' experience and observation, even though Myanmar Ministry of Education urges school teachers to apply collaborative instruction in their classrooms, most of these teachers seem not to have a full understanding of what collaborative instruction is, how to implement it, and what sources of student motivation can be used as triggers to the classroom implementation of collaborative instruction, even after participating in these short training programs.

There is a link between teachers' perceptions of both instructional methods and sources of student motivation with the strategies that teachers use and the efforts they make in their classrooms (Hardré et al., 2008). Then, considering the general purpose of the NESP, the researchers found educationally and socially relevant to conduct a qualitative case study to identify how the middle school Social Studies teachers define the collaborative instruction, understand what are the objectives of conducting collaborative instruction in the classroom, and what are the roles of teachers and students in the collaborative instruction class. At the same time, the researchers tried to examine middle school Social Studies teachers' perceptions of student motivation learning sources in learning Social Studies.

2. Research Objectives

The first central objective driving this research was the following.

1. To identify what is collaborative instruction from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

The first central objective was divided into the following three sub-objectives.

1.1 To identify the objectives of collaborative instruction from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

1.2 To identify the roles of the teacher in collaborative instruction from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

1.3 To identify the roles of the student in collaborative instruction from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

The second central objective driving this research was the following.

2. To identify the sources of student motivation for learning Social Studies from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

The second central objective was be divided into the following three sub-objectives.

2.1. To identify the sources of student motivation for learning Social Studies in relation to intrinsic goal orientation from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

2.2. To identify the sources of student motivation for learning Social Studies in relation to extrinsic goal orientation from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

2.3. To identify the sources of student motivation for learning Social Studies in relation to task value from the perceptions of middle school Social Studies teachers in five government basic education schools at Demoso Township, Kayah State, Myanmar.

3. Theoretical Framework

This study was conducted based on the following supporting models and theories: the Myanmar Ministry of Education's collaborative instruction guidelines (MMoE, 2019a), the student motivation model (Pintrich & De Groot, 1990), and the grounded theory.

3.1 Myanmar Ministry of Education's Collaborative Instruction Guidelines (MMoE, 2019a)

According to the Myanmar Ministry of Education's collaborative instruction guidelines, which are found in the teacher handbooks and student textbooks (MMoE, 2019a, 2019b), the collaborative instruction is a teaching and learning method that encourages students to learn together in and among groups, under the facilitation of the teacher during the learning process. According to these guidelines, there are three important aspects of the collaborative instruction: objectives (e.g., to enable students to collaborate with their classmates; and to enable students to identify solutions together during the lesson learning), roles of the teacher (e.g., to listen to students' needs; to facilitate during the students' group discussions; and to build classroom community via communication and group presentations), and roles of the students (e.g., to get involved in small group discussions; to share their knowledge and

identify the solution together; and to actively participate in the classwork).

3.2 Student Motivation Model (Pintrich & De Groot, 1990)

According to this model, student motivation can be conceptualized as a stimulating force that explains learners' actions, desires and needs, which is elicited from three different types of sources or motivational components: value components, expectancy components, and affective components. The former type of source addresses general components of student motivation, while the two latter address subjective ones (Pintrich & De Groot, 1990). Due to the nature of this research (i.e., a qualitative case study examining teachers' perceptions of collaborative instruction and their students' motivation), the researchers focused on the value components for this study. There are three value components: intrinsic goal orientation (i.e., the students' perception of the self-determined reasons why they are engaging in a learning task), extrinsic goal orientation (i.e., the degree to which students perceive themselves to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition), and task value (i.e., the students' evaluation of how interesting, how important, and how useful a learning task is).

3.3 Grounded Theory

Grounded theory is a step-by-step research process through which analysis on qualitative data (e.g., perceptions, beliefs, personal views, and opinions) is conducted using a systematic design, in order to systematically analyze data, develop coding categories, and create a theoretical categorization grounded on qualitative data (Merriam, 2009; Strauss & Corbin, 1990). The systematic design of grounded theory follows three phases: open coding (i.e., breaking down raw qualitative data into codes, with each code being a core idea or a key piece of evidence in relation to the phenomenon under study), axial coding (i.e., linking, into related central categories, the core ideas and key pieces of evidence identified during the open coding step), and selective coding (i.e., identifying relationships between the central categories identified in the axial coding stage, in order to arrange them into central themes or umbrella ideas and then develop a theoretical conceptual model).

4. Conceptual Framework

The conceptual framework of the present study is shown in Figure 1.

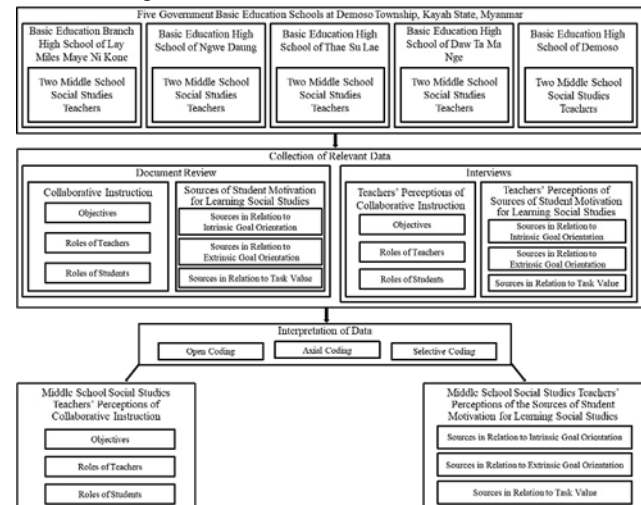


Figure 1: Conceptual Framework of This Study

5. Literature Review

In this section, some previous studies related to the research variables addressed in this study are reviewed and summarized.

Destrée and Eamoraphan (2015) conducted a quasi-experimental research study on two Grade 7 classes of the English Program at St. Joseph Bangna School in Thailand, that were learning the Computer subject during the academic year 2013-2014. During 10 weeks, both groups studied exactly the same content, with the experimental group studying collaboratively, and the control group studying non-collaboratively. It was found that the students learning under collaborative instruction obtained better results and gained more valuable experience in their social interaction than those students in the control group. Moreover, Destrée and Eamoraphan concluded that the key element for the success of the implementation of collaborative learning in Thai schools was the teacher, because the teacher needs to prepare well in order to develop self-confidence.

Hanrith (2016) conducted a study on the attitudes toward cooperative instruction held by 337 students and 51 teachers in Grade 11 at two international schools in Phnom Penh, Cambodia. It was found that the teachers had a highly positive attitude toward cooperative learning, which implies

that these teachers considered cooperative learning as a method that could help students perform better in terms of socialization, class participation, creativity, achievement, relationships, and attitudes. Moreover, it was found that Grade 11 students' attitude toward cooperative learning was highly positive as well, which implies that students felt that cooperative learning was fun and enjoyable, and also they strongly believed that cooperative learning helped them improve their socialization, relationships, class participation, creativity, achievement, learning experience and even their improved attitudes toward the approach.

Gama (2015) conducted a study on Grade 10 and Grade 11 students' motivation for learning Social Studies at the Escola Secundaria Catolica de Sao Jose Operario in Dili, Timor-Leste. It was found that the Grade 10 and Grade 11 students participating in this study had a very high level of extrinsic goal orientation, indicating that they responded well to teachers who used reinforcements to provide confidence, enthusiasm and energy that derives from controlled rewards by material belongings, prestige and positive assessment. Also, it was found that the participants had high levels of intrinsic goal orientation and task value, which indicates that not only extrinsic incentives can function to help these students to make more effort to learn Social Studies, but also strong inner commitment (in the case of intrinsic goal orientation) and students' views of Social Studies as having value for them (in relation to task value).

6. Methodology/Procedure

In this section, details on the study's population, sample and research instruments are provided.

6.1. Population and Sample

There are 10 government basic education schools in total, located in Demoso Township, Kayah State in Myanmar, and five out of these schools were conveniently considered for the current study. Ten middle school Social Studies teachers were selected for this study out of the total 53 teachers currently working at the target schools, because these 10 teachers were admittedly using collaborative instruction in their classrooms, and therefore were purposively chosen for this study.

6.2. Research Instruments

In this research study, there were three particular instruments that used for the data collection: document reviews, interview protocol, and the human instrument.

6.2.1. Documents Reviews

The researchers collected and reviewed official documents used for the teaching and learning of Social Studies in middle school in Myanmar, such as the teacher handbooks, the student textbooks, the teacher training handouts, and the instructional training manuals. The purpose of the document reviews was to answer the two central questions and six sub-questions guiding this study, from the viewpoint of the Myanmar Ministry of Education.

6.2.2. Interview Protocol

The interview protocol (see Appendix 1) consisted of an interview consent form, background information questions and specific questions which intended to understand the participants' perceptions concerning collaborative instruction, its definition, objectives, the roles of the teacher and the students in it, and the sources of student motivation for learning Social Studies in relation to the three motivational components identified by Pintrich and De Groot (1990): intrinsic goal orientation, extrinsic goal orientation, and task value.

6.2.3. Human Instrument

In qualitative research, the researcher is considered as a "human instrument" (Merriam, 2009), based on the fact that the researcher is the primary instrument for collection of data and data analysis based on her own ideographically informed interpretation. Thus, the researchers conducted the interviews and interpreted the data as objectively as possible, with the aim of gaining insight on what the participants have experienced and how they make sense of those experiences. Then, the researchers built the concepts, notions and theories from the responses or collected data.

7. Research Findings

In this section the findings obtained from the qualitative analysis on the collected data are summarized. The findings are organized and presented by research objective.

7.1. Findings From Research Objective 1



Regarding to this research objective, the following findings were obtained after taking an inductive approach to qualitative data analysis, using the systematic design of grounded theory.

- Collaborative instruction was found to be perceived by the participants of this study as the delivery of curriculum and planned learning experiences designed by the teacher with a threefold intent: the promotion of students' social, ethical and learning behaviors; the promotion of students and teachers' collaboration; and the cultivation of students' and teachers' self-efficacy.

- Participants who perceived collaborative instruction as promotion of students' social, ethical and learning behaviors identified in their answers the promotion and respect of human rights, as well as the students' engagement in self-directed learning, as purposeful outcomes of collaborative instruction.

- Participants who perceived collaborative instruction as promotion of students and teachers' collaboration identified in their answers the students' teamwork; teachers and students' teamwork; teachers, students and their parents' teamwork; as well as teachers' teamwork, as purposeful outcomes of collaborative instruction.

- Participants who perceived collaborative instruction as cultivation of students' and teachers' self-efficacy identified in their answers the students' personal development and teachers' personal development as purposeful outcomes of collaborative instruction.

7.1.1. Findings From Research Objective 1.1

Regarding to this research objective, the following findings were obtained after taking an inductive approach to qualitative data analysis, using the systematic design of grounded theory.

- Collaborative instruction was found to be perceived by the participants of this study as having three main objectives: to promote students' sociocultural, ethical and learning behaviors; to promote students' self-efficacy for learning Social Studies; and to promote teachers' self-efficacy for teaching Social Studies.

- Participants who perceived that collaborative instruction has the objective to promote students' sociocultural, ethical and learning behaviors mentioned in their answers to assist students' self-directed learning, to promote students' cultural identity, and to abide by human rights principles, as purposeful objectives of collaborative instruction.

- Participants who perceived that collaborative instruction has the objective to promote students' self-efficacy for learning Social Studies mentioned in their answers to develop students' teamwork skills, and to support the development of students' intra- and inter-personal skills, as purposeful objectives of collaborative instruction.

- Participants who perceived that collaborative instruction has the objective to promote teachers' self-efficacy for teaching Social Studies mentioned in their answers to contribute to teachers' professional development as a purposeful objective of collaborative instruction.

7.1.2. Findings From Research Objective 1.2

Regarding to this research objective, the following findings were obtained after taking an inductive approach to qualitative data analysis, using the systematic design of grounded theory.

- According to the perception of the participants in this study, the roles of the teacher in collaborative instruction are fourfold: to be an effective instructor, a formative and summative assessor, a role model, and a 21st century skills facilitator.

- Participants who perceived being an effective instructor as a role of the teacher in collaborative instruction regarded lesson planning, lesson implementation, and considering students as contributors to the instructional process, to be actions and responsibilities entailed by teaching using the collaborative instruction approach.

- Participants who perceived being a formative and summative assessor as a role of the teacher in collaborative instruction regarded verifying learning performance to be an action and responsibility entailed by teaching using the collaborative instruction approach.

- Participants who perceived being a role model as a role of the teacher in collaborative instruction regarded exhibiting behaviors to be replicated by the students to be an action and responsibility entailed by teaching using the collaborative instruction approach.

- Participants who perceived being a 21st century skills facilitator as a role of the teacher in collaborative instruction regarded supporting the development of students' higher order thinking skills to be an action and responsibility entailed by teaching using the collaborative instruction approach.

7.1.3. Findings From Research Objective 1.3

Regarding to this research objective, the following findings were obtained after taking an inductive approach to qualitative data analysis, using the systematic design of grounded theory.

- According to the perception of the participants in this study, the roles of the students in collaborative instruction are threefold: being a self-directed learner, being considerate of teachers and peers, and working with and for other students.
- Participants who perceived being a self-directed learner as a role of the students in collaborative instruction regarded being an effective time manager, and actively contributing with their own knowledge and skills, to be actions and responsibilities of students under the collaborative instruction approach.
- Participants who perceived being considerate of teachers and peers as a role of the students in collaborative instruction regarded being respectful, and being inclusive and pluralist, to be actions and responsibilities of students under the collaborative instruction approach.
- Participants who perceived working with and for other students as a role of the students in collaborative instruction regarded being a team player, and being a learning assessor, to be actions and responsibilities of students under the collaborative instruction approach.

7.2. Findings From Research Objective 2

Regarding to this research objective, the following findings were obtained after taking a deductive approach to qualitative data analysis, using the systematic design of grounded theory and a coding scheme driven by the student motivation model developed by Pintrich and De Groot (1990).

- According to the perception of the participants in this study, the sources of student motivation for learning Social Studies are threefold: sources of student motivation for learning Social Studies in relation to intrinsic goal orientation, sources of student motivation for learning Social Studies in relation to extrinsic goal orientation, and sources of student motivation for learning Social Studies in relation to task value.
- Participants who perceived sources of student motivation for learning Social Studies in relation to intrinsic goal orientation, identified in their answers challenge-related sources, curiosity-related sources, and mastery-related sources, which are considered intrinsic because they

originate from an internal sense of reward, happiness and inherent enjoyment in the individual, and overcoming challenges, satisfying curiosity and achieving mastery are goals congruent with intrinsic needs, secure sense of self, and grow tendencies.

- Participants who perceived sources of student motivation for learning Social Studies in relation to extrinsic goal orientation, identified in their answers grades-related sources, rewards-related sources, evaluation-related sources, and competition-related sources, which are considered extrinsic because achieving these goals is primarily instrumental to other rewards (e.g., attention, approval, recognition, adulation, control and privilege) rather than being rewards in their own right. Then, attaining the goals related to these sources of motivation serves as an external criterion for feeling worthy, and hence they are assets students flaunt to bolster their feelings of worth and feel better than others.
- Participants who perceived sources of student motivation for learning Social Studies in relation to task value, identified in their answers interest-related sources and utility-related sources, which are congruent with students' a priori belief that a particular task has positive attributions to fulfill personal needs or goals.

7.2.1. Findings From Research Objective 2.1

Regarding to this research objective, the following findings were obtained after taking a deductive approach to qualitative data analysis, using the systematic design of grounded theory and a coding scheme driven by the student motivation model developed by Pintrich and De Groot (1990).

- According to the perception of the participants in this study, the sources of student motivation for learning Social Studies in relation to intrinsic goal orientation are threefold: challenge-related sources, curiosity-related sources, and mastery-related sources.
- According to the perception of the participants in this study, challenge-related sources of student motivation for learning Social Studies are threefold: cognitive challenges within the classroom, cognitive challenges outside the classroom, and emotional challenges.
- According to the perception of the participants in this study, curiosity-related sources of student motivation for learning Social Studies are fourfold: curiosity driven by in-class activities, curiosity driven by out-of-class activities, gender-based curiosity, and curiosity in graphic learning resources.

- According to the perception of the participants in this study, mastery-related sources of student motivation for learning Social Studies are twofold: self-directed learning abilities, and citizenship abilities.

7.2.2. Findings From Research Objective 2.2

Regarding to this research objective, the following findings were obtained after taking a deductive approach to qualitative data analysis, using the systematic design of grounded theory and a coding scheme driven by the student motivation model developed by Pintrich and De Groot (1990).

- According to the perception of the participants in this study, the sources of student motivation for learning Social Studies in relation to extrinsic goal orientation are fourfold: grades-related sources, rewards-related sources, evaluation-related sources, and competition-related sources.

- According to the perception of the participants in this study, there is one grades-related source of student motivation for learning Social Studies: score increasing in Social Studies class.

- According to the perception of the participants in this study, rewards-related sources of student motivation for learning Social Studies are twofold: emotional rewards, and happiness from comparing one's performance to that of classmates.

- According to the perception of the participants in this study, there is one evaluation-related source of student motivation for learning Social Studies: performance evaluation in Social Studies class.

- According to the perception of the participants in this study, there is one competition-related source of student motivation for learning Social Studies: students' competition in Social Studies class.

7.2.3. Findings From Research Objective 2.3

Regarding to this research objective, the following findings were obtained after taking a deductive approach to qualitative data analysis, using the systematic design of grounded theory and a coding scheme driven by the student motivation model developed by Pintrich and De Groot (1990).

- According to the perception of the participants in this study, the sources of student motivation for learning Social Studies in relation to task value are twofold: interest-related sources and utility-related sources.

- According to the perception of the participants in this study, interest-related sources of student motivation for

learning Social Studies are fivefold: interest in different aspects of the curriculum, interest in learning by doing, interest in knowledge acquisition, interest in competing with other classmates, and gender-based interest in Social Studies.

- According to the perception of the participants in this study, utility-related sources of student motivation for learning Social Studies are twofold: utility for improving Social Studies learning, and utility for engaging in self-directed learning.

8. Discussion

In this section, the researchers discuss the findings obtained from the current study, placing them in context with previous studies. The discussion is presented and organized by the central ideas addressed in each research objective.

8.1. Definition of Collaborative Instruction

In relation to Research Objective 1, it was concluded that the collaborative instruction was perceived by the participants as having a sociocultural, socio-cognitive, and socio-affective dimension. This was in line with the results reported by Bonwell and Eison (1991), Totten et al. (1991) and the MMoE (2016) on this topic.

8.2. Objectives of Collaborative Instruction

In relation to Research Objective 1.1, it was concluded that the objectives of collaborative instruction were the promotion of students' sociocultural, ethical and learning behaviors; the promotion of students' self-efficacy for learning Social Studies; and the promotion teachers' self-efficacy for teaching Social Studies. These results are line with those reported by the MMoE (2016, 2019a, 2019b), as well as with those by Wang and Burton (2010), and Saba' Ayon (2013) on this topic.

8.3. Roles of Teachers in the Collaborative Instruction

In relation to Research Objective 1.2, it was concluded that the roles of the teacher in collaborative instruction were being an effective instructor, a formative and summative assessor, a role model, and a 21st century

skills facilitator. These results are line with those reported by Tinzmman et al. (1990) and the MMoE (2016, 2019a, 2019b) on this topic.

8.4. Roles of Students in Collaborative Instruction

In relation to Research Objective 1.3, it was concluded that the roles of students in collaborative instruction were being a self-directed learner, being considerate of teachers and peers, and working with and for other students. These results are line with those reported by Tinzmman et al. (1990) and the MMoE (2016, 2019a, 2019b) on this topic.

8.5. Sources of Student Motivation for Learning Social Studies

In relation to Research Objectives 2, 2.1, 2.2 and 2.3, it was concluded that the participants perceived three types of sources of student motivation for learning Social Studies: sources in relation to intrinsic goal orientation, sources in relation to extrinsic goal orientation, and sources in relation to task value. These results are in line with those reported by Pintrich and De Groot (1990) and other studies on this topic, such as Hardré et al. (2008), and Pintrich (2003).

9. Recommendations

The recommendations of the current study are intended to particularly benefit target schools' Social Studies teachers, students and future researchers.

9.1. Recommendations for Social Studies Teachers

From the results of the current study, Burmese middle school Social Studies teachers are suggested the following, in order to improve their knowledge and practice of collaborative instruction.

- Teachers should understand more about the different types of instructional strategies that can be used in the classroom to spark student motivation sources of learning Social Studies while conducting collaborative instruction.

- Teachers should identify students' interest and utility factors in the learning purpose and needs, in order to use that information to develop instructional strategies that can be used when implementing collaborative instruction in the classroom.

- Teachers should promote cooperation with other teachers, so all of them are in the same page about how to properly implement collaborative instruction in the classroom.

9.2. Recommendations for Students

From the results of the current study, middle school students are suggested the following.

- Students should make an effort to use learning behaviors that promote being a self-directed learner and a good citizen.

- Students should be always considerate of teachers and peers.

- Students should make an effort to work with and for other friends during Social Studies class.

9.3. Recommendations for Future Researchers

From the results of the current study, future researchers are suggested the following.

- Future researchers should conduct similar studies in other regions of Myanmar, in order to determine how middle school Social Studies teachers from other locations in Myanmar perceive collaborative instruction and the sources of student motivation for learning Social Studies.

- Future researchers should conduct studies on identifying the strengths and weaknesses in the teacher training programs, teacher handbooks, textbooks and pedagogical content related to the implementation of and quality of collaborative instruction in Myanmar education, in order to improve them.

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- to Intrinsic Goal Orientation, According to the Participants' Perceptions

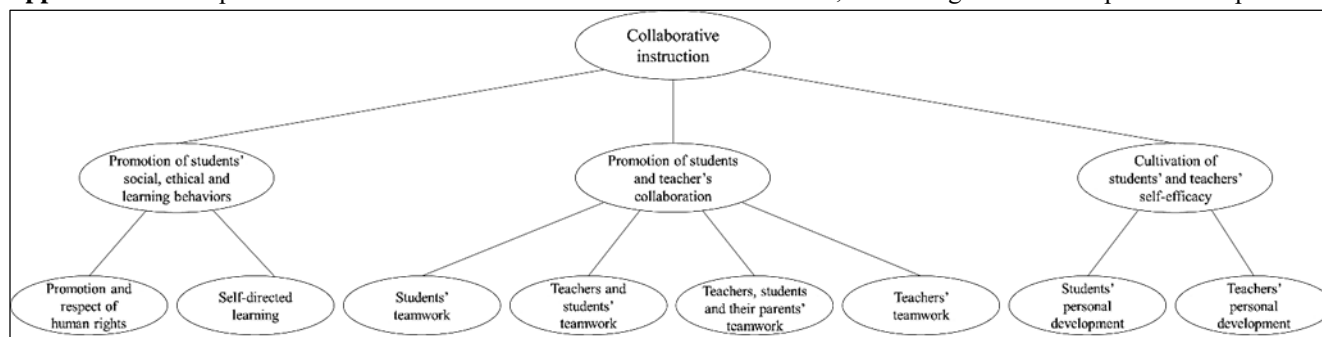


Appendixes

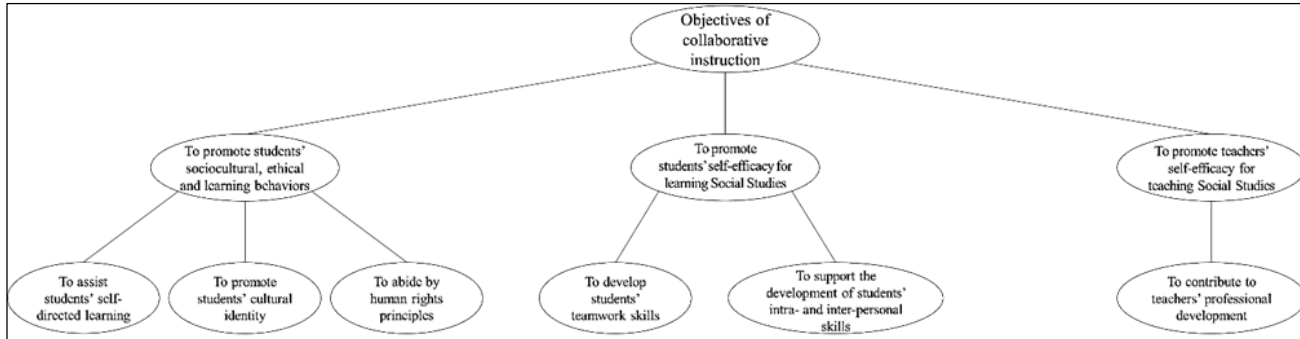
Appendix 1: Interview Protocol for This Study

Date and time of interview: Place: Interviewer:	Position of the Participant: Participant's school: Male/Female: Focus Class:
Background Information Which grade(s) are you currently teaching? Which subject(s) are you currently teaching? How long have you been teaching in this grade(s)? How long have you been teaching this subject(s)?	
Questions for the Collaborative Instruction and Motivation for Learning Social Studies 1. What is collaborative instruction? 2. What are the objectives of collaborative instruction? Depending on how many objectives the teacher provides, the following question might be asked: Can you think of any other objectives of collaborative instruction?) 3. What are the roles of the teacher in collaborative instruction? Depending on how many roles the teacher provides, the following question might be asked: Can you think of any other role of the teacher in collaborative instruction?) 4. What are the roles of the students in collaborative instruction? Depending on how many roles the teacher provides, the following question might be asked: Can you think of any other role of the students in collaborative instruction?) 5. What are the sources of student motivation for learning Social Studies? If the teacher does not understand the question, it can be rephrased as follows: What are the reasons why your students might want to learn Social Studies?) Depending on how many reasons the teacher provides, the following question might be asked: Can you think of any other reasons why your students might want to learn Social Studies?)	

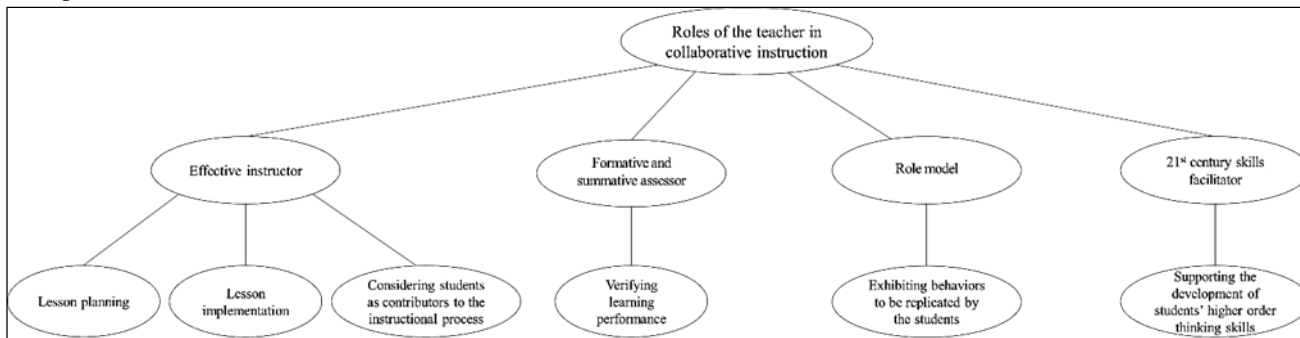
Appendix 2: Conceptual Model of the Definition of Collaborative Instruction, According to the Participants' Perceptions



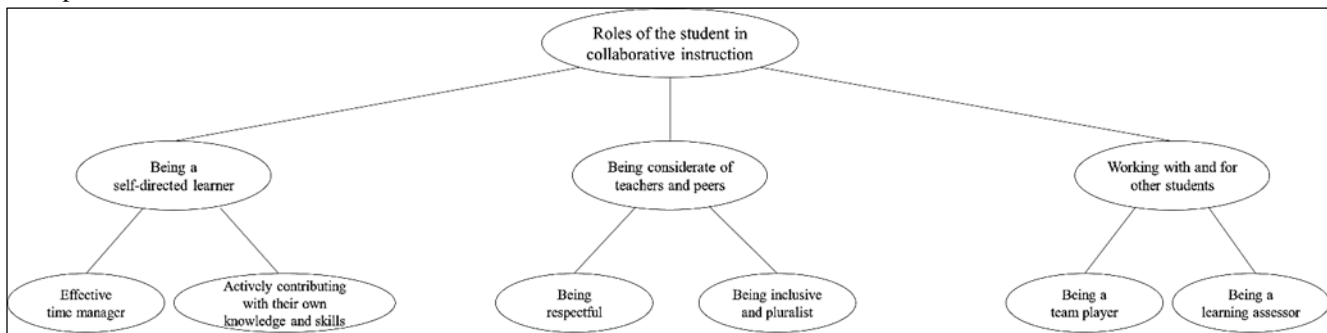
Appendix 3: Conceptual Model of the Objectives of Collaborative Instruction, According to the Participants' Perceptions



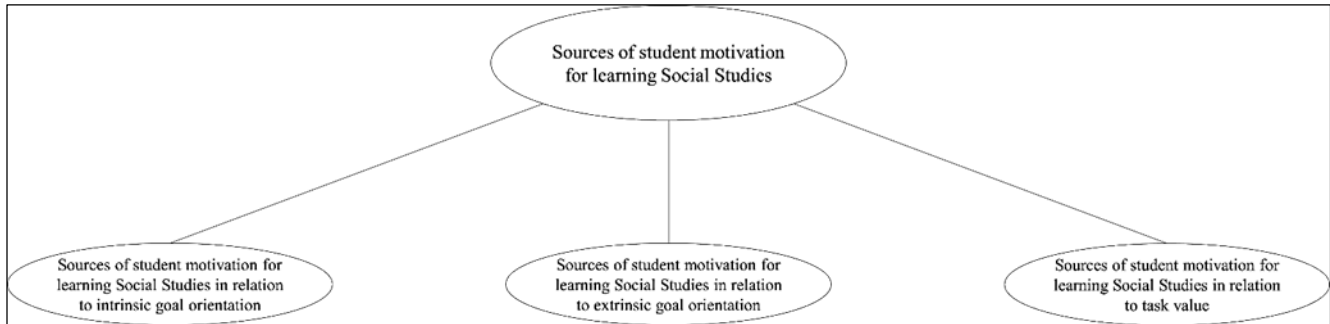
Appendix 4: Conceptual Model of the Roles of the Teacher in Collaborative Instruction, According to the Participants' Perceptions



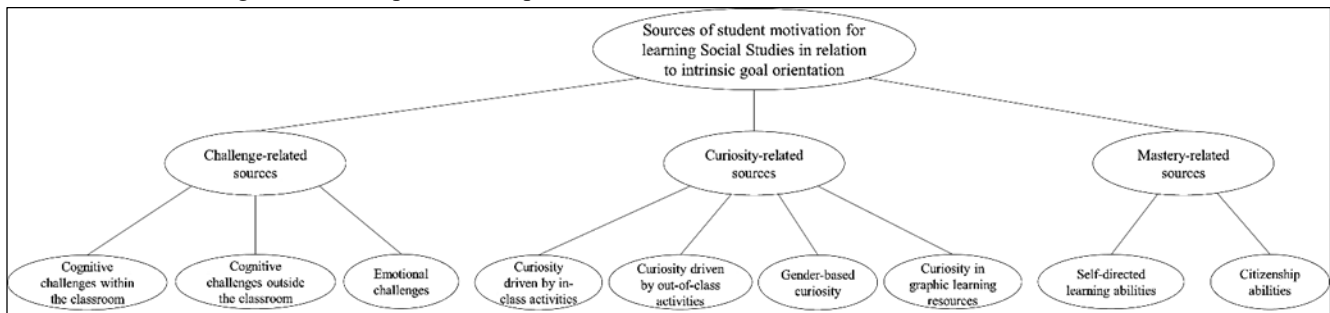
Appendix 5: Conceptual Model of the Roles of the Students in Collaborative Instruction, According to the Participants' Perceptions



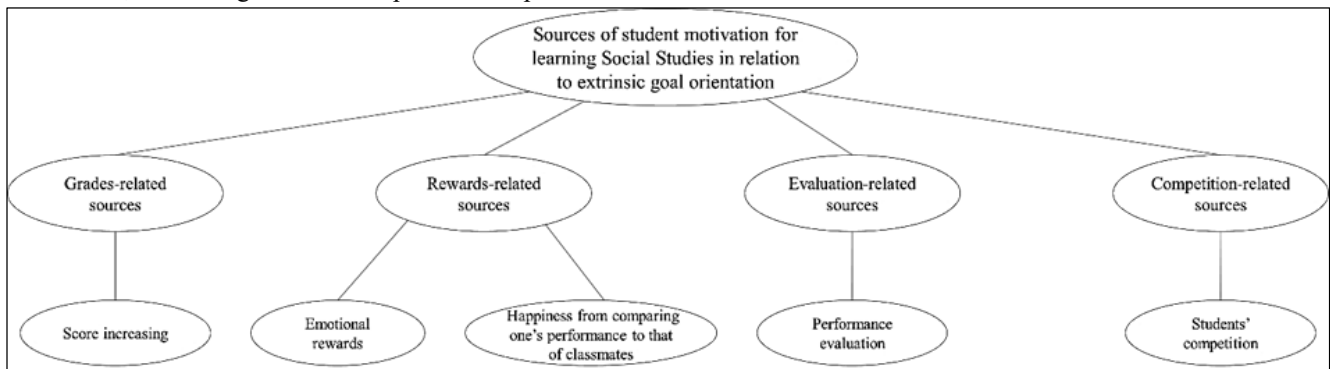
Appendix 6: Conceptual Model of the Sources of Student Motivation for Learning Social Studies, According to the Participants' Perceptions



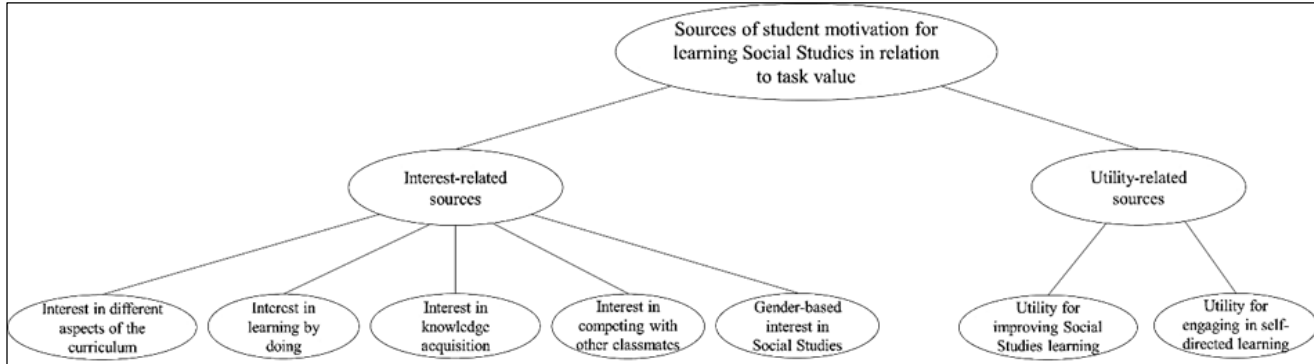
Appendix 7: Conceptual Model of the Sources of Student Motivation for Learning Social Studies in Relation to Intrinsic Goal Orientation, According to the Participants' Perceptions



Appendix 8: Conceptual Model of the Sources of Student Motivation for Learning Social Studies in Relation to Extrinsic Goal Orientation, According to the Participants' Perceptions



Appendix 9: Conceptual Model of the Sources of Student Motivation for Learning Social Studies in Relation to Task Value, According to the Participants' Perceptions





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