Motivational History Teaching Methods in High Schools of Punjab, India

by

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Abstract

The use of traditional teaching methods to teach History is common in the high schools of Punjab, India. Very few schools utilize advanced teaching methods to make History interesting to motivate the students to study this subject. During my teaching career in Punjab, India, I noticed that History students often have difficulty engaging in the learning process. History is an important subject that includes politics, religion, leisure, and social activities. Thus, History is an integral part of our lives, and it is the responsibility of History teachers to learn how to teach, how to make History more vibrant, or how to engage and motivate students to learn during the class and to continue their learning about the topic after the class finishes. Throughout this research, motivational teaching methods to teach History in the high schools of Punjab, India were analyzed. Hence, this study identified different inspirational and goal-setting instructional methods to be used in History classrooms for high school students. The challenges and benefits of various teaching methods were also examined in this study.

Keywords: teachers, teaching strategy, methods, teaching tools, effectiveness, principles of teaching-learning, teaching-learning process
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Chapter 1 – Introduction

Problem of the Study

The problem investigated in the present study is the apparent lack of inspiration being manifested in present-day Indian high school History students. This may be a result of the lack of inspirational methods of teaching History; this study concentrates on teachers who need to learn how to teach their subject effectively in order to make it pertinent to the students’ lives. Currently, earning a master’s degree in History in India does not mean that a person is prepared to teach. Secondary school History students often complain that the study of History is boring and irrelevant. Many theorize that this boredom is a consequence of the current teaching methods used for teaching History, which are based on traditional teaching methods in which there is little connection, or no connection, with the daily lives of the students.

Purpose of the Study

It is important to study the needs and preferences of History learners to improve the quality of teaching and learning. Based on a limited provision of supportive instruction to prepare emerging teachers in Punjab, India, there is a limited number of high school teaching methods in the field of History that appear to inspire and motivate students to learn at a deep level. Hence, the primary purpose of this study was to explore, in depth, the ways that History is taught in the classroom that result in boredom among students and difficulty in understanding and memorizing the facts in high schools of Punjab. The secondary purpose of this study was to recognize the view of History teachers in regard to the most motivational History teaching methods and their viability. In other words, the purpose of the present study was to determine different motivational History teaching methods to support and extend the learning of the secondary school students. The knowledge gained from the results of the present study can be
applied and may improve future teaching practice for the present author as well as other educators.

**Justification of the Study**

History includes whatever people have done and created previously. It includes legislative issues, religion, social exercises, and everyday life. As human beings, we should recognize the important part of History in our lives. There is a philosophical grounding for the teaching of this subject; there is a need for its study, as it reflects how a nation takes pride in its past. History is an important subject to furnish the student with the skills and dispositions to enable him/her to fit well into society. This connotes the development of patriotic tendencies, critical and analytical thinking skills, and deep national awareness through knowledge of the past (Oppong, 2009). Eventually, History as a subject is instructed to give the student a comprehension of the present through information and valuation for the past, to prepare him/her with attractive, long-lasting qualities, and to enable him/her to contribute definitively to the advance and survival of society. Hence, there is a great need to teach History teachers how to teach. It is upon the shoulders of History teachers to make their lessons more interesting by talking about current, relevant problems. Cannon (1989) stated that if the teachers do so, they can become the best of all “general educators” (p. 254). In this way, whatever blocks the accomplishment of any of the destinations or exercises recommended in History teaching is an issue, and subsequently, a danger to the reason for which history is considered, should have been examined.

Several issues encompassing the teaching of History have regularly been left unaddressed. For example, the stuffed syllabus, lack of instructional resources, poor administrative support of the subject, insufficiently qualified history educators, and vast class
size are significant issues apparent in instructors’ classroom methods. Other problems like inadequate motivation of teachers’ methods of teaching, inadequate timetable for covering the entire History syllabus, and so on, are found. Moreover, the History syllabus follows the thematic approach to introduce the content to be covered.

Ruto (2013) contemplated the difficulties related with the administrative support in the teaching of History. It was discovered that the vast majority of the difficulties related to teaching the subject ran from insufficient instructional materials to unmotivational teaching methods used in the secondary classrooms of Punjab. Despite the fact that schools could offer help such as course readings, maps, outlines, and other instructional materials, such materials were not sufficient for educating. Moreover, resources for instructors to go to refresher courses to redesign the guidelines of the subjects were likewise observed to be lacking.

These findings point out that there are some limitations with the teaching of History, as the conditions and proper structures needed for the effective teaching of the subject are not set up in the high schools of Punjab. The author of the present study also noticed as a teacher in a high school of Punjab that appropriate methods were not properly utilized by History teachers in teaching the subject. Hence, teachers should plan good lessons while using various teaching principles that normally result in fruitful lessons, despite the fact that there is no inevitable certification of progress (Hunt, 2007).

It is understandable that students are found to have negative observations about the subject, as they see History as a summary of realities to be remembered. Besides this, students learn with various styles, at various speeds, different levels of earlier information, and distinctive situations when the topic is given by way of a variety of teaching strategies. Jones (1987, p. v) stated that recognizing individual differences of the learners is an essential consideration of
teaching and learning that what we choose to teach in the classroom should be a connection of what we know about the variables of instruction, learning, achievement, and relevant variables. This idea has driven our inquiry as people and groups to develop an instructional structure. Moreover, instructors seek to find the students’ existing historical information that this earlier information can be taken into account in planning for instructing and learning (Arthur & Phillips, 2000). The fundamental variables of good instruction are fair conduct by educators, proper utilization of the information and aptitudes, readiness of an instructor and the student’s inspiration to learn more about a given subject, efficient structure, and feedback as a basis for continued improvement in performance. Introduction of new methods into History teaching practice is possible simply under the conditions when an educator specializes the strategies for organization and drives talks among students (Suslov, Salimgareev, & Khammatov, 2017).

It is true that educators cannot adequately execute their lesson designs without great classroom management, inspiration, and discipline skills. The way in which educators approach the lessons is a vital area of inquiry that could prompt a change in History teaching. A study about the utilization of instructive standards and methods in History teaching is expected to comprehend current practice. The degree of motivation of teaching methods and tools represents an area of importance in secondary History education. In this manner, the present study is concerned with an examination of teaching methods of History that can be used to enhance the motivation of History students.

**Research Question and Hypothesis**

The following research question is proposed for the present study: What are currently the most motivating teaching methods for secondary students of the subject of History as reported by teachers in the high schools of Punjab? The hypothesis of the author of the present study was that
teachers would report various interesting methods that would motivate the students to learn History. These methods would likely include group work, self-study, bringing guest speakers to share their own personal experiences, active learning techniques, films, library research, specialized topics, and historical fiction, and these types of teaching methods would concentrate more on student-centred learning, and that is the most important approach to make history lessons more invigorating. Regardless of what methods are used in the classroom, however, it is important to apply a humanistic approach while teaching the subject of History. Moreover, teachers’ responses may also enlighten school heads and training authorities on the difficulties in History teaching in high schools and the requirement for such difficulties to be addressed.

**Definition of Terms**

In an effort to be clear and transparent, there are a few terms presented below that will accompany the operational definitions used by the author of the present study. The term *teachers* is meant to be the instructors or educators who impart knowledge and skills to the students. The term *teaching strategy* refers to the complex instructive conduct of an educator in utilizing techniques, procedures, devices, and interchanges with a specific end goal to accomplish objectives and/or destinations.

The term *methods* is meant to imply styles or manners by which an educator has chosen to encourage the educating learning process. The term *teaching tools* utilized by the present author is meant to be equipment utilized as a part of encouraging the educating learning process. The term *effectiveness* in the present study is meant to be producing the desired result of teaching-learning using selected methods, techniques, and tools. The term *principles of teaching-learning* is intended to be the precepts utilized by instructors to encourage the learning procedure; and finally, the term *teaching-learning process* is meant to be the art of arranging,
sorting out, and encouraging the conveyance and securing of information and ability that
prompts the difference in conduct, states of mind, and the capacities of those included.

**Brief Overview of the Study**

The present study was a deep examination of the various methods of teaching History to
address the purpose of teaching History and what new teaching methods are now being used or
recommended by educators to motivate the students. For this purpose, a qualitative and
quantitative study was carried out with a sample of History teachers from high schools in Punjab
to uncover the most motivational teaching methods of History. The instrument of a paper-pencil
questionnaire was used to gather the data. The responses of History teachers were reviewed to
find out their teaching approach and to identify the teaching methods that can motivate the
students to study the subject History, and also to explore the degree of effectiveness of different
History teaching methods.
Chapter 2 – Literature Review

Educators’ choices of specific or various teaching styles emerge from certain intrinsic and outer conditions that influence their decisions. Given this background, this paper embarks on an analysis of motivational History teaching styles such as personalized teaching style, group work, active learning methods, self-study, and field study used by History tutors.

Teaching is considered an essential ability in any instructive area. However, it is also argued by different researchers that not all can educate and not all are conceived as educators. In this way, to procure the demonstration of teaching is an incredible ability that one needs to value. The act of teaching serves as the drive by which the content and objective of any educational curriculum is communicated to the students. It is the focal point for reinforcing learning, strengthening thinking, and reflecting on the instructions given by the teacher. On this point, instructors who encourage these demonstrations of prompting knowledge in students end up adopting different methodologies in offering to transmit instructional material to students (Taylor & Young, 2003).

Presently, educating in any subject demands guidelines that meet learners’ changed necessities. In a similar way, History teaching needs motivational methods that make the lessons interesting to the students. Motivational teaching styles are mediums utilized to pass on information and aptitudes with the end goal of improving and directing successful learning (Henson, 1988). Such teaching methods are the most effective and efficient means of presenting a subject to students in any given classroom. Hence, the aura of comprehension for a specific subject and the qualities relative to a specific subject is provided through the mode of teaching styles. Appropriate teaching, to Anderson (1994), is represented by portrayal, discourse, recalling, distinguishing, clarifying, sensation, use of media, and displaying. In the field of
History training, Yelon (1996) affirmed that the encouraging teaching styles utilized in the History classroom are the use of the lecture method, discourse, describing, presenting, distinguishing, pretending, clarifying, broad media, visiting, displaying, performing, note-production, rehearsing perception, conceptualizing, discussions, board dialogue, instructive visits, and project method. These styles as per the researchers are utilized by History instructors in their classrooms on the basis of knowledge about these methods. But the issue at hand is which teaching methods actually motivate History students to study History?

**Review of Literature**

This section looks into the available literature on the various motivational History teaching styles and the possible factors that could inform their preference. Though literature on teaching styles and factors that inform their use is scarce (Henson, 1988), it is important to think about them in this study in order to enable the present researcher to consider the principal issues and compare the current study’s findings with those.

**Educational Context of History Teaching in India**

The Indian education framework has made some amazing progress since independence, and education is the most critical part of different segments of the entire social foundation. However, the educational development in India still remains at a low level.

There are many schools and many subjects taught in Indian schools. History is one of these subjects, which is often considered a boring subject due to various reasons. Education in India has become a business today and several institutes have been set up where students are less encouraged to develop their own opinions. The students are losing interest in History day by day as the teachers usually focus on rote learning of dates, names, and events rather than focusing on development of opinion and creation of social awareness among students. A major consequence
of rote-style education in India is that students forget their lessons by the time they go to university because the object of their studies had been examination oriented. Moreover, students are discouraged from participating in extracurricular activities such as debates, discussions on historical issues, quizzes, and skits, which can help them in their overall development and make History interesting. By this way, logical and analytical thinking of the students is not promoted. Furthermore, another issue in the Indian education system is that the teacher-student ratio is about 1:40 and individual attention is not paid to students. Consequently, students feel ignored, and they take less interest in the classroom activities.

In schools and colleges, more attention is given to theoretical knowledge, and practical knowledge of History is totally ignored. School authorities rarely take initiatives to set up historical excursions or trips. In India, parents and teachers expect that their students must score high in the exams; however, after passing the exams, the students forget all the things they have studied due to a lack of practical experience. Hence, they fail to get quality knowledge. Practical knowledge is far away from the reach of the students. The lack of hands-on experience is another reason for the lack of interest in History education as it is common knowledge that if a child has much exposure with other children, then their developing skills grow faster, and they can learn faster. In other words, if a student is given hundreds of books to read but not given enough time to apply that knowledge, then he/she will not be able to develop his/her skills. Besides this, educators play a great role to inspire the students, but when teachers go by the thinking that they will get paid whether or not their students learn from their classes, the students cannot get anything from such teachers. Teachers should be able to help their students to realize the importance of History in their lives. It is the greater responsibility of the teachers to make the
subject of History interesting by using such kinds of innovative teaching methods that no History student will ever be demoralized to learn this subject.

Factors Influencing History Teachers’ Teaching Styles

Most students in high schools of Punjab, India, describe History as a boring and dull subject, and that is why fewer students study History after they pass their high schools. After studying different articles, the researcher of the present study investigated the different factors that affect the teaching methods of History teachers in India. The effective teaching of History is a major area of concern for most History teachers in India. The major reason why History is considered an uninteresting subject is that most History teachers do not adopt appropriate methods in teaching the subject. History teaching can be a demanding and testing experience due to the unique idea of the subject. The relevancy lies in the way that past experiences cannot be duplicated and rethought for legitimacy and thought processes in which moves were made are not open to physical examination and investigation. Taylor and Young (2003) argued that History is an intricate assignment incorporating the change of topic into a frame that empowers students to increase meaning while in the meantime holding the trustworthiness of the subject.

It is for this reason that Aggarwal (as cited in Ghansah, 2009) noted that the teaching of social studies and History so far as that is concerned requires greater resourcefulness from instructors as these subjects demand all-round conscious and reliable educators of sound learning. Then, History instructors need to have a sound, proficient preparation in the hypothesis and evaluating the learning results of students (Ghansah, 2009). It is essential to equip the students with the “scholarly toolbox that will enable them to make associations with the past and help them to take decisions in present and future” (Taylor & Young, 2003, p. 177). Tragically, most educators of History don’t depict the subject as an energizing and fascinating field of study.
while teaching (National Academy of Sciences, 2000). Studies have demonstrated that most
History instructors are bound to utilize the old teaching methods without any advancement
(Adeyinka, 1989, 1990; Oppong, 2009; Boadu, Awuah, Ababio, & Eduaquah, 2014). This could
be because of the way that most History instructors are not presented to or prepared on the
fundamentals of dealing with the subject adequately, or that educators do not have the dedication
towards encouraging the subject as it ought to be instructed.

Effective teaching of History means breathing life into the subject and making it
effective to the students by scholarly and enthusiastic resources. Thus, the uniqueness of the
subject is what should nourish and advise instructors to receive imaginative methodologies
towards making their teaching successful. Dyer and Osborne (1995, p. 260) expressed that
students’ reasoning aptitudes and critical thinking capacities can be produced by teaching styles,
particularly by the choice of the right teaching approach.

Hence, the teaching goals must be adapted to the needs and interests of learners, while
teaching strategies should be carefully used to improve learning and make the subject matter
useful. There are different kinds of factors that influence History teachers in high schools of
India to choose their teaching styles, which are as below.

**Place of History in Indian education system.** At first, History is considered a study of
the past; however, many people dislike History. The reason is that History education is still
considered unimportant in relation to national needs. In the comparison of this subject, other
subjects such as Political Science, Economics, Science, and Mathematics are given much more
importance. That is why fewer teachers pay much attention to planning different innovative
teaching methods to make History interesting for the students. History is even given less
importance in the classroom timetable as other subjects are allotted more periods in the timetable
because teachers also add extra efforts in those subjects so that students can make their better future plans by getting good marks in them. It is also true that a person who does a Master’s in History in India has fewer chances to get very high salaried jobs. Some of them can get such jobs and people with an Economics background or Science background have more chances to get more jobs. They would have much exposure with such kind of professional skills not only in their own country but also in foreign countries. Due to these reasons, History teachers hardly try to alter their old teaching methodology into innovative and interesting teaching methods.

As History provides us with great knowledge about how the society we live in came into existence and how we can bring change in it after learning from past experiences, it is important for us to study History to understand, to know, to learn, and to follow.

**Teaching techniques and tools.** It is important to know that the teaching styles used by teachers are usually influenced by their demography (immediate environment). All the new educators embrace encouraging teaching styles utilized by their preparation designers or instructors as the perfect strategy endorsed from the course syllabus. As indicated by Kahn (1990), teachers in the course of the most recent decade have demonstrated a great interest in growing a new educational module and changing the existing educational module to advance the improvement of reasoning abilities. However, old History teachers use the traditional methodology in the classroom, and it may result in boredom or de-motivate the History students to study this subject. Sometimes, new History teachers also fail to implement new teaching approaches due to these traditional methodology-based teachers as they believe their own methods. Thus, the orientation and the relationship new teachers develop from their trainers in them affect their preference for a particular teaching style. New teachers are trained accordingly to be efficient and satisfying while simplifying and organizing complex content and connecting
new ideas to old ones; their teaching styles are built to focus the learners’ attention on what is being taught, ease learning, produce recall, foster transfer, and speed instruction (Yelon, 1996).

Many of the researchers state that the availability and adequacy of classroom space, teaching/learning facilities, and available teaching material due to insufficient funds, syllabus, and the number of children a teacher handled were also found to have had a great influence on the teaching methods the teacher adopted. The findings of Adeyinka’s (1989) study showed that large class size was among the problems affecting History teaching. Furthermore, learning aids are the important devices or mechanisms to make the learning more effective. For example, a study conducted by Adeyinka (1989) on the problems of History teaching revealed that the lack of essential teaching aids was the most serious problem of History teaching. Schools were not sufficiently resourced to provide the requisite aids to enable them to carry out effective teaching of the subject.

On the other hand, some teachers do not have such teaching aids to make their subject interesting, or some of the teachers lack in research-based or critical thinking, and they are not aware enough of how to make use of these aids. This also affects their teaching style. There are some other factors highlighted by other researchers, which includes the lack of personalization. Not all the students learn with just one method of teaching. They learn by different mediums and methods that can be through their auditory senses or through their vision. However, some of the teachers lack in personalized learning, which can result in demoralizing the students to learn. Hence, each school should have personalized education depending on the students’ learning styles.

**Teacher-student factors in teaching and learning.** Several researchers suggested that the teacher-student relationship also affects the quality of teaching and learning. Different studies
show that the students state that some of the History teachers adopt such kind of teaching methods that never enhance their historical understanding, and some of them never think to work with students as a friend or a guide to make the learning place more comfortable. Moreover, it has been observed that teachers explain in simple words and without stating any example, and it is common that students will lose interest in any of such subject. History is an interesting subject as it is the record of all past events, but it depends on the methods how History teachers make it interesting such as by building good relationships with the students, by having open communication with them, by choosing thought-provoking, simple, and comprehensive content, and so on. Teachers’ modelling and feedback are important factors for motivating students to study. This result correlates to Cheng and Dörnyei’s study (2007), which suggests that showing teachers’ enthusiasm through their behaviour is one of the most significant and frequently used motivational strategies.

Strategies in motivating students are an important aspect of motivation toward learning. Hence, teachers play an important role to help learners in establishing their self-confidence and achieve successes that can crucially influence motivation (Gardner, Masgoret, Tennant, & Mihic, 2004). Furthermore, the relationship between the teaching style of the teachers and learning styles of the students affect students’ motivation. In other words, teachers’ behaviour and beliefs strongly influence students’ learning. Henson (1988) observed that the correlation between teaching styles and learning styles greatly impact the teaching-learning achievement and presumed that students who were coordinated with their learning-style inclinations had higher scores than their partners who were not coordinated with learning-style inclinations (p. 157).

Numerous investigations have concluded that educators’ teaching styles, convictions, age, sex, livelihoods, school area, school size, and scholastic foundation and a few different
variables affect teaching-learning results. Anderson (1994) also stated that student learning achievement may heavily rely on the teacher’s teaching planning, selection of instructional method, and on a variety of learning activities. So, teachers must choose their teaching methods very carefully and always try to have a shared experience between them and students. Teachers should also strive to guide the students to be critical thinkers and enable them to evaluate their world.

**Teaching-learning principles.** Learning and understanding of the many ways of learning are fundamental to making choices about and utilizing suitable instructional procedures and systems. It is true that teachers must understand all the conditions and reasons that enhance the learning of the students and how their learning can reach to a high level of competence. Teaching is best depicted as managing and coordinating the learning procedure with the end goal that students gain new information, aptitudes, or states of mind; increment their eagerness for learning; and grow further their expertise as learners (Newcomb, McCracken & Warmbrod, 1986, pp. 20-21).

A few standards of teaching and learning that have revealed more insight into the procedure were expressed by Yelon (1996, p. 3) as follows: Firstly, the subject matter must have meaning and structure. It should be clear to the students, thus learning occurs more rapidly and is retained longer. It is also important that the subject matter must be according to the level and learning experiences of the students as readiness to learn is a prerequisite for long-lasting learning. Students can be motivated to learn by being provided learning activities according to their needs, interests, and aspirations. Moreover, they can be motivated to learn by engaging them in setting their targets and planning such learning activities. Students can be motivated by
giving them challenging tasks where success may not be certain, however desire to achieve success is a strong motivating power.

Providing feedback to the students is an important factor to inspire the students to learn. At the point when students know about their learning progress, results will be better than it would have been without such information. Besides, students are more likely to learn when they are rewarded even for their little achievement. Reinforcement plays a key role in getting the desired behaviour of the students. To boost learning, students should “ask into” rather than “be taught in” the topic. Problem-solving approaches are always better to enhance learning. Practice makes perfect, and similarly, students learn what they practise. Open communication is also important among students and teachers. Teachers should always prioritize the students; in other words, students should find out everything that they want to know or need to know so that they can focus on learning.

Teachers should strive to help the students in organizing their ideas and using learning aids. Yelon (1996) stated that the use of a learning aid as a major teaching tool is an important technique in the teaching-learning process. Handouts, transparencies, and tapes are good instances of instructional guides or teaching mechanisms intended to make learning more compelling, more productive, and all the more fulfilling (p. 133). Meanwhile, teachers should vary their instructional methods according to the needs of the students to hold the students’ interest and attention. Yelon (1996) prompted instructors to pick up a fundamental comprehension of these underlying standards and utilize them as opposed to imitating other individuals’ instructional styles (pp. 3-4). Moreover, such principles establish the standards for all phases of the instructional procedure and the motivation of the students.
On the basis of the above teaching-learning principles, Newcomb et al. (1986) characterized teaching methods into two categories, the group strategies and the individualized strategies. The group methods incorporate discussion, field trips, demonstrations, role-playing, and asset people. The individualized strategies include directed investigation, experiments, and independent study. Also, Henson (1988) referenced some other teaching methods such as the lecture method, coaching, inquiry-based learning, and questioning and simulation games.

Likewise, Tyler (1969, p. 65) proposed two general standards to guide educators in choosing teaching-learning principles in particular, at first, for an offered target to be achieved, must have such kind of experiences that offer him a chance to practise a behaviour suggested by the objective. For instance, to enhance the problem-solving skills of a student, he/she must be given adequate chance to comprehend the issues. Secondly, the learning experiences must be with the end goal that the students get fulfillment after carrying out one sort of conduct inferred by the goals of the teaching process. Thus, all the instructors must use distinctive instructional techniques that would be useful in students’ reasoning abilities, and intrigue and furthermore help them in deciding.

**Teaching effectiveness.** Essential changes in human conduct are not produced in a single night. Changes in mindsets, in basic habits, in major working ideas, in attitudes, in withstanding interests, and so forth, grow gradually. It is simply after months and years that we can see major instructive goals take solid shape. Similarly, teachers can learn the attributes of effective teaching not in a single day; appreciable change can be noted in their teaching over a period of years. Effective teaching consists of facilitating the learning, imparting the information among students, developing critical thinking skills, exploring different aspects of life, practising the art of analyzing the content, and making the students learn by example.
Wilen, Ishler, Hutchison, and Kindsvatter (1988, pp. 156-183) argued that effective teaching has four main principles based on students’ behaviour; effective teaching includes time assigned for each task to learn the whole content, coverage of this content appropriately, students’ achievement in completing their assignments, and proper feedback to the students regarding their correctness, quality, and any remedy to improve their performance. These factors are most significant in deciding the level of the students and enabling them to actively participate in class activities. Wilen et al. (1988) stated that effective teaching should result in the improvement of attitudes, interests, goals, and capacities of the students. Meanwhile, teachers must keep in their minds the principles of readiness, democracy, learning by doing, inspiration, and feedback to make the lesson interesting to the students.

**Models for teaching strategy.** There are different useful models to teach thinking skills to the students, and all of them constitute some important factors as analysis of the curriculum objectives and level of the thinking skills of the students is important at first. Understanding the cognitive needs of the students based on curriculum objectives, a list of reasoning abilities of the students, definition of each and every ability, and all the steps involved in applying these skills and at last how to test such skills among students. Most of these models are based on an individual students’ achievement and also on the group needs of the learners. Now, the question arises is what model is going to be applied by History teachers to stimulate the students’ thinking process.

According to Shipman (1985), the basic model of teaching is input and output and how the teachers teach the students, and it is based on feedback to evaluate the whole response from the students. Similarly, many other psychologists have developed some cognitive models, and they believe that the interaction with the students and their active participation highly encourage
the students to refuse to be passive learners. Such activities always motivate the students to participate and learn in the class. It is also a significant factor that the teaching models must consist of a break-down process; in other words, the whole task can be placed into parts from simple to complex. However, this model cannot be applicable for some of the tasks (Shipman, 1985).

Classroom instructions involve learning tasks, how to perform them, and which important steps are needed to carry out those tasks accurately (Ashman & Conway, 1993). Hence, there are a number of models that focus on how to teach the students and how to make the students solve the problems. All factors of teaching models are correlated with each other and influence each other. Yelon (1996) stated that different teaching principles can be employed by the teachers to create new teaching strategies based on the knowledge of the learners. In the same way, History teachers can combine all these teaching procedures to accelerate their teaching skills and motivate their students.

Motivational History Teaching Methods

Motivation is a significant factor that can determine the success of learning of the students (Crookes & Schmidt, 1991; Gardner & Smythe, 1975; Oxford & Shearin, 1994). Learning does not take place properly without motivating the students, and the quality of a student’s motivation depends on teachers’ teaching style. Cohen and Dörnyei (2002) also stated that motivation is often considered the key learner variable because without it, nothing much happens (p. 172). Hence, different instructional styles in motivating the students should be examined as one of the important variables for provoking learners’ motivation. It is the great responsibility of the teachers to become motivators to influence learners’ motivation. Brophy (1987) contended that students’ motivational records pursue them into each new classroom, and
it is essential for the teachers to view themselves as being able to trigger students’ motivation to learn.

The literature uncovers numerous techniques to increase motivation in students and how these motivational methods affect students’ learning. Motivation researchers found that motivational strategies that teachers utilize can successfully impact students’ inspiration toward learning (Banya & Cheng, 1997; Fives & Manning, 2005; Stipek, 1996). Thus, it is important for teachers to concentrate on motivational methods to make their subject interesting to the students rather than applying traditional teaching methodologies. Moreover, it is also noticed that some of the teachers start giving punishment to the students, sometimes corporal punishment, for not actively participating in the class, and they do not try to change their teaching method or to reach to the level of the student or to stimulate the students. Dev (1997) also reported that teachers should focus on strategies to substitute threatening or startling circumstances and tasks. Thus, teachers should organize their lesson plans and influence students by utilizing diverse teaching strategies.

Different researchers recognize different teaching methods—personalized teaching method, self-study, inquiry, field-study, simulation gaming, and so on. In the past, teachers had to choose which method to use in the classroom; however, in these days, teachers have ample methods with certain objectives (Henson, 1988). Each method has its own objective, and all the teaching methods can be categorized according to their objectives. Dressel and Marcus (1982), for instance, ordered teaching strategies as control focused, educator focused, and learner focused. In a discipline-centred teaching style, the teacher teaches according to the fixed structure of the syllabus and does not make any alterations according to the needs or interests of the students; in the teacher-centred model, the teacher holds all the authority, a source of all
knowledge, and everyone must follow his/her all instructions, and then the student-centred teaching style revolves around the students’ level, needs, interests, and above all active participants of the information.

Van Sledright’s (2002) model has presented five teaching models used by History teachers in their classrooms and highlighted the requirements for those methods, benefits, and risks of using those methods. According to Van Sledright (2002), the teaching styles can be classified as expert style, formal authority, personal model, facilitator, and delegator. Expert style is featured by instructors who have the information and the know-how in the topic. Instructors who exhibit this model educate into detail by supporting and motivating the students to exceed the expectations in the examinations. Instructors who practice this style require their learners to dependably get ready and underline the expansion of knowledge to the most extreme. The risks related with this style are that the observable and definite presentation of information by instructors, to an extent, threaten the students, and furthermore, the basic point of view of educators to a lesser degree is not obvious to the learners.

The formal authority style instructs educators to give negative and positive input to their learners in the course. With this strategy, educating is relied upon to be in an exact and standard frame close by with the explicit objective of the school. The other side of this style is that it prompts inflexible, institutionalized methods for dealing with students’ concerns (Wolf, 2010). With the individual model style (coach style), educators utilize personal examples to teach, or in other words, they teach by example. Instructors will in general go about as models to make students understand how to think and act. They direct the students as well as control them. In other words, they approach this style by providing direction and guidance through making inquiries, offering choices to investigate, giving proposals for options, and creating criteria to
deal with an issue. The general objective of the style is to create students’ capacity to act naturally dependent, inventive, and mindful. Instructors with this style believe in utilizing projects to develop the students. The other side of this style is that educators are enticed to trust their style is the most ideal way; however, the students may feel insufficient that they are not ready to reach up to their teachers’ desire (Wolf, 2010).

Most of the students consider History an uninteresting subject, and the researchers found that teaching styles are greatly responsible. It is also noticed that many History teachers use the lecture method in their classrooms to teach the historical facts. As indicated by Lackey (1997), the lecture method is an instructor-focused style and has a latent job of learners. The lecture method rarely focuses on the cognitive development of the students. However, researchers argued that the teachers’ goal should be to help the students to improve their information as a process rather than trying to get a product from them. All the above discussed studies are significantly related to students’ learning achievement, and teachers’ beliefs and practices concerning the motivational methods that can be utilized in the class. Similarly, the present study focuses on different motivational strategies that are sufficiently considerable to be explored for increasing motivation for learning of the students of History, which is discussed below.

**Personalized teaching.** It is the responsibility of the History teachers to enhance the personal competencies of the students through inquiry-related activities and projects, supported by digital and communicative technologies and a sociocultural approach to content planning. For this purpose, they must gain mastery in a broad array of History knowledge and skills. The personalized teaching method is one of the teaching methods that is empowered by smart e-learning frameworks, which deal with the adapting needs of all the students, and give a chance to them to get the learning substance and assets by addressing each student’s problems, yet which
are not all accessible inside the four dividers of the conventional classroom (Wolf, 2010, p. 10). In recent times, there is rapid change in methods, curriculum, and pedagogical techniques. Personalized teaching has grown up in these days with the advancement of internet technology, which focuses on each student’s learning style and interest. Hence, teachers must try to engage students in all aspects of learning. To make History an interesting subject, History teachers should also give an opportunity to the students to think about their own thinking and discourage them from the rote learning of historical facts. According to Wineburg (1991), teachers must promote students’ metacognitive skills necessary for historical thinking.

Many teachers may be familiar with the personalized teaching methods that advances in technology can greatly help to deliver the content in and out of the classroom. However, personalized teaching can take place without the use of the modern innovations too, as the main objective of this teaching method is to open up the lines of communication between teachers and students, and students are motivated to explain their actions and thoughts to the teacher as well as to the other students. Such a level of involvement is usually more intense as teachers create more opportunities to the students to converse with them. Students are automatically motivated to speak out, to take part in the class activities, and to learn when they are given a chance to work with the students. This way of learning improves the academic engagement of the students and develops the students’ social interaction skills as students believe that teachers care about them. It is noticed that the traditional classroom set-up often discourages the students’ interaction, and students had to follow only the teachers’ instructions. Students were given fewer chances to share their own thoughts, and teachers rarely tried to reach to the level of the students. On the opposite, the personalized teaching method is optimized to the needs of each learner and all the learning activities are self-regulated and driven by the students’ interests.
Technology is not very important for personalized teaching, yet technological innovations, analysis tools, and media-rich content have enhanced the material for the teachers’ use in planning their lessons and measuring the growth of students (Halpin, 2007; Leiringer & Cardellino, 2011). Personalized teaching offers opportunities for teachers to impart knowledge and skills important for teaching in 21st-century classrooms. It refers to the utilization of multiple instructional methods to meet with each students’ learning needs and enhance their motivation to learn by fostering self-initiated competencies among them. Redding (2014) stated, “Technology must not be seen as a replacement for the traditional classroom, but it is a powerful tool to enhance what is already proven pedagogy” (p. 123). Similarly, Sandler (2012) also argued that technology is a means to enhance and extend the learning beyond the four walls of a classroom.

On the other hand, according to Loewen (2010), some of the Social Studies teachers reported that utilization of digital primary resources is time consuming as compared to traditional classroom-based primary resources. In response to this argument, Marri (2005) commented that when a primary resource is not available in a traditional paper-based classroom, then it is more likely that teachers can find success in a digital version, and it also provides flexibility to the teachers to prepare their lessons. Redding (2014) contended that an amazing method of personalization of learning is mixing a web of a digital, technology-based environment and a traditional classroom. An absence of personalization is an inadequacy that impacts the learning of students. Traditional course readings frequently neglect to show the encounters of women since the beginning, relying on the “great men” way to deal with history. Course books are bound to display political and financial history, instead of social history, more likely women’s history (Loewen, 2010).
On the whole, the fundamental premise of personalized learning (PL) is the conviction that every student is remarkable and learns in various ways. The factors for personalized teaching incorporate each student’s interests, necessities, capacities, and the identification of the best learning style to make the lessons fully understandable to the students.

**Group work.** It is true that numerous students feel an overwhelming need to have a place and socialize; this might be in direct conflict with their scholastic duties. To pursue this aim, group work is one of the methods of instruction to build students’ motivation. Group work is a kind of instructional method that offers numerous potential advantages to students. In group work, students work in groups to achieve specific learning goals.

According to Panitz (1999), teaching History by the group method is helpful in sparking students’ natural curiosity as people are often motivated by their social needs and schools. Schools always endeavour to eliminate non-scholarly time to such an extent as can be allowed. Meal breaks and passing occasions have been shortened. This does not generally enable students enough time to meet their social needs. It is the result that students lose interest in some of the subjects, especially in Social Studies, which mainly deals with the social needs. Group work in history teaching is an effective method to motivate the students and develop critical thinking and active learning among students, and it is also helpful in enhancing decision-making skills in the students.

At this point, the careful planning of the group work plays a significant role to achieve the desired goals, otherwise students can be frustrated, and they can start feeling they are wasting time. Teachers have the responsibility to figure out how the groups will function. Groups of students must be organized with positive interdependence on each other, and all of them must work to get some acknowledgment, review, or reward. Second, there must be individual
responsibility. The groups must rely upon the individual learning of all a group’s members (Slavin, 1989). Positive relationships among all group members build up a feeling of “we” not “me,” though individual responsibility builds up the inclination that everyone is a vital part of the group. Moreover, researchers also found that while learning about history, students can take part in many kinds of work like skits, models, and so on, and they can learn more when they perceive that their rewards are dependent on the accomplishment of their colleagues and are bound to offer help for each other’s learning. According to Panitz (1999), group work always improves students’ self-regard and motivates them to take an interest in their studies by giving them more command over their learning encounters.

Group work is a great motivator to involve the students actively in the studies, and it helps in developing positive student-teacher relationships (Johnson & Johnson, 1985). Group activities train the students in the social skills, and these skills deliberately develop the interest of the students in the historical and social background. Group learning can increase motivation because students often find it fun (Panitz, 1999). However, group work may not be the best method for use every time as it depends on the subject matter that you are going to teach in the classroom. Randall (1999) discovered fault in the essential basis for the group method that in this method, all the individuals are responsible for each other’s learning; however, it is unjust for all the teammates where one individual is stuck doing the majority of the work.

Hence, instructors should be exceptionally tenacious in the observation of the procedure to ensure that all individuals are contributing. Students can be motivated if work is sorted out well, and they will not be hesitant to partake in it; however, the domination of some of the members or improper format of the group actions may go about as boundaries to accomplish the learning goals (Slavin, 1989). At this point, instructors should offer obligations to all the students
and permit them to assume liability of their own by being a part of a group. Besides this, the positive collaboration among students, their interpersonal communication, individual tasks, and group advancement are always significant in motivating them to study and take interest in historical aspects.

**Active learning method.** Active learning is sometimes called engaged learning. Students are truly engaged in the learning process through reading, writing, or speaking, and they do not act as passive listeners. By this method, students are motivated to study any subject naturally as they grapple with the course material by working collaboratively on problems (Tyler, 1969). The learners constantly process what they are learning. What happens in this method is that students may look at the PowerPoint slides, and meanwhile they discuss or debate the questions asked by the instructor in the class, and by doing so, their critical thinking develops as they critically analyze the information, and it also improves their problem-solving skills. Students take risks as they come out of their comfort zone to solve different kinds of problems. However, they gain more confidence and self-possession by sharing their thoughts with other students, defending their ideas after finding resources from the internet or finding the other data to support their arguments (Milson, 2002).

In the case of teaching History, the active learning method can be beneficial to a great extent as students will be involved in the classrooms and they will not just listen passively or do rote learning of all the historical facts. Studying history by this method, students will search for the information and they will be motivated to get knowledge by engaging themselves in several activities. Furthermore, teachers need to get the students engaged actively with the learning procedure to understand the lesson. For active learning, a few researchers utilize the term “significant learning” as it furnishes students with significant learning by enabling them to
assume greater responsibility in their own learning (Tyler, 1969). Active learning is a learning procedure where students are offered chances to assume liability, settle on choices, and self-direct themselves. They are compelled to utilize their psychological aptitudes, to take choices in parts of how and to what degree the learning will happen, how inspiration will be set up, from where and whom help will be looked for and given when such help will be solicited and the goals of the learning process (Milson, 2002).

Active learning is a student-centred learning process opposite to the traditional teaching method where students were only passive listeners and never given chances to share their own views or ideas in the classroom. Researchers argued that when students start believing that this subject is here to prepare them for their lives, then they become motivated to learn, and it can be History or Mathematics or any other. Hence, it is the responsibility of the History teachers to use such methods in the classroom that students focus on the studies. Here, it is also noticeable that too much stress on information may cause problems such as creating a negative attitude towards “learning” and students might lose their interest, motivation, engagement, memorization, and reviews (Allen, Taylor & Turner, 2005). Moreover, whatever is taught in the classrooms must be valuable to the students throughout their lives. Just remembering the dates of the past events is not useful for the History students, yet History teachers must make the students learn something from the past and apply the past experiences of the great people in their lives and reconstruct the things on the basis of history.

Furthermore, it is significant for the History teachers to become aware about all the activities associated with the active learning method. All these activities must spare students from an exhausting, authoritative, and heavily disciplined classroom and make a learning domain that is fun and in which learning is simple. Some of the active learning techniques are:
composing poems, mental maps, idea maps, innovative gatherings, learning through research, pretending, contextual investigation, discussion, card arranging, conceptualizing, illustrative learning, instructive recreations, interviews, talks, exhibition, critical thinking and basic leadership exercises, making an artwork/visual, composing a story and inscription, open-ended questions, characterization of sources, keeping an exercise or learning diary, finding a title for a content or imagine, self-evaluation, leading meetings, setting up a news record of first page, a presentation, making an idea outline, rundown of what aptitudes or ideas was found out in a session or movement, utilizing similarity and illustrations, critical thinking based work sheets and creation of different charts (Allen, Taylor & Turner, 2005).

The foundation of active learning is instructors, in spite of the fact that they appear to be less included as compared to old teaching methodologies. In this method, greater obligation and responsibility is required from them; however, the outcomes are worth it. Thus, active learning does not undermine educators but rather some changes in their jobs, as teachers are engaged in this method from origin to the results. They are responsible to set up new activities in the classroom, encourage the students to take part in those, open doors for each student, provide feedback, and expect high accomplishments from them; besides, instructors discover more chances to meet with the individual needs of students (Allen, Taylor & Turner, 2005). To respond to each student’s needs, teachers always upgrade themselves by developing certain skills; thus, active learning is helpful for instructors as much for what it’s worth for students.

Milson (2002) also argued that some of the teachers may fail to fully implement the active learning technique in the classroom, so to actualize active learning in schools viably and sufficiently, numerous elements ought to be observed; for example, school administration, instructors’ ability, supply of materials, the number of learners, and format of classrooms should
be fit in with prerequisites of active learning. Moreover, teachers should take care of the
objectives of the lesson plans to make the lesson interesting, motivational, and understandable to
the students. While empowering and supporting students when they do the correct things,
educators should address students if they do anything wrong (Allen, Taylor & Turner, 2005).

There are many benefits of active learning for the students as they can enhance their
personal pleasure and fulfillment as compared with conventional techniques and rote learning.
Moreover, they have chances to associate and work with their classmates inside groups and
develop cooperation among themselves. It is realized that those students who learn through
hands-on exercises accomplish more highly than the individuals who learn by conventional
methodologies. Furthermore, students favour hands-on exercises as they are motivated in such
exercises. Teachers should never take the students as unfilled or empty containers and must
endeavour to find out creative strategies for active learning.

It is likewise vital to note that active learning does not absolutely overlook the traditional
teaching method, but rather gives a more extensive aptitudes base to educators as well as to the
students. Under this methodology, the instructor must incite the students’ interest by utilizing
incoherency or disparity of new data from previous learning. Moreover, individuals generally
appreciate exercises that they find challenging, and these problem-solving and creative skills are
important in building up their career in future. Hence, through this method, History teachers have
many opportunities to arouse enthusiasm among students to study the subject of history.

**Self-study.** Self-study is a learning method where students direct their own learning
outside the classroom and without any direct supervision. This method can be very beneficial for
many of the students to learn. If students are unmotivated to learn, then teachers must create the
conditions to support self-motivation (Dicintio & Gee, 1999). Researchers found that the self-
study method can help to boost the comprehension skills, grades, and motivation of the students. However, the first and foremost thing that is important is setting clear objectives. Hence, for independent self-learners, the intentional learning needs need to be formulated, and here, the teachers play an important role in clearly defining the topic and making the students start collecting the relevant material accordingly. According to Lepper (1988), teachers’ guidance is vitally important in self-study to motivate the students to use their full potential, and they can assist the students to find the knowledge within themselves.

Self-study is an important aspect of effective learning, and even if one is studying with traditional teaching methods, it is important for the students to have a clear vision and understanding of what they have already done in the classroom. History teachers can motivate the students to do self-study that can be helpful for them in their future, too, as they may appear in any competitive exam. Teachers can encourage them by giving some historical material to do the self-study, and it can be any historical novel to study, any questionnaire to fill out, to think and write answers to some open-ended questions after reading a lesson, and so on. Students can concentrate more on self-study and they have freedom of learning as they do not have any restriction of time. Self-study helps the students to broaden their thinking level, and they tend to build a sense of responsibility as they start accepting the liabilities. History students can learn more by this method as they are not only bound to read the boring textbooks, yet they can utilize technology to get the study material, watch videos, and discover more about the topics they are interested in. Kagan (1972) commented that self-learning students can retain more information as they work at their own pace and are not dependent on the spoon-feeding regular classroom.

It is a greater responsibility of the History teachers that they motivate the students to do self-study in a positive manner, and for this purpose, they must upgrade their current skill set,
and they also notify that everyone is competent to learn to or to do self-study. Teachers make the students feel that learning is a lifelong process and all learning arises from curiosity, and History has many curious things to know. In this way, students must be encouraged to learn deeply about History. Teachers also need to ensure that students who are doing self-study have all the required tools such as study area, study tools, etc. Moreover, this method is not suitable for all the students, and teachers should recognize which method works best and for whom. Lepper (1988) argued that the self-study method reduces the feeling of frustration, anxiety, or boredom of students that they may struggle with in the regular classroom setting, and they can learn at their own pace and they have control over their own learning. However, students can be undecided sometimes, whenever they may have doubts, and hence teachers should take feedback from the students alongside and make students prepare to do self-assessment. Hence, History teachers motivate the students to study, to organize the time and work, and know how to use their minds effectively.

Field study. Field study is also one of the important teaching methods to teach History as it can create a rewarding and exciting learning experience for a student. In this motivational teaching method, teachers take the students outdoors or to a museum, theatre, historical areas, monuments, national parks, zoos, or learning centres to partake in hands-on learning experiences that relate directly to their classroom curriculum (Hammerman, 1980). Through this method, students have an opportunity to have first-hand experience with the subject matter. Students get the collection of primary data by means of observation, experiment, or survey. Sometimes, due to a lack of teaching materials, such field trips become necessary to make the students understand and to clarify the topic to them. According to Jacobson (1986), teachers can achieve
better results in the cognitive fields. Thus, teachers can make history interesting to the students by taking them outside the regular classroom.

Students can learn particular subjects of different cognitive areas faster and more efficiently in an appropriate outdoor environment as compared to the traditional environment (Kern & Carpenter, 1986). Such kind of learning stays longer in the minds of the students.

History teachers can inspire the students by making the learning active and experience-related by emphasizing the local environment (Clover, 1998). Hence, teachers can organize many out-of-school activities such as excursions, historical trips, etc. Yet field trips must be action oriented, reality oriented, and encourage the students to do self-responsible learning.

For achieving the objectives of field study and motivating the students, the teachers should clear the subject of the study, aims, place of field study, activities to be carried out, the duration of the field study, the sources to be utilized, and what will be the result of the process.

However, there are some restraints in choosing this method such as budget restraints like transportation cost, control over student behaviour, medical risks, and establishing rules outside. To overcome these issues, teachers apply rules and structure, and sometimes it may be difficult for the teachers to enforce rules on a large number of students on a field trip and to assess those students. So, teachers must give detailed instructions and plan accordingly. Moreover, it is noticed that some of the students are more introverted and feel shy to be part of this method. So, teachers must choose this method by taking care of such students, too, and follow the teaching method as per the level and interest of the students to make the learning understandable to them.

Furthermore, in field study, teachers must evaluate the students’ understanding through some interview or questionnaires. For motivational and fruitful learning through this method, it requires systematic and careful preparation on the part of the instructors and well-defined
purposes of this method; moreover, students’ activities are to be clear and well-planned in advance, and the output should also be well prepared (Orion, 1993). Hence, it is evident that field study is an educational technique that makes the educational process active, to help the students to work in real conditions, yet it requires successful planning, preparation, and enough time, and History teachers utilize this method to get better outcomes from the students and create their interest in the study of History.

Summary

The review of the literature has given a foundation and a rationale to concentrate on the teaching-learning standards, methods, tools, teaching effectiveness, and student-teacher factors in the learning process. It also gives a comprehension of the different variables of educating and learning and instructional methodologies and adequacy in teaching History. The present writing suggested a variety of educating learning rules that indicate different parts of encouraging methodologies including teaching strategies, procedures, and devices. These procedures are such instruments that are intended to make learning compelling, proficient, and fulfilling. The review of literature additionally uncovered that encouraging methodologies are required in History education to make this subject motivational for the students. Distinctive techniques of instructions are noted here, including their positive points and the dangers of using those strategies. Therefore, the issues about History teaching techniques in this literature review provided the basis to uncover more about persuasive History teaching strategies.
Chapter 3 – Procedures and Methods

Description of the Research Design

The present study was designed to examine the most motivational teaching methods for the subject of History. The research question asked the following: *What are currently the most motivating teaching methods for secondary students of the subject of History as reported by History teachers in high schools of Punjab?* This study followed a mixed-method survey designed to collect both quantitative and qualitative data as the participants of the present study completed one paper-and-pencil questionnaire that asked them to describe the most motivational teaching methods of History. Once the participants received descriptions of each teaching method, then they were asked to rate its effectiveness in motivating learners. Teachers’ feedback about teaching methodologies was measured using a five-item rating-scale questionnaire. Further, the participants were asked to add their comments under each teaching method to give their ideas against any rating question type, and that allowed participants to explain or qualify their answers so that their responses can be better understood. At the end of the questionnaire, an open question was asked from the participants to give their own opinions about the alternative teaching methods of History in motivating the students. The range of each method obtained from each participant was analyzed using MS Excel to determine the most motivational teaching methods, and thematic analysis was used to examine the qualitative data. Participants were asked to participate in the study voluntarily with confidentiality and they were informed that they were able to opt out or discontinue their involvement in the present study at any time.

Description of the Sample

The present study considered twenty History teachers, who teach in high schools named Shri Usha Mata Public School, GHG Academy, Preet Gobind Model School, and Guru Gobind...
Singh Public School in the district of Punjab to represent the population of interest. The purposive sampling was used to select participants according to the criteria set out as described below. The rationale behind the choice of the History teachers was that they have had adequate exposure to the content, concepts, and theories underlying the teaching of History as a subject. Including History teachers has hopefully brought about responses that are inclusive of various techniques and methods of teaching History.

The sampling criteria for the present study required that the participant: 1) be a History teacher, 2) be at least 18 years of age, 3) has been a teacher at school for more than one month, 4) has attained professional status and has gone through both content and pedagogical training, 5) has completed the consent form, and 6) is willing to complete the paper-pencil questionnaire.

The author of the present study was a teacher in a high school of Punjab, India, and the principal of the same school conducted the present survey in the four schools of Punjab on behalf of the researcher.

**Description of the Instruments Used**

The instrument designed by the researcher was based on the key issues emerging from the literature related to methods of History teaching. To capture the view of the participants regarding the most motivational teaching methods of History, a five-item questionnaire was designed using a Likert-type design (see Appendix A). Each of the five items represented one of the dominant teaching methods used to teach History. Participants were asked to respond to each of the five items by selecting the degree of motivation that each teaching method evokes. Following each degree-of-motivation item was an open comment box where participants were asked to give comments regarding details of their thoughts on the corresponding teaching method. At the end of the questionnaire, there was one final open-ended item where participants
were invited to describe alternative History teaching methods that were not included in the present questionnaire.

The present study was based on a multi-method questionnaire that was both qualitative and qualitative in nature, as under each rating scale question, the participants were allowed to address different methods of teaching History that were of specific interest to them. Further, at the end of the questionnaire, the responses from the participants about alternative methods provided some qualitative data and also helped to keep discussions within the scope of the present study.

**Explanation of the Procedures Followed**

To conduct this research, the researcher went through the following procedure:

- First, the permission from the Research Ethics Board of Vancouver Island University was sought, as this research was going to be conducted on human subjects; along with it, the researcher also gained approval from the School Principal (researcher’s colleague) in the Punjab to assist with administering the survey to teachers.

- After approval, the researcher prepared a cover letter for the teachers (participants) in India in which the researcher described the problem to the participants, the purpose of this study, and also specified the date by which the questionnaire was to be returned.

- The participants were asked to read the consent form and agree to participate accordingly; however, their participation was completely voluntary and anonymous.

- The participants completed the paper-and-pencil questionnaire in early November 2018 and the researcher of the present study prepared a recruitment script for teachers (participants), which was read by the researcher’s colleague to the participants, as the researcher’s colleague administered the questionnaire in India on behalf of the researcher.
The researcher’s colleague visited the schools to inform the teachers about the study and to administer the questionnaire. The participants were also informed that they were not required to complete the questionnaire and could choose to discontinue participation by simply not submitting the questionnaire. The questionnaires were distributed among History teachers by the school principal and the teachers were allowed to take the questionnaires to their homes and return them in a week or so in the sealed envelope provided. They could drop the questionnaires in the school drop box in the corridor outside the school office. The participants were informed that it would take approximately 20 minutes to complete the questionnaire. The whole data was collected over a period of two weeks.

The data gathered from the participants was examined using quantitative and qualitative procedures. Results from the paper-and-pencil questionnaire were compiled and presented in visual formats including tables and graphs in an effort to provide a clear and complete interpretation of the data.

MS Excel was used to analyze the quantitative data for each teaching method and produce a table of descriptive statistics for comparing the five different teaching methods.

Thematic analysis as well as tables were used for identifying, analyzing, and reporting the positive and negative responses and patterns within the qualitative data that were collected through the comments left in the comment text boxes in the questionnaire.

**Discussion of Validity**

The present study used a multi-method questionnaire to collect both quantitative and qualitative data. The nature of such a multi-method questionnaire strengthened the validity of the findings of the study.
The quantitative data, gathered via rating-scale questions, captured the participants’ responses about the degree-of-motivation of each of five History teaching methods, as these close-ended questions allowed the participants to rate, quantitatively, on a five-item scale.

The qualitative data, gathered via open-ended questions, provided the opportunity for the participants to contribute deep and personal responses about each of the five teaching methods. By analyzing this qualitative data, themes in the manner of positive and negative responses were identified regarding each History teaching method.

The threat to the validity of the present study was that the participants might not be familiar with some of the teaching methods asked in the paper-and-pencil questionnaire. However, the researcher of the present study provided some description of each teaching method in the questionnaire to get as much information from the participants as possible. Finally, factors such as clarity of printed instruments, font size, and appropriateness of language were managed professionally.

**Description and Justification of the Statistical Techniques Used**

Before analyzing the data, the returned questionnaires were cleaned and numbered serially to ensure easy identification. The data gathered from the participants were examined using quantitative and qualitative procedures. Results from the paper-and-pencil questionnaire were compiled and presented in visual formats including tables and graphs in an effort to provide a clear and complete interpretation of the data.

**Quantitative.** MS Excel was used to analyze the quantitative data for each teaching method and produce a table of descriptive statistics for comparing the five different teaching methods. The descriptive statistics included means, ranges, and number of responses. The researcher of the present study graphically depicted the details of the responses for each teaching
method using tables, bar graphs and pie graphs, which are useful for identifying outliers and for comparing distributions. Bar graphs and pie graphs are alternatives for visualizing, breaking down, and comparing the quantitative data by levels of a categorical variable, and they would help the researcher of the present study in showing more information about each teaching method of History by an excellent graphic representation.

Qualitative. Thematic analysis was used for identifying, analyzing, and reporting patterns within the qualitative data that was collected through the comments left in the comment text boxes in the questionnaire. The personal responses of the participants regarding alternative teaching methods were collected using an analysis approach in which participants’ responses were compared among each other to seek out and determine the most common motivational History teaching methods. The researcher of the present study categorized the descriptive responses into four groups, positive, negative, not decided, and neutral. Moreover, the positive and negative responses of the participants were presented in the tables by the researcher.

The data analysis outlined above was directly related to the purpose of the present study. The purpose of the study was to examine the most motivational History teaching methods for high school students in Punjab. The calculation of the descriptive statistics with the quantitative data, along with the thematic analysis of the qualitative date, allowed the researcher to examine the motivational power behind different teaching methods of the subject History.
Chapter 4 – Results

Most of the students of History in high schools in Punjab believe that History is a non-motivational subject, and they try hard to learn; however, they cannot learn. Being a teacher in a high school in Punjab, I felt that it might be due to the teaching methods used in History classes that students are less motivated to learn. Students come into the classes with various levels of motivation, hence teachers must try to motivate the students to learn.

There are many teaching methods that an educator can utilize in the classroom that will increase the students’ motivation. These methods can come from psychological theories such as social cognitive theory, from the suggestions of teaching expertise, and from our own teaching experiences. However, the aim of all these teaching methods is to help the students to achieve their goals through learning, to make the content relevant to the teaching goals, to persuade the students to learn, to build a positive relationship with the students, to avoid de-motivating the students, to enhance their self-efficacy, to use an appealing teaching method, to give motivational feedback, and to monitor the students’ motivation levels and adjust the teaching methods as per the needs of the students.

The findings of the present research study aimed to answer the following question: What are currently the most motivating teaching methods for secondary students of the subject of History as reported by History teachers in high schools of Punjab? In this study, the researcher employed a survey approach using mixed-method quantitative and qualitative methodology. Twenty History teachers in high schools of Punjab were the target group, and a paper-pencil questionnaire was designed for them while using a Likert five-point scale, as well as open-ended questions.
Data Collected

The questionnaires were distributed among twenty History teachers in four different high schools of Punjab, and participants were given approximately one week to complete the questionnaires. Of the 20 participants who received the questionnaires, 16 completed questionnaires were returned after one week, and the rest of the questionnaires were dropped in the school drop-box in the second week. After getting the completed questionnaires, the school principal, Kirandeep Kaur Deol, mailed them to me, and this process took three weeks. Later, all of the questionnaires were scanned and kept secure in a locked cabinet of the researcher.

For analysis purpose, questionnaires were coded: T001, T002, T003, and so on for 20 questionnaires distributed among History teachers in order to distinguish between the participants. Example: T001 = quote from Teacher #1. Then, tables and graphs were used to record and analyze the responses of the participants.

Summary of Quantitative Data

History teachers’ questionnaire. In most of the high schools, History teachers use traditional teaching methods to teach History to the students, and due to this reason, students feel unmotivated to study this subject. Teachers need to motivate their students to learn the lesson and understand it. History is an important subject that is related with our daily life. It is a great responsibility of teachers to show the relevance of History to their students’ future careers. To pursue this purpose, there are a number of teaching methods to help motivate students to learn.

In the present study, the researcher provided five different motivational teaching methods to the History teachers to rate their effectiveness, and this survey found that 100% (Mean = 5) (see Table 1) of History teachers agree that “group work” is a good teaching method to increase the motivational impact on students; if students work in groups to solve complex problems, then
they will always try to become effective members of the group. Also, none of the teachers are undecided about this method or did not favour it (see Figure 1).

Teachers who expressed that “field study” is the second motivational teaching method averaged 90% (Mean = 4.5), while 10% were undecided (see Table 1 and Figure 1). Most of the teachers felt that field trips are a plausible alternative to achieve success in teaching History to the secondary school students. However, while “field study” is one of the outdoor education teaching methods, teachers in high schools of Punjab fail to utilize this method effectively, as they are not provided with needed resources.

It can be observed from the data that 75% of the teachers (Mean = 4.3) (see Table 1) agree that the “active learning” method offers different opportunities to the students to ensure the effective teaching of History, as students are engaged actively with the learning process, and thus they understand the lesson in a better way. For this reason, “active learning” is a meaningful learning that is a student-centred teaching method in which students take more responsibility, make decisions, and self-regulate themselves. In this way, they become motivated to learn History.

Teachers who believed that the “personalized teaching” method is helpful to develop each student’s motivation to learn represented 35% (Mean = 3.5) (see Table 1) of respondents, as personalized learning requires educators to develop great skills among themselves to meet the different needs of students. Teachers play a critical role in “personalized teaching” because they have to recognize different ways to engage the students in class. Each student has his/her own way of learning, hence meeting each individual’s needs, building a strong classroom culture, and making the classroom environment flexible requires various practical methods. Most History teachers believed that this method is less successful to motivate the History students in high
Schools of Punjab, as it is hard to cater to each student’s needs by using different instructional methodologies for each.

When it comes to the “self-study” method, a minority of History teachers (Mean = 3.2) (see Table 1) were of the opinion that it is difficult to motivate the students to study the subject by developing self-study skills among themselves. The History teachers in high schools of Punjab believed that some students lack a conceptual understanding of the complex lesson, and thus they can make errors. In this method, they would not have any chance for class discussions. On the whole, Table 1 displays the means of degree of effectiveness of each History teaching method. Hence, teachers must investigate which method works best for each student and teach accordingly.

Table 1

*Responses from Teachers’ Questionnaires to 5-Point Scale Questions*

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized Teaching Method</td>
<td>20</td>
<td>3.5</td>
</tr>
<tr>
<td>Group Work</td>
<td>20</td>
<td>5.0</td>
</tr>
<tr>
<td>Self-Study</td>
<td>20</td>
<td>3.2</td>
</tr>
<tr>
<td>Active Learning Method</td>
<td>20</td>
<td>4.3</td>
</tr>
<tr>
<td>Field Study</td>
<td>20</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Opinions of History teachers about how they like different History teaching methods to teach History and to motivate and interest the students are summarized and reported in Figure 1. Their views on the use of motivational teaching methods of History were organized into three groupings, namely favoured, not favoured, and undecided, expressed in percentages.

![Figure 1](image-url) Teachers’ opinions about different teaching methods. Number of participants: 20.

From Figure 1, it can be illustrated that all the History teachers favoured the use of group work (100%) in comparison to other teaching methods. Secondly, 90% of teachers favoured the utilization of field study, and only 10% of teachers were undecided to use this method (see Figure 1). Teaching History and making it motivational is a challenging task for the teachers; however, through field trips, students learn more in an open-learning environment outside the conventional classroom, such as historical areas, monuments and museums, national parks, zoos, the seaside, etc. It is based on the belief that the most valuable experiences of the students are obtained through impressions formed by the senses. All teachers favoured this teaching method, thus it is also an important teaching method to teach History.
While 35% of teachers favoured the method of personalized teaching, the same percentage of the teachers who were undecided and 30% of teachers did not favour this teaching method (see Figure 1), as there is a shortage of resources with which teachers can develop their skills, or sometimes, new History teachers lack in implementing their innovative initiatives in the classroom due to the traditional classroom setup. At this time, it is important to understand how and when personalized teaching can be implemented by increasing the student engagement and achievement.

Moving further, 75% (see Figure 1) of teachers favoured the active learning teaching method, as teachers can use this method to make the subject of History more vibrant. There are different active learning techniques that can be followed to make it engage for the students. Only 5% of teachers did not favour this technique of teaching, and 20% were still undecided about it (see Figure 1). The reason for this could be that many History teachers are still unaware of new innovative teaching styles to make their lessons more appealing to the students.

It is observed through this survey that half of the participants decided self-study is a motivational teaching method, 35% did not favour it, and 15% of teachers were undecided about its use in secondary schools of Punjab (see Figure 1).

Qualitative Data Analysis

History teachers’ responses about different History teaching methods. All of the History teachers were asked to answer the open-ended question under each Likert-scale question and then, at the end, there was one more open-ended question about which teaching method they believed could be the most motivational teaching method.

The statistics of teachers’ open-ended responses were expressed in percentages in Figure 2. Of the 20 participants, 12 teachers (62%) answered all the descriptive questions. At first
glance, it is clear that most of the teachers responded to all of the open-ended questions. As is observed, almost 15% of teachers responded to five descriptive questions out of six questions, while 6% of teachers answered only one of the open-ended questions, and 3% of teachers answered only two questions. In addition, 8% and 5% accounted for those who answered only four questions and only three questions respectively.

Figure 2. Percentage of teachers’ descriptive responses. Number of participants: 20.

History teachers’ responses to the open-ended questions were grouped into four: Those who favoured the practice, those who did not favour its use, those who stood neutral, and those who did not respond. As can be observed from Figure 3, the method of group work had the highest (95%) positive responses from History teachers, and only 5% teachers did not respond to it at all. Even in the last open-ended question (Q. 6), most of the teachers agreed that group work
is the best way to engage the students in the classroom by organizing many activities such as role-playing, debates, discussions, etc. Such activities are energizing ways to motivate the students. The positive responses of the participants about the method of group work are illustrated in Table 2.

Table 2

*Positive Responses of History teachers about Group work*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Group work is an inspirational teaching method to build up reasoning and decision-making skills among students.”</td>
</tr>
<tr>
<td>2</td>
<td>“Yes, group work stirs interest among students and energize their advancement through stimulating and challenging group activities.”</td>
</tr>
<tr>
<td>3</td>
<td>“Through, group work students feel included, related and inspire to interface their thoughts with each other.”</td>
</tr>
<tr>
<td>4</td>
<td>“Surely, group work raises the capacity of students to gain from other students.”</td>
</tr>
</tbody>
</table>
Moving further, the field study method followed with 90% positive responses; meanwhile, 10% of teachers stood neutral regarding this method (see Figure 3). See Table 3 for the positive responses of the participants about this method that emerged from the collected data.

Table 3

Positive Responses of History teachers about Field Study Method

<table>
<thead>
<tr>
<th>Participants</th>
<th>Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Field study method opens doors for first-hand experiences that energize positive attitudes, interest among students.”</td>
</tr>
<tr>
<td>2</td>
<td>“It is commonly seen in the classrooms that students’ cognitive improvement and inspiration is upgraded when they go about as dynamic members in the planning of their field study.”</td>
</tr>
<tr>
<td>3</td>
<td>“This method allows students to make their own observations, their own decisions and to self-direct themselves.”</td>
</tr>
</tbody>
</table>

The active learning method is another motivational teaching method. Of the 20 participants, 76% of responses accounted for positive responses; however, 5% of teachers gave negative responses, 15% of teachers stood neutral, and the rest of the teachers did not opine about it at all (see Figure 3). Table 4 summarizes the positive responses of the teachers about the present teaching method.
**Table 4**

*Positive Responses of History teachers about Active-Learning Method*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Active learning teaching method is the most ideal approach to engage the students in learning and make them increasingly responsible for their own learning.”</td>
</tr>
<tr>
<td>2</td>
<td>“Active learning method is a compelling method to build up the conceptualizing aptitudes of the students.”</td>
</tr>
<tr>
<td>3</td>
<td>“Numerous activities, for example, debates, role-playing and so forth are energizing way to motivate students and evoke their emotional learning about the multicultural issues and enhance the capacity to reflect on, and enables them to establish effective respectful relationships with other students.”</td>
</tr>
</tbody>
</table>

See Table 5 for the summary of negative responses about active learning method.
Table 5

Negative Responses of History teachers about Active-Learning Method

<table>
<thead>
<tr>
<th>Participants</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Sometimes, teachers neglect to cover the entire subject, hence it requires full preparation on the part of the teachers to pursue the active learning principles.”</td>
</tr>
<tr>
<td>2</td>
<td>“When a single individual dominates the whole action, then other students begin lacking development, thus this method loses its quality to accomplish the goals of teaching.”</td>
</tr>
<tr>
<td>3</td>
<td>“Student negligence or teacher unpreparedness for a new experience, can likewise result into avoiding some important problem-based learning exercises.”</td>
</tr>
</tbody>
</table>

It can be seen in Figure 3 that only 35% of teachers responded positively about personalized teaching method and 30% of teachers did not agree that this method can be used to motivate the students to study History, while 5% of teachers were undecided. Table 6 is a representation of the positive responses about this method.
Table 6

*Positive Responses of History teachers about Personalized Teaching Method*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“This method utilizes technology in the classroom to address each student’s issues where every student plays an active role and contribute in his/her own learning.”</td>
</tr>
<tr>
<td>2</td>
<td>“Teachers can enhance learning results by assisting students to achieve their maximum capacity in the classroom, by utilizing their own bits of knowledge to expand their abilities.”</td>
</tr>
<tr>
<td>3</td>
<td>“Personalized teaching method is a student-centered approach rather than teacher-centered, hence, teachers work to teach the subject matter better after considering individual contrasts that can help in improving students’ performance.”</td>
</tr>
</tbody>
</table>

See Table 7 for the summary of negative responses about the personalized teaching method, which accounts for 30% (see Figure 3) of the reported data.
Table 7

Negative Responses of History teachers about Personalized Teaching Method

<table>
<thead>
<tr>
<th>Participants</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Personalized learning often requires additional readiness and teachers have to gather all the information about each student to get individualized learning results, however in Indian schools, sometimes teachers fail to follow this approach of teaching due to time or available resources and bigger classrooms.”</td>
</tr>
<tr>
<td>2</td>
<td>“This method requires a great number of teachers and the Indian school administration cannot bear to hire additional teachers.”</td>
</tr>
<tr>
<td>3</td>
<td>“The utilization of technology in the classrooms, make a few teachers feel that are they simply like machines and have they lost real teaching as they have to depend more on technology to teach the students?”</td>
</tr>
</tbody>
</table>

Of the 20 participants, about 47% of teachers agreed that the self-study method is a motivational teaching method to teach History, and 15% of teachers were undecided about this teaching method (see Figure 3). Table 8 represents the positive responses of the History teachers regarding the self-study method.
Table 8

*Positive Responses of History teachers about Self-Study Method*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Self-study method is an incredible strategy that students can have control on their own learning.”</td>
</tr>
<tr>
<td>2</td>
<td>“Students can go beyond the textbooks or what teachers teach them in the classrooms, they are urged to investigate further their points which can bring about building up their solid study aptitudes.”</td>
</tr>
<tr>
<td>3</td>
<td>“Students turn out to be more confident learners.”</td>
</tr>
</tbody>
</table>

It can be observed from the data that 35% of teachers (see Figure 3) believed that the self-study method cannot be motivational to teach History, and they gave different reasons to support their views; it is represented below in Table 9.
Table 9

*Negative Responses of History teachers about Self-Study Method*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“In self-study method, there would not be anybody to keep a check of what you are studying.”</td>
</tr>
<tr>
<td>2</td>
<td>“Students might have to rehearse several times in self-study manner, but if they go to classes, their burden might be decreased.”</td>
</tr>
<tr>
<td>3</td>
<td>“Students may not know if they are understanding the topic in the right way, they can become lazy in this way, or may fail in assessing themselves, they won’t create social connections what they can create if they study in the regular classrooms, and those who rely on spoon-feeding, may find this teaching method troublesome.”</td>
</tr>
</tbody>
</table>
Figure 3. Teachers’ opinions from open-ended questions. Number of participants: 20.

The qualitative and quantitative data obtained from the surveys provided insight into the participants’ methods used and their observations regarding effectiveness of different History teaching methods used to enhance and enrich the student learning. Thus, the principal aim of the present research was to gain information about the motivational strategies that History teachers felt should or should not be used in the History classrooms in the context of Punjab, India. A more thorough discussion of these teaching methods and data interpretation and analysis are presented in Chapter 5.
Chapter 5 – Conclusions and Recommendations

Summary

Most of the students in the high schools in Punjab, India believe that History is not an interesting subject to study, and the present study evolved from an early desire of the author to help the students to make History interesting, and at the same time, expand the use of different motivational teaching methods in the high schools in Punjab, India.

There could be effective teaching methods that can be helpful in enriching or motivating the students’ learning that the author of the present study decided to investigate. To further explore the area of motivational teaching methods of History, a literature review of relevant research was conducted prior to embarking on the present study. This literature review helped in examining and clarifying the problem being addressed. The main purpose of the present study is to identify the degree of effectiveness of various methods to enhance the History students’ learning and make the History subject motivational.

A paper-pencil questionnaire method related to five motivational teaching methods of History was used in this study to gather the data from History teachers in high schools in Punjab, and both quantitative and qualitative data were collected from the participants using a mixed-method survey. In the end, 20 questionnaires were completed, indicating a 100% response rate, though some of the participants did not respond to all the open-ended questions. This chapter consists of the survey summary, recommendations, and scope for further research.

Discussion

The research findings from the quantitative and qualitative data indicate that the methods of group work, field study, active learning, personalized teaching, and self-study are the motivational methods to teach History in the high schools in Punjab, India as reported by the
History teachers. The evidence of the current study suggests that overall, these teaching methods can effectively enhance the students’ learning and motivate them. This statement will be further discussed in relation to figures and tables illustrating the findings of the quantitative and qualitative data presented in Chapter 4.

**Group work.** Some specific methods to teach History for motivating the students reported in the survey were interpreted, and according to Table 1 and Figure 1 (which illustrate percentages), it is clear that the group work method is the most motivational teaching method, at 100%, as reported by participants. This is not surprising, as descriptive responses also support that group work is a versatile method. It is illustrated from Table 2 that History teachers reported that “group work is the best way to make the students feel involved, related, and motivated to interface their thoughts with each other.” Figure 3 displays that 95% responses of History teachers are positive in regard to group work. The results about group work correlate with the findings of Johnson and Johnson (1985) that group work is a great motivator to involve the students actively in the studies, and it helps in developing positive student-teacher relationships.

This suggests that this method can definitely stir the students’ interest. Teachers reported some of the activities that they can organize in the classrooms such as debates, quizzes, skits, and so on. Meanwhile, it is also noteworthy that group work can successfully achieve its aim if it is organized well, and sometimes a lack of measurement of students’ activities, group size, and task independence also affect the utility of this method. According to Slavin (1989), students can be motivated if work is sorted out well, and they will not be hesitant to partake in it; however, the domination of some of the members or improper format of the group actions may become boundaries to accomplish the learning goals. At this point, the teachers should offer obligations to each student and allow them to expect liability of their own by being a part of a group.
Furthermore, from personal experience, the researcher is aware that Indian classrooms are usually packed with students; hence, to pursue the aims of this teaching method, teachers need to develop good teaching process skills, and tasks should be organized well after assessing each student’s abilities. However, the researcher of the present study is aware of the common understanding and knowledge through the results that group work far outweighs all other History teaching methods to motivate the students.

**Field study.** The second motivational teaching method, at 90% (see Figure 1), is reported by the participants. Also, Table 1 displays means of degree of effectiveness (Mean= 4.5) for the field study method. Ten percent of teachers (see Figure 1) are undecided about the use of this teaching method in the classrooms of Punjab, as sometimes they fail to get support from the administration to organize field trips. However, most of the participants supported this method, and it is clear from 90% positive responses (see Figure 3) that field study is an inspirational method to teach History students, as it opens doors for first-hand experiences that energize positive attitudes and interest among students. Table 3 illustrates the open-ended responses of the participants that the present method allows students to make their own observations and experiences and helps them in improving their cognitive skills, also upgrading them when they go about it as dynamic members in the planning of their field study. Hammerman (1980) was also of the same view that students learn more when they go outdoors or to a museum, theatre, historical areas, monuments, national parks, zoos, or learning centres to partake in hands-on learning experiences that relate directly to their classroom curriculum.

The researcher of the present study agrees with the results of the study; however, field study requires financial support from the school and proper organization by the teacher, which should not be time consuming. In other words, teachers must be mindful about their role and
about the field research to accomplish the aims, and in that way, the field study method can be an effective and efficient method to arouse the interest of History students.

**Active learning method.** The third motivational method, at 75% (see Figure 1) as reported by participants, is the active learning method. However, 5% of teachers did not favour this method, and 20% of teachers were undecided about it. Table 1 illustrates its degree of motivation, which accounts for 4.3 (Mean). This explains that teachers in Punjab find value in using this method. Table 4 reveals the descriptive positive responses (76%, see Figure 3) of those teachers in regard to this method that active learning is the most ideal approach to engage the students in learning and to build up their conceptualizing aptitudes, and in the meantime, it helps in achieving teaching/learning objectives. The results about this method can be supported by the findings of Tyler (1969) that the active learning method furnishes students with significant learning by enabling them to assume greater responsibility in their own learning.

However, the researcher of the present study also found that 5% of teachers’ responses (see Figure 3) about this method are negative, and teachers gave some examples from their own teaching experiences to support their views. Table 5 displays the negative responses of the teachers in regard to active learning, and they mentioned that sometimes, teachers fail to cover the entire subject, or sometimes a single student dominates the whole activity, and thus, the other students begin lacking development. In that way, it is important that teachers must prepare themselves well to achieve the aims of this teaching method.

**Personalized teaching method.** Of the two lowest reported methods for teaching History in Punjab, one of them is the personalized teaching method, which accounts for only 35% (see Figure 1), and 30% of teachers did not favour the use of this method, while 35% of teachers were undecided about it. Table 1 describes its degree of motivation, which is 3.5
(Mean). Hence, this method is less preferred by History teachers, and they also responded to the open-ended questions to present their views. However, 35% of teachers were positive towards this method, and 30% of responses were negative (see Figure 3).

Table 6 illustrates the positive responses of History teachers to the personalized teaching method. As reported by the participants, the personalized teaching method is the best method to make the use of technology in the classroom to meet with each student’s needs, and each student can play an important role in his/her own learning. It is correlated with the findings of Wolf (2010) that this method is empowered by smart e-learning frameworks, which deal with the flexible needs of all the students and give them a chance to get the learning substance that is not accessible inside the four dividers of the traditional classroom (p. 10). As it is a student-centred approach and teachers always try to reach the student’s level after learning the individual contrasts, it truly helps in improving the students’ performance.

On the other hand, some of the teachers gave some negative responses about this method (see Table 7). They were of the view that pursuing the aims of this teaching method requires many teachers to be available, as the classrooms in high schools in Punjab are full with the students, so to collect all the information about each student and to get individualized learning results, the school administration needs to hire many teachers, which is not affordable for them due to the financial burden. Moreover, when depending on machines such as computers, the teachers lose the real taste of teaching, so one-third of the teachers did not support the use of this teaching method and 35% of teachers (see Figure 1) were undecided about it. Hence, the current researcher assumes that personalized teaching would not be very successful in motivating the History students in high schools of Punjab due to the above-mentioned reasons.
**Self-study method.** The second-lowest reported method that is of self-study, which only half of the participants favoured, and 35% of teachers did not favour this method (see Figure 1). The degree of motivation of this method for students is 3.2 (Mean, see Table 1), and Table 8 shows the positive responses of the History teachers about self-study, as 47% of teachers responded positively for this method (see Figure 3). The teachers were of the view that the self-study method can help the students to have control on their own learning, as they can expand themselves and are free to go beyond their textbooks. The teachers believed that by this method, students can investigate further points to build up their solid study aptitudes, and for this purpose, they can search the internet or whatever way they enjoy. This method of teaching makes the students more confident. Kagan (1972) was also of the view that by self-learning, students can retain more information, as they work at their own pace. Thus, somehow it is a motivational method of teaching History.

Table 9 highlights the negative responses of History teachers about self-study, as 35% of descriptive responses about this method were negative (see Figure 3). The teachers were of the belief that in the self-study method, nobody is there to keep an eye on students’ activities, and they might go into any wrong way; for instance, students may not be sure that are they taking or understanding the lesson in the right way. Secondly, they can become lazy; moreover, they may fail in judging their own activities. Most of the History teachers commented that students can learn better and can be motivated through group work, and when it is compared to the self-study method, the students would not have any chance of social connections, and by that way, they would fail to learn what they could get in regular classrooms. However, the self-study method is a good teaching method to expand the abilities of the students by engaging them in their self-organized activities.
Limitations

The goal of the present study was to identify different types of teaching methods used by educators to make History motivational. Although many efforts were considered to minimize the threats to validity, there were limitations to the current study. A paper-pencil questionnaire including Likert-scale questions and close-ended questions was sent to History teachers in four of the high schools in Punjab. The current study had a 100% response rate to Likert-scale questions, though some of the teachers did not respond to open-ended questions. In other words, not all the teachers showed interest in answering the open-ended questions. Either they did not have time or found them difficult to complete within the questionnaire structure. Using simpler English might have worked well for more teachers if their formal education in this language was limited.

The results of this study represent only a small sampling within one region of Punjab, therefore the findings cannot be generalized to a larger context. The experiences or views of History teachers in other regions of India might be different about the same teaching methods. Additionally, the researcher of the present study did not consider the role of individual differences, as the results are not analyzed on a gender basis. It is noteworthy that male and female History teachers may have different views about these teaching methods. Furthermore, another limitation of the current study is that students were not included in the survey, as they were considered too young by the researcher to understand and express their views about the effectiveness of each teaching method after evaluating their pros and cons.

Implications and Recommendations

This mixed-method research sought to identify and measure the effectiveness of History teaching methods that help in motivating the students to study the subject. Supported by the
findings of this study, the motivational teaching methods such as group work, active learning, and field study are strongly suggested to enhance and enrich the students’ learning. Further, these findings have provided a better understanding to the researcher about the meaningful and intentional use of all the discussed History teaching methods by which students can deepen their learning in History. The present research hopes to contribute to the motivation study in History in high schools in Punjab. With the contextual findings, History teachers can also take the study as a reference and experiment for their teaching practice. Moreover, the teachers’ responses about different teaching methods may enlighten school heads and training authorities on the difficulties in History teaching in secondary schools and the requirement for such difficulties to be addressed. Thus, this study has provided an opportunity to focus attention on different motivational methods, and also on the teaching-learning process and how it might be improved.

It is clear from the study data that teachers’ teaching methods play a crucial role in motivating the students. Hence, it is recommended based on the findings that the paradigm of teaching must be changed from traditional methodologies to modern progressive teaching methods, and these methods should be student oriented. Moreover, the role of teachers should be changed as they must act as guides for student learning. The principles of teaching and learning should be addressed in the teacher education and also in teacher in-service programs so that they can learn about the new teaching methods that can motivate the students. From the findings of the present research, it is noted that there are some teachers who had less knowledge about some teaching methods. The History teachers must seek to bring the subject to life and make it appealing to the intellectual and emotional faculties of the students. Moreover, the board of education should consider the importance of this subject and try to update the syllabus, and also change the old version of books; for instance, pictorial presentations of different events make the
lesson interesting for the students. For this purpose, the school management and the History teachers should make recommendations from time to time.

**Suggestions for Further Research**

Though the school authorities and History teachers are trying to make this theoretical subject of History an interesting subject, there are various ways by which this subject can be made motivational. It would be interesting to research the use of resources in History classrooms to get the students interested in the subject area. Moreover, the present research can be extended by personally interviewing each History teacher and evaluating the data across gender. Thus, further research can be done taking gender into consideration.

Furthermore, there were no students involved in the present research. It would be valuable to seek the input and ideas from the students, such as what they think is the most interesting way to study History. The students can be included in the research as primary participants. The effectiveness of History teaching methods, as reported by students, would likely provide a clearer and more direct window into the impact on student learning based on students’ perceptions and experiences. The school administration and the principal can also be included in the research, and they may provide information on ways to further support and improve education experiences for History students.

It is also recommended by the present author that a similar study be conducted with a pre-survey and post-survey questionnaire to provide comparative “before” and “after” data while also providing recent, intentional results that might prove more accurate and objective.

Recommendations of such research can be broadened to include a larger sampling across a broader geographical area, some more schools and more History teachers in order to increase
the generalizability of findings. Including neighbouring states in future research would enrich the study and note possible trends between states.

In the future, I would like to design survey questionnaires both in English and in the mother tongue of participants to capture more and clearer information, as some of the History teachers do not know English very well and they use their mother tongue, e.g. Punjabi to teach the students.

Conclusion

The present study describes the motivational History teaching methods that teachers can utilize in the classrooms to motivate the students to learn. It can be concluded from the study data that these History teaching methods can be motivational, as those must be based on establishing a positive relationship with the students, helping them in achieving their goals through learning, prompting them to learn, and improving their self-efficacy by engaging them in the classroom activities. Group work, active learning, field study, self-study, and personalized teaching methods are some of the History teaching methods that are discussed in the present study, and these methods are considered more valuable and feasible in the Indian context to impact the motivation of secondary school students in Punjab. It is a great responsibility of History teachers to apply different teaching methods that suit the needs of the students and to enhance and enrich the students’ motivation.
References


Appendix A

Consent Letter for History teachers

Motivational teaching methods for secondary students in History classes as reported by teachers in the high schools of Punjab

Principal Investigator  Thesis Supervisor  Other team member
Komalpreet Kaur  John Phipps, PhD  Kirandeep Kaur Deol
Master of Education (candidate)  Faculty of Education  M.A., M.Sc., and B.Ed.
Vancouver Island University  Vancouver Island University  Principal

I am a student of Master of Education in Educational Leadership at Vancouver Island University (VIU). My research entitled, “Motivational teaching methods for secondary students in History classes, as reported by teachers in the high schools of Punjab” aims to identify the most motivational teaching methods which can really encourage the students to study the theoretical subjects. My hope is to improve the quality of History teaching and learning in high schools of Punjab as the primary purpose of this study is to explore, in depth, the ways that History is taught in the high school History classrooms in Punjab that appear to result in student boredom and their difficulty in understanding. Hence, the secondary purpose of this study is to investigate the view of history teachers in Punjab regarding the most motivational History teaching methods and their viability.

Research participants are asked to complete a questionnaire (attached). If, you agree then please answer the questions concerning your personal experiences while teaching History in high schools of Punjab with the emphasis on the most motivational History teaching methods. Your participation will require approximately 20 minutes of time. Your information is anonymous, and the completed questionnaires will be returned in a sealed envelope to the school drop box. The
information will not likely be controversial, and thus the research poses only a very small risk of harm to the participants. The name of the school will not be published with the final report and every effort to withhold the publication of any identifying details will be made.

All records of your participation will be confidential as my supervisor, my team member and I have the only access to the information provided by you. Gmail will be used to transfer the scanned questionnaire and all the electronic data will be stored on a password-protected computer. However, Gmail servers are located in the U.S. which raises a risk of the U.S. government being able to access the data collected. Consent forms and paper copies of the questionnaire will be stored in a locked file cabinet in my home. All data will be deleted at the end of the project - approximately April 30, 2019. The results of this study will be published in my Master of Education thesis and may also be used for conference publications, presentations or publish in peer-reviewed journals.

Your participation in this study is completely voluntary and you may withdraw from the study at any time before submitting the questionnaire for any reason, and without explanation. If, you have any further questions related to my study, you can contact me via email provided.

By submitting the completed questionnaire, you are consenting to the use of data for the study. I have read and understand the information provided above, and hereby consent to participate in this research under the following conditions:

I consent to being quoted in the products of the research. Yes No

I, Komalpreet Kaur, promise to adhere to the procedures described in this consent form.
If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at 1-250-740-6631 or by email at reb@viu.ca.
Appendix B

Recruitment Script for teachers

To be read by the school principal to the participants (History teachers)

Komalpreet Kaur is a student at Vancouver Island University, in Canada, enrolled in the Master of Education program. She is currently researching the most motivational History teaching methods in the high schools of Punjab and she is inviting you to participate by answering a questionnaire. The information collected will not likely be controversial, and thus the research poses only a very small risk of harm to you as participants. Your participation will require approximately 20 minutes of time and your information is anonymous since your name is not recorded.

Today I will give you a consent letter, questionnaire and envelope. You can keep the consent letter and the questionnaire with you for a couple of weeks. Please read the consent letter and sign it. Along with that, complete the questionnaire and return it to the school drop box in the corridor outside the office. The drop box will be available for two weeks from 24th October. On behalf of Komalpreet Kaur, I would like to thank you for your participation in this research study.
Appendix C

History Teaching Methods - Questionnaire

This paper-pencil questionnaire deals with the most motivational teaching methods of the subject History in the high schools of Punjab, India. Your responses will remain anonymous and will be used to determine the different teaching methods which motivate the students in History classes. It is important that your responses reflect your own personal views, or beliefs.

PLEASE remember to answer as HONESTLY and SERIOUSLY as possible.

Instructions: Please circle the best response in the following teaching methods of subject History in terms of ‘degree of motivation’.

Q. 1. The method of ‘Personalized Teaching’ which is intended to address the distinct learning needs, interests, or aspirations of individual students is….

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<tr>
<td></td>
<td>Not Motivational</td>
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<td></td>
<td>Very Motivational</td>
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</table>

Please comment on your answer:

Q. 2. Rate the effectiveness of the teaching method of Group Work in motivating the learning of History students that involve displays, models, or skits.
Q. 3. Rate the effectiveness of **Active Learning Method** which includes the stimulation of discussions in the class, content-based quizzes, hands-on experiences and interesting home assignments.

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<th>Not Motivational</th>
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Please comment on your answer:

Q.4. Rate the effectiveness of the method **Self-Study** in which a teacher enhances the self-efficacy of the students by encouraging them to do self-learning by reading historical novels or watching historical videos.

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<th>Very Motivational</th>
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<tr>
<td>1</td>
<td></td>
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<td>4</td>
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</tr>
</tbody>
</table>

Please comment on your answer:
| 1 | Not Motivational | 2 | 3 | 4 | 5 | Very Motivational |

Please comment on your answer:

Q. 5. Rate the effectiveness of the method of **Field study** as planning of historical excursions to places such as cultural centres, museums or Parliament provides students realistic representations of historical events and realistic portrayals of historical figures.

1 | Not Motivational | 2 | 3 | 4 | 5 | Very Motivational |

Final Question:

Q. According to your perspective, what is the **most motivational teaching method** in teaching the subject of History in high schools? [Please give details in your response]