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Analysis of the Perceptions of Secondary Schools Teachers Regarding the Factors That Causes Social Conflicts

ABSTRACT

This study was aimed at analyzing the effect of collaborative learning technique (syndicate activity) on the motivation level of secondary school students in public sector of Khyber Pakhtunkhwa. The objectives of the study were; (i) To analyze the effect syndicate activity on the motivation level of the students; (ii) To find out whether the subject indicators of motivation are developed at the same degree by the collaborative learning technique.

This was a case study in nature therefore a group of thirty four students of Government High School No. 1, Nowshera Kalan were taken as sample. Data was collected through a

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structured and three rating observation log for looking at the improvement in motivation level of the students. It was composed of six motivation indicators; presence, preparation, listening, asking questions, comments, and taking turn. The researcher observed the improvement in motivation level of the students in 5.34 hours (eight classes) over a period of two weeks. The researcher, in this study, analyzed the qualitative data through "typological analysis" method. Le Compte and Preissle (1993) say that "it is essentially a classificatory process wherein data are put into groups, subsets or categories on the basis of some clear criterion. The major findings were; Collaborative learning technique (syndicate activity) had positive effect on sub-scales of students' motivation. Four sub-scales of motivation; preparation, listening and taking turn was improved in excellent manner, "presence" was improved in satisfactory degree while "comments" and "asking questions" were negatively affected.

Key Words: collaborative learning, syndicate activity, motivation level

Introduction

Peer learning is possible in group-work because students in group work not only learn from their peers, but also train new skills and improve learning ability. The statement (Roger & Johnson, 1994, p. 1) "Sink or swim together" highlights the importance of group-work. During the 1970s, group work methods appeared as a new effective approach in the United States which resultantly induced other countries too. Johnson and Johnson (1989) are of the view that collaborative learning

increases student' capabilities in leadership and effective communication. It also enables them to handle disputes constructively. John Dewey (1966) believed that education was a process of living and that it was the responsibility of schools to take over children's interests, increase and develop their horizons, and support them in responding appropriately to new ideas. In addition, learning should not only be an active and dynamic process based on children's expanding curiosity in their world but also child-centered and responsive to the child's own developing social interests and activities. And it is the students' interaction which make them able to learn social behavior, receive feedback and understand subject matter easily (Gillies and Ashman, 2003). McWhawet al, (2003)are of the view that societal changes (team-work/group-learning) have shifted the teaching learning process from teacher to student therefore learner-centered approaches of learning are emerging very rapidly And therefore the role of the teacher shifts from "the sage on the stage" to "the guide on the side" (Gillies and Ashman, 2003). Group learning leads to academic achievement and cognitive benefits but also promotes student learning (Cockrell et al. 2000; Hiltz 1998; Johnson et al. 2000; Slavin 1992). Group-learning increases the development of critical thinking skills and promote greater transfer of learning (Brandon and Hollingshead 1999; Cockrell et al. 2000). Group learning also aids in the development of social skills such as communication, presentation, problem-solving, leadership, delegation and organization (Cheng and Warren 2000).

Objectives of the Study

- i. To analyze the effect of syndicate activity on the motivation level of the students.

- ii. To find out whether the subject indicators of motivation are developed at the same degree by the collaborative learning technique.

Research Questions

- i. Syndicate Activity affects motivational level of the students
- ii. Syndicate activity affects all the motivation indicators at the same degree

Significance of the Study

In Pakistan the current position of education is not satisfactory. According to the National Education Census of Pakistan (2006) there are about 50,585 villages in the country in which 10,908 villages have no educational institution in it. Literacy rate in Pakistan is 65 percent (Ahmad, 2009, pp. 10). Population of 5-16 years old children is 53 million in which half population is out of school (Editorial, The Daily Mashriq, 2014). Enrollment in higher education is 2.9 percent. Drop-out rate is 59 percent before completing secondary education. According to World Bank recommendations every state/country is responsible to spend six percent budget of the GDP but Pakistan could not exceed from 2.7 percent of the GDP. In its neighbor South Korea spends \$ 130 per student, Malaysia spends \$ 128, and India spends \$ 9 while Pakistan is spending only \$ 3 (Ahmad, 2009; pp. 5 & 6). Moreover, education system of Pakistan dispossesses the students of their inherent abilities of observation, reflection, critical thinking, questioning, enquiry, curiosity, reasoning, imagination, discovery, experimenting and creativity (Ahmad, 2009; pp. 17 & 18). It is also obvious that Pakistani education system kills creative and productive faculties of learners and makes them as passive learners rather

than active participants (Farooq, 2014). Teaching/learning-process is limited to better numerical results in examinations. Many causes are there that Pakistan have not yet materialized the dream of prosperous and developed Pakistan, such as out-dated curriculum, less trained and non-enthusiastic teachers, non-coordinating and non-cooperative learning approaches, strategies, and methods toward principles of educational psychology and poor external/internal examination system, class system (produced by capitalism) for quality manpower in Pakistan, and teacher-centered teaching approaches. In addition, good teachers are those who complete their lessons in-time and leave the learners do preparation for examination. The concentration of such teachers, no doubt, is on their own performance and do not determine whether the learner acquired the targeted goals or learned the desired lesson (Ahmad, 2009; pp. 10).

Since the most demanding thing of present day education, in general, in the world and particularly in Pakistan is that teaching/learning process must be learner-centered. In such a situation in Pakistan learning may be occurred if teachers facilitate learning by learners and by various ways/strategies that may widen the scope of learning-activities. These ways and means (approaches) need careful application of learning principles and instructional strategies (Ahmad, 2009; pp. 102 & 103). Especially at secondary level, teaching humanities, arts, and social sciences are wonderfully important to be taught in accordance with the modern learning approaches because these disciplines give students a sense of values, citizenship, and developing their social and spiritual aspects of education.

Literature Review

Learning

According to a well-known educational psychologist Santrock (2006) "Learning scope is very vast. It includes academic and non-academic behaviors and that learning cannot be limited to school only, it may take place everywhere, when individuals face or make use of their earlier experiences. For learning, there must be an environment and it may be formal (inside the school) or informal (outside the school).

Collaborative Learning

According to Daniels and Walker (2001) this learning approach is beneficial within complex and difficult situation. As a frame work it stresses learning, understanding and the development of improvements in the problem situation. This learning approach also emphasizes "talking with" rather than "talking at. Zarei & Gilani (2012) say that collaborative learning is "a situation in which two or more people learn or attempt to learn something together and solve a problem" or "mutual engagement of participants in a coordinated effort to solve a problem together" (p-5). Barkley, Cross & Major (2005) have noted that "collaborative learning is to work with another or others". Collaborative learning is a process that encourages constructive discussion of ideas, collaborative arguments and interaction among participants. Collaborative learning approach may be used in two ways; online/web/computer-based method and classroom/paper-based method (Inkpen et al, 1999; Scott et al, 2003).

Collaborative Learning Techniques

According to Bruffee (1999), collaborative learning techniques are more difficult to define than cooperative methods. And Rose (2002: p 17) says "they consist of an

extensive choice of strategies". There are more than 100 collaborative learning techniques, so it is teachers' responsibility to select one or more of these techniques to be used in classrooms. Cuseo (2002) divides collaborative techniques into two different categories, dyadic teams (pairing structures/two-members) and small group structures (more than two members). Sub-types of dyadic teams are; lecture processing structures (e.g. active knowledge sharing), discussion structures (e.g. think-pair-square), reading and writing structures (e.g. cooperative dyads), and peer tutoring structures (e.g. drill-review pairs). Small group structures may be divided into brain-storming structures (e.g. unstructured sorts), pairing structures within-groups (e.g. team-pair-solo), writing structures (e.g. team journal), and information processing and studying structures (e.g. cooperative concept mapping). There may be different kinds of collaborative techniques (Barkley, Cross & Major, 2005), techniques for discussion like Buzz Groups, for reciprocal teaching like Fishbowl, for problem solving like Analytic Teams, and techniques for focusing on writing like the Round Table. Durkee (2014) has identified these sixteen collaborative learning techniques; Group Discussion, Three-step Interview, Jigsaw, Note-taking Pairs, Fishbowl, Learning Cell, Critical Debates, Round Robin, Buzz Groups, Assigned Discussion Leader, Individual Presentation, Write/Pair/Share, Think/Pair/Share, Turn to Your Partner, Group Survey, Clusters.

Process of Collaborative Learning

Aim of collaborative learning process is to describe the activity-chain of collaborative learning or to provide basis for designing different learning activities in classroom. This process involves four steps (Kienle, 2006);

- a. The first step is set off by the representative (teacher or coordinator) preparing the assignment and workplace for the students and teacher to do their activities in a collaborative class, i.e. prepare the groups, structure the course and include any learning contents into the system
- b. Secondly, the teacher and students will work on their own items/data. The primary task for the teacher will be as under; the processes of explaining, editing and exporting the material and knowledge in the classroom. These activities involved directing, simulating and searching.
- c. Thirdly, the students carry out their activities that have been inculcated by the teacher. The students will work together with the teacher to work with the learning materials that been assigned by the teacher.
- d. Fourthly, the teacher and students can collaborate by discussion and negotiation. The students will ask questions to the teacher. The teacher will discuss and come out with solution.

Syndicate Activity

They are groups in which participants are asked to prepare a pre-selected topic around a theme and report back at the syndicate group. Again this needs to be well facilitated, and everyone needs to be well-prepared and be willing to contribute, and time is needed to be set aside for discussion (McCrorie, 2006). There are several sub-groups, forming part of a larger group, working on a problem for a set time and report to the whole group (Lowry, 1998).

Process of syndicate activity:

- Step 1:** An opening meeting is owned to explain the procedures, to divide up assignments and to set up the syndicates.
- Step 2:** Each syndicate (sub-group) works independently in which they discuss, construct views and infer principles for themselves from reading and doing research. In order to complete their assigned task each syndicate write a joint report or prepare notes for an oral report.
- Step 3:** In the third step there are a number of available options; each syndicate submits it paper to the instructor who may summarize their conclusions and present it in a lecture. The instructor may correct miss-conceptions and reach the subject clear of what students have presented. The purpose is to consolidate what the students have learned. Otherwise, each syndicate (sub-group) constructs an oral presentation to the full group. Members from other syndicates not only comment on the presentation but also ask questions to clarify. The teacher/instructor receives different reports and gives comments or his/her views. The instructor tries to find commonalities and formulate generalizations based on the various reports.

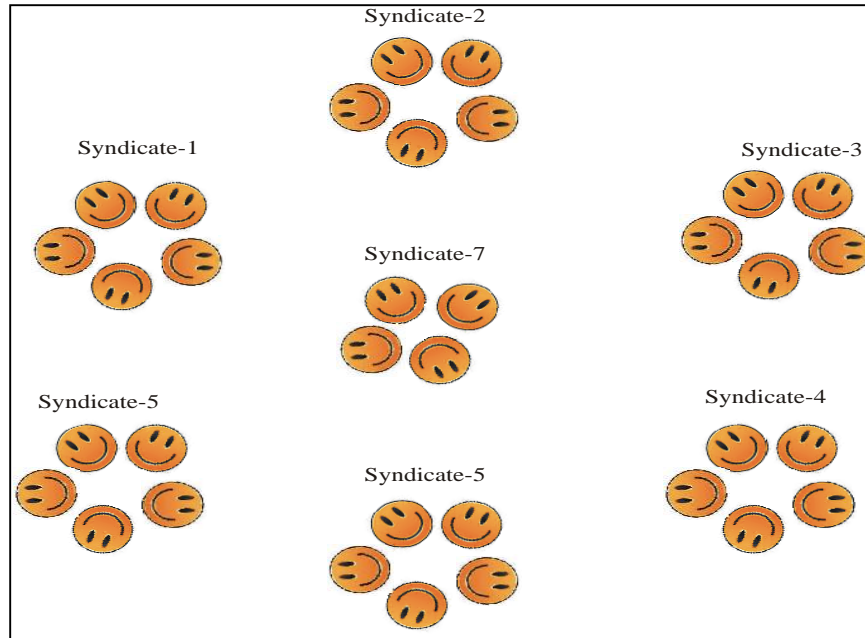


Figure 1: Figurative Presentation of Syndicate Activity
Motivation

According to Campbell & Niles, (2006) motivation is the extent to which permanent effort is directed toward a goal. Pintrick & Schunk (2002) see motivation as a process through which goal-oriented activity of an individual is prompted and continued. It is the process which is indirectly determined through different behaviors such as selection of task, endeavor, persistence, and verbalization. DuBrin, (2008) is of the view that motivation is the expenditure of effort to achieve results. The above definitions highlight the following key words; Effort (amount of effort being applied to the job), Persistence (willingness to complete a task), Direction (towards the organization's goals or related to the individual's self-interest), and Goals (individual goals and organizational goals).

Sub-scales of Motivation

Choy, (2005) mentioned some nonverbal indicators of motivation such as smiling, eye contact with the teacher, a child preferring an activity on his own, sitting through the activity without being easily involved, sticking to the activity, and going back to the activity. Verbal indications such as saying, "I want to do it", "I want to go first, "Me," and asking all kinds of questions shows that the child is interested in the topic.

Ryan and Deci (2000) and Pintrich and Schunk (2002) assert that intrinsic motivation means "doing something because it is naturally appealing and enjoyable." They also consider curiosity (asking question), effort (preparation), enjoyment, task achievement, interest (presence), and will to learn (preparation) as the key sub-scales of motivation. Bergin (1999) points out some indicators such as initiation (taking turn), curiosity (asking questions) and desire for competence (desire to master in interaction with the environment). Tudge, Otero, Hogan & Etz, (2003) have found in their study that children, who are more verbal (in other words commenting) in conversation with their peers, teachers and parents, are considered more motivated and in some cases more competent. Other indicators are focus on task at hand and selection of challenging activities.

Types of Motivation

Claire (2012) says that there are two types of motivation; intrinsic and extrinsic. Intrinsic motivation occurs when a person is compelled to do something out of happiness, importance, or wish in contrast to extrinsic motivation which occurs when external factors compel the person to do something. Gottfried (1990), Landen & Willems (2001) used

the term "intrinsic motivation and extrinsic motivation". Intrinsic motivation includes the behaviors that engage people in for their own sake "for the contentment and pleasure derived from their performance" (Deci, et al, 1991, p. 327). Such type of behaviors is originated out of inherent phenomenon, interest, and the desire to learn new things, even when certain reward is not present. It refers to the internal motivation to do something for its own sake. It is considered as an end in itself (Ryan & Deci, 2000). Intrinsic motivation is further divided into two types; (a) motivation of self-determination and personal choice, (b) motivation of optimal (finest) experiences and flow. According to the self-determination, students have faith in that they are doing something willingly. Grolnick et al, (2002) and Stipek, (2002) express that in personal choice, motivation of students for learning increases when they own choice and opportunity to be responsible for their learning. As concern to the optimal experiences and flow, they are two ideas, developed by Nakamura and Csikszentmihalyi, (2002) for understanding intrinsic motivation. Optimal experiences refer to feelings of profound pleasure and happiness while flow is to express optimal experiences in life. And flow happens when students are engaged in challenging activities.

Extrinsic motivation refers to a source to an end. In this view, externally motivated individuals perform something for obtaining something else. This type of motivation is influenced by external forces/incentives such as rewards and punishment. Rewards include numerical scores, letter grades, check-marks or stars for competent students, students' recognition, achievement certificate, field trip and a party etc (Santrock, 2006 pp-415 & 418). There are some other terminologies used for motivation (Choy, 2005). Elliot & Dweck (1988) used the terms "performance-oriented motivation and mastery-oriented motivation". Berndt & Miller (1990) used the term "achievement motivation".

Collaborative Learning and Motivation Level

The main feature of collaborative learning is to work in groups. Mostly the classmates perform better while working with peers. And that group consistency, group goals and group-norms influence students' motivation to learn (Phan, 2010). Wong (2008) also found that peers influenced students' motivation more than the teacher or parents. Chang (2010) found that sharing learning materials among the students with in a group, being supported to learn by others and helping one another with homework, greatly motivated students to work carefully in their English studies. Peklaj and Levpuscek (2007) have conducted a study named "Students' motivation and academic success in relation to the quality of individual and collaborative work during a course in educational psychology". The results of students' motivational dimensions analyzed according to their self-evaluations of individual preparation and group work, were that significant effects were found according to students' individual preparation in three motivational dimensions, in extrinsic goal orientation, task value and task anxiety.

Method and Procedure

Research Design

This study was conducted for investigating improvement in the motivation level of the secondary school students. Since motivation level refers to the attitude and behavior of a specific group therefore a case study design was chosen.

Population

All the secondary school students of the district Nowshera Khyber Pukhtunkhwa was constituted population of the study.

Sample

A group of 34 secondary school students from Government Higher Secondary School Nowshera Kalan district Nowshera KPK was selected as the target sample for the present study.

Instrumentation

In order to collect primary data from the targeted sample, the researcher developed and used a structured and three rating (Fair, Good, and excellent) observation log for looking at the improvement in motivation level of the students.

Data collection

The researcher himself conducted direct observations without any difficulty because there were only seven groups ($5+5+5+5+5+5+4=34$) during "syndicate" activity. For the purpose of exploring improvement in motivation level of the students, six dimensions (sub-scales) under the umbrella term of "motivation" were observed by the researcher himself. These six terms were; presence, preparation, listening, asking questions, comments, and taking turn. The researcher observed the improvement in motivation level of the students in 5.34 hours (eight classes) over a period of two weeks.

Treatment

After forming the sample group the researcher started observation on May 12, 2014 and ended on May 26, 2014. Thus total duration of the observation was two weeks. In order to teach the sample students, lesson plan was developed according to the collaborative learning strategy. According to the nature of this technique the teacher formed seven sub-groups consisting five members each. Only syndicate seven was composed of four members.

On first day of the syndicate activity, the teacher found 30/34 students present in the class. This activity was conducted in class room. After starting the period, the teacher asked all the syndicates to commence work on their assigned task (worksheet), already given by their teacher. During this process every syndicate took part in answering the questions. Leader of each syndicate prepared the report and then presented it, one by one, in front of the whole class. Few members of the syndicates commented and asked about some issues. When the period finished, the teacher expounded a concise abstract of the reports and assigned the

task/worksheet relevant to the topic (C.R Formulae 1944) for the next period.

On 2nd day of the syndicate activity, 29/34 students were present in the Pakistan Studies period. As the period resumed, the teacher invited the students to start work on their assigned task. They did so within 20 minutes and then handed over their written worksheet to their teacher. The teacher read out all the reports separately and expressed his views about the reports. At the end of the class he announced the topic (Gandhi-Jinnah Dialogue, 1944) for the coming period and gave them individual worksheets.

On 3rd day of the syndicate activity 29/34 students were present. All the syndicates had the worksheet composed of seven question type statements. With the permission of their teacher they all started work on the assigned task and completed it in a good way. Their teacher recited all their reports and stated theme of the reports. Syndicate 1 completed its report at first, syndicate 5 completed it at 2nd, third position was gotten by syndicate 3, fourth position was obtained by syndicate 2, fifth position was caught by syndicate 7, 6th position was held by syndicate 6, and 7th position was acquired by syndicate 4. After expressing theme of the reports the teacher handed over worksheet to all the syndicates.

It was 4th day of the syndicate activity. Present students were 27/34 in the class. Worksheet (composed of 11 questions) on the relevant topic (Simla Conference, 1945) was worked out and all the syndicates' leader handed over their written reports to the teacher. He announced the reports with a precise summary and worksheets for the next period were divided.

On 5th day of the syndicate activity 28/34 students were present. The worksheet, composed of ten question type statements, was with each syndicate. They, at once, started work on their worksheets and completed it within 18 minutes. Leader of each syndicate recited his written work. The teacher invited other syndicates' members to comment. Only three syndicates took part in commenting session. Finally the

teacher expressed his views on the reports in the shape of brief summary and assigned another worksheet for the coming day.

On 6th day of the syndicate activity there were 28/34 students present. The given worksheet was composed of nine question type sentences, relevant to the topic "Convention of Elected Representatives of Legislative Assemblies, 1946". With the commencement of the Pakistan Studies period, students started to work on the worksheets and carried out it in 17 minutes. Each syndicate leader narrated his on-paper work and entrusted it to his teacher. The teacher, after commenting on other syndicates' reports, revealed main theme of the reports and assigned to all syndicates another worksheet.

On 7th day 31/34 students were present from the Pakistan Studies period. Worksheet, consisted of 10 questions from the relevant topic (Cabinet Mission Plan, 1946), was in the hands of the students. They resumed their work with the consultation of each other on the particular topic. They, within 18 minutes, solved the given questions and each group-leader handed over their written reports to their teacher. The teacher recited each report and summarized them. At last he announced next topic for next period.

It was 8th day, 31/34 students were present in classroom and were waiting for receiving worksheet on the specific topic (Formation of Interim Government, 1946-47). The worksheet, due to shortage of time in the previous class, was not given to them; therefore, they received it and began to work out on the given questions. With the help of each other they resolved the questions within 15 minutes and group-leaders wrote them on the paper. Then they gave their written reports to the teacher. The teacher read out all the reports and went over the main points.

Data Analysis and Interpretation

The researcher, in this study, analyzed the qualitative data through "typological analysis" method. LeCompte and Preissle (1993) say that "it is essentially a classificatory process wherein

data are put into groups, subsets or categories on the basis of some clear criterion. Miles and Huberman (1984) call it "process of secondary coding". Lofland (1970) states that while creating typologies the researcher must accumulate consciously all the data on how a participant addresses a specific problem. The researcher must classify the data into sets and subsets and present them in an ordered, named and numbered way for the reader.

Findings and Results

Groups formed: 7; Days spent: 8

Syndicate 1: Presence of the syndicate members was "good" on day 1st, while "excellent" on the remaining seven days. Preparation was found as "excellent" on all the eight days. Listening of the students was observed as "good" on day 1st, 4th and 6th, while "excellent" on day 2nd, 3rd, 5th, 7th and 8th. Asking Question was seen as "good" on day 2nd, 6th, 7th and 8th, while "excellent" on day 1st, 3rd, 4th and 5th. Comments on their peer presentation was viewed as "good" on all the days except day 3rd on which it was found as "excellent". Taking turn was observed as "excellent" in all eight days.

Syndicate 2: Presence of the syndicate 2 members was "good" on day 1st, while "excellent" on the remaining seven days. Preparation of the members was "fair" on day 1st, while "excellent" on the remaining seven days. Listening was watched as "good" on day 1st and 4th, while "excellent" on the remaining six days. Asking Question was noticed as "fair" on day 1st, while "good" on the remaining seven days. Comments on the other syndicates presentation were detected as "fair" on day 1st, 3rd, 4th, and 5th, while "good" on day 2nd, 6th, 7th and 8th. Taking turn was looked at as "fair" on day 1st, "good" on day 7th, while "excellent" on the remaining six days.

Syndicate 3: Presence of the students was found as "good" on day 1st, while "excellent" on the remaining seven days. Preparation of the students was "good" on day 1st, 2nd and 4th, while "excellent" on day 3rd, 5th, 6th, 7th and 8th. Listening was "good" on day 2nd and 4th, while "excellent" on

the remaining six days. Asking Question was found as "fair" on day 3rd, 4th and 5th, while "good" on the remaining five days. Comments was noticed as "fair" on day 2nd, 3rd, 4th and 5th, while "good" on day 1st, 6th, 7th and 8th. Taking Turn was observed as "good" on the first two days while "excellent" on the last six days.

Syndicate 4: Presence of syndicate 4 was "fair" on day 1st and 4th, while "excellent" on the remaining six days. Preparation was "good" on day 1st, 2nd, and 4th, while "excellent" on the remaining five days. Listening of the students was observed as "good" on day 1st and 2nd, while "excellent" on the remaining six days. Asking Question was viewed as "fair" on day 1st, 2nd and 4th, while "excellent" on the remaining five days. Comments from this syndicate was witnessed as "fair" on the first five days while on the last three days it was noticed as "good". Taking Turn was viewed as "fair" on day 1st, "good" on day 2nd, 3rd, and 4th, while "excellent" on the remaining four days.

Syndicate 5: On the first day of the syndicate activity, presence of the syndicate 5 members was "good" while on the remaining seven days it was observed as "excellent". Their preparation was "good" on day 2nd, 3rd, and 4th, while "excellent" on the remaining five days. Listening of the students was "good" on day 2nd, 3rd, 4th and 6th, while "excellent" on the remaining four days. Asking Question was found as "fair" on day 2nd, 3rd and 5th, while "good" on day 4th, 6th, 7th and 8th, and "excellent" on day 1st. Comments from the syndicate 5 was noticed as "fair" on day 2nd, 3rd, 4th and 5th, while "good" on day 1st, 6th, 7th and 8th. Taking Turn was perceived as "good" on day 1st, 2nd, 3rd, 4th, and 7th, while "excellent" on day 5th, 6th and 8th.

Syndicate 6: Presence of members of syndicate 6 was seen as "good" on day 1st, while "excellent" on the remaining seven days. Preparation was "good" on day 2nd, while "excellent" on the remaining seven days. Listening was observed as "good" on day 2nd and 6th, while "excellent" on the remaining six days. Asking Question was "fair" on day 5th, while "good" on the remaining seven days. Comments were

observed as "fair" on day 1st, 2nd, 4th and 5th, while "good" on day 3rd, 6th, 7th, and 8th. Taking Turn was "good" on day 1st, 2nd, 4th and 7th, while "excellent" on day 3rd, 5th, 6th and 8th.

Syndicate 7: Presence of members of syndicate No 7 was seen as "good" on day 1st, while "excellent" on the remaining seven days. Preparation was observed as "good" on day 1st and 4th, while "excellent" on the remaining six days. Listening was "good" on day 1st, 3rd and 6th, while "excellent" on the remaining five days. Asking Question was taken in as "good" on all the eight days of syndicate activity. Comments were found as "fair" on day 1st, 3rd, 4th, and 5th, while "good" on day 2nd, 6th, 7th and 8th. Taking Turn was "good" on day 1st, 2nd, 7th and 8th, while "excellent" on day 3rd, 4th, 5th and 6th.

Table 1: Percentage of alternatives of each sub-scale of motivation on each time

Sub-scales of Motivation	Observation	Fair %	Good %	Excellent %
Presence	First time	10	8.9	81.1
	Second time	5.4	10.7	83.9
	Third time	00.0	14.9	85.2
Preparation	First time	14.3	64.3	21.5
	Second time	1.8	21.4	76.8
	Third time	2.3	7.8	89.9
Listening	First time	7.44	57.1	35.7
	Second time	00.0	32.1	67.9
	Third time	14.1	17.2	68.8
Asking Question	First time	57.1	35.7	7.14
	Second time	19.6	58.9	21.4
	Third time	87.5	9.4	3.13
Comments	First time	71.4	28.6	00.0
	Second time	44.6	53.6	1.8
	Third time	92.2	7.00	0.8
Taking Turn	First time	21.4	50	28.6
	Second time	3.6	33.9	62.5

	Third time	5.5	4.7	89.8
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Discussion and Conclusions

On the 1st time observation, the researcher found first sub-scale of motivation (Presence) as 100 percent excellent, on 2nd time 83%, and 85 % on the third time. "Preparation" was found as 21.5% excellent on 1st time, 76.8% on 2nd time, while 89.2% on the third time observation. Listening was found as 35.7 percent excellent for the first time observation, on second time, its Excellency was 67.9%, while on third time, it was 68.8% excellent. The fourth sub-scale of motivation "asking question" was observed as 7.14% excellent for the first time, on 2nd time 21.4% while on the 3rd time its excellence was reduced to 3.13%. Comments, for the first time, was found as zero percent excellent, on 2nd time its excellence was improved up to 1.8%, but on third time observation, its excellence, was once again reduced to 0.8%. The 6th and last sub-scale of motivation "taking turn" was observed as 28.6% excellent on first time observation. On 2nd time 62.5%, while on third time it was found as 89.8% excellent.

Thus the overall improvement in four sub-scales of motivation indicates the improvement in level of students' motivation except two sub-scales (asking question and comments) which were not improved through collaborative learning activities. The researcher, wonderfully, noticed that students in different groups considered "commenting or asking questions" as negative criticism, therefore they avoid these skills. However, the overall improvement in students' motivation may be observed.

The above mentioned findings of the study support the results of other research studies conducted by; Phan (2010), Wilkinson et al (2000), Wong (2008), Chang (2010), Rudhumbu (2014), Middleton (2004), Dev (1997), Johnson & Johnson (2002), CirilaPeklaj and MelitaPuklekLevpuscek (2007), Kozinska, McAndrew, Jones, & Scanlon (2011),

Cogburn (2001), Chou and Chen (2008), Mckerlie, et al (2009), Jacobs and Hannah (2004).

Conclusions

On the basis of analysis process and findings of the study the researcher extracted the following conclusions.

Classroom-based collaborative learning technique was found more effective than traditional learning (lecture/book-reading) method.

Collaborative learning technique was found appropriate, feasible, and practicable for learning Pakistan Studies in ordinary classroom settings. Classroom-based collaborative learning technique played effective role in improving motivation level of secondary school students.

Recommendations

- i. Classroom-based collaborative learning approach must be included in the pre-service and in-service teacher training programs by the teacher training policy makers. The secretary education and director education must provide possible facilitation for this purpose.
- ii. Curriculum developers must design teaching-learning materials and exercises in accordance with the nature of collaborative learning techniques.
- iii. In order to verify the results and findings of this learning approach, action research is needed in different social and educational settings.

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