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## Motivational Techniques Used by Elementary School Teachers: A Comparative Analysis based on Gender

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**Abstract:** *The study aimed to compare the emotional techniques of males and females at the elementary school level in Azad Jammu and Kashmir. The nature of this study was descriptive, and a cross-sectional survey was applied for the collection of data. All male and female teachers working in the elementary school of district Sudhnuti were the population of the study. Three hundred nine elementary school teachers of District Sudhnuti were selected by using a random sampling technique. A questionnaire was developed to collect data based on a five-point Likert scale from elementary school teachers. For data collection, the researcher collected the data personally from the nearest areas while using the postal service for far-flung areas. The data collected through the questionnaire were analyzed by using mean scores and an independent sample t-test. It was found that there is a significant difference in the mean score of male and female teachers regarding motivational techniques. Furthermore, female teachers are using all the motivational techniques instead of male teachers.*

**Key Words:** Motivational Techniques, Gender, Elementary school Teachers

### Introduction

There are several basic modes of instructing, like counting, arranging, execution, assessment, and modification. Many commonplace thoughts are introduced by educators for arranging and educating courses. In spite of classroom appraisals or a few others' implies of accepting input on a customary premise, it is shockingly simple to misjudge whether a specific instructing strategy or technique has been successful. An instructor can make a domain of shared beliefs and regard by depending on students for response understudies can be an important asset for confirming whether the lesson instructional method is (or isn't) working. The strides of teaching are obtained by Self-observation with input from your understudies (Tamir, 2000).

Motivating yourself is around setting the course you can be motivated autonomously for the settlement of course and after that taking a course of activity that will guarantee merely gets there.

Ambition can be depicted as goal-directed conduct (Schwab, 2001). Students can be emphatically influenced to like and appreciate their school through inspiration. Many things of students have been discovered by inspiration, such as talents, self-management, and aspiration to attain. Moreover, inspiration has a critical part in the arrangement of great character. Inspiration can help to guarantee that scholastic accomplishment is the result of inner perseverance instead of outside weight. Be that as it may, a few directors need mindfulness approximately compelling strategies to spur understudies toward achievement (Sykes, Bird & Kennedy, 2010).

The major phase in which the inspiration of most of the students has reduced is from junior level to high school. The report of the National Research Council in 2004 has concluded that 40 % of matriculation students are separated from

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learning, are oblivious, apply small exertion on school work, and are acknowledged as not interesting in school. It has a greater harmful result for a case; in (2006) study investigation has revealed that 70% of high school dropouts said they were unmotivated by various factors ([Brown, Bull & Pendlebury, 2013](#)).

Students' every perspective of school life, from participation in competitions, to the improvement of grades to take part in games, debates, and social activities, are marginally affected if they are not motivated. For the advancement of the student, inspiration is greatly vital for each instructor particularly, in today's instructive climate, where schools are ceaselessly beneath pressure for moving forward test scores, duty, and responsibility. Understudies with learning incapacities confront indeed more noteworthy challenges each day as they walk into classrooms. The students who have problems coping with others in the classroom due to difficulty in learning are likely to be considered as unmotivated and found to be less expressive of their shortcomings since these scholars even have battled with the most uncomplicated assignment displayed by instructors. Due to exertion of more pressure, instructors bombarded students with the guarantee of rewards; stickers for great behavior, treats for completing assignments, snacks for turning in homework. Of all the rewards given, grades are the foremost common ([Freeman, 2001](#)).

The arrangement of rewards, which are solid and have a remarkable impact like cash, grades, and benefits, or intangible such as commend can be the base to control the outward inspiration. Be that as it may, outward inspiration can come almost by other implies. For case, the self-assurance hypothesis recognizes a few distinctive sorts of administrative components that can act as support. Outside control compares to the least level of self-determination, where behavior is persuaded by a craving for remunerating or discipline shirking ([Carayannis, 2003](#)).

Teachers mostly comprise natural inspiration to be more alluring than outward inspiration, and a few investigate proposes that the learning results of inborn inspiration are way better than those gotten beneath outward inspiration ([Ryan, Connel & Plant, 2006](#)). One of the foremost suspicious considerations for students' inspiration has been found in his learning approach if the student

would not be committed before to get victory and quality of learning. We should build students' intrinsic motivation in the rudimentary school level as in this stage their attention and capabilities towards approaching different things are critical and imperative, and these have prominent intimation on their earlier stage and in upcoming study period success. Those Understudies who are inspired intestinally as compared to outwardly have become great while the students could not be persuaded to lock in learning are impossible to succeed ([Day, 2007](#)).

### **The objective of the study**

To compare the motivational techniques of male and female school teachers at the elementary level.

### **Review of Related Literature**

#### **Motivational Techniques**

The students come into classrooms with distinctive measurements of inspiration to memorize. Pupils those are graduated from here must be guided by our instructors to create a better than average endeavor to ace in the unit and help them in finding out approximately the knowledge destination once classes finish. We help them or make them easy to find a way to remember. An educator can make the perpetual number of moves that will extend understudy inspiration; in any case, we apply around one hundred procedures that we think are approximately the most noteworthy and conceivable. The methods start from mental theories, like social, mental speculation, from psychotherapy techniques, for illustration, enticing assembly, from the recommendations of appearing masters, and from our exceptionally claim experiences as understudies and instructors. Twelve classifications have been originated by the use of strategies given by Individuals guideline at any measurement of an educator system (Wiliam, 2004).

#### **Make Content Relevant to Student Values and Goals**

The Objectives to be shown in a focused way that has a greater impact on provoking application and understudies to be benefited convincingly, students are more likely to be involved in the way that many subjects have balance issues like

reveling, go past analyzing the issue and encourage understudies to test limitation techniques hence, they will be motivated in the sense of objective setting and self-checking to coordinate their possess eating;

- Before each lesson session, remind yourself to make the lessons vital and charming for students.
- Always include the more specific literature and understanding to the pupils.
- Teach them with ideas that are easy to come in their mind
- Understudies to be granted with selected models, and it has to be chosen from any authorized section
- Understudies must have the right to choose approximately that according to their thoughts, what subjects are proposed to be in lessons ([Corbett, 2001](#)).

### Help Students Achieve Their Goals through Learning

Many students in their life have no particular objective; the teacher should get data approximately about their life and encourage them to set sub-objectives. They can be motivated for a more challenging goal of their life which will be achieved from their learning. They always interact with the students and show them how it's more important to be connected with their goals all the time. They remind pupils all the time to apply thoughts in their possess lives in conduct obligated to benefit them, when teaching approximately the impacts of bolster or rewards, the improvement for imperative connection is being progressed by the use of standards, through giving all-around earned acknowledgment for charming or steady conduct that one may ignore ([Cornish, 2004](#)).

### Effective Models of Learning

It's good to come a little earlier in the class with a full arrangement, and efforts need to be discussed, whether later or remote, for molding, especially similar substances that are currently covered. The subject taught by you should be given some excitement and proposed in an interesting way to learn. There are many ways to memorize the lesson to the students if to be presented in a story fashion. Students are motivated if their works are being cheered. Those students who showed

struggling in the start need to be given a proper narrative for better proceeding. All individuals must be welcomed who be eager to share their observations about that course as they already know about it. One of the most authentic and professional ways is to do extracurricular activities and to outing to visit a spot that is related to the course and found helpful ([Dörnyei, 2008](#)).

### Brief and Persuade Students to Learn

Boost understudies to create better endeavors amongst the unit. Learning of focuses needs to be stressed that comes out past the unit content. Understudies required being encouraged to propose progress reading and working out to explore subjects for them, in the unit and after. Brief them with the approximation of profound established learning. Understudies need to be taught about how they are progressing in their daily routine by self-screen their learning endeavors ([Nemer, 2002](#)).

### Build up a Positive Relationship with Students

Imperative information needs to be consolidated to the unit and you as a human when you meet the class in the initial stage, and in case there is less strength in the classroom, then students are asked to familiarize themselves with each other. Classes are always welcomed by the instructors whenever they are going to start. Kindness is another aspect which has been given to pupils by the teachers and articulating what is by all accounts their reason of view. Discussion approximately your claim oversights as an understudy or in applying the unit substance. If you have any memory of fun or any joke in your mind, bring them to their notice. To get the important data of students about their objectives and extracurricular activities and show greetings. Keep in touch with those students who remain absent and ask as to whether you'll be able to offer assistance ([Gordon, 2003](#)).

### Reward Student Achievement and Learning Efforts

They are studying enterprise need to be rewarded with commendation and continue checks. Encourage the students in front of all for their awesome effort. The students must be boosted to contribute intensely in their learning endeavors and achievements ([Vescio, 2008](#)).

### **Keep Away From De-Motivating Treatment of Students**

Try to investigate them politely and avoid any irritating thing while checking their notes, if any of students failed in making eye contact then no need to express in front of them". Do not point out the understudies in any case and persuade them.

### **Upgrade Student Learning Self-Efficacy**

Inform understudies to tackle the chance with determination and can advance splendidly. Pupils need to propose a survey of their times within the past when they were masters in unused material. One of the remarkable trends is to utilize a positive stamp recognizing the students by calling them researcher ([Herr, 2014](#)).

### **Utilize Engaging Teaching Methods**

Need to ensure the understudies of your own choice as can be anticipated approximately and how you offer assistance them to learn, like you may help them consign gathering or in personal. It has to be presented like epic, bewildering, or feeling invigorating learning events. To practice social capacities or to diagram can be imagined for better understanding something, for case, a specific mental perplexity or thoughts. By displaying pierce for the understudies, there can be stimulating, for illustration to recognize something astounding in a doled out reading. Interact with them lightly, take the appearance of someone distinguished with the unit, or get the related information interestingly ([Fischer, 2007](#)).

### **Utilize dynamic learning techniques, for example, the following:**

Figure out the most interesting thing which pupils have learned today in the class substance tests, overviewed or not interesting domestic assignments. Related issues need to be given to the students and advised to work with discussion, among others. Need to be guided a redirection for development distinguishing with the subject like playing sentiments pretenses in small get-togethers to discover out almost nonverbal signs of sentiments. All material with clear composition, related stories or points of reference, photos, and self-tests are very helpful to make the examination interesting. Appreciate all the questions and comments ([Newell, 2014](#)).

### **Utilize an Appealing Teaching Style**

Maintain a strategic distance from scowls and indications of uneasiness, for example, squirming with hands, legs, or objects. Speaking has been greatly influenced by the use of hand and arm signals. Deliver your lecture in a standing situation and walk around during teaching. ([Sillitoe, 2010](#)).

### **Provide Motivational Feedback**

Students' work needs to be inspected as right away as possible. Make revising as strong according to the predicted situation by applying target methodologies and furthermore assessing procedure. Admire them where you feel they deserve. (Pieters, 2011)

### **Screen Student Motivation Levels and Adjust Motivation Methods As Needed**

Understudies' direction of inspiration has been measured by screening, like through observing their cooperation, outward appearances, and participation level, or by obtaining details related to their preference level. Bring variation in your methods is anticipated to keep up achievement level lofty ([Lemov, 2010](#)).

### **Impact of Motivational Techniques on the Academic Achievement of Students**

The impact on insightful execution is found to be an integral portion of practical Universal Diary of development Investigate, regardless, a student's reaction to preparing chooses the degree to which the person in address will lead to the instruction. The impact of inspiration on preparing the science of a tyke can't be denied. That's the reason Corridor trusts that there's a got to motivate understudies to mix and continue their eagerness for learning science. "Inspiration brings up an issue and tries to found that on why people act within how they do it." A person seems in this way, from clinicians' viewpoint and extracted as politically, socially, and scholastically influenced depending upon the deliberate behind his or her works out (Hubona, 2007).

### **Research Methodology**

The study aimed to compare the motivational techniques of male and female teachers of elementary schools of Azad Jammu and Kashmir. Therefore, a descriptive research method was

applied for conducting the research. For the purpose of data, a cross-sectional survey was used in this study. All the 528 male and 560 female teachers working in public schools and 220 male and 812 female teachers working in private elementary schools of district Sudhnoti were the populations of the study. The researcher selected 77 male and 79 female teachers from Government elementary schools and 32 male and 121 female teachers from private elementary schools through stratified random sampling technique. For this purpose researcher used a proportionate stratified random sampling technique. 15% of respondents were selected randomly from each group. The researcher developed a questionnaire based on

motivational techniques used by elementary school teachers. These techniques were identified through reading the extensive review of related literature. A five-point Likert scale was used to get the responses of respondents. For this purpose, the researcher personally visited the sampled schools and collected the data. First, the researcher takes consent from the respondents and then distributes the questionnaire. The researcher also guided the respondents regarding the questionnaire. For analyzing the data, Statistical Package for Social Sciences (SPSS) 20 was used. The researcher applied an independent sample t-test for the analysis of data.

## Results

**Table 1.** Gender differences Regarding Making Content Relevant to Student’s Goals

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	14.50	2.3659	.2790	-2.572	307	.01
Female	198	15.22	2.3459	.2796			

Table 1 shows the result of the independent sample t-test regarding Making content relevant to students' goals. The  $p=.01$ , which was smaller than the significant level 0.05, showed that there is a significant difference found in the mean score of male and female teachers about using Making

content relevant to students goals motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M=14.50$  and female  $M=15.22$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 2.** Gender differences regarding help Students Achieve their Goals through Learning

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	15.513	1.994	.189	-2.538	307	.012
Female	198	16.156	2.212	.157			

Table 2 shows the result of the independent sample t-test regarding Helping students achieve their goals through learning. The  $p=.012$ , which was smaller than the significant level 0.05, showed that there is a significant difference found in the mean score of male and female teachers about using Help students achieve their goal through

learning motivational techniques at the Elementary School level. The result also revealed that the mean score of male  $M= 15.513$  and female  $M=16.156$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 3.** Gender differences regarding providing a Potent Model of Learning

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	14.822	2.287	.217	-2.232	307	.027
Female	198	15.501	2.708	.192			

Table 3 shows the result of the independent sample t-test regarding providing a potent model

of learning. The  $p=.027$ , which was smaller than the significant level 0.05, showed that there is a

significant difference found in the mean score of male and female teachers about using Provide potent model of learning motivational technique at the Elementary School level. The result also

revealed that the mean score of male  $M= 14.822$  and female  $M=15.501$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 4.** Gender differences regarding prompt and persuade students to learn

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	14.945	3.865	.366	-.418	307	.676
Female	198	15.121	3.342	.237			

Table 4 shows the result of the independent sample t-test regarding prompt and persuade students to learn. The  $p=.676$ , which was greater than the significant level  $0.05$ , showed that there is no significant difference found in the mean score of male and female teachers about using Prompt and persuading students to learn the

motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M= 14.945$  and female  $M=15.121$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 5.** Gender differences regarding establishing a positive relationship with students

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	13.657	3.377	.320	-2.914	307	.004
Female	198	14.893	3.684	.261			

Table 5 shows the result of the independent sample t-test regarding Establishing a positive relationship with students. The  $p=.004$ , which was smaller than the significant level  $0.05$ , showed that there is a significant difference found in the mean score of male and female teachers about using Establish a positive relationship with students

motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M= 13.657$  and female  $M=14.893$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 6.** Gender differences regarding Rewards students' achievement and learning effort

Gender	N	Mean	SD	Std. Error	T	Df	P
Male	111	14.50	2.603	.247	-6.956	307	.000
Female	198	16.353	2.011	.142			

Table 6 shows the result of the independent sample t-test regarding Rewards students' achievement and learning effort. The  $p=.000$ , which was smaller than the significant level  $0.05$ , showed that there is a significant difference found in the mean score of male and female teachers about using Rewards students' achievement and

learning effort motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M= 14.50$  and female  $M=16.353$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 7.** Gender differences regarding Avoid De-motivate Treatment of Students

Gender	N	Mean	SD	Std. Error	T	Df	P
Male	111	15.423	2.130	.202	-6.623	307	.000
Female	198	15.423	2.130	.202			



Gender	N	Mean	SD	Std. Error	T	Df	P
Female	198	16.919	1.766	.125			

Table 7 shows the result of the independent sample t-test regarding Avoid de-motivate treatment of students. The  $p=.000$ , which was smaller than the significant level  $0.05$ , showed that there is a significant difference found in the mean score of male and female teachers about using Avoid de-motivate treatment of students

motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M=15.423$  and female  $M=16.919$  was not the same, which also showed that male and female school teachers used a different motivational techniques.

**Table 8.** Gender differences regarding Enhance students learning self-efficacy

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	16.360	2.021	.191			
Female	198	16.631	2.025	.143	-1.129	307	.250

Table 8 shows the result of the independent sample t-test regarding enhancing students learning self-efficacy. The  $p=.250$ , which was smaller than the significant level  $0.05$ , showed that there is a significant difference found in the mean score of male and female teachers about using Enhance students learning self-efficacy

motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M=16.360$  and female  $M=16.631$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 9.** Gender differences regarding use Engaging Teaching Method

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	15.594	2.340	.222			
Female	198	16.944	1.816	.129	-5.635	307	.000

Table 9 shows the result of the independent sample t-test regarding the use of engaging teaching methods. The  $p=.000$ , which was smaller than the significant level  $0.05$ , showed that there is a significant difference found in the mean score of male and female teachers about using the use

engaging teaching methods motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M=15.594$  and female  $M=16.944$  was not the same, which also showed that male and female school teachers used different motivational techniques.

**Table 10.** Gender differences regarding the use an Appealing Teaching Styles

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	16.693	1.881	.178			
Female	198	17.298	1.673	.118	-2.991	307	.004

Table 10 shows the result of the independent sample t-test regarding the use an appealing teaching styles. The  $p=.004$ , which was smaller than the significant level  $0.05$ , showed that there is a significant difference found in the mean score of male and female teachers about using the use

an appealing teaching styles motivational technique at the Elementary School level. The result also revealed that the mean score of male  $M=16.693$  and female  $M=17.298$  was not the same, which also showed that male and female school teachers using different motivational techniques.

**Table 11.** Gender differences Regarding giving Motivational Feedback

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	15.495	2.975	.282	-6.408	306	.000
Female	197	17.345	2.065	.147			

Table 11 shows the result of independent sample t-test regarding Giving motivational feedback. The  $p=.000$ , which was smaller than the significant level  $0.05$ , showed that there is significant difference found in the mean score of male and female teacher about using the Give motivational

feedback motivational technique at Elementary School level. The result also revealed that the mean score of male  $M= 15.495$  and female  $M=17.345$  was not the same, which also showed that male and female school teachers used the different motivational techniques.

**Table 12.** Gender differences regarding Monitor student’s Motivational Level and Motivation methods as Needed

Gender	N	Mean	SD	Std. Error	T	df	P
Male	111	16.891	2.064	.195	-2.421	307	.016
Female	198	17.399	1.574	.112			

Table 12 shows the result of the independent sample t-test regarding Monitor students motivational level and motivation methods as needed. The  $p=.016$ , which was smaller than the significant level  $0.05$  showed that there is a significant difference found in the mean score of male and female teachers about using Monitor students motivational level and motivation methods as needed motivational technique at Elementary School level. The result also revealed that the mean score of male  $M= 16.891$  and female  $M=17.399$  was not the same which also showed that male and female school teachers using different motivational techniques.

teachers were better in using motivational techniques as compare the female teachers. A study conducted by [Chingos, \(2013\)](#) was also in favor of male teachers in this way that male teachers were more committed to implementing the different motivational techniques instead of female teachers.

### Conclusions

It is concluded that there is a significant difference in the mean scores of all the motional technique used by elementary school teachers except prompt and persuade students to learn regarding male and female teachers. Furthermore, female teachers are using all the motivational techniques during their teaching in the classroom to the students instead of male teachers. It may be caused that the female teachers are more sensitive and want to work hard as compared to male teachers.

### Discussion

The objective of the study was to compare the motivational techniques of male and female teachers at the elementary level in Azad Jammu and Kashmir. The result showed that female teachers were using all the motivational techniques during their teaching in the classroom to the students instead of male teachers. The same results were found in the study of [Freeman \(2001\)](#) that female teachers were better in using motivational techniques as compare the male teachers. Another study conducted by [Fischer \(2007\)](#) who found that the female teachers were more serious in implementing all the motivational techniques instead of male teachers. On the other hand the results of [Cornish \(2004\)](#) were in the favor of male teachers, he found that the male

### Recommendations

It is recommended that male teachers may follow the female teachers so that they can use all the motivational techniques in the classrooms for better results. Furthermore, special training courses arranged for male teachers in which teachers trained how to utilize these techniques in the classrooms in a better way. Moreover, a series of workshops may be conducted for male teachers at school level for using of motivational techniques in different grade levels.



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