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Research Paper

Prospective Teachers' Motivation Towards Learning: A Panoramic Study

Suvendu Ray[1]*, Deb Prasad Sikdar[2]

ABSTRACT

Learning motivation is a vital aspect of education, driving individuals to acquire knowledge, develop skills, and achieve goals. It also benefits teachers by enhancing engagement, resilience, professional development, and positive role modeling. This study aimed to examine the learning motivation of prospective teachers by analyzing their intrinsic and extrinsic factors, considering factors like gender, location, and stream. A descriptive survey method has been employed to accomplish the above perspective. The study involved 225 prospective teachers from West Bengal, India, using a random sampling method. This data collection has been done through using a standardized learning motivation scale with two subscales, intrinsic and extrinsic motivation. The study found significant gender differences in motivation levels among prospective teachers, with female teachers showing higher intrinsic motivation and male teachers more influenced by extrinsic factors. Geographical location also impacted motivation, with urban teachers having higher motivation due to better resource access, while rural teachers reported lower motivation. Teachers from different academic streams showed diverse motivational patterns, suggesting the need for tailored motivational strategies. The study found that extrinsic factors like rewards and recognition are less effective in motivating prospective teachers than intrinsic motivation, driven by personal interest and satisfaction, suggesting that creating an atmosphere that enhances these factors may be more effective.

Keywords: *Extrinsic Motivation, Intrinsic Motivation, Learning Motivation, Prospective Teachers*

Learning motivation is a crucial aspect of the educational journey, driving individuals to acquire new knowledge, develop skills, and achieve their goals (Yilmaz & Cavas, 2007, Bandhu, et al., 2024). It encompasses psychological processes that energize, direct, and sustain efforts in learning. Intrinsic motivation, which involves engaging in learning activities for intrinsic satisfaction and enjoyment, is often linked to deeper engagement, sustained effort, and greater creativity (Augustyniak, et al., 2016). Extrinsic motivation, on the other hand, involves performing tasks to achieve external rewards or avoid negative outcomes, such as seeking grades, accolades, or approval from others

[1]Research Scholar, Department of Education, University of Kalyani, Nadia, West Bengal, India
ORCID ID: https://orcid.org/0009-0001-5705-9105
[2]Professor, Department of Education, University of Kalyani, Nadia, West Bengal, India
ORCID ID: https://orcid.org/0000-0002-1344-8539
*Corresponding Author

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(Amaro, et al., 2021; Harris & McDade, 2018; Sharma & Gupta, 2022, Bandhu, et al., 2024). A balanced approach that integrates both intrinsic and extrinsic motivators can be particularly powerful.

Theories of motivation, such as Self-Determination Theory (SDT) and Expectancy-Value Theory, offer valuable insights into how and why individuals engage in learning (Filgona, et al., 2020). Self-Determination Theory emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation (Guay, 2021). Expectancy-Value Theory posits that motivation is influenced by the expectations of success and the perceived value of the learning task (Shang, et al., 2022).

Motivational strategies can enhance learning experiences and outcomes by setting clear, achievable goals, providing timely and constructive feedback, creating a supportive and stimulating learning environment, and designing curricula that align with educational standards and resonate with learners' interests and needs (Cents-Boonstra, et al., 2020). Self-efficacy, or the belief in one's ability to succeed, is essential for motivation. Digital tools and online learning platforms can offer personalized learning experiences, instant feedback, and interactive content, but also present challenges, such as maintaining engagement in a virtual setting and addressing varying levels of self-discipline among learners.

Learning motivation is crucial for prospective teachers as it enhances engagement, resilience, continuous professional development, and positive role modeling (Zhang, et al., 2022). Motivated teachers are more likely to engage deeply with their subject matter and teaching practices, leading to more dynamic and effective teaching. They are also more likely to pursue ongoing professional development, staying updated with the latest educational research and refining their teaching strategies. Passionate and motivated teachers serve as positive role models for their students, demonstrating the value of lifelong learning and curiosity. They are also more likely to employ innovative teaching methods, provide supportive learning environments, and build strong relationships with their students, contributing to improved academic outcomes (Ames, 1990; Ince, et al., 2020). High levels of motivation also correlate with greater job satisfaction, reducing burnout and turnover rates, ensuring long-term career fulfillment and retention.

Through a panoramic approach, this study aimed to explore the level of motivation among prospective teachers towards learning by analyzing their intrinsic and extrinsic factors in reference to their gender, location and stream. The research is relevant as there is a growing focus on enhancing teacher preparation programs to ensure new teachers possesses the necessary skills and attitudes for success (Schunk, et al., 2008).

METHOD AND MATERIALS

Design of the study

A descriptive research design with a panoramic approach had been taken to accomplish the purpose of the study (Grouws & Thomas, 1981; Manjunatha, 2019; Aggarwal & Ranganathan, 2019). A questionnaire-based survey method was used (Bihu, 2021; Singh & Sagar, 2021). The data were quantitative by its nature.

Participants

All prospective teachers of West Bengal, India are the population of the present study. Diverse recruitment strategies can enhance the sample size and ensure adequate coverage of the intended population, thereby enhancing the adequacy and representativeness of the

obtained sample (Ponto, 2015). To obtain a representative sample, the researcher selects each unit in a specified way under controlled condition (Koul, 2009; Dastane, et al., 2023). The present study consisted of 225participants comprising of prospective teachers by employing random sampling method from West Bengal, India.

Tools used

The investigator has used a learning motivation scale having two subscales namely intrinsic motivation and extrinsic motivation, which is previously standardized (Ray & Sikdar, 2023). Based on Likert's five-point scales—Strongly agree, Agree, Neutral, Disagree, and Strongly disagree—the learning motivation scale comprises twenty-one (21) items(Likert, 1974). The intrinsic and extrinsic motivation subscales have been covered with nine and twelve items respectively. Scores for positive statements were '5, '4, '3, '2, '1,' and '1'; scores for negative statements were '1, '2, '3, '4, and '5'. The learning motivation scale has Cronbach's alpha value 0.783, which indicate a significant reliability (Duzgun & Kirkic, 2023; Hinkin, 1995).

Data Collection Technique

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160; Ponto, 2015). So, the researcher developed a closed-ended questionnaire specifically for this study. Questionnaires, whether self-administered or professional, can be administered individually or in groups, and typically include research aims, demographic questions, and reliable instruments (Costanzo, et al., 2012; DuBenske et al., 2014; Ponto, et al., 2010). The learning motivation questionnaire asked participants to select the appropriate response for each item. They were instructed to fill in every dimension on the scales and to choose just one response from the available options. The researcher informed the participants that their statements would be kept confidential and used exclusively for research, with no intention of sharing them with outside parties. Participants were acknowledged after providing their responses.

Statistical analysis

The standard deviation, arithmetic mean, frequency, and percentage were used to compute descriptive statistics (Senol & Akdag, 2018; Kaliyadan & Kulkarni, 2019; Ray, et al., 2023). To compare the different variables in the current study, inferential quantitative technique was prioritized (Pancholi & Bharwad, 2015). The mean, standard deviation, and '*t*' test were used to assess the significance of the group differences.

RESULT AND INTERPRETATION

The investigation had been conducted with 225 prospective teachers of West Bengal. Those participants were randomly selected for the study. The demographic variables had been taken for the present study, were Gender (Male & Female, Location (Rural & Urban) and Stream of education (Arts & Science). The descriptive statistics (frequency and percentages) of the demographic variables have been presented in table 1.

Table 1: Descriptive statistics of demographic data

Variables	Frequency (n=225)	Percentage (%)
Gender		
Male	102	45.33
Female	123	54.67
Locality		
Urban	67	29.78
Rural	158	70.22

Variables	Frequency (n=225)	Percentage (%)
Stream		
Science	82	36.89
Arts	143	63.11

An independent sample *t* test was used to compare independent variables with two categories (Baidya, et al., 2024). Table 2 has provided summary results of comparison of learning motivation with respect to their gender. The findings of the independent sample t test for the male and female categories in intrinsic motivation are as follows: p=0.000, t= 4.68, and df = 223. It implies that there are differences in the intrinsic motivation towards learning of prospective teachers between males and females at the 0.01 level of significance. Similarly, the independent sample t test between male and female prospective teachers in extrinsic motivation are p=0.017, t= 2.12, and df = 223. It suggested that there are differences in the extrinsic motivation towards learning of prospective teachers between males and females at the 0.05 level of significance.

Table 2: Comparison of learning motivation with respect to their gender

Sl.No.	Dimension	Male		Female		*t-value*	*p-value*
		Mean	SD	Mean	SD		
1	Intrinsic Motivation	38.26	4.20	40.7	3.59	4.68	0.000**
2	Extrinsic Motivation	45.3	7.48	43.04	8.34	2.12	0.017*

**Significant at 0.05 level of significance; ** Significant at 0.01 level of significance*

Figure 1 has been illustrated a bar diagram of the mean differences between intrinsic and extrinsic motivation towards learning in reference to their gender.

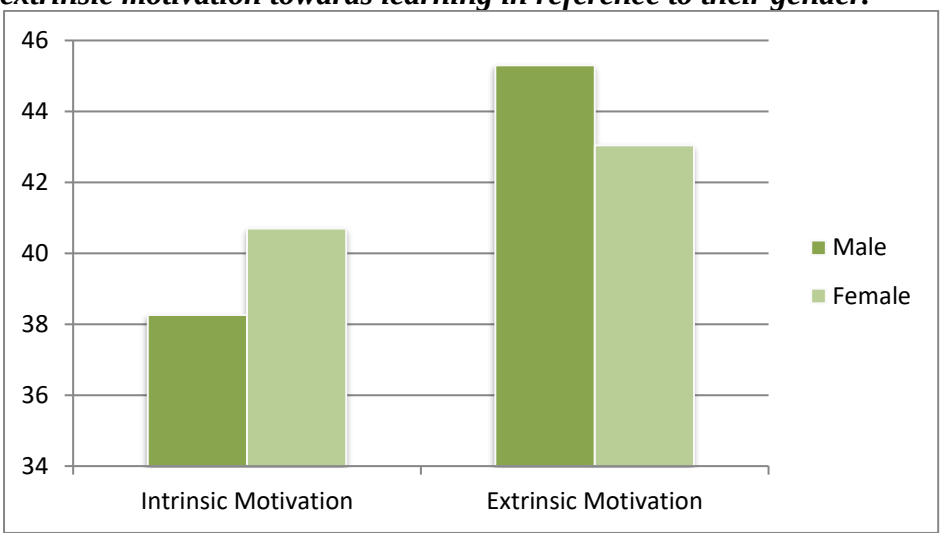

Figure 1: Present the mean difference of Intrinsic and Extrinsic Motivation in reference to their Gender.

The result of the independent sample t test for the urban and rural categories in intrinsic motivation is as follows: p=0.000, t= 5.78, and df = 223. It implies that there are differences in the intrinsic motivation towards learning of prospective teachers between urban and rural at the 0.01 level of significance.

Likewise, the independent sample t test between urban and rural prospective teachers in extrinsic motivation are p=0.001, t= 2.92, and df = 223. It suggested that there are differences in the extrinsic motivation towards learning of prospective teachers between urban and rural at the 0.01 level of significance.

Table 3: Comparison of learning motivation with respect to their Location

Sl. No.	Dimension	Urban		Rural		*t-value*	*p-value*
		Mean	SD	Mean	SD		
1	Intrinsic Motivation	42.18	2.3	39.22	3.92	5.78	0.000**
2	Extrinsic Motivation	44.09	6.86	47.15	7.29	2.92	0.001**

*** Significant at 0.01 level of significance*

Figure 2 has been illustrated a bar diagram of the mean differences between intrinsic and extrinsic motivation towards learning in reference to their location.

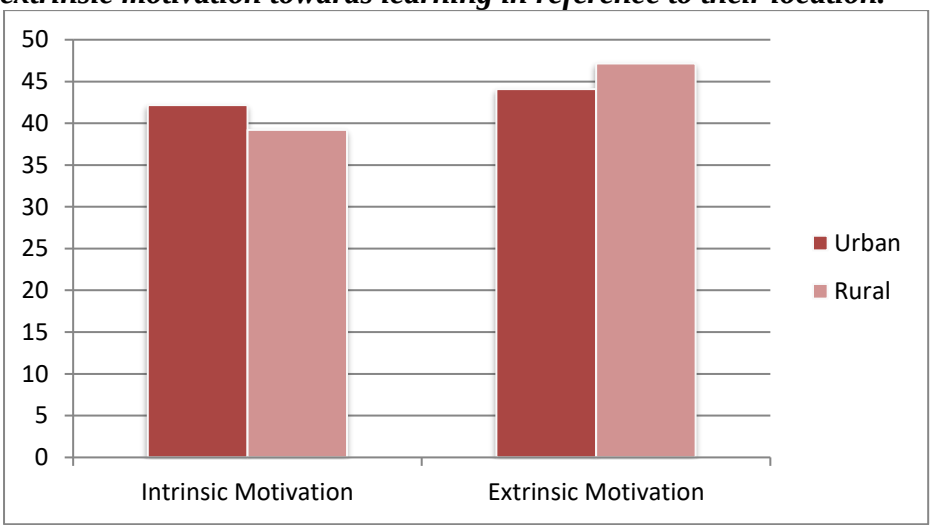

Figure 2: Present the mean difference of Intrinsic and Extrinsic Motivation in reference to their Location

Another result of the independent sample t test for the science and arts categories in intrinsic motivation is as follows: p=0.000, t= 3.79, and df = 223. It implies that there are differences in the intrinsic motivation towards learning of prospective teachers between science and arts at the 0.01 level of significance.

Further, the independent sample t test between science and arts prospective teachers in extrinsic motivation are p=0.015, t= 2.18, and df = 223. It suggested that there are differences in the extrinsic motivation towards learning of prospective teachers between science and arts at the 0.05 level of significance.

Table 4: Comparison of learning motivation with respect to their Stream

Sl. No.	Dimension	Science		Arts		*t-value*	*p-value*
		Mean	SD	Mean	SD		
1	Intrinsic Motivation	40.84	3.57	38.76	4.17	3.79	0.000**
2	Extrinsic Motivation	43.83	9.18	46.45	8.4	2.18	0.015*

**Significant at 0.05 level of significance; ** Significant at 0.01 level of significance*

Figure 3 has been illustrated a bar diagram of the mean differences between intrinsic and extrinsic motivation towards learning in reference to their stream.

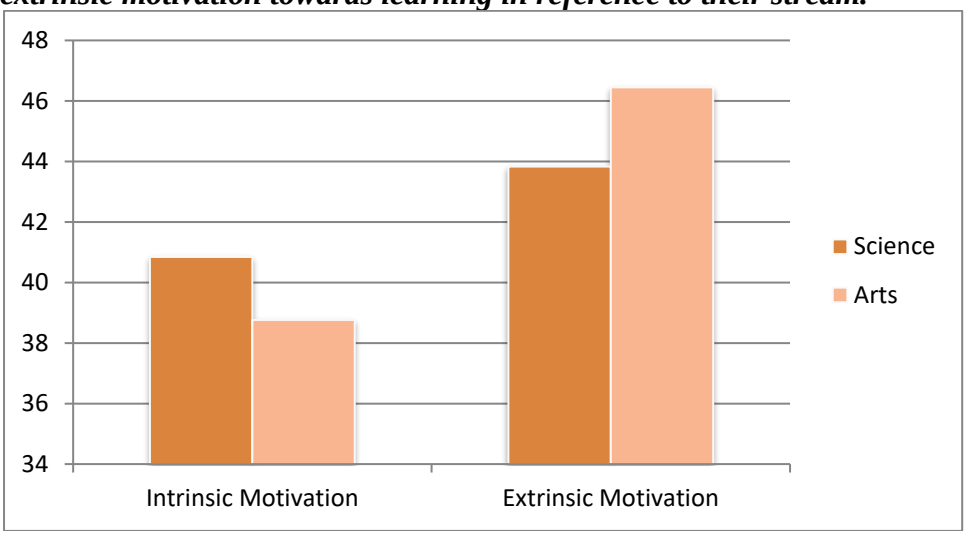

Figure 3: Present the mean difference of Intrinsic and Extrinsic Motivation in reference to their Stream

DISCUSSION

From the above result, it has been highlighted that there are significant differences between male and female prospective teachers in both intrinsic and extrinsic motivation towards learning. Female aspiring teachers are more intrinsically motivated than male aspiring teachers, where male aspiring teachers are more extrinsically motivated than female. Females reported higher levels of intrinsic motivation, which was consistent with previous research (Saban, 2003; Drudy et al., 2005; Watt et al., 2012; Plante, et al., 2013; Pany, 2014; Carr, et al., 2016; WyattSmith et al., 2017; Guo & Zhou, 2021; Jugović, et al., 2022).There are also significant differences in learning motivation between urban and rural areas' prospective teachers. Prospective teachers who belong to urban areas are being influenced by intrinsic motivation, while other teachers, who belong to rural areas, are being influenced by extrinsic motivation. This finding supported by others research (Pany, 2014; Dolly, 2019; Leech, et al., 2023; Zhang, 2023). This study also revealed a significance difference between science and arts streams' prospective teachers in learning motivation. It has been found that science stream's prospective teachers showed higher intrinsic motivation; while arts stream's prospective teachers were more influenced by extrinsic rewards (Pany, 2014).

Implications and Recommendation

Several recommendations for improving prospective teachers' motivation can be made in light of these findings:

- **Enhancing Intrinsic Motivation:** Educational institutions should focus on creating engaging and stimulating learning environments that cater to the intrinsic motivation of prospective teachers. This is because learning motivation is an important factors of influencing teaching activities and will affect learners' learning engagement (Printrich & Schunk, 2002).
- **Gender-Sensitive Approaches:** Male and female prospective teachers have different motivational needs and preferences, which could be addressed by implementing gender-sensitive motivational strategies.

- **Support for Rural Areas**: The observed discrepancies in motivation could be addressed by creating focused initiatives and support networks for prospective teachers in rural areas. When students are supported by their teachers, their motivation to learn is improved and they become more focused on classroom learning activities (Ryan & Patrick, 2001; Boulton, et al., 2012; Lu, et al., 2022; An, et al., 2022).
- **Stream-Specific Strategies:** More effective engagement and sustained interest can result from motivational approaches that are specifically tailored to the academic streams of prospective teachers.
- Understanding and addressing the factors influencing motivation among prospective teachers can significantly enhance their learning experience and overall effectiveness as educators. Future research should focus on longitudinal studies and the impact of specific interventions on motivational outcomes.

CONCLUSION

This study investigated the motivation levels of prospective teachers, looking at the effects of gender, location, academic stream, and both internal and external factors on their motivation to learn. The results have provided several important new insights. The findings indicated that extrinsic factors like rewards and recognition are not as effective in motivating prospective teachers as intrinsic motivation, which is motivated by personal interest and satisfaction. This implies that maintaining motivation may be more successfully achieved by creating an atmosphere that increases individual interest and satisfaction in teaching-related activities.

The study revealed significant gender differences in motivation levels among prospective teachers. Female teachers showed higher intrinsic motivation, while male teachers were more influenced by extrinsic factors. This highlights the need for tailored motivational strategies. Geographical location also influenced motivation levels. Urban teachers had higher motivation due to better access to resources, while rural teachers reported lower motivation. Teachers from different academic streams showed diverse motivational patterns. Science teachers showed higher intrinsic motivation, while arts teachers were more influenced by extrinsic rewards. Integrating motivational strategies that align with specific streams could improve overall motivation.

This study has investigated the motivation levels of prospective teachers, focusing on intrinsic and extrinsic factors, gender differences, locational disparities, and academic streams. It has suggested that stimulate intrinsic interests can lead to higher motivation and better educational outcomes. Educational institutions should design learning experiences that align with these interests, such as curriculum innovations, professional development opportunities, and student-centered learning. Gender-sensitive approaches are recommended, such as developing gender-specific mentoring and support systems, offering targeted rewards for achievements, and ensuring both intrinsic and extrinsic forms of recognition are available. Rural areas show lower motivation levels, indicating a disparity in access to resources and opportunities. Stream-specific strategies are also recommended, including stream-aligned activities, career pathways, and integration of interests. In conclusion, a nuanced approach is needed to address the diverse motivational needs of prospective teachers, leading to a more engaged and effective teaching workforce.

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Conflict of Interest

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