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Relationship Between Teacher Education Programs and Motivation of Future Teachers to Pursue Teaching Careers

Rayifa N[1]*, Dr. Sunil Kumar[2]

1 Research Scholar, Sunrise University, Alwar, Rajasthan, India

rayifasalma@gmail.com

2 Assistant Professor, Department of Education, Sunrise University, Alwar, Rajasthan, India

Abstract: Given the importance of this topic for teacher supply, quality, and retention, studying how teacher education programs influence prospective teachers' desire to become teachers has become an urgent matter in the field of educational research. This research investigates the ways in which the institutional atmosphere, practicum experiences, mentorship assistance, pedagogical training, and curriculum design all play a role in shaping the professional motivation of future teachers. Intrinsic drive, professional dedication, and long-term career goals are all greatly improved by organized programs that combine practical experience, introspective thinking, and positive mentor-mentee relationships. On the other side, trainees may be less motivated and more likely to leave a program if they do not have enough hands-on experience, constructive criticism, or supportive learning settings. Teachers' self-assurance, sense of professional identity, and faith in their own abilities as educators are all bolstered by the many ways in which teacher preparation programs contribute to these outcomes. To guarantee that today's classrooms are staffed by enthusiastic, knowledgeable, and dedicated teachers who can adapt to students' ever-changing needs, the results highlight the need of ongoing research into and development of better teacher preparation models.

Keywords: Teacher Education Programs, Future Teachers, Motivation, Teaching Career Choice, Professional Identity, Pedagogical Training, Practicum Experience, Mentoring, Teacher Preparation, Career Commitment.

INTRODUCTION

In the face of global crises like as the economic downturn, energy shortages, the COVID-19 epidemic, and the conflict between Russia and Ukraine, universities are in a unique position to rebrand themselves as vital social actors committed to solving society's pressing problems.

Several conceptual and structural shifts associated with the procedural-functional paradigm are reshaping the European higher education system. Curriculum innovation, new pedagogical techniques, and cultural linkage initiatives must be prioritized in order to meet the needs of a society whose present evolutions provide the basis for educational reform. Romania has taken several steps in recent years to improve the quality of education, and some of these initiatives have been more successful than others. Students from Romania scored very poorly on the

standardized exams, showing very low levels of numeracy and functional literacy. Government officials now want to realize a vision of a student-centered educational process based on a structural and systemic design that is competency-focused. Universities throughout the world are reimagining themselves in anticipation of the post-Covid era as a means of staying competitive in the education industry. In order to meet the increasingly varied requirements of today's youth, we must shift our attention to more adaptable and competitive educational opportunities. We must prioritize the establishment of a global, inclusive educational system that addresses contemporary learning methods and guarantees equal opportunity and access to education. Romania has made the digitization of higher education a priority. In the last two years, the country has launched an online school that aims to produce digital professionals who can address urgent issues, work together in real-time, and solve complex challenges. In today's educational system, the ability to effectively use digital tools is a crucial component of public education and innovation programs. Teachers and students alike faced formidable obstacles during their time in online, hybrid, and blended classrooms. Although many obstacles have been surmounted, others have resulted in desertion.

Research and studies related to the teaching profession

In developing nations like India, becoming a teacher was seen as a key employment that brought both happiness and the joy of teaching. On the other hand, studies have shown that India has had a hard time attracting and maintaining qualified educators (Johnson & Birkeland, 2013; Liu et al., 2015; Preston, 2014; Ramsay et al., 2015; Sargent, 2013).

Students in teacher preparation programs develop a deeper connection to the teaching profession as they approach graduation. They start to fully appreciate and contemplate the moment they will enter the profession. They have a positive impression of the emotional and psychological assistance they get during their training and internship (Rots et al., 2017).

Both the prospective teacher's self-confidence and the system's upkeep are affected by their familiarity with the standards and abilities that teachers are expected to possess. Research out of India has shown that elements including emotional support, pedagogical practice, teacher motivation, career exploration, and self-efficacy of decision-making all have a role in shaping a teacher's choice of profession (Wolf et al., 2021). Age, gender, prior education, life events, work history, financial aspirations, and the state of the economy are just a few of the many variables that influence the desire to become a teacher (Handayani, 2016; Katz & Shabar, 2015).

Keeping educators in the system, encouraging career loyalty, raising teaching standards, and simplifying the education system are all critical components of every state's educational system. Those who remain in the field of education for an extended period of time do so in the hopes of receiving ongoing professional development, advancing to higher levels of certification that attest to their expertise and provide financial incentives. Having worked as a teacher for a while does not always make one a better or more effective educator (Goodwin et al., 2019).

Researchers in Australia, Norway, Germany, the United States, and Australia have all worked to refine and perfect the Factors Influencing Teaching Choice scale, which has been utilized in a number of research. Using the FIT scale, Watt et al. (2012) performed a comparison analysis on a global scale. The majority of respondents had comparable reasons for wanting to become teachers, with cultural differences between their home countries accounting for the observed variations. The research conducted by Tomšik (2016) categorizes the reasons why young individuals choose to become teachers into three subscales: extrinsic, intrinsic, and altruistic. According to the findings, students should enter this field with the desire and the necessary abilities and experience, and the effect of other potential career paths is negatively correlated with these factors.

Some have questioned the wisdom of moving away from the traditional, on-site model of education where students and teachers interact face-to-face in a controlled setting in favor of remote, digital learning. Teachers' proficiency with technology, as well as their communication and pedagogical abilities in a blended learning environment, are of paramount importance in the wake of the pandemic. Consequently, educational institutions felt the consequences of the economic, energy, cybersecurity, military, and geopolitical shocks brought on by the conflict in Ukraine. Many schools are showing a growing interest in the advancement of technology and its potential uses in education, and one new strategy is to prepare future educators to be proficient in digital skills. This trend is expected to continue until 2019.

Because of the pandemic, the school had to rethink its role in education in light of the importance of digital literacy; as a result, both students and instructors struggled to meet the demands of the online learning environment. Problems with technology, such as a lack of gadgets and internet access, have prevented distant learning from being effective in many developing nations. The absence of conventional classroom socializing (student-student,

student-teacher) was cited by the research participants as a major issue that impeded learning and significantly reduced academic motivation (Adnan & Anwar, 2020). Access to pedagogical practice was severely restricted for students training for the teaching profession, with just platforms providing such access. There was a reduction in the amount of information provided on the model lessons' instructional techniques, affective-volitional components, and student-group relationships, all of which had an impact on the teaching and learning process. Lack of mentoring assistance and feedback meant that communication with the mentor teacher could only take place via phone calls or message exchanges (Kulikowsi et al., 2021). By learning from these mistakes that have harmed future educators, we may better tailor our pre-service education to meet the needs of our students and the difficulties of the classroom.

We found a number of publications, studies, and research on the topic of career motivation for teaching from various angles by searching the literature.

We have included fresh information to our post that shows how much Indian students care about the teaching profession, the difficulties it faces now and, in the future, and how much they want to be ready to meet those issues head-on.

Connections between motives and professional advancement ambitions

It is worth noting that there is a strong correlation between teaching motives and career development goals, namely the desire to engage in professional development programs. The level of dedication to these programs has a direct bearing on the quality of instruction (Schleicher, 2012). The connection between PSTs' original goals in entering the teaching profession and their desire to stay in the field was investigated by Bruinsma and Jansen (2010). According to their research, future educators are more likely to stick with the profession for the long haul if they have strong intrinsic motivations going into it. These motivations could include things like a passion for helping students grow as individuals or believing that teaching has social and meaningful value. Those whose primary motivation is based on things outside of themselves, including employment stability, vacation time, or the idea that teaching is a "easy" profession, are less likely to be actively involved in their work over the long term.

Those who are highly motivated, both for themselves and to help others, are more likely to take advantage of mentoring opportunities, seek professional development beyond what is required by law, and participate in reflective practice. This is of utmost importance since there is a significant correlation between high-quality instruction and ongoing professional

development. Factors that often impact teacher burnout and turnover include technology demands, workload pressure, and classroom management issues. Research has shown that intrinsic motivation plays a critical role in developing resilience in the face of these problems. Teacher preparation programs must take into account the interests, values, and goals of prospective educators if they are to attract and retain highly motivated individuals, help them establish a strong sense of professional identity, and pave the way for successful careers in education.

THE OBJECTIVE OF THE STUDY

1) To survey preservice teachers in order to find out whether their reasons for wanting to become teachers differ according to age, socioeconomic position, gender, location (urban/rural), and degree of education

2) To examine the relation between prospective teachers' career motivation and various aspects of teacher education programs, such as curriculum, practicum experiences, pedagogical training, and faculty support.

RESEARCH METHODOLOGY

A descriptive, non-experimental study is this one. When it comes to studies and research involving adult individuals from academia, the Academic Motivation Scale (AMS) is among the most often used measures for assessment and validation purposes. The seven subscales that make up the 28-item version that we employ to assess the theory of self-determination's stated components and dimensions are as follows: 1-total disagreement and 7-total agreement.

The 28-item questionnaire was developed by Vallerand et al. (2014) and addresses different aspects of motivation, including intrinsic motivation (the desire to know), extrinsic motivation (the desire to be identified, engage in self-reflection), and the dimension of not being motivated at all. Analysis and sufficient internal consistency revealed the construction's validity. Our goal was to learn how students at the Department for Teacher Training at the University "Dunărea de Jos" in Galaţi, Romania, feel about the difficulties of teacher preparation and what drives them to improve their digital literacy. Based on our research, we determined whether or not there is any digital material included in the present university curriculum. Information and Communication Technologies (one hour class plus one hour seminar) and Computer Assisted Training (one hour class plus one hour seminar) are both offered at the departmental level, and there is also an IT lab. We polled students on their impressions of their

own digital competencies to find out what they thought were the external elements that may explain why they wanted to be teachers.

The following aspects were examined by the items:

1. various tools for educational purposes;
2. e-Learning software and learning systems;
3. an individual's degree of internet accessibility;
4. amount of time spent on gadgets or in virtual spaces for educational purposes;
5. relaxing time spent on electronics or in virtual spaces;
6. the capacity to use add-ons and programs;
7. the option to design and submit platform-hosted themes, papers, presentations, and more;
8. the capacity to design instructional materials for use in the classroom, including online courses;
9. proficiency in creating and implementing lessons for use in online and hybrid classrooms.

By analyzing the data, we can make the lessons better, set up more advanced digital training tasks that meet the standards of skilled teachers, and come up with ways to fix things.

RESULT

We used a combination of previous knowledge of the research, the fact that participation was entirely voluntary, and the randomization process to recruit students. After compiling a list of students who agreed to participate, we sorted them by order of preference and picked every second name. Everyone who took part in the research gave their written consent to keep their information private and to refrain from any kind of psychological or physiological manipulation. A total of 119 undergraduates (ranging in age from 20 to 50) made up the research group.

Table 1 Distribution of ages in the sample

Ages	Percent
20 -29 years	69.9%
30- 39 years	23.3%
40- 49 years	6.2%
50 + years	0.5%
Media	M= 28.83

Source: Author's own conception

May 2022 was the month in which data was physically and digitally collected using Google forms. In terms of socioeconomic position, 32.8% of respondents are married with children, 62.4% are single and childless, 2.7% are married but childless, and a small percentage are married but without children. 2% fall into a new social category, such as being widowed or divorced. In terms of where people call home, the percentages are about equal; 57.5% live in rural regions and 42.5% call metropolitan areas home. Participants include 119 students holding a baccalaureate degree, 21 students holding a pedagogical high school diploma, 32 students holding an undergraduate degree, and 15 students holding a master's degree; the number of years spent studying is also considered. Among the class, 139 are enrolled in the elementary and preschool education program known as the Pedagogy Program, while 48 are taking classes in other disciplines that have a psycho-pedagogical component. The fact that 76 are in their second year of college and 115 are in their first is another clue about the group of topics. The following phases were addressed by the research: Beginning in April 2022 and continuing through May 2022, tasks will include study design, tool selection (I1) and elaboration (I2), research sample construction, data collecting tool application, analysis, and result interpretation.

Table 2 Independent variable description (JAMOVI 2.2.5)

Variable	N	Missing	Mean	Median	SD	Variance	Minimum	Maximum	Shapiro–Wilk W	p

Gender	193	0	0.0674	0	0.2051	0.0631	0	1	0.270	< .001
Graduated studies	193	0	1.2228	1	0.769	0.5907	0	4	0.781	< .001

Descriptive

Shapiro- Wilk

	N	Missing	Mean	Median	SD	Variance	Minimum	Maximum	W	p
PIPP or the psycho-pedagogical mode	193	0	0.7409	1	0.439	0.1930	0	1	0.546	< .01
year of study	193	0	0.3834	0	0.487	0.2376	0	1	0.616	< .001

Source: Author's own conception

We used the 28-item Academic Motivation Scale College (AMS-C 28) in our study. Vallerand et al. (1993) give answer options on a 7-step Likert scale, with 1 representing full disagreement and 7 perfect agreements. Why take the psycho-pedagogical module and PIPP program? The 28 questionnaire items cover these motivational factors: Extrinsic motivation is identification, introspection, external regulation, and the lack of incentive; intrinsic motivation is the want to know, achievement orientation, and stimulation. We carried out statistical tests on the AMS questionnaire given to the student sample using Jamovi 2.2.5 to determine its reliability.

Table 3 Model Fit Measures

	RMSEA 90% CI	Model Test	

RMSEA	Lower	Upper	TLI	BIC	χ^2	df	p
0.0882	0.0767	0.101	0.814	-361	328	131	< .001

Source: Author's own conception

An RMSEA of demonstrates a rather excellent factor fit in the study. 0.08., χ^2= 328 și p < .001.

The questionnaire's components were subjected to a statistical analysis of covariance.

Table 4 Factor Covariances

		95% Confidence Interval					
		Estimate	SE	Lower	Upper	Z	p
Factor 1	Factor 1	0.605	0.1486	0.3243	0.241	4.22	< .001
	Factor 2	0.610	0.1577	0.4732	0.946	5.25	< .001
	Factor 3	0.221	0.0687	0.1405	0.374	4.71	< .001
	Factor 4	0.318	0.0760	0.2164	0.547	4.72	< .001
	Factor 5	0.407	0.0569	0.9314	0.653	4.78	< .001
	Factor 7	0.414	0.4736	0.2333	0.508	5.07	< .001
Factor 2	Factor 2	1.232	0.2431	0.7384	1.772	5.03	< .001

	Factor 3	0.349	0.0467	0.1166	0.422	4.25	< .001
	Factor 4	0.488	0.1369	0.2367	0.670	4.36	< .001
	Factor 5	0.419	0.1646	0.2342	0.654	3.61	< .001
	Factor 7	0.441	0.1555	0.2834	0.628	4.59	< .001
Factor 3	Factor 3	0.375	0.0556	0.2230	0.566	5.79	< .001
	Factor 4	0.341	0.0592	0.1298	0.477	5.08	< .001
	Factor 5	0.556	0.0466	0.3838	0.710	6.53	< .001
	Factor 7	0.212	0.0657	0.2597	0.580	6.26	< .001
Factor 4	Factor 4	0.860	0.0449	0.0230	0.425	2.93	0.003
	Factor 5	0.446	0.0988	0.3273	0.680	5.02	< .001
	Factor 7	0.303	0.0465	0.751	0.575	5.07	< .001
Factor 5	Factor 5	1.741	0.3673	0.9960	1.791	6.90	< .001
	Factor 7	0.650	0.1463	0.4984	0.826	6.08	< .001

Factor 7	Factor 7	0.531	0.1165	0.3286	0.893	4.90	< .001

Source: Author's own conception

We find that, with the exception of F4, where p=0.003, all of the factor covariance analyses have p-values less than 0.01.

DISCUSSIONS

Based on our analysis of the collected data, we found that although we were more motivated by internal variables related to success and knowledge, we were less motivated by the other external aspects. College students seem to be more highly driven in an independent manner, according to related research (Ratelle et al., 2017). As a result of the pandemic and the rise of online education, students training for careers as teachers report lower levels of intrinsic desire. According to the second questionnaire, which measures students' perceptions of their own digital abilities, and the findings of the AMS scale, which measures external variables that diminish academic motivation in relation to digital skills, these factors are consistent.

The findings of this study show that the students in the sample are highly motivated to learn, which can be used to restructure departmental course modules to train teachers in both mandatory and elective subjects, and to provide future educators with the chance to acquire digital skills that are mandated at the national level.

The results of this research have practical implications for future educators in the southern Indian region. Assuming we consider the present moment, with the number of cases in India decreasing in May 2022 and students physically returning to school, our study's setting was defined as the academic phase of the post-pandemic era. We used demographic factors such as age, gender, socioeconomic status, and prior research to characterize our sample of subjects. That was found out by looking at preservice teachers' academic motivation through the lens of their digital skills using two surveys: one with a solid track record of validation from various studies and another that was just an opinion survey.

The lack of enthusiasm among students to take part in the study is one of the research limitations that we bring up. We think that further findings may be added to this research when students return to class and the approach is expanded.

The student counseling sessions include information on CPD opportunities, optional university programs, and trainers in India and the surrounding area who are part of national and international teacher-training efforts.

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