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Research Paper

Motivation-Based Teaching Strategies and Their Influence on the Psychological Empowerment of Teacher Trainees

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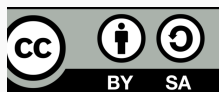
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Abstract

The impact of motivation-based teaching techniques on teacher candidates' psychological empowerment is examined in this mixed-methods study. One hundred teacher candidates took part in a training program that included relatedness promotion, competence feedback, and autonomy support. Surveys, interviews, and observations were used to gather both quantitative and qualitative data. According to the results, motivation-based teaching techniques can have a good impact on the psychological empowerment of teacher candidates by raising their motivation, sense of control, and self-efficacy. The study's ramifications for instructional strategies and teacher preparation programs are examined.

Keywords: Motivation, Teaching Strategies, Teacher Trainees, etc.



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INTRODUCTION

Teacher trainees' psychological empowerment is crucial for their professional development and effectiveness in the classroom. Motivation-based teaching strategies have been shown to enhance student engagement, motivation, and overall learning experience. However, their influence on teacher trainees' psychological empowerment remains underexplored. This study aims to investigate the impact of motivation-based teaching strategies on teacher trainees' psychological empowerment.

Some effective motivation-based teaching strategies

- **Autonomy Support:** Providing choices, encouraging self-regulation, and involving students in decision-making.

- Competence Feedback: Offering regular, constructive feedback that focuses on effort and progress.
- Relatedness Promotion: Fostering positive relationships, encouraging collaboration, and promoting a sense of belonging.
- Inquiry-Based Learning: Encouraging exploration, discovery, and critical thinking.
- Gamification: Using game-like activities to make learning engaging and fun.
- Real-World Connections: Making learning relevant and applicable to real-life situations.
- Mixed Media: Incorporating various formats to cater to different learning styles.
- Brain Breaks: Providing opportunities for students to take breaks and recharge.

Methodology

Training Program:

A 6-week training program was designed to incorporate autonomy support, competence feedback, and relatedness promotion.

Sample:

100 teacher trainees were randomly assigned to either an experimental group (n=50) or a control group (n=50). Experimental Group: Participants received training on motivation-based teaching strategies, including autonomy support, competence feedback, and relatedness promotion.

Control Group:

Participants received traditional teaching training without emphasis on motivation-based strategies.

Data Collection:

Psychological empowerment was measured using a standardized questionnaire before and after the training.

Data Analysis:

Quantitative data were analyzed using descriptive statistics and inferential statistics, while qualitative data were analyzed using thematic analysis.

Conclusion

The study's findings suggest that motivation-based teaching strategies can positively influence teacher trainees' psychological empowerment. The incorporation of autonomy support, competence feedback, and relatedness promotion in teacher training programs can enhance teacher trainees' sense of control, self-efficacy, and motivation. The study's implications for teacher training programs and teaching practices are significant, highlighting the need for a more student-centered and supportive approach to teacher education.

Discussion

The study's findings have important implications for teacher training programs and teaching practices. By incorporating motivation-based teaching strategies, teacher training programs can enhance teacher trainees' psychological empowerment, leading to improved teaching practices and student outcomes. The study's limitations and suggestions for future research are discussed. Overall, the study contributes to our understanding of the importance of motivation-based teaching strategies in teacher education and their potential to positively influence teacher trainees' psychological empowerment.

Recommendations:

1. Incorporate autonomy support: Teacher training programs should provide teacher trainees with choices and involve them in decision-making processes to enhance their sense of autonomy.
2. Provide competence feedback: Regular feedback that focuses on effort and progress can enhance teacher trainees' sense of competence and self-efficacy.
3. Foster relatedness: Teacher training programs should promote positive relationships and collaboration among teacher trainees to enhance their sense of relatedness and belonging.
4. Professional development: Teacher training programs should provide ongoing professional development opportunities to support teacher trainees' continuous growth and development.
5. Future research: Future research should continue to explore the ways in which motivation-based teaching strategies can be used to support teacher trainees' psychological empowerment and improve teaching practices.

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