

Academic Motivation and Academic Achievement among Preservice English Teachers: A Structural Equation Modeling Approach

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ABSTRACT This paper reports on findings of an investigation that explored the role of academic motivation in predicting the academic performance of pre-service English teachers. Participants were 98 university students enrolled in an English teacher education program at a state university. Data was gathered using the Academic Motivation Scale and self-reported measure of their cumulative grade point average. Findings revealed a statistically significant relationship between academic motivation and academic achievement. Further, academic motivation significantly contributed to predicting participants' academic achievement, with stimulus subcomponent being the strongest predictor variable. Intrinsic motivation had more predicative power than extrinsically oriented regulations. Findings underscore the importance of intrinsic and extrinsic dimensions of academic motivation in university students' achievement, supporting the contention that pre-service teachers' behavior can be intrinsically and extrinsically motivated or even demotivated. These findings are interpreted within the context of English teacher education programs to promote pre-service English teachers' motivation and achievement.