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Motivational factors of teacher education college students: Examining the relationships with academic, personal, and social variables

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ABSTRACT

This study investigates the dominant motivational factors influencing student learning and their associations with academic, personal, and social variables among teacher education students at Capiz State University Sigma Satellite College. Employing a convergent parallel mixed-methods design, the research concurrently utilized quantitative and qualitative approaches to capture both the breadth and depth of students' motivational orientations. Specifically, the study aimed to determine the students' socio-demographic profiles, assess the level and ranking of five core motivational constructs, relationships, effort, aspiration, cognition, and heart, and explore the significance of these factors in shaping student experiences. Quantitative data were gathered through a structured, validated questionnaire and analyzed using descriptive statistics and Spearman's rank-order correlation to examine associations with selected demographic variables. Qualitative responses, collected via open-ended prompts, were subjected to Braun and Clarke's six-phase thematic analysis. Results indicated that relational motivation anchored in goal-setting, emotional reinforcement, and self-directed progress emerged as a key driver of student engagement. While external motivators such as peer recognition had some impact, intrinsic motivational factors were more influential in sustaining academic involvement. Qualitative insights corroborated these findings, revealing themes related to emotional support, peer influence, time management, and goal clarity. The study adhered to ethical research protocols, ensuring informed consent, confidentiality, and voluntary participation. Findings underscore the need for higher education institutions to foster emotionally supportive and goal-oriented learning environments. Such settings not only enhance academic motivation but also contribute to holistic student development, supporting persistence and resilience in both academic and socio-personal contexts.

Keywords: Student motivation, higher education, teacher education, academic engagement, relational factors, higher education.

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INTRODUCTION

Understanding what drives academic achievement among community college students is critical in light of increasing dropout rates and the unique challenges learners face in such settings. Academic success is not merely a function of cognitive ability but is significantly shaped by motivational factors that sustain student effort, resilience, and engagement over time (Robbins et al., 2004). In the Philippine context especially in rural state colleges like Capiz State University students must navigate socioeconomic constraints, shifting educational modalities, and limited institutional resources, all of which directly impact their academic motivation. This study is anchored on two dominant psychological frameworks: Self-Determination Theory (SDT) and Expectancy-Value Theory (EVT). SDT posits that human motivation exists along a continuum, ranging from amotivation to intrinsic motivation, with external regulation situated in between (Deci & Ryan, 1985, 2000). It emphasizes the satisfaction of autonomy, competence, and relatedness as core drivers of motivated behavior. Meanwhile, EVT focuses on students' beliefs about the value of a task and their expectations of success as primary predictors of effort and performance (Eccles & Wigfield, 2002). These

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theories together provide a comprehensive lens through which to investigate how internal desires, external pressures, and strategic learning behaviors influence academic outcomes.

Despite a robust theoretical foundation in SDT and EVT, several gaps persist in the existing literature. First, a knowledge gap remains due to the limited exploration of motivational dynamics among Filipino community college students, especially those outside urban centers. Second, a theoretical gap exists, as few studies attempt to integrate SDT, EVT, and related models like Achievement Goal Theory to comprehensively analyze student motivation. Third, a methodological gap is observed, with most studies employing either purely qualitative or purely quantitative methods, lacking the triangulation necessary for robust conclusions. Fourth, a practical gap emerges from the disconnect between theory and institutional implementation, as educational stakeholders often lack actionable models to address motivation. Fifth, an empirical gap is evident in the absence of localized, evidence-based frameworks like the CAPSU Student Motivation Model, which this study proposes. Finally, a population gap persists, as many investigations overlook rural or disadvantaged student populations, which limits the generalizability of findings. Addressing these gaps is timely, especially as educational institutions aim to align with Sustainable Development Goal 4, which promotes inclusive and equitable quality education and lifelong learning opportunities for all.

A review of related literature reveals that intrinsic motivation driven by personal interest, enjoyment, or a desire for mastery enhances deeper learning, persistence, and academic performance (Ryan & Deci, 2000; Kusurkar et al., 2013). Students who are intrinsically motivated tend to engage more actively in learning processes and demonstrate higher-order thinking. However, in the Philippine higher education landscape, extrinsic factors such as family expectations, financial incentives, scholarship requirements, and future employability also play a significant role (Villena & Camacho, 2020). These motivations, while externally driven, often serve as key anchors that sustain students in resource-limited environments. Still, motivation alone does not guarantee success. Metacognitive strategies, such as goal-setting, self-monitoring, and reflective learning, are critical in converting motivational beliefs into effective academic behaviors (Pintrich, 2000). These strategies enable students to regulate their learning process, adapt to academic challenges, and persist through setbacks, particularly in demanding environments like state colleges.

Further literature emphasizes that the socio-cultural environment and institutional support significantly influence student motivation. Elements such as peer support, teacher-student relationships, parental involvement, and the availability of academic resources shape how motivation is formed and sustained (Zins et al., 2004; David et al., 2022). In the case of rural community colleges, challenges such as lack of digital access, transportation issues, and economic burdens can hinder motivation unless counterbalanced by strong internal and external supports. These contextual realities underscore the need for localized, culturally responsive motivation models that reflect the lived experiences of students in such environments.

Statement of the problem

This study aims to examine the motivational factors influencing teacher education college students and analyze how these motivations relate to key academic, personal, and social variables. Specifically, it seeks to develop an integrated understanding of how intrinsic and extrinsic motivations interact with students' academic performance, personal development, and social engagement within the context of teacher education programs.

To guide this inquiry, the study specifically addressed the following research questions:

1. What is the socio-demographic profile of respondents in terms of age, gender, civil status, type of high school graduated from, year level, income level, and parents' highest educational level?
2. What is the level of motivational factors among college students in learning in terms of relationships, effort, aspiration, cognition, and heart?
3. What is the most dominant motivational factor among relationships, effort, aspiration, cognition, and heart?
4. Is there a significant relationship between the motivational factors and the academic, personal, and social variables?
5. How do motivational factors influence students' academic, personal, and social experiences?

METHODOLOGY

This study employed a descriptive research design using a convergent parallel mixed-methods approach to examine the motivational factors influencing students' academic, personal, and social development. Conducted at Capiz State University Sigma Satellite College, the study involved 160 students selected through purposive sampling from a population of 272 enrolled during the second semester of Academic Year 2024–2025. Data were collected using a validated and reliable questionnaire (Cronbach's alpha = 0.83) that measured five motivational constructs: relationships, effort, aspiration, cognition, and heart. Quantitative data were gathered through a 5-point Likert scale and analyzed using descriptive statistics and Spearman's rank-order correlation, while qualitative data from open-ended questions were examined through thematic analysis following Braun and Clarke's six-phase framework. The respondents were predominantly 18–24 years old, female, single, from low-income households, public high school graduates, and mostly in their second year of study. Findings from the demographic profile highlighted factors that may influence student motivation, such as socioeconomic status, educational background, and parental educational attainment. Data collection was conducted from August 2024 to March 2025 through both face-to-face and online platforms. Ethical standards, including informed consent, anonymity, voluntary participation, and non-maleficence, were strictly observed throughout the study to ensure the protection and welfare of all participants.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study, grounded in data gathered from college student respondents through a research design that combined quantitative measurement of motivational factors with qualitative exploration of students lived experiences. A structured questionnaire instrument was used to assess five dimensions of student motivation, namely relationships, effort, aspiration, cognition, and heart, with responses quantified through mean scores and standard deviations and translated into verbal interpretations ranging from high to very high. Spearman correlation analysis (ρ) was employed to examine the statistical relationships among broader motivational groupings, namely academic, personal, and social factors, with significance evaluated at the $p < .001$ level. In parallel, qualitative responses gathered from individually coded respondents, identified throughout this discussion as R1 through R95, were thematically analyzed to capture the influence of motivational factors on students' academic, personal, and social experiences. The

results presented in this chapter are interpreted strictly in relation to the data collected and are discussed in direct connection to the study's objective of identifying and understanding the motivational factors that shape student learning.

The first motivational factor examined, relationships, yielded a grand mean score of 3.87 (SD = 0.97), indicating a high level of motivation among students in this dimension. This factor encompasses internal and external relational motivators such as goal-setting, emotional reinforcement, feedback, and self-validation. Among the eight items measured, the highest-rated were "Setting clear and achievable goals motivates me to put in the necessary effort" (M = 3.93) and "Seeing progress made towards my goals increases my desire to learn and study" (M = 3.91), reflecting the significant role that goal clarity and visible progress play in sustaining motivation. Other items in this dimension, including "Overcoming challenges in my studies makes me feel more accomplished and motivated" (M = 3.85), "I am motivated by wanting to prove to myself that I can succeed academically" (M = 3.89), "Receiving positive feedback on my academic efforts boosts my motivation to continue" (M = 3.88), "I find a sense of satisfaction in dedicating time and effort to studying" (M = 3.91), and "Balancing academic effort with other commitments sometimes hinders my motivation" (M = 3.86), all likewise registered within the high interpretive range. Even the lowest-scoring item in this dimension, "Feeling overwhelmed by coursework can make me less motivated to put in effort" (M = 3.69), remained within the high motivation range, suggesting a degree of resilience among students despite the presence of academic stressors. These findings support Ryan and Deci's (2000) Self-Determination Theory, which holds that relatedness and feedback derived from social contexts such as teachers and peers play critical roles in sustaining academic motivation. Taken together, the results underscore the need for learning environments that actively foster positive reinforcement and structured goal-setting practices.

The second motivational factor, effort, produced a high grand mean score of 3.95 (SD = 0.98), indicating that students are strongly driven to exert academic effort when motivated by a combination of intrinsic enjoyment and extrinsic reward. Among the eight items in this dimension, the highest-scoring was "Receiving emotional support from friends, family, and teachers helps me stay motivated and resilient, even during challenging times" (M = 4.02), which was the only item across this domain to receive a very high verbal interpretation. Other items, such as "I feel a deep sense of satisfaction and enjoyment when I learn new things, which drives me to put in more effort in my studies" (M = 3.99) and "Believing in my own ability to succeed helps me tackle difficult subjects and assignments with more determination" (M = 3.98), reflect students' strong self-efficacy and the intrinsic reward they derive from academic engagement. The remaining items, "Rewards like good grades, scholarships, and recognition motivate me to work harder in my academic pursuits" (M = 3.96), "Setting clear academic goals gives me direction and motivates me to stay focused and committed to my studies" (M = 3.90), "Understanding the importance and relevance of what I am learning makes me more invested and willing to put in the necessary effort" (M = 3.84), "A supportive and resourceful learning environment, including well-equipped classrooms and access to study materials, boosts my motivation to learn" (M = 3.91), and "The encouragement and support from my peers, family, and mentors inspire me to strive for academic excellence" (M = 3.97), all registered high interpretive ratings. These results align with Bandura's (1997) self-efficacy theory, affirming that belief in one's competence encourages perseverance and sustained academic investment. The practical implication is the importance of strengthening students' self-belief systems while ensuring a supportive environment that enhances academic persistence through both intrinsic and extrinsic motivators.

The third motivational factor, aspiration, emerged as the most dominant dimension among the five measured, registering a very high grand mean of 4.01 (SD = 0.94). Within this dimension, the items "Knowing the specific skills needed for my dream job motivates me to study relevant subjects" (M = 4.09) and "I am motivated by the desire to make a positive impact on the world through my work" (M = 4.09) garnered the highest average scores, alongside "Learning new things excites me because it could help me achieve my future goals" (M = 4.06), "Having clear career goals for the future motivates me to learn" (M = 4.03), and "Feeling passionate about a particular field motivates me to learn more about it" (M = 4.01), all of which received very high verbal interpretations. Other items, including "Seeing inspiring role models in my field motivates me to strive for similar achievements" (M = 3.98) and "The lack of clear aspirations about my future makes it hard to find motivation to study" (M = 3.96), registered high interpretations. These findings suggest that students are strongly future-oriented, driven by career aspirations and a sense of meaningful societal contribution. Even the lowest-scoring item in this category, "Feeling uncertain about my future career path hinders my motivation to learn" (M = 3.84), still reflects a high level of awareness regarding the role aspirations play in shaping motivation. These findings align with Eccles and Wigfield's (2002) Expectancy-Value Theory, which posits that students are more strongly motivated when they perceive tasks as valuable to the attainment of future goals. The implication is clear: universities must provide career guidance, mentorship programs, and goal-oriented curricula to support and sustain students' aspirational motivations.

The fourth motivational factor, cognition, likewise reflected a high level of motivation, with a grand mean of 3.92 (SD = 0.88). This dimension encompasses statements relating to intellectual curiosity, real-world application, and classroom participation. The highest-scoring item, "Understanding how the course material connects to real-world applications increases my motivation to learn" (M = 4.09), received a very high interpretation and confirms that students demonstrate stronger engagement when course content is perceived as relevant and applicable. Another item receiving a very high interpretation, "Learning new things that expand my knowledge and understanding feels rewarding and motivates me to continue" (M = 4.03), aligns with intrinsic motivation and the desire for cognitive growth. The remaining items, "Finding the course material interesting and engaging motivates me to learn more" (M = 3.93), "Having opportunities to actively participate in class discussions and activities boosts my motivation" (M = 3.86), "Engaging in critical thinking and problem-solving activities makes learning more enjoyable and motivating" (M = 3.89), "Feeling challenged intellectually inspires me to put in more effort and learn deeper" (M = 3.91), "Feeling confused or lost in the course material hinders my motivation to learn" (M = 3.86), and "Having clear learning objectives and understanding what I should be able to do after the course motivates me to learn" (M = 3.82), all registered high interpretive ratings. These results support constructivist learning theories, which argue that active engagement and meaningful content are central to sustaining student learning motivation. The findings imply that curriculum design should prioritize relevance, critical thinking, and experiential learning in order to stimulate students' cognitive engagement and motivation.

The fifth motivational factor, heart, which captures emotional connection and affective responses toward learning, registered a high grand mean of 3.75 (SD = 1.78). Within this dimension, the items "Feeling a sense of purpose and meaning in my studies motivates me to learn" (M = 4.09) and "Connecting with the course material on a personal level makes me more interested in learning" (M = 4.04) scored highest, both receiving very high verbal interpretations, highlighting the critical role of emotional relevance and self-connection in academic engagement. The remaining items in this dimension, "Feeling passionate about the

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topics I am learning fuels my desire to understand them deeply" (M = 3.91), "Finding joy in the process of learning, even when challenging, motivates me to continue" (M = 3.90), "Experiencing a sense of curiosity and wonder about the world motivates me to seek out knowledge" (M = 3.82), "Feeling supported and valued by the learning community creates a safe space for exploring and enjoying learning" (M = 3.86), and "Believing in myself and my ability to learn motivates me to overcome challenges and keep striving" (M = 4.00), all registered high interpretations. The lowest-scoring item in this dimension, "Feeling overwhelmed by negative emotions like stress or anxiety hinders my motivation to learn" (M = 3.79), suggests that emotional strain remains capable of reducing motivation even where overall affective engagement is high. This pattern supports Pekrun's (2006) control-value theory of achievement emotions, which posits that emotions directly affect learning and performance. These findings imply that educators should cultivate emotionally safe and inclusive classrooms that nurture students' emotional well-being alongside their sense of academic purpose.

When the five motivational dimensions were compared against one another to determine the most dominant motivational factor among college students, aspiration emerged as the leading dimension, with a grand mean of 4.01 (SD = 0.94) and a very high verbal interpretation, indicating that students are strongly driven by future goals, career ambitions, and the desire to make a societal impact. The remaining factors followed in descending order: effort (M = 3.95), heart (M = 3.93), cognition (M = 3.92), and relationships (M = 3.89), each carrying a high verbal interpretation. This hierarchy reveals that students' long-term career and life goals exert a particularly strong influence in shaping their present academic engagement, ahead of effort, emotional connection, cognitive engagement, and relational factors, though all five dimensions remain closely clustered within the high to very high range. This pattern highlights the importance of aligning educational programs with students' aspirations and career trajectories, suggesting that institutional programs focusing on life planning, employability skills, and personal development may further enhance students' drive and commitment to academic success.

Beyond the descriptive comparison of motivational dimensions, statistical testing was conducted to examine the relationships among broader motivational groupings, namely academic, personal, and social factors, using Spearman's rank correlation coefficient (ρ), with significance evaluated at $p < .001$. The first relationship tested, between academic and personal factors combined and social factors, yielded a strong positive correlation ($\rho = .844$, $p < .001$), indicating that students who report higher academic and personal motivation also tend to exhibit stronger social motivation. Given that $p < .001$ falls below the established level of significance, the null hypothesis of no relationship between these variables is rejected, supporting the conclusion that personal academic goals, such as achieving good grades or pursuing self-improvement, are closely tied to the motivation students derive from social interactions such as peer encouragement or group learning. This finding reinforces the integrative nature of motivation and supports Ryan and Deci's (2000) Self-Determination Theory, wherein relatedness, understood as social support, enhances both personal and academic functioning.

The second relationship tested, between academic and social factors combined and personal factors, revealed a very strong positive correlation ($\rho = .879$, $p < .001$). As this result likewise falls below the $p < .001$ threshold of significance, the null hypothesis of no relationship is rejected, indicating that students who are both academically and socially engaged are more likely to demonstrate higher levels of personal motivation, including self-efficacy, sense of purpose, and personal growth. This interconnection may reflect the role of socio-academic

dynamics in strengthening personal agency, as students appear to gain confidence and drive when they experience academic success within a socially supportive environment. This finding aligns with Eccles and Wigfield's (2002) Expectancy-Value Theory, which emphasizes the importance of task value and social influence in shaping internal motivation and self-belief.

The third relationship tested, between social and personal factors combined and academic factors, similarly demonstrated a strong positive correlation ($\rho = .805$, $p < .001$). With this result also satisfying the $p < .001$ significance threshold, the null hypothesis of no relationship between these variables is rejected, indicating that students with strong personal and social motivation tend to perform better academically. This pattern suggests that when students feel personally fulfilled and socially supported, they are more inclined to invest time and effort in academic tasks. This holistic relationship aligns with Bronfenbrenner's ecological systems theory, which posits that a student's academic performance is embedded within personal, or microsystem, and social, or mesosystem, contexts. From a practical standpoint, these results suggest that educators and institutions should refrain from treating motivational domains in isolation; rather, integrated interventions that simultaneously target personal growth, peer support, and academic development appear more effective in fostering sustained motivation and performance. Taken as a whole, the three significant correlations, $\rho = .844$, $\rho = .879$, and $\rho = .805$, all significant at $p < .001$, demonstrate that academic, personal, and social motivations are deeply intertwined, such that enhancing one domain is likely to produce a ripple effect across the others, reinforcing the value of holistic and student-centered motivational strategies in educational settings.

The quantitative findings are further enriched by qualitative responses describing how motivational factors influence students' academic, personal, and social experiences, which were organized into six recurring themes. The first theme, academic motivation, encompasses students' internal drive to excel academically, complete their education in pursuit of a better future, and receive recognition for their accomplishments. Respondents consistently expressed determination to pursue their goals despite challenges; R17 explained that motivation affects their studies "in a way that I have to finish it on time to find a stable job," while R67 observed that "motivational factors have big impact in my academic performance" and that these factors enable greater classroom activity and improved academic performance. R95, who identified as a Dean's Lister, affirmed that motivation "gave me strength and hope to do more" and described it as something that "gave me a recognizer." These reflections illustrate that academic motivation extends beyond the pursuit of grades to encompass the broader securing of a hopeful and stable future.

The second theme, personal development and resilience, reflects students' growth in self-discipline, time management, and emotional maturity shaped through the experience of overcoming struggles. R18 emphasized that personal motivation "impacted my daily routines and habits and encouraged me to grow individually by facing my own battles in life without having a thought of giving up," while R21 similarly reflected that motivation "gives me hope and strength," and R50 shared that it "helps me to think positively and encourages me to become a better student or individual." These statements reinforce how motivational factors facilitate personal growth, particularly in navigating life's difficulties with determination and structure.

The third theme, social connections and support, highlights the critical role played by family, peers, and social validation in sustaining student motivation. R20 noted that motivation affects their commitment to their chosen course, stating that it serves "to continue my chosen course and make it an inspiration," and further reported that it caused them to "became friendly and gained more friends." R54 affirmed the supportive impact of peers and family, sharing that

"my peers and families help a lot to make me feel better," while R95 acknowledged a broader social role, explaining, "if I can motivate, I can motivate others," and noting that being an "Oanganay," or eldest child, means others "see you as a role model." These responses demonstrate how social relationships foster a sense of belonging, mutual support, and positive identity among students.

The fourth theme, emotional and psychological impact, encompasses students' emotional well-being and illustrates how motivation fosters confidence, resilience, and inspiration. R18 expressed feeling "connections with my loved ones," explaining that this connection means they "may take a risk without being skeptical," while R50 shared that even "in my lowest or darkest time," motivation "helps me to become motivated in doing my tasks and class participation." R16 likewise noted feeling "comfortable because of the learnings and hard work." These reflections demonstrate that motivational factors function as a buffer against emotional struggles, providing students with strength and hope during difficult periods.

The fifth theme, balanced life approach, captures respondents' ability to manage academic, personal, and social responsibilities through deliberate prioritization and time management. R25 explained, "I make it balanced by time management," a sentiment affirmed by R53, who stated, "by balancing my time in academic, personal, and social motivations." R92 similarly expressed, "I balance it by understanding the situations and my social experiences." These insights point to the development of practical life skills such as planning and routine-setting, which help students sustain motivation without becoming overwhelmed.

The sixth and final theme, external challenges and barriers, reveals that despite their motivation, students continue to encounter external obstacles such as financial hardship, technological distraction, and social inequity. R24 identified "gadget addiction" as a barrier to motivation, while R44 reflected that experiences of "gender bias and injustice" would, in their case, "help me strive harder." R93 described their situation as "normal," while also noting a need to "motivate self," with financial concerns subtly implied within this response. These challenges, although significant, appear to function as both hindrances and sources of motivational fuel depending on the individual student, suggesting a nuanced and individualized role of adversity in shaping student development.

Collectively, these six qualitative themes, academic motivation, personal development and resilience, social connections and support, emotional and psychological impact, balanced life approach, and external challenges and barriers, demonstrate that motivational factors are deeply interwoven with students' academic success, personal resilience, social identity, and emotional well-being. The integration of qualitative responses drawn from across the student population illustrates that motivation does not operate in isolation but rather functions as a multidimensional force shaped by individual experience and broader societal influence.

In synthesizing the quantitative and qualitative findings presented in this chapter, the results directly address the study's objective of identifying and understanding the motivational factors that influence student learning. The five motivational dimensions, relationships ($M = 3.89$, $SD = .97$), effort ($M = 3.95$, $SD = .98$), aspiration ($M = 4.01$, $SD = .94$), cognition ($M = 3.92$, $SD = .88$), and heart ($M = 3.93$, $SD = .93$), as consolidated across the comparative analysis, all registered within the high to very high range, with aspiration emerging as the most dominant factor and thereby underscoring the centrality of future-oriented, career-driven motivation in shaping present academic engagement. The statistically significant Spearman correlations among academic, personal, and social factors, $\rho = .844$, $\rho = .879$, and $\rho = .805$, each significant at $p < .001$ and each resulting in rejection of the corresponding null hypothesis, further establish that these three domains of student motivation are not independent but are instead strongly and positively interrelated, such that growth in one domain corresponds with

growth in the others. The qualitative themes extend and humanize these statistical patterns, revealing how aspiration, effort, relational support, cognitive engagement, and emotional connection are lived out in students' daily academic, personal, and social experiences, including their navigation of external barriers such as financial hardship, gadget addiction, and social inequity. Together, these findings contribute to the broader body of motivational and educational psychology literature by offering empirical support, grounded in Self-Determination Theory, self-efficacy theory, Expectancy-Value Theory, constructivist learning theory, the control-value theory of achievement emotions, and ecological systems theory, for an integrated and holistic understanding of student motivation that resists isolating academic, personal, and social domains from one another. These results, having established both the relative strength of each motivational dimension and the significant interconnections among broader motivational groupings, provide the empirical foundation for the summary, conclusions, and recommendations to be presented in the chapter that follows.

CONCLUSION

The findings of this study provide important insights into the motivational factors of Teacher Education college students and their relationship with academic, personal, and social variables. The results reveal that the student population is characterized by diverse backgrounds, with the majority coming from low-income families, graduating from public high schools, and having parents with limited educational attainment. These demographic characteristics suggest that many students may encounter challenges related to access to academic resources, educational opportunities, and support systems. Consequently, understanding these realities is essential in developing responsive educational policies, programs, and services that address the specific needs of learners and promote equitable access to academic success.

Despite these socioeconomic and educational circumstances, the findings demonstrate that Teacher Education students generally possess high levels of motivation across all dimensions examined in the study, namely relationships, effort, aspiration, cognition, and heart. This indicates that students remain highly engaged in their academic pursuits and are motivated by a combination of personal values, future goals, supportive relationships, and positive learning experiences. The consistently high levels of motivation across these dimensions suggest that students recognize the value of education in achieving personal fulfillment and professional advancement, while also benefiting from the influence of supportive social and academic environments.

Among the identified motivational dimensions, aspiration emerged as the most dominant factor influencing students. This finding underscores the significance of personal ambitions, career goals, and the desire for a better future in shaping student motivation. The prominence of aspiration suggests that students are strongly driven by their vision of future success and by the opportunities that education can provide. This highlights the importance of educational programs and interventions that nurture students' aspirations through career guidance, mentorship opportunities, and experiences that strengthen their confidence in achieving long term goals.

The study further revealed a strong and significant correlation among academic, personal, and social motivational factors, indicating that these dimensions are closely interconnected and mutually reinforcing. The findings suggest that student motivation cannot be viewed through a single lens, as academic engagement, personal development, and social support collectively contribute to the overall motivational experience of learners. The

interrelationship among these factors demonstrates that improvements in one dimension may positively influence the others, reinforcing the need for a holistic approach to student development that recognizes the complex and multidimensional nature of motivation.

Moreover, the results confirm that motivational factors significantly influence students' academic performance, personal growth, and social interactions. This finding emphasizes the critical role of motivation in shaping not only academic achievement but also the broader developmental outcomes of students. The study therefore highlights the necessity of fostering supportive educational environments that encourage academic engagement, strengthen personal resilience, and promote meaningful social connections. Such environments can contribute substantially to the development of well-rounded future educators who are academically competent, personally motivated, and socially responsible.

In light of these findings, several implications for educational practice emerge. Student Affairs and Guidance Services may consider providing targeted academic and financial assistance to students from low-income families and public high school backgrounds, while scholarship offices may explore opportunities to expand support for first generation learners. Faculty members may strengthen student motivation by adopting instructional strategies that cultivate positive relationships, encourage sustained effort, and promote cognitive engagement. Academic Affairs offices may likewise consider developing flexible curricular experiences that align with students' personal values and aspirations. Career Services may further support students by offering mentorship programs, internship opportunities, and future planning activities that help translate aspirations into achievable career pathways. Similarly, Student Development Offices may implement programs that simultaneously enhance academic, personal, and social motivation through leadership development initiatives, peer engagement activities, and collaborative learning experiences. Curriculum developers and institutional leaders may also integrate motivational approaches into instructional practices through authentic learning experiences, reflective activities, and faculty development programs that emphasize holistic and student-centered teaching.

Overall, the study affirms that student motivation is a multidimensional construct shaped by the interaction of academic, personal, and social influences. The high levels of motivation demonstrated by Teacher Education students, particularly in the area of aspiration, highlight their determination to achieve personal and professional success despite existing socioeconomic challenges. The significant relationships among motivational dimensions and their influence on student outcomes further emphasize the importance of comprehensive educational strategies that address learners' academic, emotional, and social needs. By adopting holistic support systems and motivationally responsive educational practices, higher education institutions can strengthen student engagement, promote academic excellence, and contribute to the development of competent, resilient, and purpose driven future educators.

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