

## Academic Engagement in Preservice Teachers: Motivational Variables for a Chilean sample [

2019

text (article)

Analítica

Abstract This quantitative study examines how pre-service teachers' personal motivations are related to engagement. Subjects were pre-service teachers (n=764) enrolled in nine Chilean universities. Multiple linear regression analysis and path analysis were conducted. Controlling for demographic and academic variables, we show a motivational variables model that significantly predicts engagement. Results indicate strong, positive relationships between engagement and expectancy/value components of motivation for professional training, task value of motivation for academic reading, and intellectual curiosity. Although weaker predictors of engagement, motivation to become a teacher and motivation to teach were still statistically significant and mediated other variables. Overall, the model shows good fit. The results of the present study call for, at least within the Chilean context, the careful consideration that "motivation to become a teacher" or "motivation to teach" may not be enough to explain the teacher training engagement

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**Título:** Academic Engagement in Preservice Teachers: Motivational Variables for a Chilean sample electronic resource]

Editorial: 2019

**Tipo Audiovisual:** Motivation preservice teacher academic engagement Motivación futuros profesores compromiso académico

Documento fuente: Revista latinoamericana de psicología, ISSN 0120-0534, Vol. 51, N°. 3, 2019, pags. 181-190

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Lengua: English

**Enlace a fuente de información:** Revista latinoamericana de psicología, ISSN 0120-0534, Vol. 51, N°. 3, 2019, pags. 181-190

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