

Research Article

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Enhancing Student Teachers' Motivation for Job Retention Through a Practice-Based Learning Strategy

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Abstract

Background/purpose. The current study examined the possibility of utilising a practice-based learning strategy to enhance the motivation for job retention among student teachers.

Materials/methods. These participants were randomly assigned to either the practice-based learning strategy (PBLs) group (44) or to the control group (45). The teachers' motivation for choosing to remain in the teaching profession questionnaire ($\alpha = .77$) and the Blais inventory of work motivation ($\alpha = .81$) were employed for data collection. The data was analysed using independent t-tests, the analysis of covariance, and Cohen's d effect size.

Results. The PBLs intervention significantly enhanced student teachers' motivation for job retention, as indicated by the mean scores of 45.30% for the intervention group and 35.44% for the control group. The participants exposed to PBLs ($M = 40.30$; $SD = 6.85$), $t(88) = 13.576$, $p < .001$ demonstrated greater improvement compared to those in the control group ($M = 35.44$; $SD = 9.89$). Furthermore, the study found a very large effect size of 1.834 using Cohen's d methods.

Conclusion. The socio-economic status of the participants' parents was found to have a significant interactive effect on the motivation for job retention. In conclusion, a PBLs effectively helps enhance student teachers' motivation for job retention.

1. Introduction

Since the dawn of civilization, the teaching profession and teachers have been responsible for preparing the younger generation to face global challenges and drive societal transformation for a sustainable future. Teachers play crucial roles in fostering individuals' cognitive, emotional, social, and physical development within society. Teachers serve as frontline workers with myriad responsibilities. These include:

- Developing lesson plans,
- Facilitating learning activities through evidence-based instruction,
- Managing learners' behaviour both socially and emotionally,
- Employing effective assessment tools,
- Addressing individual differences among learners,
- Providing feedback to parents,
- Collaborating with other educators,
- Principals, and non-teaching staff, and
- Serving as role models to students and parents to ensure the holistic development of learners.

In order to effectively fulfill these multifaceted roles and responsibilities, teachers need to possess a passion for the teaching profession and not perceive teaching as a fallback career for the less talented (Richardson, Karabenick & Watt, 2014). Meeting the cognitive, intellectual, emotional, social, and physical demands of effective teaching requires more than simply pursuing a career; it necessitates a deep-seated motivation to train individual learners with diverse backgrounds, abilities, disabilities, and unique characteristics.

Teacher motivation plays a significant role in students' motivation, achievement/performance, sustainable development, psychological fulfillment, well-being, and societal transformation. However, the increased rate of teacher shortages in many parts of the world also continues to pose a threat to the delivery of high-quality education (Han & Yin, 2016). According to Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein and Baumert (2012), early teacher attrition, low salaries or insufficient rewards, and limited professional prestige were highlighted as potential factors impacting teachers' motivation to teach and remain in the teaching profession. A teacher's level of motivation matters for students' overall development as well as for their own well-being and career satisfaction. Teachers' motivation influences their commitment to teaching and their job satisfaction, increases retention rates, reduces turnover rates, and contributes to the general well-being of the teacher. It also predicts effective teaching and teacher-student interaction (Balogun, 2006). While much emphasis has been placed on different strategies to enhance students' or learners' motivation and the factors that influence teachers' motivation, the employment of appropriate strategies to enhance future teachers' motivation has remained underexplored, and this is the gap that this study sought to fill by exploring the possibility of practice-based learning in enhancing future teachers' motivation.

The practice-based learning strategy (PBLs), also known as experiential learning, is a teaching approach that allows students to learn by doing. It is a robust strategy that provides students with opportunities to apply their knowledge and practice their skills in authentic, real-world situations, with all the contextual idiosyncrasies and unpredictability involved (Ambrose & Poklop, 2015; Huggins, 2017). PBLs is a hybrid model that combines the traditional curriculum with practical-based methods. While the former focuses primarily on abstract information or knowledge dissemination, the latter emphasizes experiential learning methods, enabling students to demonstrate and practice acquired knowledge (Mann, Chang, Chandrasekaran, Coddington, Daniel, Cook, ... & Smith 2021). Although PBLs is generally believed to benefit students by improving their performance and making learning interactive (Guerra, 2017; Holgaard, Hadgraft, Kolmos & Guerra, 2016), it also has the potential to enhance teachers' motivation.

2. Literature Review

2.1. Relationships between teacher motivation and the practice-based learning strategy

Motivation has been identified as a key factor in sustaining human activities and behaviour, as it also drives the learning process (Onyefulu, Madalinska-Michalak & Bavli, 2023). Several scholars have provided different perspectives on the concept of teacher motivation. For example, Keller and Price (2011) describe it as the presence of passion that drives teachers to put extraordinary effort into delivering educational outcomes. Naomi, Ronald, Isaac, and Ranjith (2012) provide further insight into teacher motivation, defining it as the liberty to experiment with new ideas while maintaining appropriate levels of responsibility. This autonomy stimulates and sustains teachers' actions. Echoing these perspectives, Salifu and Agbenyega (2013) stress that teacher motivation encompasses both tangible and intangible working conditions capable of positively influencing teachers to exhibit desirable behaviours, thereby promoting high-quality professionalism. Similarly, teacher motivation is referred to as the force that conditions the behaviour of teachers to teach (Legotlo, 2014), in other words, it is the underlying force that drives teachers' optimal teaching performance (Lauermann & Karabenick, 2014). This is the passion that drives teachers to do their best in the teaching and learning process. Recently, Khanal and Phyak (2021) posited that teacher motivation is the attraction towards the teaching profession and teachers' long-term concentration and commitment to remaining in the teaching profession. There is abundant evidence of the importance of motivation in the educational context, as it is essential not only for students to learn (Tella, 2007) but also for teachers to face and overcome various challenges in the teaching and learning process, as well as meet the requirements of the teaching profession (Chumbley, Haynes & Stofer 2015; Ipek & Kanatlar, 2018; Madalinska-Michalak, 2016). Additionally, variations in teacher motivation exist between developed and developing countries due to the availability and accessibility of social infrastructure, and economic factors that could provide extrinsic motivation (Han & Hongibiao, 2016). In a study conducted by Drozka and Madalinska-Michalak (2016), the findings revealed that newly graduated teachers do not all enter the profession and some drop out after a short period of time due to low motivation to remain in the teaching profession. In another study by Curtis (2012), interest in the teaching profession was found to be intrinsically motivated by teachers who decided to remain in the profession. Similarly, Heinz (2015) established that extrinsic motives such as career position, high income, job security, and respect were found to determine teachers' choice of remaining in the teaching profession.

In New Zealand, Lingham's (2010) study revealed that student teachers identified the passing on of knowledge to younger generations, peer or teacher influence, job satisfaction, job security, and opportunities to travel during excursions as their motives for joining the teaching profession. However, Chiong, Menzies, and Parameshwaran (2017) pointed to altruistic motivations, such as the worth or value of teaching others, as one of the motives for remaining in the teaching profession. Although Bakar, Mohamed, Suhid and Hamzah (2014) found intrinsic, extrinsic, and altruistic motivations among student teachers, the dominant factor was altruistic motivation. This was also the case in the study by Balyer and Ozcan (2014), which found altruistic-intrinsic reasons to be the primary motivation for choosing to teach as a profession.

Given that teachers' motivation plays a pivotal role in increasing teacher retention, particularly when employing practice-based learning approaches, there is a paucity of research that has justified its impact. According to pioneers of practice-based learning like Grossman, Compton, Igra, Ronfeldt, Shahan, and Williamson (2009), identifying the core practices of the teaching profession and breaking them down into individual components that can be rehearsed are vital for fostering student teachers' engagement and learning. Previous studies have utilised the PBL in various teaching and learning

contexts. For instance, McDonald, Kazemi and Kavanagh (2013) proposed a framework for organising teacher preparation around core practices. Hoppe, Renkl, and Rieß (2020) employed PBL to enhance teachers' diagnostic skills, while Kramer, König, Strauß, and Kaspar (2020) used PBL and incorporated video-based, transcript-based, or media-combined learning approaches to enhance the situation-specific skills of classroom management among pre-service teachers. Leung (2022) utilised a practice-based approach to teach the nature of science. Niman and Chagnon (2023) found that practice-based learning promotes tacit knowledge and prepares learners for acquiring skills adaptable to changing conditions. More recently, Hoppe, Seidel, Renkl and Rieß (2024) investigated advancing pre-service science teachers' skills when assessing student thinking on-the-fly through practice-based learning. The study's outcome revealed that practice-based learning effectively enhances pre-service teachers' on-the-fly assessment skills. Their study concluded that exposing pre-service teachers to practice-based learning strategies provides them with opportunities to further engage in the teaching profession.

In our search for literature on the effectiveness of practice-based learning in enhancing teacher motivation, we discovered a limited number of studies in this area. However, related research has highlighted the potential of practice-based learning to improve students' motivation. For instance, Häkkinen, Järvelä, Mäkitalo-Siegl, Ahonen, Näykki, and Valtonen (2017) demonstrated that the PBL approach effectively develops 21st-century teachers capable of promoting critical thinking, cooperation, innovation, creativity, interpersonal communication, information and media literacy, leadership, teamwork, and problem-solving.

Similarly, PBL assists teacher educators in focusing on educational experiences and preparing teachers to follow instructions (Grossman, Kavanagh & Dean, 2018). Another study affirms that effective use of practice-based strategies by teachers involves assessing their ability to use feedback for reflection and repetition, as well as understanding learners' perceptions of content (Grossman, Dean, Kavanagh & Herrmann, 2019). Rumahlatu and Sangur (2019) found that project-based learning significantly enhances students' metacognitive skills, concept understanding, and retention compared to conventional learning strategies. The effectiveness of the PBL approach on student engagement in learning was investigated among 124 teachers by Almulla (2020). The study's findings revealed a significant relationship between PBL and collaborative learning, as well as the strategy's ability to improve student engagement through knowledge and information sharing and discussion. However, PBL has been criticised for its predetermined routines, which can undermine the underlying principles of conversational and responsive education (Kennedy, 2016). Nevertheless, other studies have emphasised that the PBL strategy effectively assists novice teachers in remaining motivated to stay in the teaching profession (Kavanagh & Rainey, 2017; Reisman, Kavanagh, Monte-Sano, Fogo, Simmons & Cipparone, 2018).

2.2. Theoretical lens

To position this study correctly, we considered a theoretical perspective that could help understand how to facilitate and sustain high-quality motivation among student teachers. Thus, the self-determination theory (SDT) by Deci and Ryan (1985), concerns how human beings thrive and grow, achieve goals, and experience greater well-being under conditions that support the fulfillment of their basic human needs (Ryan & Deci, 2000), was selected. The theory posits that human beings have three underlying needs—autonomy, competence, and relatedness—that are essential ingredients for motivation, well-being, and optimal functioning (Deci & Ryan, 2014). However, the fulfillment of these basic needs depends on the degree to which various social and environmental factors support them (Mancini, 2008).

In this case, the pedagogical environment and whether it supported or obstructed student teachers' autonomy, feelings of competence, and relatedness to others significantly influenced their

desired professional outcomes. Specifically, the theory's need for autonomy, described as individuals' ability to make personal choices in their roles, express their ideas, have the freedom to make decisions, and have input in deciding how tasks get done, was found to be significant. Thus, student teachers felt motivated to remain in the teaching profession when their need for autonomy was met by having volitional and self-initiated privileges rather than being controlled or directed by others (Deci & Ryan, 1987). Further, the second need, competence, represented the individuals' need for effectiveness, success, and feeling good at their jobs (Van den Broeck, De Cuyper, De Witte, & Vansteenkiste, 2010). Student teachers felt competent and satisfied when they had opportunities to use their skills and develop mastery of their tasks. The last need that guaranteed motivation, according to the SDT, was relatedness, which reflected the need to experience a sense of belonging, to feel accepted, and to feel cared for by others (Ryan & Deci, 2017). When student teachers could relate well with other teachers and had supportive relationships and friends at work, then their need for relatedness was satisfied.

The justification for adopting the SDT in this current study was based on its strong emphasis on the role of the environment in achieving the three identified needs. Additionally, a person's performance and retention in a profession depended to a large degree on whether their basic human needs were fulfilled (Ryan & Deci, 2000). The PBLs thus fell under the ambit of the competence need. We therefore hypothesised that when student teachers were exposed to the PBLs, their motivation to remain in the teaching profession could be enhanced, along with the fulfilment of their other needs. Adopting the PBLs as an intervention could serve as an external resource that could be used to enhance student teachers' motivation for job retention.

2.3. The study's concerns

Globally, teacher retention continues to face significant challenges in achieving sustainable quality education, as they are positioned as major players in the educational sector. These challenges include teachers' welfare, heavy workloads, working conditions, inadequate parental involvement, insufficient teaching resources, classroom conditions, large class sizes, students' declining interest in schooling, low salaries, high demands for accountability for students' performance, a low public image of the teaching profession, and expectations of providing quality education, among others (Edward et al., 2016; Ewiss, 2020; Onyefulu, Madalinska-Michalak & Bavli, 2023; Suresh & Kumaravelu, 2017; Wright, 2020). An emerging challenge is the deficiency in professional competency resulting from the shift in teaching modality to accommodate the present generation of digitally oriented learners (Khalaif & Salha, 2020; Lawrence & Fakuade, 2021). Despite these challenges, many student teachers still express interest in the teaching profession and aspire to become teachers. However, sustaining the intrinsic motivation of these future teachers has not gained much research attention. Of concern is the increasing shortage of competent teachers who are skilled in practice-based pedagogical approaches in Kazakhstan. Several efforts have been put in place to meet the demand for competent teachers, among which are the state's programs for the Development of Education of the Republic of Kazakhstan for 2011-2020 and for 2020-2025, which target the development of teachers with practice-based and competency-based skills. Among other commendable efforts by the government in its educational system reform agenda is the establishment of a national and 17 regional centres for professional development training across the country for all serving teachers in 2012, called 'Orleu' (which means 'climbing the mountain' in Kazakh) (Dariyasha, Lawrence & Aubakirova, 2024, Organisation for Economic Cooperation and Development, 2014). These efforts notwithstanding, the shortage of competent teachers is still a nightmare for the educational system of Kazakhstan. Not many studies have employed practice-based strategies to improve the motivation of future teachers to remain in the teaching profession, which is the gap this study set out to fill. Therefore, this study explored the use of practice-based

teaching and learning approaches to enhance student teachers' motivation for job retention in the teaching profession.

2.4. Aim

The main concern of this study was to examine the effectiveness of the practice-based learning strategy (PBLs) in enhancing motivation for job retention among student teachers.

2.5. Hypotheses

The study was guided by two hypotheses to achieve the objective stated above:

1. The PBLs would significantly enhance the motivation for job retention among student teachers.

2. The interaction effect of the intervention (PBLs) and the socio-economic status of the participants' parents would be significant

3. Methods

3.1. Design and participants

The study employed a quantitative research design utilising a quasi-experimental approach for data collection. This approach involved comparing two distinct groups: an intervention group and a control group. The research focused on two universities situated in Astana, Kazakhstan, which were purposefully selected. The two universities were selected due to the nature of the design (quasi-experimental), which enables comparison between two groups. Additionally, the researchers deliberately chose these universities because of their accessibility and willingness to participate in the study. A total of 89 student teachers were recruited from these universities using the Blais inventory of work motivation (BIWM) developed by Tremblay, Blanchard, Taylor, Pelletier and Villeneuve (2009). The intervention group comprised of 44 student teachers whose ages ranged from 18 to 21 years. The majority were female (96.2%). Approximately 82.2% of them were in their final year, while 17.8% were in their third year of study. The parental socio-economic status (PSES) indicated that the majority of the participants in the intervention group were from moderate socio-economic backgrounds (63.6%), followed by those with a low PSES (22.7%) and those with a high PSES (13.7%). The control group similarly consisted of 45 participants within the same age range of 18 to 21 years. About 93.6% of them were female, and 86.8% were in their final year of study, while the remaining 13.2% were in year three. The PSES of the participants in the control group showed that 59% were from moderate socio-economic backgrounds, and this was followed by 36.3% from low socio-economic backgrounds and 4.7% from high socio-economic backgrounds. In summary, the study included a total of 89 student teachers who participated actively in the research, and there was only a 2% attrition rate.

3.2. Measure

Motivation for job retention was assessed using the teachers' motivation for choosing to remain in the teaching profession questionnaire developed by Onyefulu, Madalinska-Michalak and Bavli (2023). This scale was designed to measure the five domains of teachers' motivation, including internal influences (intrinsic motives), external influences (extrinsic motives), roles and responsibilities, and altruistic motives and opportunities. It consisted of 24 standardised self-report items divided into 2 sections. The first section collected the socio-demographic characteristics of the respondents, while the second section assessed the participants' motivation for choosing the teaching profession. Some examples of the items of the questionnaire were: There is a teacher shortage in my country; I enjoy working with children/students; it is my calling to be a teacher; I want to help others succeed; and teaching provides me with job security. The questionnaire has been used

in Jamaica, Turkey, and Poland. The Blais inventory of work motivation, developed by Tremblay et al. (2009), was also employed as a screening instrument. The inventory consisted of 14 items, and each was rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A total score above 35 on the intrinsic and extrinsic work motivation scales indicated non-self-determined motivation among the respondents. Scores from 1 to 35 suggested non-self-determined motivation, while scores from 36 to 70 indicated self-determined motivation. The two sets of scales were revalidated for this study using a pilot study with 21 student teachers with different education levels. This ensured cultural compatibility and internal consistency, and these teachers from the pilot study were not included in the final sample. The revalidation of the scales revealed good reliability coefficients using Cronbach's alpha of 0.77 and 0.81, respectively.

3.3. Ethical Considerations

Approval for the study was secured from the Ministry of Science and Education in Astana, Kazakhstan. Each of the department heads granted authorisation to conduct the research at the two universities. The research spanned 15 weeks, during which the pre-service teachers in the experimental group were exposed to the practice-based learning strategy in regular classroom settings. It is worth noting that both groups (intervention and control) received the same pre-test and post-test assessments.

The data collection process adhered to strict ethical guidelines and protocols. Participants received an informed consent form and had one week to review it. Those who agreed to participate signed and returned the form voluntarily. Participants' responses were kept confidential and used solely for research purposes. They were informed that their answers carried no right or wrong implications and that they could withdraw at any time without consequences.

3.4. Data Analysis

The collected data underwent analysis using both an independent t-test (t-test) and Cohen's d effect size with a significance level set at 0.05. These analyses were conducted to assess the impact of the training on the dependent variable, which was resilience ability. Cohen's d effect size was also employed to determine the magnitude of the treatment effects on the participants. According to Cohen (1988), an effect size of 0.2 equals a small effect, 0.5 is a medium effect size, and 0.8 implies a large effect size (Cohen, 1992; Sullivan & Feinn, 2012). Small effect size ($d = 0.2$): A small effect size indicates that the treatment or intervention has a relatively minor impact on the outcome variable. This might be due to various factors, such as a weak intervention, a small sample size, or a lack of control over extraneous variables. Medium effect size ($d = 0.5$): A medium effect size suggests that the treatment or intervention has a moderate impact on the outcome variable. This might be due to a moderately effective intervention, a moderate sample size, or a moderate level of control over extraneous variables. Large effect size ($d = 0.8$): A large effect size indicates that the treatment or intervention has a substantial impact on the outcome variable. This might be due to a highly effective intervention, a large sample size, or a high level of control over extraneous variables (Cohen, 2013; Lakens, 2013; Sawilowsky, 2009).

4. Results

H1

The first hypothesis examined the significant effect of the intervention (PBL) on the participants' motivation for job retention. The findings presented in Table 1 indicate a significant main effect of the intervention on the enhancement of teachers' motivation for job retention.

Table 1. Summary of the descriptive statistics, independent t-test results within the groups, and Cohen's d analysis comparing the participants' motivation for job retention at post-test

Treatment Group	N	Mean	Std. Deviation	Df	T	Cohen's d	Sig.
PBLS with motivation (Post-experimental)	44	45.30	6.85	84	4.451	1.834	.00
Control	45	35.44	9.89				

P value is significant at a level of 0.05

The independent t-test within the groups reveals that the intervention group scored a higher mean value of 45.30% (M= 45.30; SD = 6.85) than the control group, with a mean score of 35.44 (M= 35.44; SD = 9.89). The results also demonstrate that the t value of 4.561 was greater than the significant value of .000, at the 0.05 level of significance $t(84) = 4.451, p < .00$. The results in Table 1 further display the magnitude of the effect of the intervention using Cohen's d methods. An effect size of 1.834 was achieved, which is considered a large effect size. Hypothesis one was thus accepted.

H2

The second hypothesis investigated the interaction effect of the intervention (PBLS) and the participants' parents' socio-economic status to see if it was significant. As depicted in Table 2, the interaction effect of the intervention and parents' socio-economic status showed some significance in relation to the student teachers' motivation for job retention ($F_{59} = 4.005, p < 0.05, \eta^2 = 0.059$). This means that the interaction effect of the intervention and the parental socio-economic status was statistically significant in terms of the motivation for job retention. Hence, hypothesis two was accepted.

Table 2. Summary of the ANCOVA of the post-test score on student teachers' motivation for job retention

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2765.430a	12	230.4525	11.313	0.000	.765
Intercept	.238	1	.238	.128	0.000	.001
Pretest	819.014	1	819.014	69.175	0.000	.609
Intervention	389.443	1	389.443	13.576	0.000	.405
PSES	25.552	1	25.552	1.847	0.002	.014
Intervention* PSES	249.613	2	124.806	4.005	0.021	.059
Error	357.177	29	9.653			
Total	40315.990	44				
Corrected Total	2623.111	43				

R Squared = .762 (Adjusted R Squared = .759); P value is significant at a level of 0.05

5. Discussion

The present study aimed to enhance student teacher motivation for job retention through the practice-based learning strategy (PBL). Two research hypotheses were raised and tested to achieve this aim. The first hypothesis proposed that PBL would significantly enhance motivation for job retention among student teachers. The outcome revealed that those exposed to PBL performed better than their counterparts who were not in the intervention group. This suggests a substantial improvement in the passion and commitment that drive student teachers towards the teaching profession and their long-term dedication to remain in the profession. Thus, PBL, a hybrid model combining the traditional curriculum with practical methods, is beneficial not only for student teachers' training but also for enhancing teachers' motivation for job retention if adequately incorporated into pre-service teacher training (Guerra, 2017; Holgaard et al., 2016). The findings further established a large effect size using Cohen's *d* methods, implying that the intervention's impact is significant. Participants in the PBL programme, which included intrinsic, extrinsic, and altruistic roles, responsibilities, and opportunities, derived more substantive benefits compared to their counterparts, who were only taught the theory of pedagogical practices and motivation. This conclusion is supported by the notably lower mean score observed among the participants in the control group.

This finding is consistent with previous research by Häkkinen et al. (2017), Hoppe et al. (2020); Hoppe et al. (2024); Kavanagh and Rainey (2017); Leung (2022); Niman and Chagnon (2023); and Reisman et al. (2018), which demonstrated that the PBL approach is effective in developing 21st century teachers capable of promoting critical thinking, cooperation, innovation, creativity, interpersonal communication, information and media literacy, leadership, teamwork, and problem-solving. This current finding also specifically substantiates the self-determination theory upon which the study was grounded (Deci & Ryan, 1985). The theory posits that human beings generally thrive and grow, achieve goals, and experience greater well-being under conditions that support the fulfillment of their basic human needs, namely autonomy, competence, and relatedness (Deci & Ryan, 2014). Hence, when PBL is incorporated into the teaching and learning curriculum as one of the pedagogical approaches, student teachers could feel satisfied with remaining in the teaching profession as it would provide opportunities to utilise their teaching abilities, contribute to their societies, help others, work with children/students, and exercise their individual creative and problem-solving skills, among others, thereby reducing the increased attrition rate and shortage of teachers.

The second hypothesis addressed the interaction effect of the intervention (PBL) and the participants' parental socio-economic status (PSES). The results confirmed that the interaction effect of PBL and PSES was statistically significant in terms of the participants' motivation for job retention. This implies that with the intervention, the parental socio-economic status has an influencing effect on the motivation for job retention among the participants. This suggests that PSES alone does not have the ability to enhance motivation for job retention. Student teachers may thus not be motivated to remain in the teaching profession based solely on their parents' socio-economic statuses, as they may desire a better-remunerated job than teaching.

The significant interactive effect of PBL and PSES on the motivation for job retention of the participants could be attributed to the fact that the participants' parents' socio-economic statuses were moderate and may not have had a significant influence on their motivation for job retention. Although there is no known study to support this finding directly, related studies do exist. For example, Hu et al. (2022) highlighted the importance of the family's socio-economic status in young people's career development. Michael and Kyriakides (2023) also found that the direct effect of socio-economic status on academic achievement was significant.

The significant interactive effect of the intervention and PSES on the motivation for job retention of the participants justifies the notion that the parents' or family's socio-economic status is fundamental to job or career expectations. This aligns with the identity-based theory of motivation (Fisher, O'Donnell & Oyserman, 2017), which argues that the social class of students' families plays a dynamic role in their future identity construction, concept of self, and occupational expectations. Such self-expectations could be linked to student teachers' motivation for job retention (Gamazo & Martínez-Abad, 2020; Tourón et al., 2018). In view of the foregoing, student teachers with moderate PSES would be intrinsically motivated to remain in the teaching profession since there would not be much financial pressure on the home front and they would be satisfied with the prestige of being a teacher.

6. Conclusion

The increasing rate of teacher turnover continues to pose a threat to the teaching profession and the quality of education in Kazakhstan. This trend may be attributed to the gradual shift from the conventional labour market to a digitalized labour market, characteristic of the present generation (Khalaf & Salha, 2020; Lawrence & Fakuade, 2021). Despite challenges, many student teachers still express interest in the teaching profession and aspire to become teachers. A practice-based learning strategy could be adopted to sustain this intrinsic motivation among future teachers and increase retention rates in the teaching profession. This study examined the value of the practice-based learning strategy in enhancing motivation for job retention among student teachers in Kazakhstan. The theory of self-determination served as the theoretical framework for the study. The findings established that the PBL significantly enhanced motivation for job retention when incorporated effectively as a pedagogical practice. The test for the magnitude of the effect size using Cohen's *d* revealed a very large effect size, implying that the significant effect of the PBL intervention was not by chance. Hence, the PBL can effectively help enhance motivation and increase retention rates in the teaching profession, especially among student teachers. Parental socio-economic status (PSES) was additionally found to be influential in student teachers' motivation to choose teaching as their profession and remain in the profession when PBL was incorporated. The prestige, honour, social respect, pleasure, and opportunities associated with being a teacher can help enhance the motivation of student teachers to remain in the teaching profession when combined with a moderate parental socio-economic status and the PBL.

7. Suggestion for future teachers and limitations

This study established that the practice-based learning approach can effectively enhance motivation and increase teacher job retention rates. This finding has implications for pre-service teachers, in-service teachers, educational managers or administrators, school leaders, and all educational stakeholders in general. It suggests that the adequate incorporation of the PBL as a hybrid model combined with the traditional curriculum is beneficial for enhancing teachers' motivation for job retention, especially among pre-service teachers. This strategy, if used for teacher preparation, actively supports students in developing an interest in the teaching profession by situating their learning in an actual practice context. It provides student teachers with agency in the process of becoming socially responsible educators with a passion for their work. This not only prepares them to be more competent teachers but also equips them to contribute to nation-building, provide leadership, and serve as role models for the younger generation. Additionally, the practice-based learning strategy will assist novice teachers in remaining motivated to stay in the teaching profession. Lastly, these findings contribute to the limited existing literature by shedding additional light on the impact that parental socio-economic status has on a student teacher's motivation for choosing teaching as a career.

This study focused on the impact of the practice-based learning strategy on the motivation for job retention among the student teachers included in the study. Serving teachers were not recruited, even though they may also experience demotivation. Additionally, the nature of the study only allowed for the inclusion of participants from two universities within the study setting, which limits the generalisability of the findings. It is therefore recommended that this study be replicated in other settings to validate and further establish its findings. Furthermore, this study was limited to examining the effects of the practice-based learning strategy alone. Considering that the combination of multiple interventions could potentially yield better results, future research could explore the effectiveness of combining the PBL with other strategies, such as professional development programmes. This would allow for comparisons to be drawn and provide a more comprehensive understanding of effective approaches to enhancing motivation for job retention among teachers.

Declarations

Author Contributions. Conceptualization and data collection: Zhanna Sagitova. Methodology, formal analysis, write up and corresponding author: Kehinde C Lawrence. Organisation, resources and structure: Zhazira Abdykhalykova

Conflicts of Interest. No conflicting interest.

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Data Availability Statement. Data are available upon request.

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