

# Review of: "Influence of Motivation on Pre-service Primary Teachers' Performance in Mathematics"

Inoussa Malgoubri<sup>1</sup>

<sup>1</sup> University of Nebraska, Lincoln

**Potential competing interests:** No potential competing interests to declare.

Mary Jesutoki examines the relationship between motivation and academic performance in mathematics among pre-service primary teachers. The article employs a correlational survey research design, which is an appropriate approach for investigating this research question. The study sampled 70 pre-service teachers from a single teacher training institution, assessing their motivation levels via a validated questionnaire and relating these factors to their mathematics performance scores.

Teacher motivation and performance in subject areas like mathematics represents a timely issue facing teacher preparation programs making his research highly pertinent for understanding and addressing related challenges. The use of a quantitative correlational design fits well with assessing motivational variables associated with mathematics achievement. A thorough literature grounding is provided, covering both theoretical dimensions of learning motivation and related empirical studies on motivation, engagement and academic performance. This firmly situates the study. Furthermore, the Motivated Learning Strategies Questionnaire (MLSQ) has established reliability, strengthening the validity of the motivation measures. Using Pearson correlation analysis also suits the comparative aims examining connections across variables. The results presentation showing multiple significant correlations between intrinsic motivation, extrinsic motivation and math scores is data-focused and elucidates the central research questions under examination.

Even though this articles has pertinent objectives and rationale, the sample of 70 pre-service teachers, all from one teaching training college, restricts the generalizability of the findings. Expanding the sample size and diversity would strengthen conclusions. Additionally, while covering relevant motivation theories briefly, the discussion would benefit from more nuanced connections with the results and concepts like self-determination theory and reviewing contrary studies would provide balance and help delimit boundaries of the results. This contrast can refine understanding.

In a nutshell, his study strives to offer methodologically sound evidence demonstrating notable relationships between motivational dimensions and mathematics achievement among pre-service teachers. Attending to the discussed limitations and refinements would augment its potential impact.