



## Motivations Of Future Spanish Teachers in A Consecutive Initial Training Model

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### Abstract

This communication is the result of research exploring the initial motivations of Social Sciences students enrolled in the Master's Degree in Secondary Education Teaching at the University of Valencia (Spain). A key finding of this study is that future secondary school teachers follow a sequential model of initial teacher training, unlike in most European Union countries. Currently, the pedagogical training required to become a secondary school teacher lasts one year, following the completion of a Bachelor's Degree in a specific specialization. The study analyzes the results obtained through a questionnaire completed by Master's students at the beginning of the 2022-23, 2023-24, and 2024-25 academic years. The sample includes 114 students and employs an inductive qualitative methodology. The results indicate that vocational motivations (the desire to become a teacher and pursue training) are far more important than pragmatic or professional motivations (job prospects or working conditions). One of the main conclusions is that subject matter knowledge is a key factor in intrinsic teacher motivation, surpassing pedagogical content knowledge. Students enrolled in the Master's Degree in Secondary Education Teaching with a specialization in Social Sciences demonstrate a high level of motivation for pedagogical content knowledge.

**Keywords:** Initial Teacher Education; Secondary Education; Motivation, Students; Social Sciences