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Exploring the Motivational Drivers Behind Post?GCSE Pathway Selection: A Study of T Level Learners

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Abstract

The theory of Learning has ‘Motivation’ as a nucleus which gravitates all the efforts making the Learning successful. And the residuals of Motivation traces ‘Engagement’ as one of the significant parameters which measures and sums up the Learning success. This work aims at identifying the factors which persuade a student to choose a Technical Qualification over the traditional A Levels and any other option as a pathway after the GCSE in the region of England. This mapping and results will further help to understand how students can be better engaged during their course of study. Both psychological and Neuroscientific evidence demonstrates that motivation and cognition activity are inextricably linked (Braver, T. S). The study will use primary data from students to unveil the reasons for their choice for technical qualification. In terms of Secondary data, archive/ academic registers will be used to make necessary inferences. The analysis will capture qualitative inferences from Course leads of various T Level departments which will shape variables for this study. T Tests, Chi-square and ANOVA will be used primarily but further analysis will depend on the nature of data collected. Tentative outcomes will target to bring the students’ reasons for choosing this qualification. Their motivation to complete the qualification, level of engagement, how they felt being engaged throughout the two years and how the experience was overall. Since the qualification objects at delivering employment readiness as one of the skills, what students led further after completing the qualification can be discovered as well from this work.

Keywords: T Level Education; Student Motivation; Learner Engagement; Technical Qualifications