

Interpretive reflections on learning motivations in Bangladesh as revealed by poetry

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Many Bangladeshi students experience frustration despite achieving distinguishingly high marks in terminal exams. This interpretive study reveals students motivated by extrinsic rewards aligned with promises of high paying jobs due to strong test performances rather than being intrinsically motivated by the benefits of learning for its own sake. Four alumni were interviewed about their schooling and coaching experiences in varied learning environments in urban Bangladesh. Verses were composed using exact words from participating alumni to convey the nuanced complexities for deeper understanding of the experiences in two unique learning settings. The data are interpreted from an intermediary position between research and praxis by applying the methodology of poetic transcription. The results presented in this paper, using a non-traditional form of representation influenced by the neo-experimental writing traditions and genres' of Kennedy (2009) and Mears (2008), provide strong evidence of learning motivated by extrinsic motivators rather than intrinsic motivators.

Keywords: Learning motivations, Bangladesh, Shadow Education, Poetic Transcription

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