

PRE-SERVICE TEACHERS' INTRINSIC AND EXTRINSIC MOTIVATION: A LONGITUDINAL STUDY

Abstract

Keeping in mind the necessity of pre-school service training and the motivational factors that impel a teacher trained before taking on the professional teaching mantle, we engaged in this exploration as specifically anchored within a Pakistani context. Resultantly, the present development study was an attempt to investigate the intrinsic and extrinsic motivation of pre-service teachers towards becoming full-time teachers during their two years of pre-service training session. The sample of the study included fifty prospective teachers enrolled in the two years' M.A Education program at International Islamic University Islamabad, Pakistan for the session of 2009-2011. The data was collected through a self-developed questionnaire consisting of 24 items. It was divided into two major parts. The first part consisted of 12 statements related to Intrinsic Motivation and the second part consisted of 12 statements related to Extrinsic Motivation. It was a longitudinal study. The prospective teachers filled the same questionnaire four times at the end of each semester. The findings of the study revealed that there was a visible increasing trend in the Intrinsic and Extrinsic motivation level of the prospective teachers during their two years pre-service training session (from semester I-IV). Intrinsic motivation was observed under a variety of variables. These included admiration, security, the inspiration to opt for the profession, willingness for social service, and the love to share knowledge with others; an internal spirit to increase knowledge and a feeling for the profession as the most viable means of self-expression. The findings of this exploration revealed an increase was observed in the intrinsic motivation of the prospective teachers within the two years of pre-service training session. In the second part of the study, extrinsic motivation was also observed and recorded on the basis of a set of variables. These variables included external motives in opting

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for the profession, social status and economic status. The findings of the study showed the most pronounced increase in the extrinsic motivation of the prospective teachers within their two years of pre-service training session.

Keywords: Pre-service teacher training, intrinsic motivation, extrinsic motivation

Introduction

Keeping in mind the significance of pre-service teacher training, we embarked on an exploration of the factors that influence the motivational level of trained teachers as they formally enter the teaching profession. With 'motivation' being the key word here, it was necessary to explore the variables influencing their increase or decrease in a society where teaching is generally opted for after the completion of a 14 year or 16 year education.

However, our experience in the field here in Pakistan has shown that most schools and institutes do not demand a degree in Education or any form of pre-service training in pedagogy and its multivalent forms in different disciplines. This creates pedagogical loopholes which have far-reaching debilitating impacts on the learning acquired by students particularly at school level. This kind of an oversight in the hiring process of teachers has other effects too, for instance, they create a debilitating equality between a trained teacher and an untrained teacher.

A teacher who has had pre-service training brings to her class a certain degree of professionalism, order and control which untrained teacher learns through experience over a long period of time. During this time, students may well have to pay the price for this lack on the part of their untrained teacher. Analogically, this mode of teaching may be compared to throwing an untrained gladiator within the lion's den, where the gladiator either succumbs to the pressure or learns through grievous errors and injuries as the contest proceeds. This lack of training may also be attributed to as one of the factors for the faulty learning habits that students acquire, such as rote learning, extensive book-reading in class, non-critical thinking, etc.

With such debilitating factors influencing the working ethos of a trained pre-service teacher, we deemed it necessary to bring into focus the variations in the motivational levels of such teachers. This is because, for these teachers, the teaching profession is not an exigency alone. Their level of commitment to it has manifested itself through the years of training and the formal degree that they attain at the culmination of that training as certified teachers. Hence, the ensuing discussion takes on board the correlation between motivation, both intrinsic and extrinsic, and the career choice as well as the temporal investment that goes into it.

Now the question arises as to why we felt the need to investigate the issue of motivation and what is its social need. An on the ground experience of the teacher hiring policies and ethics here in Pakistan indicates that evaluating the factors affecting the intrinsic and extrinsic motivation of a teacher who has had pre-service training are professional, psychological and social. Motivation is markedly dependent upon the prospective teacher's commitment to the profession and the freedom of choice that is exercised in the selection of that profession. Stemming from within the individual, intrinsic motivation stimulates the agency of any teacher as it impels the teacher to bring to their profession a higher degree of professionalism.

The pre-service training in itself becomes a manifest indicator of intrinsic motivation. However, it is irrefutable that intrinsic motivation may be influenced by altering variables that influence extrinsic motivation which stems from factors that lie outside an individual. Loopholes within the professional domain, which is the primary environment that stimulates extrinsic motivation, may have an adverse effect on a teacher's intrinsic motivation which in turn, negatively influences the negatively outcomes of a particular classroom. This study is premised on an identification of these deficiencies. However, if the career choice comes out of free will, it may be hypothetically assumed that the motivation level at the pre-training level would simply increase by the time a trained teacher formally enters the teaching domain.

Moreover, pedagogical loopholes at school level also becomes an exigency that demands constant evaluation and exploration, particularly in Pakistan where the hiring of trained teachers is only now garnering a greater degree of attention. Hence, intrinsic and extrinsic motivation of teachers with a formal pre-service training was deemed necessary in order to identify the deficiencies in pedagogical methodologies that employing an untrained teacher brings to class, and those factors within the teacher hiring system that motivate or de-motivate a trained teacher. We also argue here that this lack of distinction between a trained and untrained teacher at school level in Pakistan also produces a disparity within the evaluation criterion that these teachers engage.

The compartmentalisation of elements while evaluating different class or home tasks is a factor with which a trained teacher is already familiar and he/she brings it into play at the level of lesson planning without being taught by the hiring institution, thus saving time. On the other hand, an untrained teacher has to be trained and taught prior to class engagement which may lead an institution into a time deficit. Keeping these visible constraints in mind, we have explored the factors affecting intrinsic and extrinsic motivation of teachers who have earned a certified degree in Education. In doing so, our discussion has interbraided conceptual notions that range across issues like career choice, profession, determination and focus, government policies, the performance gap between these policies and their implementation, etc, that stimulate or dampen the motivation of trained teachers.

According to Akomolafe (2003), satisfaction and happiness is directly linked to the appropriate choice of profession as it can make or ruin one's life. It also determines further the failure and success in profession and influences almost every aspect of life. (Ikeotuonye et al 1990). Every person wants to contribute meaningfully for their survival in the society by choosing any profession. Career choice is very important for the social collective. The choice of profession is very significant for parents, government, policy makers and planners (Ipaye, 1986) because innumerable factors influencing the human existence, ranging from the monetary to the intellectual, depend on the career choice made by

an individual (Akomolafe 2003). A career chosen independently, on the basis of personal interest, acts as an additive to the motivational level since a teacher-by-choice is also an early reflection of a committed teacher.

In the context of this study, a profession is taken in terms of a set of activities engaged in to produce goods or services and to earn money in return. It is based on some systematic knowledge, skills and training, and some established rules by the society (Kuzgun, 2000, p. 3). The education system is also a social institution formed through the inclusion of some important components like students, teachers, school and classroom administration, curriculum, and physical and financial sources, and hence a profession. Within this system, a teacher occupies a pivotal position. As is evident, the teaching profession has a broad sphere and deals with various aspects as, trainings, qualifications, professional characteristics and role expectations etc.

The teaching profession also comprises of various activities on the part of the learners to achieve certain goals and objectives regarding the process of learning. A teacher is a person responsible for conducting all these activities to augment the students' learning experiences. Since the practical display of this sense of responsibility is directly related with the levels of extrinsic and intrinsic motivation, hence, the higher the motivation, the more manifest will be the improvement in the teaching practices of the teacher and the learning powerful of the students. It is therefore necessary to operationalise the terms 'intrinsic motivation' and 'extrinsic motivation' which are the primary constituents of the conceptual framework of our investigation.

Intrinsic Motivation

Within the framework of this study, 'intrinsic motivation' is taken as those emotional and psychological factors that emanate from within an individual and galvanise their constructive attitude towards their subject. These factors are primarily psychological. These include admiration, security, the inspiration to opt for the profession, social service, etc

Extrinsic Motivation

Extrinsic motivation is defined as those factors that are extraneous to the being of a teacher and are primarily reflected in the professional, material and socio-cultural environment within which the act of teaching takes place. These may include monetary factors such as salary and promotions to collegial relationships and the attitude of the administrative authorities in a particular educational institution. In short, these variables include external motives to opt the profession, social status and economic status.

Research Question

With these key terms in mind, this study was premised on two major aspects of exploration which were encoded within the research question given below:

Q. What variations emerged in the patterns reflecting intrinsic and extrinsic motivation of prospective teachers who have undergone preschool training?

This research question propels not only the investigative and methodological paradigm of this study, it also reflects on the major arguments that feature in the Literature Review given below.

Literature Review

Our Literature Review is premised on the significance of evaluating the motivational levels of prospective teachers who have had pre-service training. This is primarily because our investigation has also opted to scrutinise the motivational levels of prospective Pakistani teachers who have had pre-service training. In addition, our Literature Review also helped us as researchers to infer the various variables that we chose to measure the variations in the levels of extrinsic and intrinsic motivation of trained prospective teachers, since it primarily focuses on these elements within multiple global socio-cultural contexts. This enabled us to extract the variables that had to be measured so that their validity within the Pakistani socio-cultural context could be assessed.

Since this article deals with the construct termed as 'motivation', what needs to be kept in mind at the outset of this study is that motivation has indeed been extensively and intensively analysed vis-a-vis multiple angles reflected. However, a lacuna has been generated since most of these studies have been conducted keeping within its lens in a causal teacher-student relationship. Most of the studies primarily focus on the burgeoning and sustaining of the students' motivation in class where according to some studies, a teacher is not the primary factor in motivating the students. However, it does remain a pivotal factor in influencing student behaviour as in discipline and attention. According to a longitudinal study conducted by Potter and Centra,

"Teacher performance is seen as a substantial contributor to the variance in student behavior, and should be expected to correlate more highly with student behavior than with student achievement" (1980, p 287).

Since 'motivation' is in itself a psychological construct, an indicator of personality, (Eggleton, 1980, p2), therefore, a teacher's task is to perceive behavioural factors, utilising, care, humour, spontaneity, a slight informality etc, (Eggleton, 1980, p2) to motivate the students. According to Potter and Centra, the problem in considering teacher behaviour as an indicator of teacher motivation lies in the fact that the term 'teacher behaviour' is not easy to define and measure (1980, p 281).

Another weakness that they have indicated is that "many of these studies have focused on qualities of teaching rather than on teacher behaviour *per se*" (Potter & Centra 1980, p 281). It is in this loophole that we have placed the major premise of our investigation. The conclusions that Potter and Centra offer are that teacher performance, rather than teacher behaviour, is significantly connected with the variables in student behaviour. Hence, it is teacher efficacy that modulates student behaviour and attitude in a learning environment. This premise has been pivotal in helping us determine the variables that connect the motivational levels of a teacher with the motivational levels of a learner.

A study conducted by Tschannen-Moran, Woolfolk Hoy and K. Hoy reveals that "teacher efficacy" (1998, p 202) is inherently connected with the intrinsic motivation of the teachers since they assume that they can "control, or at least strongly influence, student achievement and motivation" (1998, p 202). Citing Bandura, these researchers posit that motivation is also a "cognitive process" (1998, p 202) that leads teachers to assume that they can perform a good teachers. Research conducted by the RAND Studies, however, took into consideration factors including the external environment as well as psychological factors that go into defining and influencing teacher efficacy.

Intrinsic and extrinsic motivation in pre-service teachers has been explored by researchers including Michael Spittle, Kevin Jackson and Meghan Casey (2008), Douglas F. Kauffman, Meryem Yilmaz Soylu, Bryan Duke (2011), Carol E. Ames (1990), Ashley Marie Owens (2005), as well as Kimberly A. Noels, Richard Clément and Luc G. Pelletier (1999). Studies reveal that teacher motivation leads to the inculcation of motivation in students. However, Spittle, Jackson and Casey focused on exploring intrinsic and extrinsic motivation in student teachers since this is a domain that demands greater analysis. As they explore the reasons why pre-service teachers opt for becoming physical education teachers, their study offers valuable insights that may find parallels in analyzing pre-service teachers in other disciplines. While summing up their conclusions, their study offers an interesting space for conducting further research, a space within which the current study has endeavoured to find place:

Further research could benefit from Vallerand's (2000) hierarchical model by using it as a framework to investigate the effects of global and situational motivation on contextual motivation, and in turn investigate how motivation impacts teaching outcomes.

Longitudinal studies could seek to identify relationships between motivation at university and motivation as a teaching professional, and then examine ways to maximise the most beneficial forms of motivation during the university years, with a view to nurturing quality professionals (Spittle, Jackson & Casey 2008, p 196-197).

In the context of motivating second language learners to pursue a target language with a high degree of motivation, Noels, Clément and Pelletier (1999) present the communicative style of a teacher as being an factor developing intrinsic motivation amongst second language learners. Interestingly, the teacher's communicative style is also one of the social factors that develop intrinsic motivation amongst students.

According to the Self-Determination Theory, motivational style or orientation is influenced by those factors in the social environment that affect self-perceptions of competence and autonomy. In the language learning situation the teacher appears to be a key person who affects these perceptions. Hence, the manner in which teachers interact with students, that is, their communicative style, may be associated with the students' motivational orientation. Self-perceptions of autonomy and competence are kept high to the extent that students make their own decisions about their learning and are provided with clear feedback about their progress (1999, p26).

Yet, for a teacher to have a communicative style that enhances the intrinsic motivation of students, the teacher has to be intrinsically motivated as well because "Psychologists and educators recognize that motivation has a real and significant influence on human behavior" (Kauffman, Soylu & Duke 2011, p 279). Also embedding their work in the SDT, the investigators focus on intrinsic and extrinsic motivation in pre-service teachers. Their study engages the postulates of Ryan and Deci, Vallerand, Fortier and Guay, as they establish the relationship between the extrinsic and intrinsic motivation of pre-service teachers through the Motivation to Teach Scale.

There is a little doubt that students' motivations to enter the teaching profession are both complex and vary from purely extrinsic (e.g., to earn a paycheck) to purely intrinsic (e.g., for the love of teaching). Furthermore, students undoubtedly possess multiple motivations for entering the teaching profession (e.g., for the love of teaching AND for the paycheck) that will have both direct and indirect influences on various aspects of teaching.

Consequently, we judge that a scale designed to assess preservice teachers' motivations for entering the teaching profession is an important and valuable tool that can assist administrators, educators, and researchers in understanding how to prepare and retain excellent teachers. The Motivation to Teach Scale (MTS) is designed to do just that (Kauffman, Soyulu, Duke 2011, p 281).

Amongst the various external factors that are deemed to influence teacher motivation are monetary factors and government policy (Valli & Buese 2007; Bishay 1996). While the government has been seen to limit teachers since they are compelled to "relate to their students differently, enact pedagogies that are often at odds with their vision of best practice, and experience high levels of stress. The summative effect of too many policy demands coming too fast often resulted in teacher discouragement, role ambiguity, and superficial responses to administrative goals" (Valli & Buese 2007, p. 520). These factors are also visible within the Pakistani socio-political substratum within which this study is embedded. On the other hand, money fails to enhance motivation (Bishay 1996), and that motivation is inherently linked with job satisfaction.

One of the loopholes that we isolated in this literature review is the exploration of the variations in teacher motivational levels ranging from the beginning to the end of their pre-service training. The current study endeavours to find a niche within this domain of scholarship. While previous studies have explored teacher and student motivation on the job, the undulations in teacher motivation, before they enter the teaching arena also demands attention since pre-service motivation determines the determination of an individual to take up teaching as a profession.

Studies that fall within this research domain have been conducted by Marjon Bruinsma and Ellen P.W.A. Jansen in the backdrop of a shortage of teachers in Norway. Their research was based on the premise that "Pre-service teachers' motives for becoming teachers are essential in this respect: they are a key factor to explaining why pre-service teachers do not complete their studies, or why they decide to leave the profession" (Bruinsam & Jansen 2010, p 185). In focusing on the 'motivation' as a key factor in influencing "teacher

retention" (Bruinsam & Jansen 2010, p 186), it also focuses on the factors that affect the choice to opt for teaching as a profession. It cites, job security, charity, passion for the subject etc as the reasons why many individuals opt for teaching as a profession, stating:

We hypothesise that the motivation to teach may be either extrinsic or intrinsic (see Deci 1971; Sinclair, Dowson, and McNerney 2006). When pre-service teachers choose to become teachers to receive external praise, external rewards or because it was prescribed by others, they are acting on extrinsic motives. Intrinsic motives concern the desire to feel competent, gain mastery or satisfy curiosity (Bruinsam & Jansen 2010, p 186).

However, while this study is comprehensive in its own right, it opens up a space for taking into consideration other factors that may be deemed to be of paramount importance in a different cultural paradigm. For instance, in Third World and Developing Muslim countries, factors like familial and social constraints, lesser acceptance of working women, desire for economic amelioration etc, also play a viable influence in pre-service teacher motivation. It is within this groove that our current study is equally placed.

Tool of the Study and Pilot Testing

In order to extract a comprehensive picture pertaining to determining the levels of extrinsic and intrinsic motivation in trained prospective teachers, the data was collected through a self-developed questionnaire consisting of total 24 items. The questionnaire, as mentioned earlier, was designed by the investigators on the basis of the Literature Review given above that elucidates the factors governing the intrinsic and extrinsic motivation of the prospective teachers included within the sampling framework of this study. The questionnaire was divided into two major parts. The first part consisted of 12 items based upon the statements related to Intrinsic Motivation and the rest of the 12 statements were related to Extrinsic Motivation. To determine the degree of reliability of the tool, pilot testing was done and the degree of reliability was observed to be 0.79. The validity of the tool was ensured through experts' opinion. These experts were

primarily experienced teacher trainers working at university level in Islamabad, Pakistan where the study was fielded. The tool was modified and amendments made on the basis of the suggestions received from these experts, so that the variables could be extracted and subsequently analysed with a higher degree of transparency.

Data Collection

This was a longitudinal study in institutional design spread over four semesters. Hence, over these two years the motivational levels could also display markedly varying patterns. The idea equally inhibited to measure the institutional efforts in building up the motivational construct and their changing patterns as the stating stems. The sample of the study was contacted four times (once at the end of each semester) during academic sessions for the purpose of data collection. The participants of the study were asked to fill in the same questionnaire every time so that the variations in their responses could be tabulated in comparison with each other. The repetition in the data collection methodology and sampling frame ensured a greater clarity when it came to calculating the variations in the motivational levels of the trainee teachers. The date was then tabulated on the basis of descriptive and inferential statistics. Repeated measure ANOVA was used because intrinsic motivation and extrinsic motivation were assessed four times in two years at the end of each semester.

Data Analysis

The data was analyzed by using SPSS ver. 15.

Table 1: Intrinsic Motivation

Factors	Mean	SE	CI-95%	Wilks' lambda	p-value
Semester 1	35.3	0.5	34.39-36.25	0.117	0.000***
Semester 2	34.0	0.5	33.02-34.98		
Semester 3	42.1	0.7	40.70-43.50		
Semester 4	45.9	0.5	44.87-47.01		

***p<.001

A one-way within-subject ANOVA was conducted with the factor being the number of semesters and the dependent variable being the Intrinsic Motivation scores. The Means and standard deviations for Intrinsic Motivation scores are presented in the Table 1. The results for the ANOVA indicated a significant semester effect, Wilks' lambda =0.117, $F(3, 47)=117.94$, $p=0.000$

Table 2: Pair-wise Comparisons
Measure: Intrinsic Motivation

(I) factor1	(J) factor1	Mean Difference (I-J)	Std. Error	Sig.(a)
1	2	1.320(*)	.448	.005***
	3	-6.780(*)	.777	.000***
	4	-10.620(*)	.649	.000***
2	3	-8.100(*)	.775	.000***
	4	-11.940(*)	.640	.000***
3	4	-3.840(*)	.755	.000***

*** $p<.001$

Table 2 shows the pair-wise comparison of the four factors ranging from I to IV (i-e. Semester 1, 2, 3 and 4) for Intrinsic Motivation composite score and the results found highly significant.

Figure 1: Intrinsic Motivation

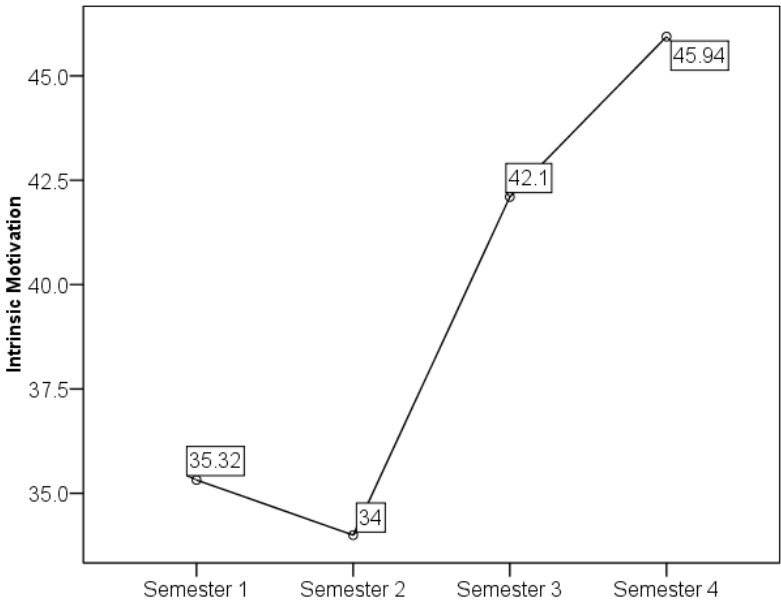


Figure 1 shows the mean value of the composite Intrinsic Motivation score. A decreasing trend in intrinsic motivation was observed between semester I and semester II. However there was a clear increasing trend over semester II, III and IV.

Table 3: Extrinsic Motivation

Factors	Mean	SE	CI-95%	Wilks' lambda	p-value
Semester 1	35.32	0.46	34.39-36.25	0.546	0.000***
Semester 2	34.00	0.49	33.02-34.98		
Semester 3	42.10	0.70	40.70-43.50		
Semester 4	45.94	0.53	44.87-47.01		

***p<.001

A one-way within-subject ANOVA was conducted with the factor being the number of semesters and the dependent variable being the Extrinsic Motivation scores. The Means and standard deviations for Extrinsic Motivation scores are presented in the Table 3. The results for the ANOVA indicated a significant semester effect, Wilks' lambda =0.546, $F(3, 47)=13.025$, $p=0.000$

Table 4: Pair-wise Comparisons

Measure: Extrinsic Motivation

(I) factor1	(J) factor1	Mean Difference (I-J)	Std. Error	Sig.(a)
Semester 1	Semester 2	1.320(*)	.448	.005***
	Semester 3	-6.780(*)	.777	.000***
	Semester 4	-10.620(*)	.649	.000***
Semester 2	Semester 3	-8.100(*)	.775	.000***
	Semester 4	-11.940(*)	.640	.000***
Semester 3	Semester 4	-3.840(*)	.755	.000***

***p<.001

Table 4 shows the pair-wise comparison of the four factors ranging from I to IV (i-e. Semester 1, 2, 3 and 4) for Extrinsic Motivation composite score and the results found highly significant.

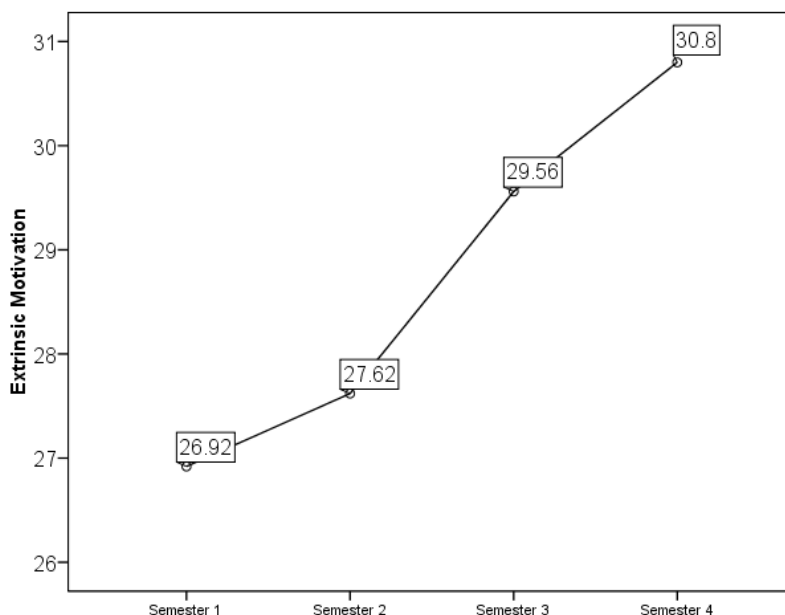
Figure 2: Extrinsic Motivation

Figure 2 shows the mean value of the composite Extrinsic Motivation score. A manifest increasing trend has been observed within two years, from semester one to semester four.

Discussion

Motivation is cardinal to the process of teaching. If a teacher lack motivation for his/her job, takes it as a burden and if he/she has no emotional attachment with the students then the entire teaching process tends to collapse. The present study was an attempt to study the intrinsic and extrinsic motivation of prospective teachers during two years of pre-service training session.

The findings of the study showed that there has a clear cut increasing trend in the Intrinsic and Extrinsic motivation levels of the prospective teachers during two years pre-service training session (from semester I-IV).

In this study the Intrinsic and Extrinsic level of motivation was observed during the 2-years of pre-service training session of the prospective teachers. Intrinsic motivation was observed under a variety of variables such as admiration, security, the inspiration to opt for the profession, social service, the desire to share knowledge with others, and to increase knowledge and the belief that the teaching profession was regarded the best means of self-expression. This exploration revealed an increase in the intrinsic motivation of the prospective teachers within the two years of pre-service training session. In the second part of the study, extrinsic motivation was also observed under variables such as external motives to opt for the profession, social status and economic status.

The findings of the study showed a clear cut increase in the extrinsic motivation of the prospective teachers within the two years of pre-service training session. Finally, this study has provided a signified support to the teacher's training programs concerned for quality education and training. While this study has been a longitudinal exploration within a Pakistani university, it invites more research in the domain of exploring extrinsic and intrinsic motivation in pre-service teachers in multiple cultural and economic paradigms so that the findings can be compared for further analysis with the findings of this study. One of the major elements that emerged as influencing the choices of pre-service teachers in opting for teaching as a profession was the economic and cultural factor. Freda Hussain's study *Muslim Women* tends to highlight these cultural factors in the following terms:

[...] another study showed that religious forces, population explosion, patterns of rural-urban living, social stratification, organization and planning policy were the determining factors in education policies, and attributed the negligence of female education to social reasons. [...] However, 75% of the respondents preferred the teaching profession as this met with parental approval and was considered to be respectable and worthwhile [...]

Teaching was considered to be a dignified and respectful profession, and consequently had prompt approval from parents and husbands. The findings of another study indicated that 90

percent of the total respondents considered teaching as the best profession for women, 96 percent were employed with the approval of parents and 90 percent with the approval of their husbands (1984, p 205).

In a Pakistani social set-up, teaching and medicine emerge as the most viable professions for most women owing to patriarchal structures and dominant familial perspectives about female professionals. However, while this study revealed a decrease in the intrinsic motivation of the pre-service teachers in the first year of their degree program, this could be owing to the familial and societal pressures that compel a number of women to opt for teaching as a profession. However, the marked increase in intrinsic motivation in the subsequent years stemmed from a better understanding, adaptation and acceptance of their position in the teaching profession. However, this factor needs to be empirically validated through subsequent follow ups and further research.

The consistent increase in extrinsic motivation indicated that as the students pursue their degree programs their extrinsic motivation displayed an upward trend. This could allude to certain economic and cultural factors prevalent in the societal canvas. For instance, better pay structure, job security and comfort could be the reasons why the extrinsic motivation tend to increase. Moreover, teaching does seem to appear as both a lucrative and viable profession for most pre-service teachers, an approach that could have far-reaching effects on their teaching capability once they are in the field. Again, these factors also invite further exploration in this domain.

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