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Antecedents and consequences of pre-service teachers' teaching-specific hopes

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Introduction

Hope is at the heart of the teaching profession (Silin, 2018). Indeed, previous studies on teachers'/pre-service teachers' (PTs) hope showed that hope is a strong preventative factor in teacher burnout, enhancer of teacher resilience (e.g., Birmingham, 2009; Muwonge, Schiefele, Ssenyonga, & Kibedi, 2017), and significantly relates to teachers'/PTs' quality of classroom practices, persistence in the teaching profession, identity formation regarding the challenging aspects of the teaching profession, and commitment to teaching (e.g., Conway & Clark, 2003; Estola, 2003; Kelchtermans, 1999).

However, these studies mostly examined teachers'/PTs' hopes in a qualitative manner and based on a limited number of participants. Intriguingly, quantitative studies, which are even more limited in number, did not replicate the results of qualitative studies. Overall results of the quantitative studies demonstrated that teachers'/PTs' hopes were weakly related to their sense of calling to teach (i.e., the inner voice calling a person to become a teacher) (Bullough & Hall-Kenyon, 2011, 2012) and only moderately related to the teaching-related variables such as emotions about teaching (e.g., enjoyment), career choice satisfaction, and sense of personal responsibility for teaching (Eren, 2014, 2015). The dissonance between the results of quantitative and qualitative studies could be due to the fact that quantitative studies were conducted on the basis of the Snyder's (2002; Snyder et al., 1991) hope theory, which examines hope as a multidimensional construct consisting of two interrelated and goal-oriented thinking

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processes (i.e., agency thinking and pathways thinking). Hope was described accordingly as "the perceived capacity to derive pathways to desired goals and motivate oneself via agency thinking to use those pathways" (Snyder, 2002, p. 249).

Snyder's (2002) hope theory does not describe hope in relation to the diverse and specific aspects of the teaching profession. Rather, the theory defines hope as a goal-oriented dispositional (trait-like) variable. The same is also true for other conceptualizations of hope such as robust hope (Halpin, 2007) and pragmatic hope (Nolan & Stitzlein, 2011). In other words, recent conceptualizations of hope either theorizes hope as a dispositional variable without taking into account its domain-specific nature or describes hope as a teaching-specific concept without considering its antecedents (e.g., sources) and consequences (e.g., motivational forces) (Conway & Clark, 2003). Furthermore, these theories, particularly that of Snyder (2002), almost entirely assume that being hopeful inevitably requires individuals to do something about it and argue that individuals hold hope for their personal goals, only when there are options to achieve them.

However, as Tong et al. (2010) argued, these assumptions do not explain "why some people remain hopeful when they feel that there is nothing they can do to get what they want" (p. 1208). Miceli and Castelfranchi (2010) also argued that "even when the hoped-for event is connected to one's agency, uncontrollable forces still play a significant role in one's perception" (p. 257), indicating that the motivational role of hope should be considered together with the extent of individuals' predictions about uncontrollable forces. According to Miceli and Castelfranchi (2010), the motivational role of hope appears if individuals perceive high control over the possible forces that potentially prevent them to attain hoped-for outcomes. Otherwise, the motivational role of hope lessens and the content of hope can be hardly distinguished from 'wishful thinking', implying that the content of hope should be clearly understood before reaching a clear conclusion about the motivational role of hope.

These limitations and critiques led Eren and Yeşilbursa (2017a) to uncover the diverse aspects of PTs' dispositional hopes, teaching-specific hopes, their sources, and motivational forces in order to provide a comprehensive framework in which the links between the diverse aspects of hope, their sources, and motivational forces are evident.

The emergent model of PTs' teaching-specific hopes

Based on a sample of 41 PTs and using a grounded theory approach, Eren and Yeşilbursa (2017a) examined PTs' dispositional hopes, teaching-specific hopes, their sources, and motivational force of the teaching-specific hopes. The results showed that PTs' hopes could be reliably described in terms of both dispositional hopes and teaching-specific hopes. Borrowing the terms 'active hope' and 'passive hope' from the study of Miceli and Castelfranchi (2010) who examined the cognitive and motivational components of hope together with its basic properties, as well as the emotions and behaviors hope is likely to encourage, Eren and Yeşilbursa described PTs' dispositional hopes as 'active hope' and 'passive hope'. Active hope refers to attitudes such as "persistence, patience and readiness to take advantage of favoring conditions" (Miceli & Castelfranchi, 2010, p. 269); whereas passive hope refers to "virtual satisfaction of one's own wishes" (Miceli & Castelfranchi, 2010, p. 269). Accordingly, active hope is similar to the Snyder's 'pathways thinking', whereas passive hope is akin to 'wishful thinking'. Teaching-specific hopes, however, were described as PTs' hopes for the diverse and challenging aspects of the teaching profession. Teaching-specific hopes contained five interrelated categories: relationships with others, teaching, student achievement, student motivation, and student development.

The results of Eren and Yeşilbursa's study (2017a) also showed that both dispositional hopes and teaching-specific hopes originated from internal (e.g., desire to attain personal goals, knowledge and skills), external (e.g., family, peers) or combined sources. Notably, Eren and Yeşilbursa also found that teaching-specific hopes had a considerable motivational force on

PTs' preparations for their future teaching (e.g., participating in teaching-related activities such as drama). Albeit to a lesser extent, it was also observed that some PTs' teaching-specific hopes did not motivate them to prepare toward their future teaching (e.g., I am not doing very much). This indicates that being hopeful for the challenging aspects of the teaching-profession does not always mean to act accordingly. Hence, Eren and Yeşilbursa also considered possible amotivational force of the teaching-specific hopes in the emergent model of teaching-specific hopes (see Figure 1).

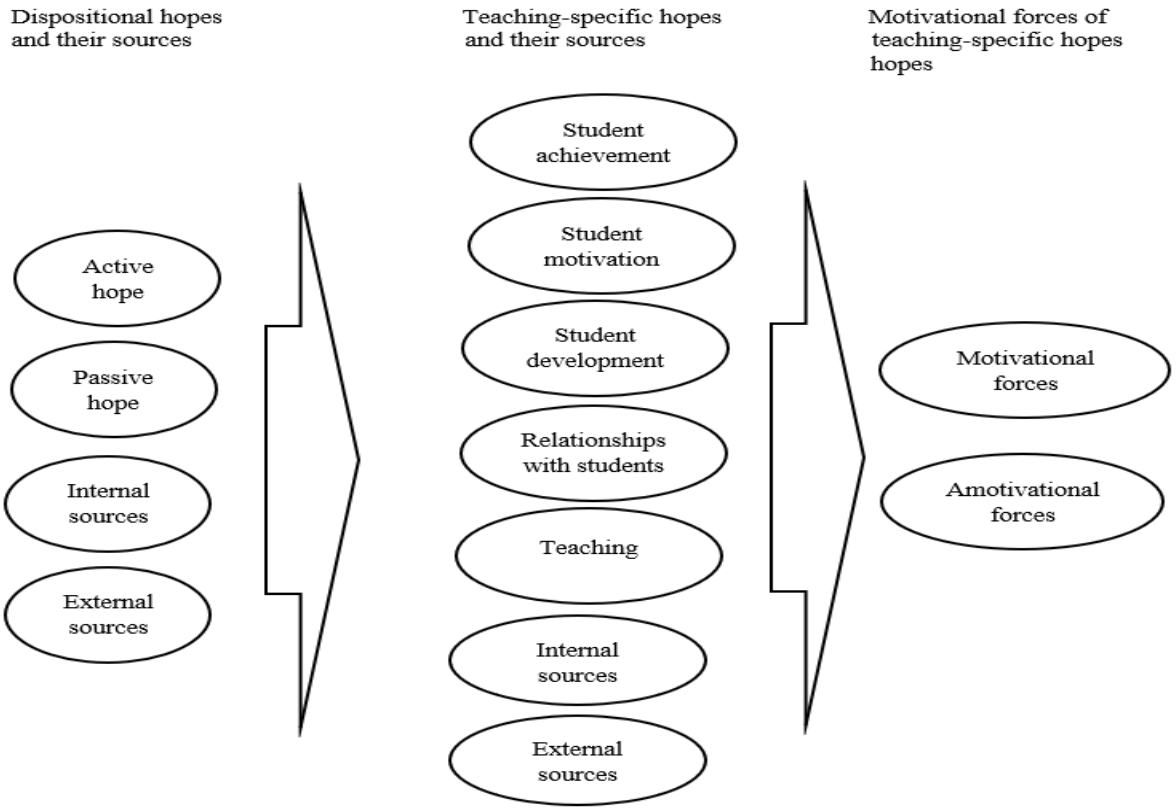


Figure 1. Theoretical framework of pre-service teachers' hopes and their motivational forces (Adapted from Eren & Yeşilbursa, 2017b).

In their later study, Eren and Yeşilbursa (2017b) examined whether the emergent model (Figure 1) would be replicated based on a larger sample of PTs (n = 851). Thus, based on the results of their qualitative study (Eren & Yeşilbursa, 2017a), they developed Dispositional Hope and its Sources (DHOS) Scale, Teaching-Specific Hopes and their Sources (TESHOS)

Scale, and Motivational Force of Teaching-Specific Hopes (MOFORCE) Scale in order to assess PTs' dispositional hopes, teaching-specific hopes, their sources, and motivational forces comprehensively and reliably. Possible effects of demographic variables (e.g., gender, fields of study) and optimism (Scheier et al., 1994) were also controlled in the study. The results demonstrated that the emergent model of teaching-specific hopes was significantly supported in a diverse and larger sample of PTs. Furthermore, the results also demonstrated that the effects of demographic variables on the research variables were negligible and the correlations between the diverse aspects of teaching-specific hopes model and optimism ranged in magnitude from -.10 to .40. Accordingly, Eren and Yeşilbursa (2017a, b) concluded that, regardless of the effects of demographic variables and optimism, the emergent model of teaching-specific hopes may provide a comprehensive theoretical framework to examine PTs' dispositional hopes, teaching-specific hopes, their sources, and motivational forces.

Indeed, the emergent model considerably differs from the previous studies and models not only because it considers the relationships between dispositional hopes, teaching-specific hopes, their sources, and motivational forces simultaneously, but also because it describes the mentioned relationships in a sequential manner. Specifically, PTs' dispositional hopes are determined as the antecedents of their teaching-specific hopes while teaching-specific hopes and their sources are determined as the antecedents of motivational forces and amotivational forces. Moreover, it is clear that motivational and amotivational forces are described as the consequences of PTs' teaching-specific hopes. Finally, internal and external sources are also considered as the antecedents of dispositional and teaching-specific hopes (Figure 1).

Antecedents, consequences, and associates of teaching-specific hopes

As aforementioned, according to the emergent model of PTs' teaching-specific hopes, dispositional hopes predict teaching-specific hopes, and these, in turn, predict motivational forces and amotivational forces selectively (Figure 1). At this point, it should be noted that a

growing body of research suggests that the associates of teaching-specific hopes are not limited to dispositional hopes and motivational forces of the teaching-specific hopes. Eren (2017), for example, recently examined PTs' teaching-specific hopes as predictors of their sense of personal responsibility for student achievement, motivation, relationships with students, and teaching based on the framework of teachers' sense of personal responsibility (Lauermann & Karabenick, 2013). In the study, possible effects of PTs' career choice satisfaction (Richardson & Watt, 2006) and demographic variables (e.g., gender) on their sense of personal responsibility and teaching specific hopes were also controlled. The results demonstrated that, regardless of the effects of career choice satisfaction and demographic variables, hope for student motivation significantly predicted responsibility for relationships with students; whereas hope for relationships with students significantly predicted all aspects of personal responsibility. Hope for teaching significantly predicted responsibility for student achievement and teaching. Furthermore, by computing Steiger's (1980) *Z* coefficients, Eren (2017) also investigated whether the aspects of teaching-specific hopes significantly overlapped with the aspects of sense of personal responsibility as they were similarly labeled. Results showed that the aspects of teaching-specific hopes did not significantly overlap with the aspects of sense of personal responsibility.

Based on the emergent model of PTs' teaching-specific hopes, the Factors Influencing Teaching (FIT) Choice framework (Watt & Richardson, 2007), and Professional Engagement and Career Development Aspirations (PECDA) framework (Watt & Richardson, 2008), Eren and Yeşilbursa (2017c) also examined PTs' hopes together with their motivations for teaching and professional plans about teaching. They conducted cluster analyses to describe PTs' hopes on the person-level. They found that PTs' dispositional hopes and their sources can be described through four clusters: Moderate Passive Hope with Moderate External Sources (MOHES), High Passive Hope with High External and Internal Sources (HIPEIS), High Hopes with High

External and Internal Sources (HIHOS), Low Hopes with Low External and Internal Sources LOHOS). The characteristics of these clusters were defined as follows:

- The MOHES cluster contained PTs (n = 170) who were low in active hope and internal sources and moderate in passive hope and external sources, suggesting that to be moderately yet inactively hopeful about the future was their typical characteristic. Likewise, their hopes were mainly based on external sources such as family and friends.
- The HIPEIS cluster contained PTs (n = 153) who were moderate in active hope and high in passive hope, external and internal sources, indicating that their typical characteristics were to expect everything to be better in the future without exerting much effort. Their hopes were based on both external and internal sources.
- The HIHOS cluster included PTs (n = 247) who were high in all aspects of the DHOS, signifying that these PTs were eager to exert effort for their future-related personal goals while hoping for the best in the future. Their hopes were based on both external and internal sources.
- The LOHOS cluster consisted of PTs (n = 231) who were low in all aspects of DHOS, indicating that the PTs in this cluster were not typically hopeful for the future.

They also found that PTs' teaching-specific hopes, their sources, and motivational forces can be significantly explained through three clusters: Low Teaching- Specific Hopes with Moderate Amotivational Force (LOTMAF), High Teaching-Specific Hopes with High Amotivational Force (HITHAF) and High Teaching-Specific Hopes with High Motivational Force (HITMOF). The characteristics of these clusters were defined as follows:

- The LOTMAF cluster contained PTs (n = 396) who were moderate in amotivational force and low in hopes for relationships with students, student achievement, student

motivation, teaching, student development, motivational force and external and internal sources. This indicated that to have low teaching-specific hopes with moderate amotivational force was their typical characteristic.

- The HITHAF cluster contained PTs (n = 288) who were moderate in motivational force and high in teaching-specific hopes and amotivational force, indicating that being hopeful about the specific aspects of the teaching profession without exerting much effort to develop their skills in relation to these were their typical characteristics.
- The HITMOF cluster included PTs (n = 117) who were quite high in motivational force and teaching-specific hopes and quite low in amotivational force, suggesting that being hopeful about the specific aspects of the teaching profession meant exerting effort to develop their skills regarding those aspects of the profession.

Notably, the results showed that PTs with high levels of active and passive hopes reported more altruistic and intrinsic motivations for teaching than those with low levels of active and passive hopes. Furthermore, univariate analyses with DHOS and PECDA showed that the clusters with moderate (MOHES) and high levels of active and/or passive dispositional hope (HIPEIS) reported significantly higher levels of planned effort than the LOHOS cluster. Remarkable also was the fact that both the MOHES and HIPEIS clusters reported significantly higher levels of professional development aspirations.

Results regarding the TESHOS-MOFORCE clusters, motivations for teaching and PECDA demonstrated that PTs who held high teaching-specific hopes together with a high level of motivational force (HITMOF) reported higher altruistic, intrinsic, and extrinsic motivations for teaching than the groups with high levels of teaching-specific hopes but high amotivational force (HITHAF) or low teaching-specific hopes with moderate motivational force (LOTMAF). Results regarding the associations of teaching-specific TESHOS-

MOFORCE clusters and PECDA revealed that the HITMOF cluster reported higher levels of planned effort and professional-development aspirations than the other clusters and higher levels of planned persistence than the LOTMAF cluster. The results also demonstrated that the TESHOS-MOFORCE clusters and the dispositional hopes (DHOS) clusters were significantly associated with teaching motivations.

More recently, based on a large sample of PTs (n = 725) from two different universities located in the Western Black Sea (n = 443), and Southern Marmara (n = 282) regions of Turkey, Eren and Yeşilbursa (submitted) examined PTs' efficacy beliefs, expected teacher possible selves, and feared teacher possible selves as predictors of teaching-specific hopes and their motivational forces and amotivational forces. Possible effects of demographic variables were also (i.e., gender, age, year of study, fields of study, and university) controlled in the study. The results showed that there was no significant overlap between the aspects of the emergent model, teacher possible selves, and efficacy beliefs, which strengthens the claim that the emergent model of teaching-specific hopes, their sources and motivational forces highly merits investigation as a relevant conceptual framework in teacher education.

Moreover, the results also demonstrated that PTs' expected teacher possible selves for learning to teach and efficacy beliefs together with active and passive hopes were the significant and positive predictors of their teaching-specific hopes. Most notably, PTs' sense of efficacy appeared as the unique significant predictor of motivational forces of their teaching-specific hopes. The important role of efficacy beliefs in PTs' preparations for their future teaching also supported by the results regarding the moderating roles of efficacy beliefs. It should be noted that the moderating roles of efficacy beliefs were investigated by conducting a series of latent variable interaction modeling analyses (see, e.g., Algina & Moulder, 2001), which is more reliable approach than conventional moderation analyses. Specifically, the results revealed that the effects of interaction between efficacy beliefs and expectations of learning to teach on

motivational and amotivational forces, as well as the effect of interaction between efficacy beliefs and feared teacher possible selves for becoming an uncaring teacher on motivational force, were significant.

These results clearly indicate that the effects of PTs' expectations of learning to teach and fears of loss of control on their preparation for their future teaching depend on the strength of their sense of efficacy rather than the strength of their teaching-specific hopes and dispositional hopes. It is important to note that the abovementioned results have not been derived from the experimental studies, which clearly prohibits causal interpretations regarding the antecedents and consequences of teaching-specific hopes. Nevertheless, based on the clear rationale behind these studies, one may argue that, for example, it is reasonable to assume that dispositional hopes are the antecedents of teaching-specific hopes because dispositional hopes are the domain-general (i.e., trait-like) aspects of PTs' hopes; whereas teaching-specific hopes are the domain-specific aspects of PTs' hopes regarding the specific and challenging aspects of the teaching profession. External and internal sources of dispositional and teaching-specific hopes can also be perceived as the antecedents of these hopes because both dispositional hopes and teaching-specific hopes by nature originate from the mentioned sources.

Following the same line of reasoning, it is also plausible to argue that motivational and amotivational forces can be examined as the consequences of teaching-specific hopes rather than dispositional hopes because motivational forces refer to the PTs' diverse teaching-related attempts to prepare themselves for their future teaching rather than their general plans and/or desires. Importantly, the results of previous studies also provide evidence regarding the potential associates of teaching-specific hopes such as motivations for teaching, PECDA, sense of personal responsibility, efficacy beliefs, and teacher possible selves.

Conclusions, implications, and directions for future studies

Taken altogether, the results of previous studies on teaching-specific hopes (Eren, 2017; Eren & Yeşilbursa, 2017a, b, c, submitted) clearly suggest that (a) the emergent model of teaching-specific hopes provides a reliable and comprehensive framework to examine PTs' dispositional and teaching-specific hopes at the initial phase of their teaching career (i.e., teacher education); (b) dispositional hopes, particularly the active hope, can be considered as one of the important antecedents of teaching-specific hopes; (c) when compared to dispositional hopes, teaching-specific hopes are better predictors of PTs' preparations for their future teaching; (d) the diverse aspects of PTs' dispositional hopes, teachings-specific hopes, their sources and motivational forces significantly and selectively associate with their motivations for teaching, PECDA, sense of personal responsibility, expected teacher selves, and feared teacher possible selves; (e) by playing significant moderating roles, efficacy beliefs strongly suppress the effects of dispositional hopes and teaching-specific hopes on motivational and amotivational forces, even when the significant effects of teacher possible selves and dispositional hopes on teaching-specific hopes and their motivational forces are controlled.

The aforementioned results have a number of implications for PTs' preparations for their future teaching. First, it has been shown that dispositional hope is considered as a preventative factor of teacher burnout and increaser of teacher resilience (Birmingham 2009), and that dispositional hope can play an important role in teaching and teacher quality (Bullough 2011) and teachers' sense of personal responsibility (Eren 2014). Thus, the results suggest that teaching-specific hopes could have even more selective links to the factors influencing teacher burnout, teacher resilience, teaching and teacher quality, which are crucial concerns of the teaching profession (Eurydice 2012; OECD 2005, 2014) as they capture the specific and challenging aspects of the teaching profession such as student achievement and relationships with students.

Second, in expressing their teaching-specific hopes, PTs displayed evidence of the commitment and responsibility that Bullough and Hall-Kenyon (2011) stated is essential for improved practice and therefore school improvement. Considering that previous research (e.g., Eren, 2017) provides evidence regarding the relationships between PTs' teachings-specific hopes and sense of personal responsibility, teacher educators may take teaching-specific hopes as a starting point to encourage PTs to increase their commitment and willingness to take on responsibility for their future teaching.

Third, PTs with higher levels of teaching-specific hopes reported higher levels of PECDA and motivations for teaching. Thus, teacher educators could facilitate PTs in translating their teaching-specific hopes into planned efforts. Moreover, teacher education programs could include courses to increase PTs' awareness about the importance of and opportunities for professional development after graduation, and to 'keep alive' their hopes regarding the challenging aspects of the teaching profession. These hopes may subsequently associate with PTs' PECDA and motivations for teaching.

Fourth, given the selective relationships between PTs' teaching-specific hopes and their sense of personal responsibility for the diverse aspects of the teaching profession, it can be suggested that teacher educators and policy makers should bear in mind that to hold hope for a particular aspect of the teaching profession does not always mean to accept responsibility for the same or similar aspects of the teaching profession. Therefore, they should consider the diverse aspects of PTs' sense of personal responsibility together with the diverse aspects of teaching-specific hopes in order to draw a more accurate picture regarding the factors associating with PTs' sense of personal responsibility during the initial phase of their career (i.e., teacher education).

Fifth, given that the results of the previous research strongly underlined the moderating role of efficacy beliefs in motivating PTs' preparation for their future career, it can be claimed

that to strengthen PTs' efficacy beliefs is important. However, teacher educators should carefully investigate the sources of their PTs' efficacy beliefs to uncover whether PTs' efficacy beliefs are realistically grounded or consequences of the Dunning-Kruger effect (Kruger & Dunning, 1999), that is, PTs' unrealistic assessment of their abilities due to lack of expertise and knowledge.

Despite these important implications, the results of previous studies on teaching-specific hopes should be cautiously interpreted because of a number of limitations. First, previous studies on teaching-specific hopes were mostly conducted based on the correlational design, which strictly prohibits one to attribute causality to the results. Therefore, experimental studies in which, for example, PTs' efficacy beliefs or teaching-specific hopes are manipulated through effective interventions, such as providing bogus negative feedback on PTs' teaching-related performances (see, for a similar approach, Eren & Rakıcıoğlu-Söylemez, 2017), could enable researchers to infer causality regarding the effects of efficacy beliefs or teaching-specific hopes on motivational and amotivational forces.

Second, in previous studies, self-report measures were used to assess motivational forces and amotivational forces of teaching-specific hopes. This indicates that the results of previous studies are more or less open to the effects of social desirability. Thus, social desirability should also be controlled in future studies.

Third, PTs' teaching-specific hopes have not been investigated together with their emotions about teaching in previous studies. However, PTs' teaching-specific hopes should be examined together with their emotions about teaching in order to better understand the possible roles of teaching-specific hopes in PTs' preparations for their future teaching. Motivations for teaching, professional plans about teaching, sense of personal responsibility, teacher possible selves, and particularly their efficacy beliefs, should also be included in these studies in order to uncover whether the associations of these variables with teaching-specific hopes may change

according to the possible effects of emotions about teaching (e.g., enjoyment and anger) (see, for more explanations about teacher emotions, Becker, Keller, Goetz, Frenzel, & Taxer, 2015; Hargreaves, 2001).

Fourth, given that hope is a malleable variable, it is reasonable to conduct longitudinal studies in order to examine whether the changes in teaching-specific hopes significantly relate to, for example, motivations for teaching and PECDA. Indeed, longitudinal studies may also provide comprehensive results regarding the potential reciprocal relationships between PTs' teaching-specific hopes, their motivational forces, motivations for teaching, and PECDA.

Fifth, it has long been acknowledged that emotions are contagious (e.g., Darwin, 1872). Given that hope can be considered as an emotion or at least as a mix of emotions (Lazarus, 1999), experimental studies would be beneficial to examine whether teaching-specific hopes are also contagious. If this is the case, then the variables that have potential to influence 'the contagion of teaching-specific hopes' (e.g., professional commitment, group membership, efficacy beliefs) would also be investigated through experimental studies in which, for example, PTs' teaching-specific hopes or commitment to teaching are manipulated. It is important to note that PTs' susceptibility to emotional contagion (Doherty, 1997) and empathic ability (Decety & Ickes, 2011) should be also considered in these studies in order to control for their possible effects on the contagion of teaching-specific hopes.

It is the researchers' hope that the emergent model of teaching-specific hopes will be used in such kinds of studies in order to examine the antecedents, consequences, and associates of PTs' teaching-specific hopes in a comprehensive manner. It is obvious that the results of these studies may enable teacher educators, policy makers, and teacher education program developers to better describe the factors influencing teacher motivation.

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