Exploring the Predictors of Motivation and Attitude Towards Teaching: A Study on Preservice Teachers

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Abstract

A quality education is not a product but a process that must possess a quality teaching-learning process. It involves elements such as appropriate curriculum, learning environment, teaching learning materials etc,. The mere presence of these elements is inadequate because a competent teacher is required who can integrate all these elements with his pedagogical content and knowledge. A competent teacher requires not only the pedagogical content knowledge but needs appropriate levels of motivation and attitude towards teaching which are the drivers for any teacher to bring that quality teaching-learning process into the classrooms. So, it's an attempt by the researchers to study the motivation and attitude of preservice teachers of RIE, Mysore towards teaching with an intention to analyse the predictors that are affecting their overall motivation and overall attitude towards teaching. The study employed a descriptive survey method where data was collected from 52 preservice teachers using "Attitude scale towards teaching developed by Umme Kulsum (2008)" and "Teacher Motivation Scale (1986) constructed by U.L. Narayan and standardized by Satya Rao (2008)". The analysis included descriptive statistics to find the levels of motivation and attitude. Correlation and regression analysis was performed to analyse the predictors of overall motivation and attitude. Findings reveal that the best predictor of pre-service teachers' overall motivation was interpersonal relations while the weak predictor was personal factors. With respect to attitude the best predictor of pre-service teachers' overall attitude was the socio-psychological aspect of teaching while the weak predictor was the economic aspect of teaching.

Keywords: Motivation, Attitude, Pre-service teachers, Teacher Education

INTRODUCTION

Teachers truly shape the future of our children- and, therefore, the future of our nation.

-    (National Educational Policy 2020)

Quality education plays an important role in any nation building process. It is because education acts as a foundation for major determinants of the development of a country, such as human resource development, technological advancement, social cohesion and unity, social justice, economic growth, innovation, sustainability, health and wellbeing etc,. Inorder to achieve all these, there needs to be an educational system which must have a strong grassroot level policy implementers called teachers who are referred as the nation builders. Hoque, K. E., Wang, X., Qi, Y., & Norzan, N, (2023), says that the success of any educational organization depends heavily on the effectiveness of its teachers, who are tasked with transferring knowledge, supervising students, and enhancing the standard of instruction. So, It is pivotal

to empower the teachers for seamless execution of any educational policy which instantly brings the quality in an educational system. This need is also addressed in National Policy on Education -2020, which stresses upon teacher empowerment with an emphasis on aspects such as "Appropriate Service Environment and Culture, Continuous Professional Development (CPD), Career Management and Progression, Professional Standards for Teachers and Quality Teacher Education". Followed by NPE 2020, National Curriculum framework for School Education (NCFSC) 2023, also emphasized on aspects such as capacity building of teachers, Ensuring appropriate environment for learning (outdoor and indoor infrastructure), Safety measures, Teacher Autonomy, Pupil-teacher ratio, Professional development opportunities, Inservice, Preservice, Reduction of administrative burden etc. But the question is to what extent the areas addressed in these policies would lead the teachers towards quality teaching. Research indicates that, apart from areas that are addressed in the policy documents there are other factors which influence teacher's performance. Pazin, A. H., Maat, S. M., & Mahmud, M. S. (2022), says that along with environment and organisational factors there are some personal factors which influence teacher's teaching. Few major factors that affect the teacher's performance are Job satisfaction and Interpersonal relationships (Hoque, K. E., Wang, X., Qi, Y., & Norzan, N, 2023,. Haryaka, H. S. U. 2021), opinions and beliefs (Attitude) (Garrido, M. S. 2023., **I**, V, M, Roche., Shilpa, M. 2023), work motivation which includes both intrinsic and extrinsic motivation (Haryaka, H. S. U. 2021., I. V. M. Roche., Shilpa. M. 2023), Organisational culture and administration (Kanya, N., Fathoni, A. B., & Ramdani, Z. 2021). Among all these factors the present study focused on the psychological factors such as Teachers Motivation and Attitude that are crucial for teachers performance.

Motivation and Attitude are two crucial predictors of teachers' performance. Motivation refers to a psychological force that initiates, drives and sustains an individual's internal drive for achieving any desirable goal. Attitude refers to feelings, beliefs or actions that indicate an individual's favourable or unfavourable evaluation towards any concept, entity or an element. In relation to a quality teaching-learning process teachers motivation and attitude towards teaching plays a vital role in bringing their best in the performance. There are different predictors under both teacher motivation and attitude which influence the overall motivation and attitude of teachers.

Among all the given predictors of motivation few are Job satisfaction and Interpersonal relationships (Hoque, K. E., Wang, X., Qi, Y., & Norzan, N, 2023,. Haryaka, H. S. U. 2021), opinions and beliefs (Attitude) (Garrido, M. S. 2023., I, V, M, Roche., Shilpa, M. 2023), work motivation which includes both intrinsic and extrinsic motivation (Haryaka, H. S. U. 2021., I. V. M. Roche., Shilpa. M. 2023), Organisational culture and administration (Kanya, N., Fathoni, A. B., & Ramdani, Z. 2021). Also, through a review literature on teacher motivation by Sekhar, C., Patwardhan, M., & Singh, R. K. (2013) analysed the dimensions and given the following dimensions as training, monetary incentives, job transfer, promotion, working conditions, achievement, appreciation, recognition, job security and social opportunities. Few researchers categorized these dimensions into intrinsic and extrinsic motivational factors depending upon the source of these factors. 'Immaterial Aims', Success, and Personal Characteristics were categorized into intrinsic and Students, National Education Policies and School Principals' were categorized to extrinsic (Börü, N. 2018). These intrinsic and extrinsic factors are more or less same if compared to other factors discussed above. With respect to Attitude towards teaching the major dimensions which influence the overall attitude of teachers towards teaching are - Academic aspect of teaching profession, Administrative aspect of teaching profession, Social and psychological aspects of teaching, professional aspects of teaching profession, Co-curricular aspect of teaching profession and

Economic aspect of teaching profession, (Umme Kulsum, 2008). All these dimensions affect the overall attitude of teachers towards teaching with varying degrees. With the review of literature, it is evident that there are multiple predictors both for teachers' motivation and attitude which contribute differently to overall Motivation and overall Attitude of teachers towards teaching. So, in the present study an attempt is made by the researchers to identify the predictors which most and least affect the overall motivation and attitude of teachers towards teaching.

Objectives of the study

- To study the level of a pre-service teacher's motivation towards teaching.
- To study the level of a pre-service teacher's attitude towards teaching.
- To analyze the specific dimensions of motivation that significantly influence the pre-service teacher's overall motivation towards teaching.
- To analyze the specific dimensions of attitude that significantly influence the pre-service teacher's overall attitude towards teaching.

METHODOLOGY

The current study has used a descriptive survey method to study the pre-service teachers' motivation and attitude towards teaching. A non-probability sampling called convenient sampling was used and final year preservice teachers (Completed school Internship) of Regional Institute of Education, Mysore were selected as the population. It comprises four-year integrated (B.Sc.B.Ed, B.A.B.Ed), six-year integrated (M.Sc.B.Ed) and two-year B.Ed students and data was collected from those who voluntarily filled and submitted the online questionnaire which were found to be 58 in numbers. Among the responses 52 pre-service teachers responses were analyzed after the data cleaning.

Tools Used

To study the attitude of pre-service teachers towards teaching, the researchers have used a standardized tool "Attitude scale towards teaching developed by Umme Kulsum (2008)". The tool consists of the following dimensions - Academic aspect of teaching profession, administrative aspect of teaching profession, Social and psychological aspects of teaching profession aspects of teaching profession, Co-curricular aspect of teaching profession and Economic aspect of teaching profession.

Motivation of pre-service teachers towards teaching was investigated using a standardized tool "Teacher Motivation Scale (1986) constructed by U.L. Narayan and standardized by Satya Rao (2008)". The tool consists of the following dimensions - Classroom teaching, School administration, Professional pleasure, Climatic factors, Interpersonal relations, Student behaviour, Working conditions, Professional development and Personal factors.

The data was collected and organized into Excel sheets for data analysis. The SPSS package was used to statistically analyze the data. The data was analyzed using descriptive statistics, frequency tables and t-test for testing the hypotheses.

DATA ANALYSIS AND RESULTS

Level/status of a pre-service teacher's motivation towards teaching

To study the level of pre-service teacher's motivation towards teaching the mean and standard deviation of the scores obtained were calculated, the mean value of motivation towards teaching among the pre-service teachers is found to be 134.87. The maximum score obtained is 161.00, the minimum score obtained is 102.00 and the possible range of score is 35-175. The obtained standard deviation score is

11.77, skewness value is -0.655 and kurtosis value is 0.747. It can be inferred that the distribution is slightly negatively skewed and mesokurtic. The obtained mean value is in the average category. The distribution of scores is shown in the figure below.

Figure 1 - Distribution of overall motivation scores
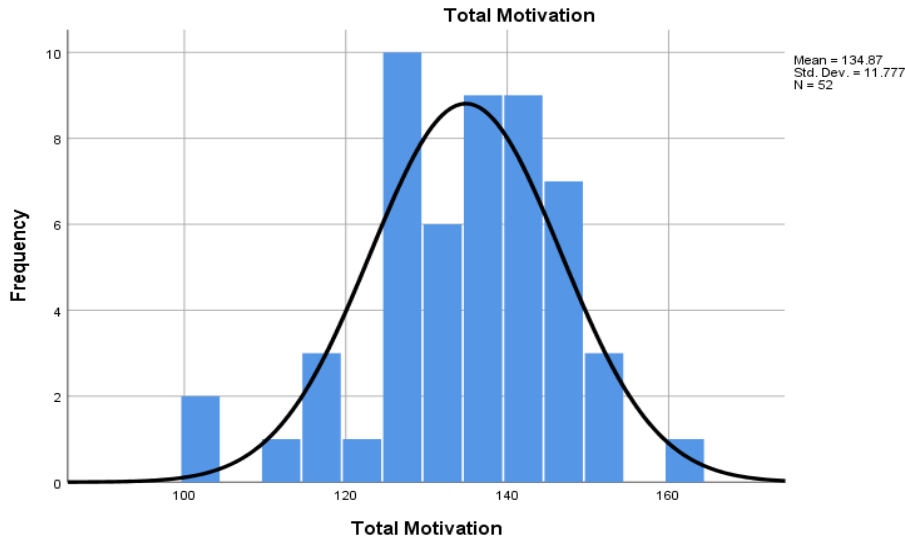
In the Shapiro-Wilk test, the p-value is found to be 0.146 (>0.05) thus, the data is normally distributed. Levels of the 52 scores are found using Mean (M) and Standard Deviation (SD). The scores are categorised into three levels, i.e., low level, moderate level, and high level, using the formulas Mean + S.D and Mean – S.D. The scores below 123.1 (134.87-11.77) fall under low level, the scores above 146.64 (134.87+11.77) fall under high level and the scores between 123.1 and 146.64 fall under average level. Further, the frequency of pre-service teachers falling in each level of motivation towards teaching is calculated and is represented in table 1.

Table 1 Levels of Motivation among pre-service teachers

Levels	Low level (<123.1)	Average level (123.1-146.64)	High level (>146.64)
Frequency of pre-service teachers	7	39	6
Percentage of pre-service teachers	13.46	75	11.54

From table 1, it can be inferred that 13.46% of pre-service teachers come under the low level, 75% of pre-service teachers fall under the category of moderate level and 11.54% of pre-service teachers have a high level of motivation towards teaching. The analysis reveals that the majority of the pre-service teachers (75%) fall into the category of moderate level of motivation towards teaching.

Influence of specific dimensions of motivation of the pre-service teachers on overall motivation towards teaching

To understand the influence of specific dimensions of motivation of pre-service teachers on the overall motivation towards teaching, initially the researchers employed correlation analysis to identify the dimensions that have influence on overall motivation. The pearson correlation coefficient is calculated for each dimension with overall motivation and is represented in Table 2,

Table 2 Correlation coefficients of various dimensions with overall motivation

Correlations		Classroom teaching	School Administration	Professional pleasure	Climatic Factors	Interpersonal relations	Student Behaviour	Working conditions	Professional Development	Personal Factors
Total Motivation	Pearson Correlation	0.716**	0.413**	0.764**	0.700**	0.614**	0.784**	0.442**	0.668**	0.505**
	N	52	52	52	52	52	52	52	52	52

From the data analysis, it can be inferred that classroom teaching (r-0.716), professional pleasure (r-0.764), climatic factors (r-0.700), interpersonal relations (r-0.614), student behaviour (r-0.784), and professional development (r-0.668) have a high positive correlation. Whereas school administration (r-0.413), working conditions (r-0.442), and personal factors (r-0.505) have moderate positive correlation. All the dimensions of motivation have significant influence on the motivation of pre-service teachers towards teaching. Student behaviour, professional pleasure, climatic factors, and classroom teaching may be the strongest predictors of overall motivation. Interpersonal relations, professional development, and personal factors may be moderate predictors. School administration and working conditions may be the weakest predictors. To further analyze influence of specific dimensions on overall motivation, multiple regression analysis is carried out using the multiple regression equation for predicting overall motivation (Y).

In this analysis, the seven dimensions were treated as independent variables, while overall motivation towards teaching was taken to be a dependent variable. The results of the multiple regression analysis are summarised in Tables 3a and 3b. The data presented in Table 3a demonstrates that the F-value (F=83.230; P=0.000) was statistically significant. This suggests that the previously developed regression model has a strong and statistically significant predictive ability with respect to the influence of the seven dimensions on the overall motivation of pre-service teachers'. The R value of 0.964 indicates a strong correlation between predictors and total motivation. The adjusted R² (0.919) implies that 92.0% of the variance in overall motivation is explained by the predictors, while 8% may be explained by dimensions not included in the regression model. The data in Table 3b further shows the beta (β) coefficients were statistically significant (p<0.05). This implies that each dimension is capable of predicting pre-service teachers' overall motivation. The beta coefficients further show that the dimensions that had the highest influence on pre-service teachers overall motivation to the regression model were Interpersonal relations (β =0.67) followed by Professional Development (β=0.239), professional pleasure (β=0.235), Student Behaviour (β =0.195), climatic factors (β=0.159), Classroom teaching (β=0.142) and lastly Personal Factors (β =0.120).This implies that the best predictor of pre-service teachers' overall motivation was interpersonal relations while the weak predictor was personal factors.

Table 3a Multiple regression summary on the combined influence of the seven dimensions on overall motivation of pre-service teachers towards teaching

Dependent variable	R	Adjusted R Square	Constant	df	F	P-value
Overall Motivation	.964[a]	.919	11.358	51	83.230	0.000

Table 3b Multiple regression summary on the combined influence of the seven dimensions on overall motivation of pre-service teachers towards teaching

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.358	6.157		1.845	.072
Student Behaviour	1.030	.309	.195	3.330	.002
Professional pleasure	1.145	.267	.235	4.292	.000
Climatic Factors	1.106	.362	.159	3.052	.004
Classroom teaching	.663	.268	.142	2.478	.017
Interpersonal relations	1.868	.344	.267	5.433	.000
Professional Development	1.215	.285	.239	4.266	.000
Personal Factors	1.094	.413	.120	2.649	.011
a. Dependent Variable: Overall Motivation					

Level/status of a pre-service teacher's attitude towards teaching

To study the level of pre-service teacher's attitudes towards teaching, the mean and standard deviation of the scores obtained were calculated; the mean value of attitude towards teaching among the pre-service teachers is found to be 165.44. The maximum score obtained is 194.00, the minimum score obtained is 133.00 and the possible range of score is 55 - 220. The obtained standard deviation score is 14.96, the skewness value is -0.199, and the kurtosis value is -0.671. It can be inferred that the distribution is slightly negatively skewed and platykurtic. The obtained mean value is in the average category. The distribution of scores is shown in the figure below.

Figure 2—Distribution of attitude scores
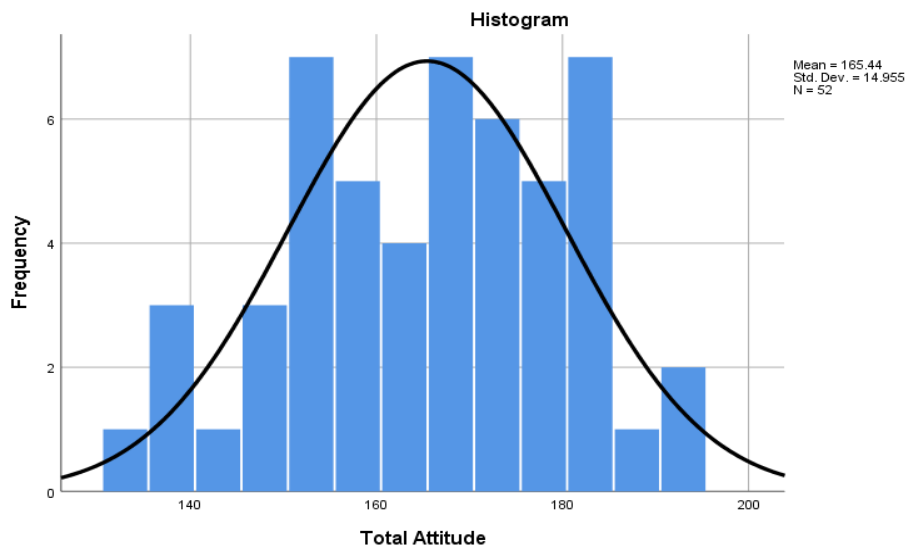
In the Shapiro-Wilk test, the p-value is found to be 0.617 (>0.05) thus, the data is normally distributed. Levels of the 52 scores are found using Mean (M) and Standard Deviation (SD). The scores are categorised into three levels, i.e., unfavourable attitude, moderately favourable attitude, and highly favourable attitude, using the formulas Mean + S.D and Mean – S.D. The scores below 150.48 (165.44-14.96) fall under unfavourable attitude, the scores above 180.40 (165.44+14.96) fall under highly favourable attitude, and the scores between 150.48 and 180.40 fall under moderately favourable attitude. Further, the frequency of pre-service teachers falling in each level of attitude towards teaching is calculated and is represented in Table 4.

Table 4 Levels of attitude among pre-service teachers

Levels	Unfavourable attitude (<150.48)	Moderately favourable attitude (150.48-180.40)	Highly favourable attitude (>180.40)
Frequency of pre-service teachers	8	34	10
Percentage of pre-service teachers	15.38	65.38	19.23

From Table 4, it can be inferred that 15.38% of pre-service teachers have an unfavourable attitude, 65.38% of pre-service teachers have moderately favourable attitude, and 19.23% of pre-service teachers have a highly favourable attitude towards teaching. The analysis reveals that the majority of the pre-service teachers (65.38%) have a moderately favourable attitude towards teaching.

Influence of specific dimensions of attitude of the pre-service teachers on overall attitude towards teaching

To understand the influence of specific dimensions of attitude of pre-service teachers on the overall attitude towards teaching, initially the researchers employed correlation analysis to identify the dimensions that have an influence on overall attitude. The pearson correlation coefficient is calculated for each dimension with overall attitude and is represented in Table 5 below

Table 5 Correlation coefficients of various dimensions with overall attitude

		Total Attitude	Academic aspect of teaching	Administrative aspect of teaching	Socio-psychological aspect of teaching	Co-curricular aspect of teaching	Economic aspect of teaching
Total Attitude	Pearson Correlation	1	.842[**]	.526[**]	.973[**]	.741[**]	.750[**]
	N	52	52	52	52	52	52

[**]. Correlation is significant at the 0.01 level (2-tailed).

From the data analysis, it can be inferred that the academic aspect of teaching (r=0.842), the socio-psychological aspect of teaching (r=0.973), co-curricular aspect of teaching (r=0.741), and the economic

aspect of teaching (r=0.750) have a high positive correlation. Whereas the administration aspect of teaching (r=0.526) has moderate positive correlation. Since all sub-dimensions have significant positive correlations they are strong predictors of overall attitude. To identify the extent to which each sub-dimension contributes to overall attitude, multiple regression analysis is carried out. Multiple regression analysis is carried out using the multiple regression equation for predicting overall attitude (Y). In this analysis, the four dimensions were treated as independent variables, while overall attitude towards teaching was taken to be a dependent variable.

The five dimensions were treated as independent variables, while overall attitude towards teaching was taken to be a dependent variable in the regression analysis. The results of the multiple regression analysis are summarised in Tables 6a and 6b. The data presented in Table 6a demonstrates that the F-value (F=1219.157; P=0.000) was statistically significant. This indicates that the previously constructed regression model effectively and significantly predicts the impact of the four dimensions on the overall attitude of pre-service teachers towards teaching. The R value of 0.995 indicates a strong correlation between predictors and overall attitude. The adjusted R^2 (0.990) implies that 99.0% of the variance in overall attitude is explained by the predictors, while 1% may be explained by dimensions not included in the regression model. The data in Table 6b further shows the beta (β) coefficients were statistically significant (p<0.05). This implies that each dimension is capable of predicting pre-service teachers' overall attitude. The beta coefficients further show that the dimensions that had the highest influence on pre-service teachers overall attitude to the regression model were socio-psychological aspect of teaching (β =0.634) followed by academic aspect of teaching (β=0.241), co-curricular aspect of teaching (β=0.120) and economic aspect of teaching (β =0.0110). This implies that the best predictor of pre-service teachers' overall attitude was socio-psychological aspect of teaching while the weak predictor was economic aspect of teaching.

Table 6a Multiple regression summary on the combined influence of the five dimensions on the overall attitude of pre-service teachers towards teaching

Dependent variable	R	Adjusted R Square	Constant	df	F	P-value
Overall Motivation	0.995	0.990	10.04	51	1219.157	0.000

Table 6b Multiple regression summary on the combined influence of the five dimensions on overall attitude of pre-service teachers towards teaching

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.040	2.360		4.254	.000
Academic aspect of teaching	1.135	0.102	0.241	11.128	.000
Socio-psychological aspect of teaching	1.067	0.046	0.634	23.078	.000

Co-curricular aspect of teaching	1.093	0.178	0.120	6.143	.000
Economic aspect of teaching	0.799	0.147	0.0110	5.433	.000
a. Dependent Variable: Overall attitude					

Major Findings:

- 13.46% of pre-service teachers come under the low level, 75% of pre-service teachers fall under the category of moderate level and 11.54% of pre-service teachers have a high level of motivation towards teaching. The analysis reveals that the majority of the pre-service teachers (75%) fall into the category of moderate level of motivation towards teaching.

- All the dimensions of motivation have significant influence on the motivation of pre-service teachers towards teaching. Student behavior, professional pleasure, climatic factors, and classroom teaching may be the strongest predictors of overall motivation. Interpersonal relations, professional development, and personal factors may be moderate predictors. School administration and working conditions may be the weakest predictors.

- Dimensions that had the highest influence on pre-service teachers overall motivation to the regression model were Interpersonal relations (β =0.67) followed by Professional Development (β=0.239), professional pleasure (β=0.235), Student Behavior (β =0.195), climatic factors (β=0.159), Classroom teaching (β=0.142) and lastly Personal Factors (β =0.120).This implies that the best predictor of pre-service teachers' overall motivation was interpersonal relations while the weak predictor was personal factors.

- 15.38% of pre-service teachers have an unfavorable attitude, 65.38% of pre-service teachers have a moderately favorable attitude, and 19.23% of pre-service teachers have a highly favorable attitude towards teaching. The analysis reveals that the majority of the pre-service teachers (65.38%) have a moderately favorable attitude towards teaching.

- The academic aspect of teaching (r=0.842), the socio-psychological aspect of teaching (r=0.973), co-curricular aspect of teaching (r=0.741), and the economic aspect of teaching (r=0.750) have a high positive correlation. Whereas the administration aspect of teaching (r=0.526) has moderate positive correlation. Since all sub-dimensions have significant positive correlations they are strong predictors of overall attitude.

- Each dimension is capable of predicting pre-service teachers' overall attitude. The beta coefficients further show that the dimensions that had the highest influence on pre-service teachers overall attitude to the regression model were socio-psychological aspect of teaching (β =0.634) followed by academic aspect of teaching (β=0.241), co-curricular aspect of teaching (β=0.120) and economic aspect of teaching (β =0.0110).This implies that the best predictor of pre-service teachers' overall attitude was socio-psychological aspect of teaching while the weak predictor was economic aspect of teaching.

DISCUSSION:

Majority of the preservice teachers fell under the moderate level (75% in motivation and 65% in attitude). With respect to motivation, though all the dimensions have an influence on the overall motivation, student behaviour, professional pleasure, climatic factors, and classroom teaching were identified as strongest predictors of motivation and school administration, working conditions were the weakest predictors.

Furthermore, regression analysis revealed that interpersonal relations has the highest influence on motivation followed by professional development which is supported by self-determination theory, Herzberg's two-factor theory and Richardson & Watt, (2014) which says motivation is increased from positive social interactions, growth opportunities and achievement. The weak role of personal factors is supported by cognitive Dissonance theory which suggests that unalignment of personal values with work realities decrease work motivation. This can be interpreted that personal factors or preferences alone cannot affect motivation highly but these factors along with good social interactions and professional development play a major role in enhancing motivation of teachers. Through the research, Skaalvik & Skaalvik (2011) says that the school administration has a significant influence on teachers' motivation towards teaching. But, this study revealed that it has a very weak influence on the motivation of teachers which can be interpreted that the study is conducted on pre-service teachers who might not have enough engagement with school administration and administrative work.

With respect to Attitude, the majority of the preservice teachers were in moderate favorable level of attitude i.e., 65.38% while very less percentage of them were in low (15.38%) and high (19.23%) favorable attitude levels. Though all the dimensions of attitude were found to have an effect on attitude only Socio-psychological aspect and co-curricular activities were found to be the strongest predictors of attitude and economic aspect was found to be weaker predictor of attitude of preservice teachers. The strong influence of Socio-psychological factors on attitude is supported by Ajzen's theory of planned behavior, (1991), Richardson & Watt, (2014) which says that social interactions and personal beliefs play a vital role in attitude formation. Also, the high influence of academic and co-curricular aspects on attitude is supported by Attitude-behavior consistency theory, (1986) which says that active engagement in teaching and co-curricular activities are critical in forming the positive attitude among teachers. The weaker influence of Administrative aspect and Economic aspect can be interpreted in such a way that these contributed to overall job satisfaction but cannot strongly orient the attitude of teachers towards teaching. Also same as in motivation the weaker influence of administrative aspect can be interpreted as the preservice teachers don't have enough engagement with the administration and their works which can have observable attitude otherwise.

Implications:

As the results indicate, it can be inferred that in order to develop motivation and attitude of teachers towards teaching the teacher education institutes and their courses should emphasize more on interpersonal relationships, co-curricular activities, social and psychological aspects of preservice teachers. Curriculum must focus more on practical classroom teaching strategies than theory and educational policies should emphasize on improving the professional development opportunities for the teachers. Though the newly bought NEP 2020, and NCFSE, 2023 exclusively talk about professional development of teachers, its implementation needs to be monitored properly for appropriate results.

CONCLUSION:

Teachers at the grassroot level play a crucial role in shaping the future of young generations and the nation as well. In that process teachers' motivation and attitude play a major role in initiating, sustaining and driving the quality teaching learning process in the classrooms. The current study reveals possible trends that the most of the preservice teachers tend to have a moderate level of motivation and attitude while very few were in low and high levels. From the study and literature review it is inferred that both teacher's

motivation and attitude have some common strong predictors such as, Professional development opportunities, Interpersonal relationships, and students engagement. Whereas, school administration and economic factors were found to be weaker predictors. This is may be due to the fact that the study comprises only preservice teachers of RIE, Mysore who might not have much exposure to school administration and economic aspects. These findings provide us with in depth insights into the strong and weakly influencing dimensions of both Motivation and Attitude towards teaching. But, these findings cannot be generalised as the sample size is smaller (52) and can be interpreted as exploratory which identifies possible trends rather than exact conclusions. Further studies can be carried out with large and more diverse samples which would help us to validate these results.

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