



Universidad Metropolitana de Ciencias de la Educación  
Facultad de Historia, Geografía, y Letras  
Departamento de Inglés

**Autonomy, Competence, and Relatedness:  
The Final Practicum Experience of Pre-Service EFL Teachers at UMCE**

**Seminario para optar al Título de Profesor/a de Inglés**

Authors: Paola Cárcamo, Dereck Carter, Valentina Cortés, Daniela Elgueta, Samuel López.

**Supervisor:** Mauro Ramos Roa.

Santiago de Chile, *January 15th, 2026.*

Autonomy, Competence, and Relatedness: The Final Practicum Experience of Pre-Service EFL Teachers at UMCE Chile © 2026 by Paola Cárcamo, Dereck Carter, Valentina Cortés, Daniela Elgueta, and Samuel López is licensed under Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/>

## **Dedications**

A Pulga durmiendo cerca; a Deafheaven sonando de fondo; y, entre lo estridente y lo sin voz, a mi hermano menor, Jorge, por insistir y confiar. A la profesora Marianella Contreras, por su pasión y empatía al momento de enseñar y aconsejar; y a la profesora Michelle Paulet, por entregar un abanico enorme de formas, ideas y posibilidades dentro de la sala de clases.

**Paola Daniela Cárcamo Igor**

Primeramente, agradezco a Dios por darme la fuerza y la energía para ser parte de este proceso. También agradezco a mi madre María y a mi novia Valentina por ser el soporte principal durante mi vida universitaria, quienes siempre estuvieron junto a mí y quienes me ofrecieron apoyo constante para lograr terminar la carrera. Agradezco también a mi profesora tutora UMCE, Angeola, de mi práctica final quien me guió y enseñó durante el primer semestre cómo es la vida profesional y qué significa ser un profesor realmente, quien me abrió las puertas al mundo real de la pedagogía y que sin su apoyo durante el proceso más importante de la carrera, yo no estaría en esta instancia tan importante; gracias por hacerme sentir como un profesor y darme las herramientas para ver lo linda que es la profesión a pesar de los obstáculos que se presentan. Además, quiero agradecer a mi abuelo Alberto, que, aunque no esté terrenalmente, me ha otorgado resiliencia y ganas de seguir viviendo para honrar sus deseos de que me convirtiera en un profesional. Finalmente, quiero agradecer a este grupo de tesis, Pola, Valentina, Daniela y Samuel, que, a pesar de los altos y bajos que hemos tenido durante el proceso, siempre conté con su apoyo durante mi vida universitaria y sobre todo en este proceso de tesis.

**Dereck Nicolás Carter Maldonado**

Quiero agradecer a mis padres por permitirme culminar este proceso con amor, comprensión, y apoyo. Es por ellos que siempre me creo capaz de completar cualquier desafío, ya que ellos me han permitido pensar en grande. También quiero agradecer a mi novio Dereck por acompañarme a navegar este capítulo de nuestras vidas juntos. A mi familia: a mis hermanas y sus familias, a mis abuelos, a mis tíos, y a mis primos, ya que pude sentir su apoyo a través de un plato caliente de comida, una fotocopia tarde en la noche, una palabra de aliento, un abrazo, un mensaje a la distancia, o una oración. A todos los profesores que he tenido en la vida que creyeron en mí y decidieron apoyarme: desde quienes me formaron durante la educación pre-básica, básica, media, y superior, hasta los profesores guía de mi practica final y a los docentes que pasaron de ser mis profesores a colegas, haciéndome sentir parte de ellos. Finalmente, pero no menos importante, quiero reconocer y agradecer a Dios por entregarme salud y vida para finalizar mis estudios. Soy quien soy gracias al apoyo incondicional de todos los que me rodean y les agradezco profundamente.

**Valentina Leonor Cortés Echeverría**

A mis papás, por su esfuerzo constante; a mi profesora María Angélica Manríquez, por enseñarme la pedagogía con sentido; a mi Calita y a mis gatos; a mi hermana; a mis compañeras y amigas de esta etapa universitaria, Estefi, Tei, Sole y Kriss; a mis amigas Feña, Maite y Débora; a todas y todos mis docentes que me dieron una oportunidad y me ayudaron, Paulina Aguirre, Roberto Pichihueche, Silvia Guajardo, Valeria Zamora, Elba Novoa, Paulina Leiva y Paz Córdova; a mis estudiantes, por dejarme aprender con ellas y ellos; a Dan Reynolds por tomar mi mano y cantar mirando mis ojos; a Rapa Nui por volverme a la vida; y a los animales, por enseñarme que amar implica respetar. Ya dejen de consumir sufrimiento: el futuro es vegano. Y a mí, por soportar y sobrevivir.

**Daniela Paz Elgueta Sánchez**

Quiero dar las gracias a todos los que han estado conmigo durante este proceso, a todos mis amigos y a toda mi hermosa familia. Cualquiera que alguna vez me haya escuchado y aconsejado, a toda esa gente. El propósito está en las lecciones que aprendemos continuamente. El sacrificar la ganancia personal por encima de todo, solo para ver a la próxima generación mejor que la nuestra. Yo no soy perfecto; la persona que soy ha sufrido mucho con las dificultades y la paciencia, todo lo que pide el cuerpo y el alma. Sentí el bien, sentí el mal y sentí la preocupación, pero en general, la productividad se mantuvo presente, y al mundo, le pido que el bien prevalezca. Busquen la salvación cuando los problemas sean grandes, porque no se puede ayudar a los demás sin primero ayudarse a uno mismo. No puedo enfatizar lo mucho que amo a la vida. No necesito estar en persona para abrazar a mis seres queridos. Los recuerdos que me han marcado gracias a su compasión y cariño. Les pido celebren la vida con respeto; la unidad que protegemos debe siempre estar por encima de todo.

**Samuel Esteban López Escanilla**

## **Acknowledgments**

Finalmente, como grupo, queremos agradecer a las personas que participaron voluntariamente en este estudio, tanto en las entrevistas formales como en las entrevistas piloto. Su disposición, tiempo y apertura para compartir sus experiencias fueron fundamentales para el desarrollo y la concreción de esta investigación. También queremos agradecer a la UMCE por facilitarnos las instalaciones para llevar a cabo las entrevistas y por proveernos la visión del poder transformador de la educación. Además, queremos reconocer a nuestro supervisor Mauro Ramos, por proponer el tema que dio origen a este estudio, el cual permitió orientar la reflexión, delimitar el foco de análisis, y dar sentido al proceso investigativo desarrollado.

## **Abstract**

The final practicum constitutes a central stage in initial teacher education, as it involves pre-service teachers' (PSTs) first sustained experience with the professional responsibilities of the classroom. However, experiences vary from PST to PST, as the practicum process is not a static phenomenon. This study corresponds to an exploratory qualitative design using semi-structured interviews. Its purpose is to analyze and describe the experiences of pre-service EFL teachers during their final practicum at Universidad Metropolitana de Ciencias de la Educación (UMCE). The sample consisted of four fifth-year students from the English Pedagogy program who had completed their final placement. Data analysis was guided by Self-Determination Theory, specifically the sub-theory of Basic Psychological Needs (BPNs). The results indicate that PSTs experienced both satisfaction and frustration of their needs for autonomy, competence, and relatedness, in close connection with the conditions and dynamics of the school context in which the final practicum took place. In addition, the findings reveal that PSTs relied on self-sacrifice as a coping mechanism to endure the practicum process.

**Keywords:** Self-Determination Theory, Basic Psychological Needs, autonomy, competence, relatedness, motivation, final practicum, pre-service teachers.

## **Resumen**

La práctica final constituye una etapa central en la formación inicial docente, ya que implica la primera experiencia sostenida de los/as profesores/as en formación (PF) con las responsabilidades profesionales del aula. Sin embargo, las experiencias varían entre PF y PF, ya que el proceso de práctica no es un fenómeno estático. La presente investigación corresponde a un estudio cualitativo exploratorio, con uso de entrevistas semiestructuradas. El propósito es analizar y describir las experiencias vividas por docentes ILE en formación de la Universidad Metropolitana de Ciencias de la Educación (UMCE) durante su práctica final. La muestra incluyó a 4 estudiantes de quinto año de la carrera de Pedagogía en Inglés, quienes ya habían realizado la práctica final. Para el análisis de los datos se empleó la Teoría de la Autodeterminación y, específicamente, la subteoría de las Necesidades Psicológicas Básicas

(NPB). Los resultados evidenciaron que las y los docentes en formación experimentaron tanto la satisfacción como la frustración de sus necesidades de autonomía, competencia y relación, en estrecha vinculación con las condiciones y dinámicas del contexto escolar en el que se desarrolló su práctica final. Asimismo, se reveló que las y los docentes utilizaron el auto sacrificio como mecanismo de afrontamiento para sobrellevar el proceso de práctica.

**Palabras clave:** Teoría de la Autodeterminación, Necesidades Psicológicas Básicas, autonomía, competencia, cercanía, motivación, práctica final, profesores de pregrado



## Table of contents

<b>1. Introduction .....</b>	<b>1</b>
<b>2. Theoretical Framework .....</b>	<b>4</b>
2.1 The Practicum in EFL Teacher Education .....	4
2.1.1 The Chilean Context .....	5
2.1.2 The final practicum at UMCE .....	6
2.1.3 Additional Challenges .....	7
2.2 Self-Determination Theory (SDT).....	8
2.2.1 Principles of SDT .....	8
2.2.2 Basic Psychological Needs: A Subcomponent of SDT .....	9
2.3 Application of SDT to Education .....	10
2.3.1 Need Satisfaction in Educational Contexts .....	10
2.3.2 Need Frustration in Educational Contexts .....	11
2.3.3 Need frustration vs. Absence of Satisfaction .....	11
2.4 Final considerations .....	12
<b>3. Methodology.....</b>	<b>14</b>
3.1 Research Design .....	14
3.2 Participants .....	14
3.3 Instrument.....	14
3.4 Procedure.....	15
3.5 Transcription Process .....	15
3.6 Data Analysis.....	15
3.7 Ethical Considerations .....	16
<b>4. Results .....</b>	<b>17</b>
4.1 Agency in Decision-making vs. Institutional Control .....	17
4.2 Professional Validation and Growth vs. Barriers in the Workplace .....	19
4.3 Belonging vs. Isolation .....	22
4.4 Motivation from Within .....	25
4.5 Self-Sacrifice as a Coping Pattern .....	27

4.6	Contextual Factors Shaping Well-being .....	29
<b>5.</b>	<b>Discussion .....</b>	<b>31</b>
5.1	Implications .....	38
5.2	Limitations .....	39
<b>6.</b>	<b>Conclusion .....</b>	<b>42</b>
<b>7.</b>	<b>References .....</b>	<b>44</b>
<b>8.</b>	<b>Annex.....</b>	<b>59</b>
8.1	Annex 1: Autorización para uso de materiales en SIBUMCE .....	59

## 1. Introduction

In Chile, the final practicum is commonly understood as the culminating stage of teacher training. It involves a total immersion in school life, with responsibilities that closely resemble those of in-service teachers. While this stage is often framed as a final formative experience, it is not inherently supportive and may, under certain conditions, be associated with emotional strain and motivational challenges among pre-service teachers (PSTs). The study of practicum contexts becomes particularly important for PSTs, as this process is “a kind of development process to enhance the professional practice ability of pre-service teachers. It concerns teacher educators’ practical application of acquired knowledge, skills, and emotions in their teaching practice activities” (Ji et al., 2022, p. 2). Due to this, PSTs are required to juggle teaching, planning, assessment, classroom management, and institutional expectations, all while still being university students. This dual status as both “student” and “teacher” often leads to tensions between institutional demands, available support, and the development of PSTs' professional identity. At Universidad Metropolitana de Ciencias de la Educación (UMCE), the final practicum extends across a full academic semester, intensifying opportunities for growth as well as challenges related to workload, emotional demands, and the need for guidance.

It is relevant to note that these experiences cannot be explained solely in terms of individual disposition and resilience. Instead, they are situated within institutional contexts that play a key role in how the sense of support and well-being is experienced by PSTs. The practicum takes place under specific institutional conditions, such as recognition, resources, and available support, which form part of the context in which motivation and professional development are experienced rather than tested.

Self-Determination Theory (SDT) offers a well-tested framework for understanding human motivation in social contexts. It is widely used to examine how environmental conditions shape individuals’ functioning, engagement, and well-being. This study uses SDT as the primary lens to examine how pre-service EFL teachers experience motivation, emotions, and well-being during their final practicum. The practicum is approached as a social and institutional context that can either support or thwart Basic Psychological Needs (BPNs). BPNs refer to three innate psychological requirements: autonomy, competence, and relatedness (Ryan & Deci, 2000b).

Accordingly, both need satisfaction and need frustration are considered central for interpreting participants' practicum experiences (Ryan & Deci, 2020).

Despite the use of SDT in educational and occupational research, little attention has been paid to the PSTs' practicum experiences. Much of the existing literature focuses on in-service teachers, while studies in language education tend to focus on student motivation rather than on PSTs' motivational experiences. In the Chilean context, qualitatively, there is limited research exploring how PSTs experience the frustration or satisfaction of their BPNs during their final practicum. This points to a gap in the literature concerning how practicum conditions satisfy or frustrate BPNs among PSTs. Addressing this gap is relevant for both theoretical and practical reasons. Theoretically, it extends the application of SDT to an underexplored population and context. Practically, it could help inform teacher education programs and school-based mentoring practices by identifying conditions that support, rather than undermine, PSTs' motivational resources. In doing so, this study examines how the final practicum is structured and supported in the PSTs' practicum realities.

Methodologically, a qualitative approach is necessary, given its focus on the lived experiences and internal psychological states of pre-service EFL teachers. While a quantitative approach could measure the degree of need satisfaction, it cannot fully capture how the specific, complex demands of the Chilean practicum context either support or thwart BPNs. For this reason, a qualitative design that is drawn on rich data, such as participant narratives, is essential to interpret the processes through which autonomy, competence, and relatedness are negotiated in this context. Additionally, this approach allows for a deep, contextualized understanding, enabling the identification of the contextual, intrapersonal, and interpersonal factors that are associated with PSTs' motivation and well-being.

Therefore, this study draws on SDT to examine how the practicum context in EFL teacher education supports or thwarts the BPNs of autonomy, competence, and relatedness, and how these experiences shape motivation and well-being. In line with this purpose, the present study is guided by the following research question: How do pre-service EFL teachers at UMCE experience the satisfaction and frustration of their basic psychological needs during their final practicum?

To address this question, the general objective of this study is to describe instances of autonomy, competence, and relatedness satisfaction and frustration in participants' narratives. More specifically, the study aims (a) to **analyze** how contextual, intrapersonal, and interpersonal factors influence these experiences, and (b) to **identify** the motivational orientations related to participants' accounts.

## **2. Theoretical Framework**

### **2.1 The Practicum in EFL Teacher Education**

Teacher preparation programs aim to equip future teachers with a balance of theoretical knowledge and practical experience (Nisa, 2023). During this process, students are conceived as PSTs (Nisa, 2023), occupying a dual role as both students and emerging professionals. When this preparation focuses on teaching English in contexts where it is not used as a primary language (Richards & Schmidt, 2010), it is called English as a Foreign Language (EFL). In this context, pre-service EFL teachers are individuals who are undergoing professional preparation to obtain certification in the field of English language teaching (Anindya & Triyoga, 2025).

According to Latifah (2014), the final practicum provides an opportunity to develop the professional competencies required in the teaching profession and in other educational roles. It also aims to build the professional identity of PSTs by equipping them with a set of knowledge, skills, values, behavioral patterns, and attitudes that emerge through participation in authentic teaching practices (Beijaard et al., 2004). In addition, it emphasizes the competent and effective application of these elements in teaching and learning processes, both within the school context (Grossman et al., 2009). As a result, the final practicum constitutes one of the first sustained real-life encounters for PSTs with school teaching, in which PSTs confront their responsibilities and manage expectations associated with the professional exercise (Ji et al., 2022).

The demanding nature of this process has been reported to cause tension in PSTs, as they experience conflict between the expectations and the realities of school settings. They are also trusted as authority figures, which may cause uncertainty, self-doubt, and emotional strain (Ji et al., 2022). Specifically, when dealing with institutional constraints, imposed curricula, and rigid assessment demands (Ryan & Weinstein, 2009). For instance, they experience these feelings when feedback is overly critical or controlling (Collie et al., 2016). These tensions become more pronounced when time pressures, classroom management challenges, and heavy workloads are present, thereby intensifying the perception of teachers' final placement as an exhausting experience (Bartholomew et al., 2014). These factors can influence the quality of their teaching (Merç, 2010).

Moreover, the nature of this process involves the management of anxiety and emotional stress before and during lessons as PSTs are expected to maintain confidence and composure when delivering the lesson, even when facing unfamiliar situations like classroom management challenges (Pasaribu & Harendita, 2018). The beginning of the practicum as a new process, combined with constant observation by in-service teachers, can create emotional strain that affects their performance and self-assurance in the classroom (Merç, 2010).

Given these demands, it becomes particularly important to examine the systemic and institutional conditions under which PSTs carry out their practicum. In the Chilean scenario, educational structures and school-level inequities are part of the practicum environments in which PSTs are situated, influencing their experiences, expectations, and motivational orientations.

### **2.1.1 The Chilean Context**

In Chile, the EFL final practicum can take place in a variety of schools that range from private schools to public and non-profit educational organizations. This variety of settings influences the way institutional agreements and program policies are implemented in each establishment. A study conducted by Ortiz et al. (2020) evidenced significant differences in practicum performance according to school dependence, showing that institutional and socio-educational conditions influence practicum experiences.

Chile's school system has been widely described as marked by strong socio-economic stratification and segregation. Guthrie et al. (2019) analyses note that school choice and funding arrangements have contributed to *“high levels of segregation based on student socio-economic background and academic ability.”* As a result, PSTs may carry out their practicum in institutions that serve very different student populations and resource levels, ranging from highly resourced private schools to schools with high concentrations of vulnerability and special needs. These structural inequalities intersect with teachers' working conditions. Recent TALIS 2024 data for Chile show that lower-secondary teachers report long hours of teaching and administrative work, and high stress from *“too much administrative work,” “being held responsible for student achievement,”* and *“maintaining classroom discipline”* (OECD, 2025).

PSTs who join schools for their final practicum enter a demanding context in which these pressures are part of the everyday dynamics they must navigate.

In the Chilean context, teacher education universities are increasingly expected to respond to these structural challenges through their training programs and policies. The framework developed by the Chilean university UMCE provides a specific lens for examining how PSTs are prepared, evaluated, and supported during their professional placement.

### **2.1.2 The final practicum at UMCE**

The teaching programs at Universidad Metropolitana de Ciencias de la Educación (UMCE, n.d.) are structured within a socio-critical paradigm. This paradigm's practical experiences in initial teacher education are conceived as an articulating axis of knowledge that aims to support analysis, individual reflection, and the continuous innovation of pedagogical practices. The practicum model also seeks to promote the development of a professional teaching identity and fosters reflective practice. Practicums are implemented progressively throughout the program; PSTs begin with initial experiences and move toward intermediate and final stages, all of which are accompanied by an UMCE tutor and a school-based guide teacher. UMCE also establishes three guiding principles for practicum training: practicums must be articulated, progressive, and accompanied throughout. These principles inform the work of the *Coordinación General de Prácticas* unit, which collaborates with program coordinators and tutors to support implementation and monitor the development of practicum competencies.

Within this institutional framework, the final practicum in the English teaching program at UMCE entails a weekly workload of 20 hours. This workload includes: 8 hours of English teaching, 2 hours allocated to *Orientación* or *Consejo de Curso*, and 10 non-teaching hours dedicated to planning, preparation of materials, school tasks, and reflective work. This structure is intended to offer PSTs sustained and authentic immersion in the multifaceted demands of teaching (Hernández & Ortiz, 2025).

Although the program of UMCE for the final practicum establishes a progressive pathway for PSTs, EFL teaching introduces challenges that intersect with institutional expectations. These factors are present in how PSTs navigate their classroom responsibilities, emotional demands, and language use during their practicum.

### **2.1.3 Additional Challenges**

In the context of the EFL practicum, PSTs often face specific challenges related to language use and proficiency. One of the most common challenges is foreign language anxiety (FLA), which arises from the use of English in EFL lessons (Tüfekçi-Can, 2018). Furthermore, the practicum provides the first opportunity for PSTs to apply their English skills in authentic classroom settings, which can either reinforce or undermine their confidence during lessons (Antoni & Mustafa, 2024).

Many PSTs report feeling anxious before each lesson due to a lack of English proficiency for teaching (Merç, 2010). This emotional tension can interfere with their ability to deliver lessons effectively, especially when they lack confidence in their English, despite having been taught in English and having received diverse pedagogical approaches (Abdillah & Fithriani, 2023). Additionally, EFL PSTs often struggle to communicate instructions effectively, a key component of classroom management. This difficulty is frequently associated with limited language proficiency and an underdeveloped command of pedagogical strategies (Abdillah & Fithriani, 2023; Pasaribu & Harendita, 2018), thereby complicating their practicum.

Regarding time management, PSTs commonly report feeling pressured to complete every activity outlined in their lesson plans within the allotted time. This pressure can lead to difficulties when an activity takes longer or shorter than expected, resulting in problems with pacing and the overall flow of the lesson (Merç, 2010). These challenges are further intensified by institutional disruptions, such as last-minute class cancellations or school events, which require PSTs to adjust their plans continually. As a result, PSTs report shortening lesson phases, omitting the final stage of the class, or combining lesson plans to cope with time constraints during the practicum (Jantarach & Soontornwipast, 2018).

Concerning classroom management, EFL PSTs may also struggle with classroom dynamics during practicum. Classroom management has been identified as a major internal challenge for PSTs, particularly due to their limited teaching experience, difficulties in gaining students' attention, and maintaining classroom control (Pakpahan, 2023). PSTs often encounter challenges to identify the leading causes of student disengagement due to a lack of familiarity with students, thereby exacerbating their classroom management challenges (Merç, 2010)

The structural and institutional demands raise meaningful questions about how PSTs experience and respond to the requirements of their placements. To examine how these challenges are associated with the motivation and well-being of PSTs, this study draws on Self-Determination theory as its guiding analytical framework.

## **2.2 Self-Determination Theory (SDT)**

SDT is a broad theory of human motivation that posits three universal psychological needs (Deci, et al., 1991; Ryan & Deci, 2000a; Ryan & Deci, 2000b). The satisfaction of these needs is required for intrinsic motivation and well-being, whereas their frustration can destabilize self-regulation and yield negative psychological consequences.

### **2.2.1 Principles of SDT**

Self-determination theory (SDT) is an organismic approach to the development of personality and human behavior supported by empirical research, and its examination is principally centered on psychology and different types of motivation (Ryan & Deci, 2017, p. 1). SDT, unlike behaviorist approaches, places great emphasis on the innate motivations that human beings have to grow and learn (Ryan & Deci, 2020).

SDT posits that individuals are motivated intrinsically or extrinsically, and that these forms of motivation have different effects on their lives (Deci et al., 2017). Within this framework, intrinsic motivation is understood as a fully autonomous form of regulation in which individuals engage in activities for the inherent satisfaction they provide, reflecting self-determination (Ryan & Deci, 2000b). This conceptualization aligns with educational research indicating that intrinsically motivated students value learning for its own sake, positioning teaching itself as the primary source of engagement rather than external outcomes (Schunk et al., 2014). Consistent with this view, Deci & Ryan (2012) argue that when learners are intrinsically motivated to acquire new knowledge, their learning is more likely to be deeper and longer-lasting.

While intrinsic motivation reflects the most autonomous form of engagement, SDT also explains how individuals may act for reasons that originate outside the self. In this sense,

extrinsic motivation concerns external factors, such as obligations or rewards (Ryan & Deci, 2000a; van den Broeck et al., 2016).

Extrinsic motivation varies in the degree to which its regulation is autonomous (Ryan & Deci, 2000b). At the least autonomous end is external regulation, in which a person's actions are motivated solely by external factors, such as punishments, rewards, or a desire for compliance (Ryan & Deci, 2020). A more internalized yet still controlled form is introjected regulation, in which an individual assumes a regulation but does not recognize it as their own, with the primary objective of avoiding feelings of anxiety or guilt (Ryan & Deci, 2000b). Identified regulation denotes a more autonomous form of extrinsic motivation, in which the person consciously recognizes the value of the activity for which they have the will to act (Ryan & Deci, 2020). Finally, integrated regulation is the most autonomous form of extrinsic motivation, occurring when individuals both understand the value of the activity and perceive it as consistent with their own values and interests (Ryan & Deci, 2000a).

Beyond intrinsic and extrinsic forms of motivation, SDT also identifies the absence of motivation. Amotivation occurs when a person lacks the intention to perform an activity (Ryan & Deci, 2020).

### **2.2.2 Basic Psychological Needs: A Subcomponent of SDT**

SDT proposes three Basic Psychological Needs (BPNs) for health: autonomy, competence, and relatedness. According to the theory, people can experience healthy development when these needs are satisfied; otherwise, when these needs are frustrated, individuals may develop psychological problems (Deci & Ryan, 2012). Autonomy involves a person's sense of initiative and ownership over their actions. Competence is reflected when an individual feels capable of achieving their goals. Finally, relatedness is associated with a sense of belonging in the context in which they operate (Ryan & Deci, 2020).

Understanding BPNs as a core component of SDT provides an important foundation for exploring how these components operate in real-world environments. Once the three BPNs are conceptualized as core components of optimal motivation, it is possible to examine how the school context can both hinder and support their satisfaction.

## **2.3 Application of SDT to Education**

SDT posits that educational environments can influence BPNs (Ryan & Deci, 2020). In practicum contexts, these BPNs are experienced through interactions with guide teachers, peers, and institutions, making the practicum a particularly relevant setting for motivation.

### **2.3.1 Need Satisfaction in Educational Contexts**

For teachers, the satisfaction derived from BPNs is central to fostering autonomous motivation, professional growth, and well-being. Within the SDT, need satisfaction refers to the extent to which social contexts facilitate the three BPNs required for optimal motivation, development, and well-being (Ryan & Deci, 2020). Need satisfaction is thus an interactive, context-dependent process: in educational contexts, it occurs when teachers, peers, and institutions organize their practices and interactions to provide individuals with opportunities for volition, scaffolded mastery, and meaningful interpersonal connections. From a PST's perspective, autonomy is supported when guide teachers offer substantial choice in teaching methods and career goals, provide rationales for their suggestions, and respect the PST's views.

Autonomy-support mentoring increases the likelihood that pedagogical standards are internalized and supports self-determined motivation (Kaplan, 2021). Competence satisfaction arises when guide teachers provide development-oriented feedback, model effective practices, and create ideally challenging tasks (Deci & Ryan, 2012); the consequence of that support climate results in enhanced teaching efficacy, reduced sense of inadequacy, and reduced risk of burnout (Collie et al., 2016). Relatedness is promoted through building trusting, empathetic relationships (Ryan & Deci, 2000b). In addition, institutions can provide teachers with autonomy in curriculum delivery, decision-making, and formative assessment procedures that prioritize development over obedience (Ryan & Weinstein, 2009). Competence can be encouraged through formative feedback, adequate resource provision, and balanced expectations (Deci et al., 2017). Relatedness can be enhanced by creating a community-based structure design (collaborative planning time, peer networks), and through demonstration of caring leadership behaviors, promoting peer belonging, and respect (Kaplan, 2022), which stimulates higher organizational commitment, reduces turnover intentions, and improves well-being (Ford et al., 2019). When psychological needs are supported by guide teachers, peers, and

institutions collectively, teachers experience less burnout, greater professional commitment, and increased motivation (Ford et al., 2019).

### **2.3.2 Need Frustration in Educational Contexts**

Teachers' need frustration tends to occur when the practicum or early-career environment actively undermines their BPNs. From a practicum perspective, need frustration arises to the extent that social agents or institutional arrangements enact controlling, devaluing, or excluding behaviors and policies that are directly contrary to conditions of volition, effective functioning, or connection of teachers. These need-thwarting conditions yield a set of maladaptive outcomes, including defensive, controlled, or ill-being responses that differ from those arising from mere low support or neutral environments (Ryan & Deci, 2020).

Autonomy frustration emerges from supervision as a controlling pressure, such as prescriptive directives from supervisors, rigid scripts, or demands without rationale. It can also be debilitated by excess evaluation or high-stakes assessment during practicum that emphasizes compliance and punitive consequences (Ryan & Weinstein, 2009). Competence is undermined by harsh criticism or public shaming from guide teachers, who primarily provide critical, non-informative feedback that focuses on fixed ability. It is also aggravated by unrealistic workloads and a lack of scaffolding, which prevent progressive skill development and thus lead to feelings of incompetence and exhaustion (Bartholomew et al., 2014). Relatedness frustration occurs in environments characterized by isolation or exclusion; it is also produced by a lack of trust from guide teachers, communicated through micromanagement, surveillance, or the absence of emotional support (Kaplan, 2021). Need-thwarting conditions are associated with tension, anxiety, burnout, ill-health, withdrawal, and intentions to disengage or leave, whereas need-supportive conditions predict engagement, internalization, and well-being (Bartholomew et al., 2014).

### **2.3.3 Need frustration vs. Absence of Satisfaction**

SDT draws a critical distinction between the absence of satisfaction and active frustration (Ryan & Deci, 2020). The absence of satisfaction or low levels of support indicate a context that does not provide sufficient opportunities for choice, mastery, or connection, leading individuals to feel unmotivated and less engaged (Olafsen et al., 2021; Ryan & Deci, 2020). In contrast,

frustration (i.e., active thwarting) refers to contexts or actors that actively constrain, criticize, exclude, or coerce an individual (Vansteenkiste & Ryan, 2013; Ryan & Deci, 2020). This is accompanied by adverse situations, such as harsh criticism or controlling surveillance (Ryan & Weinstein, 2009).

These two distinctions help clarify how professional development varies across different practicum contexts. When the practicum environment supports their sense of agency, provides constructive feedback, and promotes positive relationships, PSTs tend to experience their BPNs as fulfilled. In contrast, need frustration emerges in settings that feel restrictive, devaluing, or isolating. Between these two poles lies the absence of need satisfaction, a situation in which PSTs simply lack access to meaningful choices, opportunities to build skills, or genuine interpersonal connections. These differences are essential to recognize because each condition, satisfaction, frustration, or absence, provides a different motivational orientation that affects PSTs' commitment, persistence, and overall well-being.

#### **2.4 Final considerations**

Because the final practicum is a mandatory component of the PST program, as it constitutes their first sustained and close experience of becoming teachers, it represents a challenge that carries important implications for their future classroom trajectory. SDT proposes that PSTs' BPNs can be either frustrated or satisfied during this stage, with these experiences relating to different motivational orientations. From this perspective, the SDT becomes a useful framework for understanding not only the direction of PSTs' motivation, but also the quality of their engagement, well-being, and emotional functioning throughout the practicum. Additionally, analyzing the conditions and contexts in which PSTs complete their placements through the lens of SDT highlights how BPNs' satisfaction or frustration can lead to positive or negative professional implications.

As a highly motivational context, the final practicum has the potential to either strengthen or undermine the PSTs' emerging identities. It is a formative developmental stage; the motivational orientations that PSTs develop during this experience can have long-term consequences for their future professional lives. Environments that support the satisfaction of BPNs can foster the sense of capacity necessary for autonomous functioning, enhance well-

being, and contribute to teacher retention by nurturing more confident and committed professionals. This is especially relevant in the Chilean context, where teachers continually withdraw from the educational system and where early-career conditions play a crucial role in shaping long-term engagement. For these reasons, SDT provides a coherent and empirically grounded lens for interpreting PSTs' practicum experiences within the specific institutional and sociocultural conditions of this study.

### **3. Methodology**

#### **3.1 Research Design**

According to Creswell & Poth (2018) and Creswell & Creswell (2018), an exploratory qualitative design is well-suited to studies that seek to understand participants' lived experiences, subjective meanings, and the contextual dynamics that surround a given phenomenon. Guided by this perspective, the present study was designed as an exploratory qualitative study to describe how the BPNs of Chilean EFL PSTs at UMCE are affected during their final practicum.

#### **3.2 Participants**

The participants were selected through convenience sampling, based on their availability and willingness to participate. The sample consisted of four fifth-year students from the English Pedagogy program at the Universidad Metropolitana de Ciencias de la Educación (UMCE) who had completed their professional placement during the first term of 2025.

All participants were informed of the study's purpose and their rights as participants, and participation was entirely voluntary.

#### **3.3 Instrument**

Data were collected using a semi-structured interview guide adapted from Jenó et al. (2025), who investigated PSTs' motivational experiences within the SDT framework.

This instrument was selected because it aligns conceptually with the current study's theoretical foundation and has demonstrated validity in exploring the contextual factors that influence the satisfaction and frustration of BPNs in educational settings.

The adaptation process involved translating and contextualizing ten open-ended questions into Spanish, ensuring linguistic clarity and relevance to the Chilean EFL practicum context. The guide comprised questions addressing the participants' perceptions of autonomy, competence, and relatedness in their teaching environments, as well as the type of motivation at the time of the interviews.

### **3.4 Procedure**

The interviews were conducted in person by one interviewer and one observer, both members of the research team, in private rooms at the university's library. Before starting, participants received printed informed consent forms, which they signed, and also provided verbal consent during the recorded session. Each interview lasted approximately 20 to 40 minutes and was audio-recorded for subsequent transcription and analysis.

### **3.5 Transcription Process**

Audio data were transcribed using Whisper, an automatic speech recognition (ASR) system developed by OpenAI (Radford et al., 2022). Whisper is a neural network trained on a large, multilingual, multitask dataset and capable of producing high-quality speech-to-text conversion.

The recorded interviews were processed through Whisper's large-v3 model to generate initial transcripts. These were then manually reviewed and corrected to ensure accuracy, particularly with respect to proper nouns, Chilean Spanish features, and domain-specific terminology, using verbatim transcription.

### **3.6 Data Analysis**

Data were analyzed through a mixed thematic analysis that combined deductive and inductive approaches. Following Braun and Clark's (2006) approach to thematic analysis, this method was selected for its flexibility to identify recurring patterns and themes in qualitative data, allowing for a deep exploration of participants' experiences.

The deductive phase was guided by the Self-Determination Theory framework (Ryan & Deci, 2020), using the three BPNs: autonomy, competence, and relatedness, as initial analytical categories. Each transcript was read repeatedly to identify excerpts that reflected need satisfaction or need frustration within participants' narratives.

Subsequently, an inductive phase was conducted to capture emerging contextual and situational themes not encompassed by the SDT framework. This step enabled the identification

of patterns, such as institutional constraints, mentorship dynamics, and peer relationships, that featured in participants' BPN experiences.

The coding process was conducted collaboratively by the research team to enhance credibility and inter-rater consistency. Codes and themes were discussed iteratively until consensus was reached.

### **3.7 Ethical Considerations**

Ethical approval came from the institutional ethics committee in accordance with the *Protocolo de evaluación ética para tesis de postgrado UMCE*, sanctioned by the university. The study anonymized participants' identities using the pseudonyms Beige, Blonde, Blue, and Bronze. Moreover, the researchers used gender-neutral pronouns to protect their identities. In addition, the research team stored all audio recordings and transcripts securely on encrypted drives accessible only to them.

## 4. Results

The main findings of the research are presented below, organized into six overarching themes of the PSTs' experience: three themes about the satisfaction and frustration of BPNs, one about the resulting quality of motivation, and two emergent themes of coping and contextual factors. In each theme, the aspects that capture the tension between the subjects' internal psychological states and the external demands of the school environment are illustrated. To organize the results, themes were developed to contrast these experiences in the following order: Agency in Decision-making vs. Institutional Control; Professional Validation and Growth vs. Barriers in the Workplace; Belonging vs. Isolation; Motivation from Within; Self-sacrifice as a Coping Pattern; and Contextual Factors Shaping Well-being.

### 4.1 Agency in Decision-making vs. Institutional Control

The participants' agency was evident not only in the options available to them, but also in whether those options were experienced as meaningful and as their own. Agency took form in the degree to which PSTs had freedom of choice during their classes; that freedom contributed to the perception that their choices mattered and were respected by their school's community. These moments of freedom provided opportunities for experimentation and the development of their professional identity as they learned. By contrast, institutional control encompasses formal rules, surveillance mechanisms, reward or sanction systems, and prescriptive managerial directives. These instances directed behavior from the outside and generated controlled regulation and compliance, narrowing genuine choice and producing a felt loss of agency.

Blue and Bronze's testimonies suggest that freedom during the practicum can have a positive impact on the development of their teacher identity. They felt respected and adopted the responsibilities of an in-service teacher while learning and experimenting. As an example, Blue felt that:

*“tuve harta libertad durante mi práctica eh, como en lo que quería enseñar, de la forma en que quería enseñarlo, las pruebas que hacía también... No tenía alguien encima diciéndome cómo tenía que hacer las cosas, sino que me dejaba ser profe realmente”.*  
(Blue, 2025).

This freedom allowed Blue to fully immerse themselves as a teacher and enabled them to feel part of the students' learning process, as expressed by Blue: *“participé totalmente de la enseñanza o del aprendizaje de ellos”*. In the case of Bronze, they sought peer permission from in-service teachers during the practicum:

*“yo le consultaba a los profesores, así como ya mira, yo vi que la unidad esto, esto, la unidad 1 y 2 tienen que ir con esto, los quiero relacionar de esta manera, los quiero llevar con este foco, quiero hacer estas evaluaciones y ellos me decían dale, tú eres libre de hacerlo, tú dale”* (Bronze, 2025).

This exemplifies a case in which agency is meaningfully supported by guide teachers to PSTs. By allowing Bronze to approach and adapt classes as they saw fit, they were able to experiment with a variety of teaching methods tailored to students' needs, thereby promoting professional growth. Agency is essential because it makes PSTs' judgment matter. They are not merely actors who follow the identity of their guide teachers rather than their own; they become active participants in shaping their own professional identity.

On the contrary, participants who experienced limited agency reported feeling pressured or forced to conduct actions that were not necessarily aligned with their teacher identity. For example, Blonde's comment *“no me gustaba para nada como este tema de que se esperara o se asumiera de que nosotros estábamos dispuestos y listos para todo lo que el colegio quisiera o necesitara”* illustrates how their practicum center's expectations can make PSTs feel treated as instruments rather than professionals developing their skills. When the centers assume that PSTs must be perpetually willing to do as they say without any sort of freedom, the result is a constriction of agency that feels destabilizing. Furthermore, Beige's metaphor *“...era como un botón de emergencia pa' mi profe”* similarly displays how PSTs being used as an on-call problem-solver undermines their sense of volition. When PSTs are drafted to solve problems, their opportunities for planning and reflection are reduced, and the resulting role of “fixer” threatens agency, relatedness, and the gradual building of proficiency. PSTs are likely to accept external demands as personally meaningful and to act in ways that feel self-induced when external actors provide meaningful choices, explain their reasons, and acknowledge PSTs' perspectives. Therefore, agency-supportive interactions can help internalize responsibilities;

oppositely, controlling practices tend to impede that internalization and tend to be associated with stress and ill-being.

#### **4.2 Professional Validation and Growth vs. Barriers in the Workplace**

The need for competence unfolds as a process of recognizing the teaching role and navigating interpersonal, systemic, and hierarchical barriers. More than merely associating competence with an individual capacity, this component was experienced as something directly related to expectations, feedback, and working conditions that were present in PSTs' daily routines. The participants' accounts reveal that feeling competent depended not only on their skills and knowledge base, but critically on whether the school environment allowed for the application and recognition of these abilities. Consequently, the moments of recognition strengthened PSTs' identities, whereas barriers, including economic constraints, institutional demands, and insufficient guidance, affected their sense of effectiveness and limited their professional growth.

The narratives of Bronze and Blue suggest that the feeling of teacher identity is directly related to the validation that the educational environment provides to PSTs during their placement. Both participants were recognized as actual teachers, in addition to their PST role. For instance, Bronze explicitly stated that they were treated as "*una profesora más... los docentes, los apoderados y los estudiantes,*" which provides evidence on how the environment validated their teacher identity. Moreover, Blue highlighted that their guide teacher repeatedly emphasized to students that Blue was "*su profesora, su profesora, que no era una estudiante*". This suggests that being addressed as a teacher increases confidence and eases the transition to take on the teaching role. This recognition transcended mere feedback or praise as it came from different agents, such as students, in-service teachers, and families, who validated their actions during the placement.

The sense of competence was strengthened through the PSTs' ability to address difficult situations and overcome them over time. Blue's narrative illustrates a trajectory of development. The first encounter with a real classroom, being the teacher in charge, felt "*difícil, eh, frustra*", but later in the practicum "*me fui adaptando me fui adaptando bien...*". This progression from initial unawareness to the internalization of adaptive competence highlights the critical role of

experiential learning in the development of professional competence through the final practicum. Unlike previous practicum experiences where the role of PSTs is more observant and less active, the final practicum allows PSTs to face pressures and tasks in real time as in-service teachers. The successful adaptation of Blue illustrates a sense of capability (i.e., the ability to analyze the situation and environment, face challenges, and adjust pedagogical actions). This adaptability contributes significantly to competence satisfaction as PSTs learn how to transcend initial limitations through an active learning process.

Regarding the strategies employed by the PSTs, the narrative of Bronze and Blue provides evidence of a heightened sense of competence, reflected through the diverse teaching strategies implemented during the lessons. Bronze described using *“historias, o se puede enseñar como con un canva, o si no les enseñaba, me pedían que yo enseñara con el canva y lo relacionaba con ciertas cosas,”* which illustrates a pedagogical approach intended to enhance students’ engagement during the lessons. Furthermore, the fact that students requested a “Canva” teaching style indicates the effectiveness of the lessons when delivered in that format. Similarly, Blue highlighted the use of games and interactive activities, stating that, regarding the students’ learning, *“ahí es cuando yo notaba que aprendían. Les gustaba jugar y no se daban cuenta que iban aprendiendo mientras jugaban...”*. This analysis offers a meaningful reflection, as Blue recognized the pedagogical value of gamification in enhancing student motivation. The implementation of diverse instructional strategies by PSTs clearly illustrates their competence growth. The PSTs’ capacity to innovate and recognize the students’ needs can create meaningful learning environments, improving autonomy and relatedness. Through analysis and experimentation, PSTs validated their sense of competence by negotiating styles and formats with students, which the participants interpreted as professional growth.

In contrast to the validation instances, participants also described barriers that undermined their sense of competence, thereby limiting PSTs' leeway during the final practicum. In the case of Beige, the sense of competence was significantly challenged by the heavy workload and the unpaid nature of this process. Beige explicitly expressed feeling overwhelmed, *“así decía estoy haciendo demasiado trabajo y ni siquiera me están pagando.”* This situation emphasizes an important issue: institutions require full involvement and performance from PSTs without monetary retribution, even though PSTs pour all their effort into this stage. This structural issue

frustrates their competence as the lack of monetary compensation for PSTs' work diminishes its value and causes emotional distress.

Another barrier was the insufficient guidance and supervision provided by guide teachers. Beige stated a lack of *“acompañamiento”* and expressed the desire for increased support by stating that *“si hubiera tenido más contención.”* This reveals that having more guidance and support would have made them *“más tranquilo, un poco más ...menos con carga”*, reducing burnout. This lack of support created a sense of abandonment, affecting the PST's ability to manage pedagogical situations and frustrating the sense of competence. Blonde's experience exemplifies a more explicit case of supervisory disapproval and insufficient support from the guide teacher. Despite identifying and helping students who were struggling during the lessons, the guide teacher criticized Blonde for doing *“la pega de educador diferencial.”* Moreover, Blonde stated that *“Y recuerdo que por alguna razón eso no le gustó a mi profe guía”*, generating a conflict between Blonde's teaching abilities and initiative and the ideals of the guide teacher. This disagreement between the guide teacher and the PST over pedagogical approaches concerns disagreements over the appropriate teaching method. Additionally, this feedback influenced the participant's performance and confidence in their teaching abilities.

All participants highlighted gaps between university programs and the reality of classrooms. Beige said there is a lack of *“habilidad administrativa,”* revealing a discrepancy between the theoretical knowledge provided by the university and the practicum's tasks. Bronze reinforced this point by indicating that the microteaching activities *“que tuve de mis compañeros y no va a funcionar”* in real classroom situations, revealing a sense of frustration with competence due to a disconnection between the preparation provided by the university and the authentic practicum experience.

Furthermore, Blue pointed out the emotional consequences of this gap, stating that the workshops done by the university *“... no te enseñan realmente como qué vas a hacer en el momento de estar parada en el colegio...”*, generating a feeling of being lost, explicitly stating *“creo que en un principio como uno llega tan perdido, cuesta, es difícil, eh, frustra”*. This situation generated frustration and made the final practicum a problematic experience for the PSTs. In relation to the skills PSTs acquire during their training years, lesson planning is essential for performing well in the final practicum, as it provides the script and guidance for

implementing their pedagogical decisions. Even though Beige pointed out that “*Obvio, sé planificar*”, the frequency of creating lesson plans for multiple levels (“*y como yo tenía como seis cursos, eran seis planes semanales*”) became an overwhelming task. This disconnection between the preparation and the expectations schools have for PSTs frustrates their sense of competence by making practicum tasks feel excessive and unmanageable.

### **4.3 Belonging vs. Isolation**

The BPN for relatedness extends far beyond simple social interactions, as it represents a complex process of finding a place within the school community. On the one hand, participants’ experiences reveal that belonging was not automatic but actively constructed through history, emotional bonds with students, and connections with colleagues. This process was crucial for identity consolidation and strengthening motivation. On the other hand, the absence of relatedness contributed to experiences of isolation within the school.

The narratives of Beige, Blue, and Bronze suggest that for many PSTs, the sense of belonging may begin even before the practicum process officially starts. The return to a known context did not merely reduce anxiety but also allowed them to bypass the status of an “outsider” and immediately own a space of comfort. This immediate sense of belonging was driven by familiarity, whether through family history, as Beige stated: “*Porque la totalidad de mis prácticas anteriores las había hecho ahí, y ahí trabajaba mi hermana...*”, or through previous practicum experience. Blue, for example, described a sense of returning “home”: “*Yo estudié cuando iba en la básica... la realicé ahí y fue, me sentí súper cómoda,*” while Bronze explained their smooth transition because “*... ya había realizado dos prácticas en ese lugar... me fui con muy buena experiencia.*”, highlighting the importance of historical connection as a foundational element for the early satisfaction of the BPN for relatedness. This relational security acts as a psychological buffer that allows PSTs to bypass the typical hesitation of a newcomer and step into the teacher role with established confidence. This relational foundation is essential because it enables PSTs to channel their psychological and cognitive resources directly toward mastering the demanding pedagogical and evaluative tasks, rather than consuming energy on basic adaptation or establishing foundational trust.

A more profound layer of relatedness satisfaction is evident in the emotional bonds formed with students. The final practicum process, by its nature, is intensely emotional, requiring PSTs to engage in deep human connections that profoundly affect their well-being and professional experience. The comments from Beige and Blonde regarding this affection: “*Con los estudiantes... sentí harta cercanía*” and “*Siento que me encariñé mucho con mis estudiantes...*”, reveal that this reciprocal relationship is built on genuine emotional investment. This initial emotional security, derived from the affective bonds with students, is fundamental for PSTs to feel humanly integrated and personally invested in the school environment.

This emotional connection was then translated into professional legitimacy, establishing the PST as a valued and central figure within the classroom environment. Blue’s experience powerfully illustrates this shift from simple affection to active professional recognition, signaling they were a central and trusted figure when students actively sought them out:

*“cuando los estudiantes corrían en los pasillos a saludarme... o cuando querían contarme sus cosas... sentían la confianza de contarme, de buscar mi ayuda.”*

(Blue, 2025)

This active recognition strengthened Blue's authority and provided tangible evidence of their acceptance. Likewise, Bronze’s interactions moved into the realm of deep trust, where students viewed them as a figure of support for sensitive, external issues: “*me decían profe, ¿sabe qué? En mi casa me está pasando esto.*” This level of reciprocity, feeling that their effort was valued, received, and relied upon, converts the external demand of the practicum into an internal, motivated drive to teach and care. This process reinforces the PST's self-efficacy and creates a positive motivational feedback loop, which represents an instance of the satisfaction of relatedness.

Additionally, the BPN was further solidified or fractured by the interactions with colleagues. The narratives of Beige and Blue reveal that integration into the school community does not only revolve around formal tasks but, more importantly, around the informal dynamics of daily life. Beige described a warm atmosphere and informal interactions: “*La comunidad me recibió súper bien... Los recreos eran entretenidos... los chismes y cosas así.*” On the same note, Blue highlighted the importance of being treated as an equal partner in conversation:

*“Compartía con otros profes del colegio... Conversábamos... sobre el colegio, a veces sobre mi vida personal.”* Similarly, Bronze's experience illustrates an even deeper layer of this relational bonding. The colleagues' interest in their family life, *“cuando nació mi sobrino también me preguntaban... entonces sí hubo una cercanía bastante fructífera...”*, signals a shift from professional acquaintance to being a valued member of the community.

These informal interactions were not superficial. They functioned as a powerful social mechanism that established horizontal relationships, breaking the hierarchy between “student teacher” and “in-service teacher”. Therefore, the environments that enabled participants to share personal and professional information satisfied the need for relatedness and repositioned PSTs from outsider observers to active participants in the teacher's room culture, giving them a real professional membership within the group. This established relational safety is crucial for the final practicum, as it creates the trust necessary for PSTs to admit challenges, seek genuine guidance, and risk pedagogical experimentation, all of which are vital for competence and identity development.

Conversely, the narrative presented by Blonde reveals a contrast where the frustration of relatedness was evident in the interactions with their guide teacher and colleagues. This active social exclusion inhibited Blonde from internalizing the teacher role and maintaining a sense of professional psychological safety. When describing their guide teacher, they portrayed them as an indifferent and distant figure: *“un viejo pesado que no los pescaba y los ignoraba.”* This lack of support from an authority figure, which maintained a vertical hierarchy, combined with social exclusion, created a hostile relational climate. Correspondingly, when talking about their colleagues, this lack of relatedness is shown to be more acute during lunch break, as they express a distance at the table where they are not part of the conversation held among the members. This dual rejection reflects a strong sense of “outsider” and invisibility, as captured:

*“...ellos teniendo su tema de conversación y yo... sin ser parte del esquema.”*  
(Blonde, 2025)

This exclusion was experienced as a form of rejection of Blonde's identity as a potential colleague, structurally confining the PST to the low-status role of an observer. This environment actively thwarted the need for relatedness, inhibiting the PST's ability to seek help, share

concerns, or be professionally vulnerable. Moreover, the absence of this relational support meant Blonde was unable to access essential resources for their competence and autonomy, as seeking guidance or admitting difficulty became too risky within this unsupportive environment. Without the social mechanism of recognition from peers, this particular practicum context offered no relational support, compelling the PST towards emotional isolation.

#### **4.4 Motivation from Within**

Motivation emerged in participants' narratives as constantly tested and renegotiated in the school context, rather than as a consistent personal trait. Their accounts suggest that the desire to continue teaching was closely tied to what happened in their classrooms, the kinds of students they worked with, and the meanings they created and attached to their own role. Using SDT as an interpretive lens helps distinguish different forms of motivation, but what stands out is how these forms were closely tied to participants' concrete conditions.

For Blonde and Beige, motivation was strongly rooted in the everyday emotional life of the classroom. Blonde stated, "*A mí me encanta trabajar con niños chicos, con el primer ciclo de básica,*" and later added that they felt "*muy a gusto enseñándole a niños chicos y siento que ellos igual están a gusto.*" The practicum, in this case, functioned as a confirmation that teaching young learners was not only tolerable but deeply enjoyable. The pleasure did not come from abstract ideals, but from seeing children respond, participate, and share that sense of comfort. Beige, in turn, explained that "*no me reconfortó mucho que aprendieran los comparativos, pero sí me reconfortó que hayan acudido a mí a ciertas cosas o que me hayan hablado a mí para ciertas cosas.*" Here, the most meaningful aspect of the practicum was not academic progress, but the fact that students chose to approach and trust them. Both narratives show that intrinsic motivation during the practicum was built through relational moments in which PSTs felt emotionally connected and significant to their students. Enjoying teaching was inseparable from feeling recognized and trusted in the classroom, which was closely connected with the satisfaction of the BPN for relatedness.

Other participants described their motivation less in terms of enjoyment and more in relation to the personal value they attributed to what they were doing during the practicum, which SDT defines as identified regulation. Bronze explained that "*también lo tomaba como un*

*reto en un principio, porque como era un liceo emblemático*”, framing their placement as a challenge that made sense for their professional development. The fact that the school was emblematic gave the experience an added depth; facing that context became part of the development of their teacher identity. Similarly, Blue commented that *“eso es lo que me motiva, lo que me motiva a querer seguir eh con... con la enseñanza, poder como ayudar a los estudiantes, demostrarles que, ehm, que el aprendizaje les va a abrir muchas puertas...”*. In their case, the practicum was the first extended opportunity to see if they could actually support students as they imagined, under real-time pressure and with real classroom challenges. In both accounts, the practicum is experienced as a test of alignment between personal goals and professional practice for these participants. Their motivation is not simply a matter of liking or disliking teaching; it is tied to whether the placement allows PSTs to do the work they consider important.

A deeper layer appears when participants link their practicum experiences to long-term values and biographical memories, aligning with the SDT concept of integrated regulation, the point where the work of teaching becomes coherent with one’s identity. Bronze reflected that *“desde que encontré la vocación de profesora encuentro que... y también desde la experiencia como estudiante, creo que un profesor te puede cambiar la vida...”*. Here, the final practicum is not just another course but a concrete step in a trajectory that they already describe as *“vocación.”* Standing in front of a class, planning lessons, and dealing with students’ needs becomes a way of inhabiting an identity that has been forming over the years. Blonde, in a different school context, connected their motivation to social vulnerability and their own childhood:

*“entonces siento igual que es un sector de la población super vulnerado, super ignorado, como mirado en menos incluso y eso me da rabia igual poh, porque yo igual cuando fui niño también me sentí ignorado, me sentí mirado en menos, me sentí humillado de gratis.”* (Blonde, 2025)

The practicum in a vulnerable school is experienced as a space where they can respond to those experiences, trying to offer something different to students who are now in a position similar to their own. In both cases, the placement does more than activate goals; it allows them to act on core values related to care, social justice, and transformation.

These narratives suggest that the final practicum served as a key moment for rethinking whether teaching, under the actual conditions of Chilean schools, remained meaningful to them. Intrinsic enjoyment, the value of facing demanding contexts, and the integration of personal history and ethical commitments did not develop in isolation, but in direct contact with school routines, institutional expectations, and student realities. SDT helps to name these different motivational dynamics, but the interviews show that they are deeply situated in the practicum experience. These motivational orientations are strengthened when placements allow the satisfaction of relatedness, purposeful work, and value-driven action, and they are put under pressure when those possibilities are limited.

#### **4.5 Self-Sacrifice as a Coping Pattern**

Coping appeared as a necessary response for PSTs to handle the difficult academic and emotional demands of the school environment. According to Skinner et al. (2003), coping should not be seen as a specific behavior, but as an “organizational construct” that includes the different actions people use to deal with stressful experiences. The participants' experiences indicate that their coping was not a fixed personality trait. Instead, it was a reaction to the specific pressure of their teaching conditions. The practicum demands often presented stressors that were experienced as non-negotiable, with participants reporting restricted autonomy in how they could respond.

The participants' coping tended to take forms that Skinner et al. (2003) describe as “bad news” patterns of coping, which frequently signal that a person is exposed to stress levels they cannot currently handle. Because the demands of the school typically exceeded the resources the students had, they could not rely on typical “good news” strategies like constructive problem-solving or negotiation. Instead, they adapted themselves to the situation, regularly at the expense of their own well-being, reflecting what Skinner et al. (2003) describe as “accommodation” or “secondary control,” adjusting one’s preferences to fit situational constraints. When a stressor feels unchangeable, like a heavy workload or a lack of availability, individuals often stop trying to fix the problem directly and instead focus on enduring it.

Beige's experience captures this form of coping. Faced with a workload that spilled into every aspect of their week, they described giving up rest days just to keep up with the work,

viewing the experience as exploitative but unavoidable, "*Ceder días nomás poh. Como ya estos días son pa' trabajar full, como... un poquito como sobreexplotante también, creo, la verdad.*" The linguistic choice of "*sobreexplotante*" signals that the PST perceived a clear frustration of autonomy, recognizing this adjustment not just as a choice but as an obligation of the practicum pace. Similarly, Blonde explained how working late into the night became a way to meet the high standards required, viewing this sacrifice as the only way to perform adequately: "*Creo que... sacrificar mi propio tiempo libre fue lo que hice para poder dar la talla... recuerdo haber estado haciendo hasta la 1 de la mañana planificando clases... así de exigente era.*" Here, coping takes the form of self-sacrifice, where endurance takes precedence over agency, and the goal becomes "giving the required performance" rather than sustaining oneself.

Likewise, Blue demonstrated this pattern. Instead of seeking help, which Skinner et al. (2003) identify as a common strategy usually linked to relatedness satisfaction, Blue chose to hold it in: "*Me lo aguanté nomás y seguí trabajando... tampoco le podía pedir ayuda a mi profe guía porque la veía súper colapsada... dije 'ya, tengo que hacerlo porque no me queda de otra poh'.*" They perceived that the guide teacher was also overwhelmed, which made seeking support feel impossible. This suggests a shift toward what the authors call "social withdrawal" or isolation, often used when the context feels unsupportive or unavailable.

Finally, Bronze utilized break times to continue working rather than resting. This can be understood as a form of "instrumental action" or persistence, but driven by the pressure to deliver the workload rather than genuine engagement: "*Me quedaba en los recreos tratando de avanzar... buscando actividades... me quedaba observando*".

In conclusion, these accounts show a coping style based on personal sacrifice. The PSTs did not view these actions as choices, but as the only option available to endure the practicum. As Skinner et al. (2003) argue, when individuals face constraints that block their autonomy, they may resort to rigid responses to deal with the pressure. While this self-sacrifice allowed them to finish their practicum, it came at a high personal cost, reflecting a system where the demands exceeded the available resources.

#### 4.6 Contextual Factors Shaping Well-being

An emergent theme across participants' testimonies suggests that the practicum was not experienced as a unilateral phenomenon, but as a multifaceted process influenced by concrete material and logistical conditions. Participants' accounts highlight how distance, resources, workspace, and access to basic needs were recurrently referenced when describing how manageable, sustainable, or overwhelming the practicum felt. Across narratives, these environmental conditions were closely associated with experiences of well-being.

For some participants, the context acted as a significant source of ease. Blue, for instance, described how living close to the school transformed the everyday rhythm of the practicum: "*a veces almorzaba en el colegio, a veces no, porque vivo cerca entonces salía como a las 3 y media y llegaba a almorzar a mi casa.*" What may seem like a small detail became meaningful in the intense routine of the practicum. Being able to return home for lunch meant physical rest, emotional decompression, and a sense of autonomy over one's day. These are elements that may be missing in school environments that tightly structure teachers' time. In short, context here served as a contextual protective factor, softening the pressures of the practicum by providing small but significant spaces for control and comfort.

In contrast, Blonde's experience became a daily source of distress rather than a relief due to their commute distance. Blonde admitted, "*Me daba mucha ansiedad llegar al colegio... Como vivo en la cisterna, igual era un poco atao' llegar al colegio.*" Unlike Blue, for whom proximity made things easier, Blonde's long travel time generated persistent anxiety about punctuality, responsibility, and the fear of failing to meet institutional expectations. The phrase "*era un poco atao' llegar*" reveals that the day began with an additional burden: the demands of the commute. A long commute in the practicum becomes more than a logistical issue; it presents an emotional barrier to the practicum experience, limiting the sense of competence.

The influence of context extends beyond time and transport, revealing more critical vulnerabilities when basic needs go unmet. Blonde shared a moment of strain: "*A veces no llevaba almuerzo y no tenía plata*", adding that at times they resorted to "*iba al (pausa) a un supermercado que quedaba cerca y me robaba un almuerzo*". This highlights an emergent dimension of the practicum: the absence of institutional support structures that ensure PSTs can meet their essential needs. Here, the context not only fails to support the practicum experience

but also actively undermines it. When PSTs experience the practicum as a source of frustration, their desire to remain in the profession may be weakened. By contrast, if conditions such as Blue's close distance to the school exist, it may serve as a source of satisfaction.

## 5. Discussion

As reviewed in the previous chapter, autonomy satisfaction was first evident in the explicit designation of PSTs as active teachers rather than assistants inside the classroom. When guide teachers acknowledged their professional status and allowed them to plan lessons, choose diverse strategies, and justify pedagogical decisions, PSTs experienced autonomy through professional agency. As Cheon et al. (2018) state, providing PSTs with autonomy-supportive instructions promotes autonomous motivation, enabling them to be more effective by developing new skills and confidence while practicing teaching. Additionally, the importance of having a guide teacher who promotes an empowering climate with opportunities for PSTs to choose encourages autonomy satisfaction and support (Granero-Gallegos et al., 2024). These findings highlight the importance of the role of a prepared guide teacher who provides enough volition and guidance to PSTs during their final practicum, as part of their professional development.

However, autonomy satisfaction was not confined to classroom interactions. Institutional actors, specifically principals, also played a significant role in PSTs' autonomy satisfaction and frustration. Previous studies have demonstrated that receiving support and constructive feedback from principals is positively associated with higher levels of autonomy satisfaction among teachers (Ebersold et al. 2019; Klassen et al. 2012). In a supportive environment, PSTs were able to exercise their autonomy and perform better in the final practicum. In contrast, a controlled environment characterized by harsh feedback and a lack of support can affect the experience of the final practicum, leading to frustration of BPNs and increased emotional burden. These dynamics illustrate how autonomy during the professional placement is not only found at the classroom level but is embedded in the broader institutional context.

Despite the support, autonomy frustration emerged when institutions positioned PSTs as instrumental resources instead of teachers developing their professional identity. The participants' narratives revealed a perceived instrumentalization, as their availability seemed mandatory. Furthermore, autonomy frustration is evidenced by the demands being imposed in ways that affect volition and reduce perceived ownership over the PSTs' actions in the practicum (Ryan & Weinstein, 2009). Control was rarely explicit or authoritarian; instead, it operated through normalized assumptions that positioned PSTs as continuously available, creating a

complex scenario for the participants, which ultimately frustrated their volition. Huic et al. (2024) report that teachers who feel their autonomy is satisfied at work tend to have higher job satisfaction within their institutions. This contrasts with the narrative and experience of PSTs, as they experienced great pressure from their educational contexts that challenged their sense of agency.

It is also relevant to note that autonomy frustration cannot be attributed solely to school contexts. It is important to develop a critical examination of the UMCE's role in preparing PSTs to negotiate autonomy in school settings. Although the university discourse emphasizes reflection, agency, and critical pedagogy, assessments and practicum requirements may impact how autonomy is developed in the practicum contexts. As a consequence, PSTs may be left to manage autonomy tensions and frustration individually, with a high motivational and emotional cost due to the limited support provided by the university and its agents. A study by Lojdoová et al. (2021) points out that experienced teachers or mentors are crucial for novice teachers, highlighting the importance of support from different agents for PSTs during the final practicum. These findings suggest that autonomy during the final practicum functions as a conditional resource more than as a guaranteed pedagogical right. When institutions recognize the role of PSTs and understand the educational aims of university teacher training programs, they can foster autonomy-supportive environments that provide professional development and engagement in school contexts. When these conditions are not met by the institutions, autonomy frustration may arise, contributing to burnout and the normalization of the self-sacrifice of PSTs (Sánchez-Oliva et al., 2014).

While autonomy is closely associated with institutional recognition and the possibility of acting as legitimate teachers, competence is constrained by a different yet related institutional configuration. In the case of the English Pedagogy program at UMCE, even when PSTs are granted pedagogical agency, their sense of competence appears fragile due to a persistent misalignment between university coursework and the concrete demands of school contexts. In this sense, competence frustration does not stem from a lack of effort or engagement, but from how professional preparation is organized and sequenced within the program, becoming evident when PSTs are required to function independently in classrooms.

This finding aligns with long-standing critiques of teacher education that problematize the enduring separation between theory and practice. Korthagen (2010) argues that this gap between theory and practice continues to cast doubt on the effectiveness of teacher education programs. From this perspective, the practicum does not simply function as a space to apply previously acquired knowledge. Instead, it brings to light the limitations of university preparation. This experience has been described as *reality shock*, understood as the breakdown of pedagogical ideals formed during training when novice teachers face the everyday realities of classroom life (Veenman, 1984). These realities include heavy workloads, institutional constraints, and the inherent complexity of the teaching role (Kim & Cho, 2014). The accounts of PSTs in this study reflect this tension, suggesting that competence frustration is structurally produced and closely linked to gaps in curricular preparation.

This misalignment can be explained by the structure of earlier practicum experiences, which provided brief, discontinuous, and low-responsibility exposure to teaching and relied heavily on the guide teacher's discretion. Across successive practicum stages, pre-service ELF teachers at UMCE engage in short, weekly classroom visits that prioritize observation, reflection, and occasional intervention (UMCE, 2021), with limited guarantees of active teaching participation. Opportunities to actively teach are frequently contingent on whether the guide teacher allows participation, resulting in unpredictable experiences of pedagogical engagement. Consequently, the transition to the final practicum represents a marked institutional shift, from brief weekly visits to 20 hours of weekly school-based work sustained over an entire semester (UMCE, 2021). This escalation concentrates pedagogical, administrative, and emotional demands almost exclusively at the end of the program, bringing to light inconsistencies in curriculum sequencing and coherence.

International research reinforces these concerns, particularly in EFL teacher education. Hudson et al. (2008) and Allen (2009) suggest that PSTs often experience a gap between university-based knowledge and the realities of school contexts, with PSTs prioritizing practice as more immediate and relevant once they enter classrooms. When curricula do not sufficiently integrate administrative, emotional, and managerial dimensions of teaching, competence may be developed under pressure rather than through guided preparation.

These conditions have clear motivational consequences. Research shows that low competence during practicum is particularly detrimental, to the extent that even moderate levels of autonomy and relatedness fail to support engagement or positive teaching experiences (Liu & Siteo, 2019). Within the UMCE English Pedagogy program, the disjointed design of practicum experiences tends to place PSTs in positions of full responsibility before sustained preparation has fully occurred, making competence difficult to maintain over time. As a result, teaching may become oriented toward coping and survival, with professional learning occurring in spite of the structure of the practicum rather than as a result of it.

Relatedness, in turn, became a source of resilience or a space of exclusion. The results point to a previous link with the school community that eased the transition into the newcomer role. As suggested by Ryan & Deci (2020), this familiarity provided a sense of social safety that enabled PSTs to focus more on pedagogical engagement rather than emotional adaptation, helping to buffer them against the exhaustion commonly reported among novice teachers (van den Berghe et al., 2014; Kaplan, 2021).

A deeper layer of satisfaction refers to the emotional bonds with students. In this sense, literature within SDT understands these bonds not only as affective experiences but as signals of mutual trust that support professional legitimacy and self-efficacy (Deci & Ryan, 2012). These reciprocal relationships allowed PSTs to move beyond the role of a task performer to become a trusted professional figure, a dynamic that predicts both instructional engagement and psychological well-being (Collie & Martin, 2015; Klassen et al., 2012). Similarly, informal exchanges with colleagues, such as shared lunch breaks, helped to soften hierarchical boundaries. These horizontal social climates strengthen the satisfaction of relatedness and contribute to greater job commitment (Ford et al., 2019; Doménech-Betoret et al., 2015).

In contrast, the absence of this integration reflected a pattern of “need thwarting” (Bartholomew et al., 2014; Chen et al., 2020). When guide teachers and colleagues maintain distance or indifference, as described in Blonde’s narrative, PSTs experience a significant loss of psychological safety. Research grounded in SDT suggests that exclusionary interpersonal contexts undermine teachers’ sense of belonging and impair their capacity to function adaptively within the school environment (Collie et al., 2016; Doménech-Betoret et al., 2015). Frustration of relatedness often requires sustained emotional regulation in order to cope with insecurity and

social uncertainty, which may reduce the psychological resources available for competence development and autonomous engagement (Ryan & Deci, 2001). Studies with in-service and PSTs indicate that such relational strain is associated with heightened stress, emotional exhaustion, and maladaptive coping patterns (Aldrup et al., 2017; Franco et al., 2022). Over time, these dynamics contribute to diminished professional commitment and increased vulnerability to burnout and withdrawal from the profession (Madigan & Kim, 2021; Sánchez-Oliva et al., 2014).

From this perspective, the configuration of the BPNs helps to conceptualize motivation as not a stable internalized characteristic but a highly contextual and dynamic process closely tied to practicum conditions. Intrinsic motivation emerged from contexts where PSTs experienced emotional connection, feedback, and enjoyment during the lessons. Participants expressed comfort through the connection with students, particularly when they were approached and needed outside the classroom, rather than feeling rewarded only by the act of teaching. This aligns with the definition of intrinsic motivation proposed by Ryan and Deci (2000a), as well as empirical findings showing that relationships with students are related to intrinsic motivation (Yıldız & Kılıç, 2021; Bukhari et al., 2021). At the same time, these results nuance SDT by suggesting that intrinsic motivation during practicum may depend less on task enjoyment alone and more on relational validation and contextual fit, particularly when PSTs are still consolidating their professional identity. This reinforces the evidence that BPNs' satisfaction, especially relatedness and competence, is strongly associated with intrinsic motivation in teachers (Tran, 2024; Guo & Xu, 2024).

Additionally, identified regulation emerged when the participants developed a cognitive bridge that connected their personal goals and the practicum experience. This is illustrated in the narratives of Bronze and Blue, where personal challenges in a complex educational context, and helping students supported their motivation and professional growth. This reinforces the idea that motivation becomes more autonomous when individuals recognize the relevance of an activity for personally endorsed goals (Ryan & Deci, 2020). These findings align with those of Jenó et al. (2025), who found that when teachers perceived their training or work as relevant and purposeful, their motivation shifted towards more autonomous forms. However, the data

also suggests that this type of regulation is highly fragile and context-dependent, as it depends on the institutions to allow PSTs to pursue those goals without constraints.

Moreover, integrated regulation emerged when PSTs articulated a sense of vocation. This is reflected in Bronze's discovery that education is key to transforming people's lives, as well as in Blonde's empathy when working with students in vulnerable educational contexts. This suggests that motivation extended beyond their context and became a part of their identity. This supports the SDT's claim that integrated regulation represents the most autonomous form of extrinsic motivation, as external demands are fully assimilated into the self (Ryan & Deci, 2000b). However, even the more autonomous forms of extrinsic motivation can be vulnerable to controlling contexts. Disempowering climates and persistent need frustration have been shown to erode motivation quality over time (van den Berghe et al., 2014; Granero-Gallegos et al., 2024). Therefore, the results suggest that vocation was not a shield against frustration, as it requires supportive contexts to be sustained.

The final practicum appeared to function as a filter for PSTs, as it helped them create or develop their teacher identity as well as the identification of their strengths and weaknesses based on the satisfaction or the frustration of their BPNs. However, this instance also risks the possibility of disengagement and attrition when institutions frustrate the needs of PSTs (Sánchez-Oliva et al., 2014). This highlights a critical implication and shifts the focus towards the duty practicum centers have to protect and support the PSTs they receive for training, rather than placing the responsibility solely on the PSTs' commitment and vocation. Institutions have a responsibility that should be embedded in practicum design and school culture.

The patterns reviewed above suggest that even highly autonomous forms of motivation and the satisfaction of the BPNs were not sufficient to balance the pressures of the practicum. As the institutional support weakened, the PSTs had to resort to coping strategies that helped them endure the demands of the professional placement, which ultimately made coping a central point of their practicum experience.

Consequently, coping emerged as a situational response to practicum conditions perceived as rigid and non-negotiable. This aligns with Skinner et al.'s (2003) definition of coping as an

organizational construct that encompasses coordinated responses to stress rather than isolated behaviors.

The study suggests that the practicum context constrained available coping options by limiting autonomy, a condition repeatedly identified as central to stress and anxiety in PSTs (Mahmoudi & Özkan, 2016; Gutierrez et al., 2014). Beige's description of sacrificing leisure time and labeling the practicum experience as "overexploitation" reflects an acknowledgment that this adaptation was costly but necessary. Studies on practicum stress have documented similar dynamics. Excessive planning requirements and performance expectations push PSTs toward endurance-based strategies rather than problem-focused coping (Han & Takkaç-Tulgar, 2019; Paquette & Rieg, 2016). The tendency to work until early morning hours reflects a process of normalization of self-sacrifice, where performance standards are prioritized over well-being. This aligns with research on teaching anxiety, which indicates that such tendencies often coexist with high self-expectations and fear of failure; they reinforce cycles of overwork and emotional strain (Nobis et al., 2025; Anton et al., 2023).

Despite the strong relatedness satisfaction experienced by Blue throughout their process, they still decided to "hold it in" rather than seek support. This choice contrasts with evidence indicating that when relatedness support is weak, PSTs are less likely to engage in help-seeking and more likely to internalize stress through solitary effort (Mahmoudi & Özkan, 2016; Paquette & Rieg, 2016). From an SDT perspective, these patterns can be interpreted as responses to autonomy frustration, where individuals comply with external demands by sacrificing personal needs to maintain functionality (Ryan & Deci, 2000b). While recent intervention studies suggest that strengthening coping self-efficacy and emotion regulation can mitigate such costs (Wang et al., 2022), the present accounts suggest that, in the practicum, self-sacrifice becomes normalized when structural demands exceed available support.

In this way, the psychological burden of the practicum is not an isolated experience, but one that is situated within material realities. Research grounded in SDT indicates that access to contextual resources mitigates the negative effects of high demands by supporting BPNs (Ryan & Deci, 2001; Desrumaux et al., 2016). Without this support, for instance, a long commute can generate persistent anxiety about punctuality and performance. Furthermore, a lack of financial resources to meet basic needs can transform the practicum into a source of daily distress. When

demands are high and resources are insufficient, psychological need satisfaction may deteriorate, increasing stress and emotional exhaustion (Jansen in de Wal et al., 2020; Maas et al., 2022).

Since the university plans and manages the practicum, it has a responsibility to identify vulnerable students and provide support for their well-being. The lack of clear systems to meet basic needs suggests that well-being may be treated as the student's own responsibility. This happens even though research shows that support from the institution helps students cope with high stress (Rothmann & Fouché, 2018; Madigan & Kim, 2021). Therefore, working conditions are not just a logistical matter; they are an ethical and educational issue.

These findings point to the fact that the final practicum can be understood as an instance of conditional support, where PSTs are expected to demonstrate full commitment while receiving limited institutional backing. Although UMCE designs and manages the final placements, the lack of systematic institutional support means that PSTs are left to manage their needs individually, rather than these being addressed as an institutional concern. Within this context, PSTs develop resilience, commitment, and vocation despite the difficulties faced throughout their placement. Therefore, those qualities can be understood as a response to inadequate support. From this perspective, working conditions and the proper support to satisfy the BPNs of PSTs emerge as an ethical responsibility that calls for institutional accountability. These conclusions point to the need for concrete implications across the multiple levels that form the practicum context.

## **5.1 Implications**

The findings of this study point to significant implications at three levels: universities with teacher preparation programs, practicum center schools, and state educational policies.

At the university level, one central concern is the need for better curriculum coherence within initial teacher preparation. The findings reveal a gap between what PSTs learn at university and what is expected in schools. Early practicum experiences usually involve little responsibility and only short teaching periods that are mainly focused on observation, which contrast with the demands of the final placement. This abrupt insertion leaves PSTs without the proper pedagogical and emotional preparation necessary to meet the demands of the final

practicum. To address this, teaching responsibilities should be gradually spread out, allowing PSTs to build their skills through ongoing, supported teaching practice rather than this being introduced all at once.

In addition, the findings reveal the necessity for stronger institutional communication with the practicum centers. Greater coordination and monitoring by universities may help achieve a closer alignment between school practices and the aims of teacher training programs. In this context, the quality of mentoring provided by guide teachers becomes particularly meaningful, as they can provide supportive, autonomy-oriented feedback that enhances professional development and diminishes the emotional demands of the practicum.

At the practicum center level, schools should recognize the identity and role of PSTs as teachers-in-training, and not as teacher aides. If educational institutions provide PSTs with clear instructions and expectations, they will feel satisfaction with their BPNs, whereas controlling context thwarts the emotional needs of PSTs.

Finally, at the policy level, the findings suggest that there should be minimum conditions for PSTs to satisfactorily complete their professional placement. Providing access to adequate material, financial, and emotional support plays a key role in ensuring educational equity and professional ethics. Policies that formally recognize the final practicum as a demanding form of labor could contribute to more sustainable training conditions and reduce the risk of burnout and attrition.

## **5.2 Limitations**

The findings of this study should be interpreted in light of certain constraints. First, the reduced number of participants and their affiliation with a single teacher education institution limit the generalizability of the results. The purpose of the study is not to make general claims, but to provide a detailed and contextualized account of experiences during the final practicum. The institutional specificity of the sample may mean that the patterns identified reflect conditions specific to this program. Future research could address this limitation by including participants from multiple universities or teacher education programs, allowing for comparative analyses across institutional contexts.

A second limitation relates to the timing of data collection. All participants had already completed their final practicum at the time of the interviews; because of this, the findings are based on retrospective accounts. Although this allows participants to reflect on their practicum experience as a whole, it also prevents direct comparison with PSTs who are currently undertaking their practicum. Future work could examine a longitudinal or concurrent design, collecting data both during and after the practicum to capture changes in motivation, need satisfaction, and coping strategies over time.

Also, the authors of this study completed their own final practicum during the same academic semester as the participants. This shared temporal and experiential context may have influenced the interpretation of the data, as the analysis was conducted by researchers who were simultaneously navigating similar institutional demands, emotional challenges, and practicum conditions. While this proximity may have facilitated sensitivity and understanding of the participants' accounts, it also introduces the possibility of interpretive bias, particularly in relation to themes such as workload, institutional support, and emotional strain. Future research designs could strengthen analytical distance by incorporating external analysts, peer debriefing, or additional reflexive procedures.

Finally, the data relied exclusively on participants' self-reported perceptions. While these narratives provide valuable insight into how PSTs make sense of their experiences, they do not include observational data or perspectives from other stakeholders, such as guide teachers or university tutors. Future research could deepen the analytical depth of this line of inquiry by incorporating classroom observations, reflective journals, or multi-informant designs, thereby enabling triangulation and a more comprehensive understanding of practicum dynamics.

Despite these limitations, the study offers meaningful insights into the institutional and motivational conditions shaping PSTs' experiences during the final practicum and highlights relevant directions for future research in teacher education, well-being, and professional development.

The conclusion of this study focuses on summarizing the contributions and limitations of the research, as well as proposing institutional directions. It also presents recommendations for

future research aimed at a deeper investigation of PSTs' motivation and well-being, as well as their relationship to teacher attrition and strategies to address it.

## 6. Conclusion

The purpose of this study was to examine how pre-service EFL teachers experience the satisfaction and frustration of their BPNs during the final practicum, and how the practicum environment influenced their perception of motivation and professional development. The findings indicate that the practicum is not only a neutral academic stage, but a significant experience that can condition/influence the manner in which PSTs engage with teaching and build their career aspirations.

Overall, the study suggests that PSTs' motivation and well-being were closely related to the extent to which university and school contexts enabled them to act with agency, feel effective, and belong. In addition, institutional support enabled the sustained engagement and contributed to the confirmation of PSTs' vocational commitment. On the contrary, the lack of recognition, the disjointed curriculum, and perceived neglect from UMCE contributed to emotional strain and reduced motivation.

A central contribution of this study is to show that need frustration was not primarily an individual issue. It was linked to the organization of the practicum itself. In particular, the UMCE English Pedagogy program appears to delegate major responsibility to PSTs at the moment when institutional support is most needed. The expectation of full professional performance coexisted with uneven mentoring, limited safeguards for well-being, and gaps between training and school demands. This configuration normalizes self-sacrifice as a way to cope with the semester. That is not a personal strength to celebrate, it signals an institutional design problem.

In this sense, the final practicum operates as a motivational filter. It can confirm teaching as a viable path, while also accelerating disengagement when PSTs are required to endure conditions that undermine competence and psychological stability. For UMCE, this implies an ethical and pedagogical responsibility: to treat the practicum as a supported stage of professional learning, with clearer alignment, closer accompaniment, and minimum conditions that protect PSTs' basic needs.

Finally, although the study is limited in scope, it extends SDT research by documenting how autonomy, competence, and relatedness are negotiated in a Chilean practicum context

through institutional arrangements, not only interpersonal dynamics. Future research should examine these processes across programs and include additional voices (e.g., tutors, guide teachers), as well as data collected during the practicum, to better understand how motivational trajectories develop over time.

## 7. References

Abdillah, M. G., & Fithriani, R. (2023). Indonesian EFL Pre-service Teachers' Experiences: Revealing English Instructional Challenges during Teaching Practice. *REiLA: Journal of Research and Innovation in Language*, 5(1), 32–47. <https://doi.org/10.31849/reila.v5i1.13228>

Aldrup, K., Klusmann, U., & Lüdtke, O. (2017). Does basic need satisfaction mediate the link between stress exposure and well-being? A diary study among beginning teachers. *Learning and Instruction*, 50, 21–30. <https://doi.org/10.1016/j.learninstruc.2016.11.005>

Allen, J. M. (2009). Valuing practice over theory: How beginning teachers re-orient their practice in the transition from the university to the workplace. *Teaching and Teacher Education*, 25(5), 647–654. <https://doi.org/10.1016/j.tate.2008.11.011>

Anindya, S., & Triyoga, A. (2025). EFL pre-service teacher identity development during international teaching practicum program: A narrative study. *Englisia: Journal of Language, Education, and Humanities*, 12(2), 299-322. <https://doi.org/10.22373/ej.v12i2.29443>

Anton, S., Piro, J. S., Delcourt, M. A. B., & Gundel, E. (2023). *Pre-service teachers' coping and anxiety within mixed-reality simulations*. *Social Sciences*, 12(3), 146. <https://doi.org/10.3390/socsci12030146>

Antoni, R., & Mustafa, J. (2024). Pre-Service Teachers' Practices on Developing and Using Learning Devices During Practicum. *Journal of Applied Linguistics*, 3(2), 85–92. <https://doi.org/10.52622/joal.v3i2>

Bartholomew, K. J., Ntoumanis, N., Cuevas, R., & Lonsdale, C. (2014). Job pressure and ill-health in physical education teachers: The mediating role of psychological need thwarting. *Teaching and Teacher Education, 37*, 101-107. <https://doi.org/10.1016/j.tate.2013.10.006>

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*(2), 107–128.  
<https://doi.org/10.1016/j.tate.2003.07.001>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Bukhari, S. G. A. S., Jamali, S. G., Larik, A. R., & Chang, M. S. (2021). Fostering intrinsic motivation among teachers: Importance of work environment and individual differences. *International Journal of School & Educational Psychology, 11*(1), 1–19.  
<https://doi.org/10.1080/21683603.2021.1925182>

Chen, L., Gamble, J. H., Chen, I.-H., Lee, Z.-H., & Fu, Q.-L. (2020). Psychometric Properties and Measurement Invariance for a Chinese Version of a Psychological Need Thwarting Scale for Teachers. *International Journal of Environmental Research and Public Health, 17*(9), 3247.  
<https://doi.org/10.3390/ijerph17093247>

Cheon, S. H., Reeve, J., Lee, Y., & Lee, J. (2018). Why autonomy-supportive interventions work: Explaining the professional development of teachers' motivating style. *Teaching and Teacher Education*, 69, 43–51. <https://doi.org/10.1016/j.tate.2017.09.022>

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2016). Teachers' psychological functioning in the workplace: Exploring the roles of contextual beliefs, need satisfaction, and personal characteristics. *Journal of Educational Psychology*, 108(6), 788–799. <https://doi.org/10.1037/edu0000088>

Collie, R., & Martin, A. (2015). Teachers' psychological needs, motivation, and autonomy-support: Impacts on students' growth goals and achievement outcomes. [https://www.researchgate.net/publication/280134105\\_Teachers'\\_psychological\\_needs\\_motivation\\_and\\_autonomy-support\\_Impacts\\_on\\_students'\\_growth\\_goals\\_and\\_achievement\\_outcomes](https://www.researchgate.net/publication/280134105_Teachers'_psychological_needs_motivation_and_autonomy-support_Impacts_on_students'_growth_goals_and_achievement_outcomes)

Creswell, J.W. & Creswell, J.D. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage, Los Angeles.

Creswell, J.W. & Poth, C.N. (2018) *Qualitative Inquiry and Research Design Choosing among Five Approaches*. 4th Edition, SAGE Publications, Inc., Thousand Oaks

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 19–43. <https://doi.org/10.1146/annurev-orgpsych-032516-113108>

Deci, E. L., & Ryan, R. M. (2012). Motivation, Personality, and Development Within Embedded Social Contexts: An Overview of Self-Determination Theory. In *The Oxford Handbook of Human Motivation* (pp. 85–108). Oxford University Press.  
<https://doi.org/10.1093/oxfordhb/9780195399820.013.0006>

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3–4), 325–346.  
<https://doi.org/10.1080/00461520.1991.9653137>

Desrumaux, P., Lapointe, D., Ntsame Sima, M., Boudrias, J.-S., Savoie, A., & Brunet, L. (2015). The impact of job demands, climate, and optimism on well-being and distress at work: What are the mediating effects of basic psychological need satisfaction? *European Review of Applied Psychology*, 65(4), 179–188. <https://doi.org/10.1016/j.erap.2015.06.003>

Doménech-Betoret, F., Lloret-Segura, S., & Gómez-Artiga, A. (2015). Teacher Support Resources, Need Satisfaction and Well-Being. *The Spanish Journal of Psychology*, 18, E6.  
<https://doi.org/10.1017/sjp.2015.8>

Ebersold, S., Rahm, T., & Heise, E. (2019). Autonomy support and well-being in teachers: differential mediations through basic psychological need satisfaction and frustration. *Social Psychology of Education*, 22(4), 921–942. <https://doi.org/10.1007/s11218-019-09499-1>

Ford, T. G., Olsen, J., Khojasteh, J., Ware, J., & Urick, A. (2019). The effects of leader support for teacher psychological needs on teacher burnout, commitment, and intent to leave. *Journal of Educational Administration*, 57(6), 615–634. <https://doi.org/10.1108/JEA-09-2018-0185>

Franco, E., Cuevas, R., Coterón, J., & Spray, C. (2022). Work Pressures Stemming From School Authorities and Burnout Among Physical Education Teachers: The Mediating Role of Psychological Needs Thwarting. *Journal of Teaching in Physical Education*, 41(1), 110–120. <https://doi.org/10.1123/jtpe.2020-0070>

Granero-Gallegos, A., Baena-Extremera, A., Ortiz-Camacho, M. del M., & Burgueño, R. (2024). Influence of empowering and disempowering motivational climates on academic self-concept amongst STEM, social studies, language, and physical education pre-service teachers: a test of basic psychological needs. *Educational Review*, 76(7), 2020–2042. <https://doi.org/10.1080/00131911.2023.2290444>

Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15(2), 273–289. <https://doi.org/10.1080/13540600902875340>

Guo, Q., & Xu, Y. (2024). Student teachers' motivation to teach: The roles of basic psychological needs, teaching self-efficacy, and teaching emotions from a variable- and person-centered approach. *Teaching and Teacher Education*, 148, 104688. <https://doi.org/10.1016/j.tate.2024.104688>

Guthrie, C. et al. (2019), “Strength through diversity: Country spotlight report for Chile”, *OECD Education Working Papers*, No. 210, OECD Publishing, Paris, <https://doi.org/10.1787/058bc849-en>

Gutierrez, J. C., Marzo, R. R., Lid-ayan, Z. B., Cuison, C. J. M., De Vera, J. B., Domingo, V. B., Dilem, C. D., & James Mark, B. (2014). *Stressors and coping mechanisms of pre-service teachers*. *Texila International Journal of Academic Research*, 3(1), Article 003. <https://doi.org/10.21522/TIJAR.2014.03.01.Art003>

Han, T., & Takkaç-Tulgar, A. (2019). Analysis of the pre-service teachers’ teaching anxiety and coping strategies: A Turkish Elementary School Context. *GIST – Education and Learning Research Journal*, 19, 49–83. <https://doi.org/10.26817/16925777.802>

Hernández, M. E. & Ortiz, L. D. (2025). *Práctica Profesional Final -2do semestre 2025*. [Diapositiva]. Santiago, Chile: Universidad Metropolitana de Ciencias de la Educación.

Hudson, P., Nguyen, T., & Hudson, S. (2008) *Challenges for preservice EFL teachers entering practicum*. <https://researchportal.scu.edu.au/esploro/outputs/conferencePresentation/Challenges-for-preservice-EFL-teachers-entering/991012820509302368>

Huić, A., Pavlin-Bernardić, N., & Čižić, N. (2024). Teachers’ basic psychological needs, (de)motivating styles and professional well-being. *Primenjena Psihologija*, 17(3), 407–432. <https://doi.org/10.19090/pp.v17i3.2521>

Jansen in de Wal, J., van den Beemt, A., Martens, R. L., & den Brok, P. J. (2020). The relationship between job demands, job resources and teachers' professional learning: is it explained by self-determination theory? *Studies in Continuing Education*, 42(1), 17–39. <https://doi.org/10.1080/0158037X.2018.1520697>

Jantarach, V., & Soontornwipast, K. (2018). EFL student teachers' lesson planning processes: A grounded theory study. *Arab World English Journal*, 9(3), 311–330. <https://doi.org/10.24093/awej/vol9no3.21>

Jeno, L. M., Levesque-Bristol, C., Nylehn, J., Pavlovic, Z., Roness, D., & Weinstein, N. (2025). Student teachers' basic psychological needs and motivation underlie the experiences of educational quality: A pre-registered qualitative study. *Social Sciences & Humanities Open*, 11, 101354. <https://doi.org/10.1016/j.ssaho.2025.101354>

Ji Y, Oubibi M, Chen S, Yin Y and Zhou Y (2022) Pre-service teachers' emotional experience: Characteristics, dynamics and sources amid the teaching practicum. *Front. Psychol.* 13:968513. <https://doi.org/10.3389/fpsyg.2022.968513>

Kaplan, H. (2021) Suppression of Psychological Needs Among Beginning Teachers: A Self-Determination Theory Perspective on the Induction Process in Bedouin Schools. *Front. Psychol.* 12:621984. <https://doi.org/10.3389/fpsyg.2021.621984>

Kaplan, H. (2022) The unique effects of supporting beginning teachers' psychological needs through learning communities and a teacher-mentor's support: A longitudinal study based on self-determination theory. *Front. Psychol.* 13:859364. <https://doi.org/10.3389/fpsyg.2022.859364>

Kim, H., & Cho, Y. (2014). Pre-service teachers' motivation, sense of teaching efficacy, and expectation of reality shock. *Asia-Pacific Journal of Teacher Education*, 42(1), 67–81. <https://doi.org/10.1080/1359866X.2013.855999>

Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. *Journal of Educational Psychology*, 104(1), 150–165. <https://doi.org/10.1037/a0026253>

Korthagen, F. A. J. (2010). How teacher education can make a difference. *Journal of Education for Teaching*, 36(4), 407–423. <https://doi.org/10.1080/02607476.2010.513854>

Latifah, D. (2014). The role of in-service teacher in supervising pre-service teachers during teaching practicum program. *Harmonia: Journal of Arts Research and Education*, 14(2), 88–96. <https://doi.org/10.15294/harmonia.v14i2.3290>

Liu, W. C., & Siteo, C. Y. (2019). Student teachers' psychological needs, subjective experience and perceived competence in teaching during practicum. *Asia Pacific Journal of Education*, 40(2), 154–166. <https://doi.org/10.1080/02188791.2019.1696746>

Lojdová, K., Vlčková, K., & Nehyba, J. (2021). Stories of Teachers' Identity: Between Personal and Professional Experience. *Studia Paedagogica*, 26(2), 113. <https://doi.org/10.5817/SP2021-2-6>

Maas, J., Schoch, S., Scholz, U., Rackow, P., Schüler, J., Wegner, M., & Keller, R. (2022). School principals' social support and teachers' basic need satisfaction: The mediating role of job demands and job resources. *Social Psychology of Education*, 25(6), 1545–1562. <https://doi.org/10.1007/s11218-022-09730-6>

Madigan, D. J., & Kim, L. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, 105, Article 103425. <https://doi.org/10.1016/j.tate.2021.103425>

Mahmoudi, F., & Özkan, Y. (2016). *Practicum stress and coping strategies of pre-service English language teachers*. *Procedia – Social and Behavioral Sciences*, 232, 494–501. <https://doi.org/10.1016/j.sbspro.2016.10.067>

Merç, Ali. (2010). SELF-REPORTED PROBLEMS OF PRE-SERVICE EFL TEACHERS THROUGHOUT TEACHING PRACTICUM. *Anadolu University Journal of Social Sciences*. 10. 199-226. [https://www.researchgate.net/publication/46508391\\_SELF-REPORTED\\_PROBLEMS\\_OF\\_PRE-SERVICE\\_EFL\\_TEACHERS\\_THROUGHOUT\\_TEACHING\\_PRACTICUM](https://www.researchgate.net/publication/46508391_SELF-REPORTED_PROBLEMS_OF_PRE-SERVICE_EFL_TEACHERS_THROUGHOUT_TEACHING_PRACTICUM)

Nisa, Rahmatun (2023) *Exploring pre-service EFL teachers in classroom management preparation: implication reflective practice*. Undergraduate (S1) thesis, Universitas Islam Negeri Walisongo Semarang. <https://eprints.walisongo.ac.id/id/eprint/23767>

Nobis Jr., M. L., Cui, A. P., Delmonte, C. M., De Guzman, B. C., Evardone, J. G., Caparros, C. L., Sabalza, L. H. A., Nobis, A. C., & Acebron, A. E. (2025). *Symptoms, determinants and coping strategies: A qualitative study of test anxiety among pre-service teachers*. *Asian Journal of Education and Social Studies*, 51(5), 599–611. <https://doi.org/10.9734/ajess/2025/v51i51943>

OECD (2025), *Results from TALIS 2024: The State of Teaching*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/90df6235-en>

Olafsen, A. H., Halvari, H., & Frølund, C. W. (2021). The Basic Psychological Need Satisfaction and Need Frustration at Work Scale: A Validation Study. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.697306>

Ortiz, J. E., Hernández, M. E., Díaz, C., Sanhueza, C., Campos, D., Carrasco, V., Olgún, M., Machuca-Contreras, F., & Rundquist, E. (2020). Una mirada de las estrategias de enseñanza del inglés como lengua extranjera desplegadas por profesores practicantes chilenos. *Pensamiento educativo*, 57(2) <https://dx.doi.org/10.7764/pel.57.2.2020.9>

Pakpahan, E. M. (2023). Challenges Faced by Pre-Service Teachers During Teaching Practicum. *International Journal of Educational Narratives*, 1(5), 300–305. <https://doi.org/10.55849/ijen.v1i5.389>

Paquette, K. R., & Rieg, S. A. (2016). Stressors and coping strategies through the lens of Early Childhood/Special Education pre-service teachers. *Teaching and Teacher Education*, 57, 51–58. <https://doi.org/10.1016/j.tate.2016.03.009>

Pasaribu, T. A., & Harendita, M. E. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. *Journal of English Education*, 7(1), 1–12. <https://doi.org/10.24071/ilt.2018.210202>

Radford, A., Kim, J.W., Xu, T., Brockman, G., McLeavey, C., & Sutskever, I. (2022). Robust Speech Recognition via Large-Scale Weak Supervision. *International Conference on Machine Learning*. <https://doi.org/10.48550/arXiv.2212.04356>

Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>

Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>

Ryan, R. M., & Deci, E. L. (2001). *On happiness and human potentials: A review of research on hedonic and eudaimonic well-being*. *Annual Review of Psychology*, 52, 141–166. <https://doi.org/10.1146/annurev.psych.52.1.141>

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. The Guilford Press. <https://doi.org/10.1521/978.14625/28806>

Ryan, R. M., & Weinstein, N. (2009). Undermining quality teaching and learning: A self-determination theory perspective on high-stakes testing: A self-determination theory perspective on high-stakes testing. *Theory and Research in Education*, 7(2), 224-233. <https://doi.org/10.1177/1477878509104327>

Richards, J. C., & Schmidt, R. (2010). Longman dictionary of language teaching and applied linguistics (4th ed.). Pearson Education. [https://bayanebartar.org/file-dl/library/IELTS3/Longman\\_Dictionary4th\\_Edition.pdf](https://bayanebartar.org/file-dl/library/IELTS3/Longman_Dictionary4th_Edition.pdf)

Rothmann, S., & Fouché, E. (2018). School Principal Support, and Teachers' Work Engagement and Intention to Leave: The Role of Psychological Need Satisfaction. In *Psychology of Retention* (pp. 137–156). Springer International Publishing. [https://doi.org/10.1007/978-3-319-98920-4\\_7](https://doi.org/10.1007/978-3-319-98920-4_7)

Sánchez-Oliva, D., Sánchez-Miguel, P., Pulido, J., López, J., & Cuevas, R. (2014). Motivación y burnout en profesores de educación física: incidencia de la frustración de las necesidades psicológicas básicas. *Cuadernos de Psicología del Deporte*, 14(3), 75-82. [http://scielo.isciii.es/scielo.php?script=sci\\_arttext&pid=S1578-84232014000300009&lng=es&tlng=.](http://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S1578-84232014000300009&lng=es&tlng=)

Schunk, D. H., Meece, J. L., & Pintrich, P. R.. (2014). *Motivation in education: theory, research and applications*. Pearson. [https://api.pageplace.de/preview/DT0400.9781292055251\\_A24621767/preview-9781292055251\\_A24621767.pdf](https://api.pageplace.de/preview/DT0400.9781292055251_A24621767/preview-9781292055251_A24621767.pdf)

Skinner, E. A., Edge, K., Altman, J., & Sherwood, H. (2003). Searching for the structure of coping: A review and critique of category systems for classifying ways of coping. *Psychological Bulletin*, 129(2), 216–269. <https://doi.org/10.1037/0033-2909.129.2.216>

Tran, Linh H. (2024). English Language Teachers' Motivation and Their Basic Psychological Needs: A Self-Determination Theory Approach. *The Journal of AsiaTEFL*. 21. 711-720. <https://doi.org/10.18823/asiatefl.2024.21.3.13.711>

Tüfekçi-Can, D. (2018). Foreign language teaching anxiety among pre-service teachers during teaching practicum. *International Online Journal of Education and Teaching*, 5(3), 579–595.

Universidad Metropolitana de Ciencias de la Educación. (2021) *APRUEBA REGLAMENTO DE FORMACIÓN PRÁCTICA, CONFORME AL ACUERDO N°1563 DEL CONSEJO ACADÉMICO*. [Non-published PDF]

Universidad Metropolitana de Ciencias de la Educación. (n.d.). Dirección de Prácticas [Practicum Office]. <https://www.umce.cl/universidad/gobierno-central/direccion-de-practicas/>

van den Berghe, L., Soenens, B., Aelterman, N., Cardon, G., Tallir, I. B., & Haerens, L. (2014). Within-person profiles of teachers' motivation to teach: Associations with need satisfaction at work, need-supportive teaching, and burnout. *Psychology of Sport and Exercise, 15*(4), 407–417. <https://doi.org/10.1016/j.psychsport.2014.04.001>

van den Broeck, A., Ferris, D. L., Chang, C.-H., & Rosen, C. C. (2016). A Review of Self-Determination Theory's Basic Psychological Needs at Work. *Journal of Management, 42*(5), 1195-1229. <https://doi.org/10.1177/0149206316632058>

Vansteenkiste, M., & Ryan, R. (2013). On Psychological Growth and Vulnerability: Basic Psychological Need Satisfaction and Need Frustration as a Unifying Principle. *Journal of Psychotherapy Integration, 23*. 263-280. <https://doi.org/10.1037/a0032359>







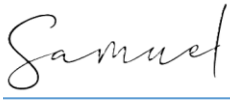
Veenman, S. (1984). Perceived Problems of Beginning Teachers. *Review of Educational Research, 54*(2), 143–178. <https://doi.org/10.3102/00346543054002143>

Wang, L., Peng, F., & Song, N. (2022). *Organizational support and job crafting with the new math teachers' well-being: The mediating effect of basic psychological needs*. *Frontiers in Psychology*, 13, Article 961702. <https://doi.org/10.3389/fpsyg.2022.961702>

Yıldız, V. A., & Kılıç, D. (2021). Motivation and motivational factors of primary school teachers from the Self-Determination Theory perspective. *Turkish Journal of Education*, 10(2), 76-96. <https://doi.org/10.19128/turje.832203>

## 8. Annex

### 8.1 Annex 1: Autorización para uso de materiales en SIBUMCE

	<b>UMCE</b> el poder transformador de la educación	UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN SISTEMA DE BIBLIOTECAS – DIRECCION DE INVESTIGACION		
<b>IDENTIFICACION DE TESIS/INVESTIGACION</b>				
Título de obra : <u>Autonomy, Competence, and Relatedness: The Final Practicum Experience of Pre-Service EFL Teachers at UMCE</u>				
Fecha de publicación: 15/01/2026				
Facultad: Historia, Geografía y Letras				
Departamento: Inglés				
Carrera: Pedagogía en Inglés				
Título y/o grado: Pre-grado				
Profesor guía/patrocinante : Mauro Ramos Roa				
<b>AUTORIZACIÓN</b>				
A través de este documento autorizo la reproducción total de este trabajo de investigación para fines académicos, su alojamiento y publicación en las plataformas electrónicas que estime conveniente el Sistema de Bibliotecas UMCE para su difusión.				
				
Paola Cárcamo/Firma	Dereck Carter/Firma	Valentina Cortés/Firma		
				
Daniela Elgueta/Firma	Samuel López/Firma			
Santiago de Chile, 15 de enero 2026				
Se sugiere realizar el licenciamiento de su trabajo bajo licencia creative commons, más información en: <a href="https://www.umce.cl/index.php/dir-biblioteca-recursos-tecnologicos/dir-formulario-de-autorizacion-2">https://www.umce.cl/index.php/dir-biblioteca-recursos-tecnologicos/dir-formulario-de-autorizacion-2</a>				
Imprima más de una autorización en caso de que los autores excedan la cantidad de firmas para este documento				
<i>* Este documento quedará en los archivos internos de Biblioteca.</i>				