

MOTIVATIONS AND REASONS IN PURSUING A TEACHER EDUCATION COURSE: THEIR INFLUENCE ON THE ACADEMIC PERFORMANCE

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ABSTRACT

The vision of the University of Northern Philippines as a center of world class excellence for instruction in the humanities, the arts and sciences, functional scientific and technological researches, relevant extension services and quality production towards empowerment of graduates for sustainable development has been the guiding principle of the College of Teacher Education in the realization of its mission, goals and objectives. Along the ways, there are impediments we have to willingly and courageously face as these are normal occurrences. It is in this light that the researcher investigated the reasons and motivations of select CTE students in enrolling the respective courses. Mean and Simple correlation analysis were utilized to statistically treat the data. The results revealed that the performance of those who selected their courses themselves is higher; motivation/reasons in enrolling a course and their personal profile are significantly related to academic performance. The researcher recommends the following: A student has to select for himself his course not the dictate of anybody else. The teacher has to identify who among his students whose choice of course was that of other people so that he can from time to time assess their performance. Increase the entry requirements of both UNP-CAT and TAT.

Key words: Motivation/reason; Education; Academic performance; Choice of course; College students

Introduction

Quality education is perceived in the light of instruction. After all, it is through instruction that education is delivered. As we all know, student success pivots on good teaching. As such policy makers nationwide have begun to focus on

how to help teachers learn increasingly sophisticated methods for engaging diverse students in mastering challenging content and skills. To get, this high quality teaching requires the institution of a comprehensive teacher development system based on broad agreements about

what teachers need to know and be able to do at different stages in their careers.

The 1987 Constitution underscores the importance of education in promoting human and social liberation and development as stated in Sec IV which directs the State to give the highest priority to education. It also guarantees the right to every Filipino to quality education at all levels.

It is a common knowledge that teaching is the noblest among the professions for there are no professionals when there are no teachers. Hence, the number of graduates has been exorbitantly and incessantly growing. This is one of the reasons why universities and colleges, whether public or private, have set up goals and policies for their college education. A vital part of the educational process is teaching and therefore there is a continuing recognition of teaching as an indispensable tool in preserving cultural heritage and improving the nation as a whole.

Effective teaching is a growth process on the part of the teacher who learns as he strives to improve his competency and expertise while on the job. The teacher dedicates himself unselfishly in training the young for future leadership so that they will become productive citizens of the country. He needs to inspire the youth to understand and accept the burden of the future because many reforms in our society today can only be arrived at, not by adult leaders of the present but by youth who will take over.

The implementation of the National Competency-Based Teachers Standards is designed to set the ideals for quality teachers that will translate into the quality learning of students in our schools.

As an integrated theoretical framework, it defines the different dimensions of effective teaching. This program particularly focuses on professional teacher development and for teacher's performance so that teachers, pupils, and parents are able to appreciate the complex set of behaviors, attitudes, and skills that each teacher must possess in order to carry out a satisfactory performance of their roles and responsibilities. It implies that along the way, the teacher is the significant element in the country's educational system. The great responsibility of improving the educational performance of every learner in our nation's school lies in the hands of the professional teacher.

It is in this light that the ultimate purpose of the educational system has been intuited as one that quenches the thirst of knowledge and eventually equips individual in order to maximize their potentials and become useful members of the society. For this purpose, governments all over the world are introducing a range of strategies aimed at improving the financing and delivery of education services, with a more recent emphasis on improving quality as well increasing quantity, meaning the enrolment, in the educational institutions. Programs have been constantly developed, modified and implemented to assure that the student clientele receive quality education.

This researcher would like to contribute to the repertoire of knowledge along this area. He would like to undertake full of enthusiasm and curiosity as to whether or not there is a difference in the academic performance of those education students who decided for themselves or by anybody else as to what course they are pursuing. It is his conviction that when the course one is taking up is not his choice, it

is likely that the scholastic standing is negatively affected. Not only is the scholastic performance affected but even the board examination performance, likewise his job performance and satisfaction.

Statement of the Problem

This study aimed to determine the motivations and the reasons of some students in enrolling an education course. It further sought to find out which of these two groups of respondents (those who decided a course for themselves, and those blindly follow the decision of other people) have a higher academic performance.

Specifically, it tried to provide answers to the following questions, to wit:

1. What is the profile of the respondents in terms of the following:
 - a. age;
 - b. gender
 - c. residence while studying;
 - d. parents' educational attainment;
 - e. parents' monthly income; and
 - f. Exposure to media?
2. How often are the respondents exposed to media?
3. What is the most prevalent/dominant reason in enrolling an education course?
4. What is the level of academic performance of the respondents categorized on the basis of their motivations/reasons in enrolling a teacher education course?
2. How many among them were influenced by other people in their course choice, how many were not?

3. Is there a significant relationship between academic performance and :
 - a. Socio-demographic factors and;
 - b. Reasons/motivations in enrolling a course

Scope and Delimitation

This study aimed to determine how many percent of the respondents were influenced by other people and those who never blindly follow as to what course to enroll at the College of Teacher Education. The researcher considered the first semester grades of the BSEd section A students, SY 2014-2015, enrolled at the University of Northern Philippines.

The personal profile of the respondents was limited to their age, gender, residence while studying, parents' educational attainment, parents' income, and exposure to media. The data gathered was also limited to what was measured by the questionnaire. The motivations and reasons in enrolling in a teacher education program and mass media exposure questionnaire were adopted from Bautista (1995). Likewise the academic achievement of the respondents was based on the Grade Point Average the respondents obtained from all the subjects they enrolled during the first semester, SY 2014-2015

Theoretical Framework

In order for the researcher to be provided with the right direction, he tried to look for readings relevant to the present study. Likewise, these would help him in the conceptualization of the research problem.

A paper with data drawn from an on-going ESRC project on choice of higher education was reported. It focuses primarily on the experiences of non-traditional applicants to higher education. Although these students are not typical of the entire university entry cohort, their narratives raise important issues in relation to race, class and higher education choice processes. These 'success stories' reveal important causes for concern as well as reasons for celebration. In particular, their experiences of the choice process are qualitatively different from those of their more privileged middle-class counterparts, highlighting key class and racial differences and inequalities.

A sample of beginning students (387) who had just entered Higher Education were asked why they had made their course choices, and what their views were of the situation where low numbers of females were entering computing and technological areas. While males in general were more instrumental in their course choices than females, computing students of both sexes appeared attracted by extrinsic awards perceived to go along with computing, and tended to deny that they were especially suited to study in their area. Potential female students of computing appeared to be put off by the prospect of harassment in predominantly male groups, and by problems linked to images of unfemininity. While it was generally thought that females had the ability to study computers, school teachers were widely criticized for putting schoolgirls off technological subjects.

Traditional approaches to teacher education are increasingly critiqued for their limited relationship to student teachers' needs and for their meager impact on practice. Many pleas are heard

for a radical new and effective pedagogy of teacher education in which theory and practice are linked effectively. Although various attempts to restructure teacher education have been published, no coherent body of knowledge exists about central principles underlying teacher education programs that are responsive to the expectations, needs and practices of student teachers. By analyzing effective features of programs in Australia, Canada, and the Netherlands, this study contributes an initial framework of seven fundamental principles to guide the development of responsive teacher education programs that make a difference. (Lardizabal, Amparo, et al .1991)

This section presents some concepts and theories together with related literatures which provided better insights on how these reasons and motivation in enrolling a teacher education program could affect the performance of the respondents. It also delved into how some selected factors affect the dependent variable.

The ultimate purpose of education is to produce individuals who strive for excellence for themselves, their peers, and their community. The well-rounded individual, the total individual is one in whom the higher ideals of life have been instilled. In this way, pupils enter the rest of their lives with the valuable lesson that they can make a difference. In the final analysis, pupils infused with the higher ideals of life will take those ideas into the larger community whereby the improvement of self is translated into the improvement of all.

As enshrined in the Philippine Constitution, the goal of basic education is to provide basic quality education service

to all Filipinos. Translating this into a vision therefore is to make a very functionally literate, that is, being able to read, write, compute, and apply these skills in their daily lives.

The great responsibility of improving the educational performance of every learner in our nation's schools lies on the hands of the professional teachers. The monumental effort is part of the Basic Education Sector Reform Agenda, a package of policy reforms expected to create critical changes necessary to accelerate, broaden, deepen, and sustain the improved education effort started by the Department of Education to improve the quality of teaching and learning in the country under its Key Result Target 2 (Enable teachers to further enhance their contribution to learning outcomes) on quality education through Professional Teacher Development.

In the country's educational system, there are concerns that have to be addressed in order to realize our desire for quality education. One of these is that, there has been a decline in the quality of Philippine education, especially at the elementary and secondary levels. For example, the results of standard tests conducted among elementary pupils and high school students, as well as the National Career Assessment Examination for prospective college students, were way below the target mean scores. There is big disparity in educational achievements across social groups. One manifestation is the socio-economically disadvantaged students who have higher dropout rates, especially at the elementary level. Most freshmen students at the tertiary level come from relatively well-off families. (Sharma, S. P. (2004))

The Philippine Constitution has mandated the government to allocate the highest proportion of its budget to education. Notwithstanding the huge budget, the Philippines has one of the lowest budgets for education among ASEAN countries.

If an individual would like to embark in this kind of profession, he has to endure the brunt of it in order for him to be able to outlive the way. There is a high correlation between enthusiasm and success in the field of education and teachers are the most significant variables and valuable resources in this. Through teachers' instructional competencies and expertise, an individual would gain knowledge, skills and experience and change them for the better or functions according to the expectation of the society. It is believed that teachers are the providers of education and consciously direct the learners' experiences and motives towards effective learning. As such the teachers are considered as key players in the teaching-learning process.

There is also a large proportion of mismatch between training and actual jobs. This is the major problem at the tertiary level and it is also the cause of the existence of a large group of educated unemployed or underemployed (www.deped.gov.ph). Retrieved, 20June2015). Senator Mar Roxas in his address in the 14th Congress, furthered stressed that the road to world class education in the Philippines would require spending on focused and effective programs as well as a change in outlook on what the Philippine education system needs. There is a need to promote higher standards in the country's education system and focus on approaches to improve Philippine education by getting to

the root of the problem of poor students' performance, insufficient aptitude of teachers, and the overall resources provided for the youth.

Relative to what is happening in the agency; the government formulated a reform agenda to plug in the holes where the system bleeds. This agenda is now popularly known as the Basic Education Sector Reform Agenda which aims at revisiting and revising all policies and systems now obtaining in the agency that impede performance improvements. There are five critical thrusts in this agenda: The first is School-Based Management. This is emphasized so that school authorities can address swiftly their local needs. A feature of this thrust is school improvement planning by school constituents and its immediate community the government is drawing in community participation in this regard to ensure relevance and sustainability of innovations that will be implemented in the schools. Presently, there is now the DepEd Standards and Framework for Improved SBM practice that was the product of analyzing the different SBMs piloted in the different projects like the Third Education Elementary project (TEEP), Basic Assistance in Mindanao, the Secondary Education Development Improvement Project, and many others. The second which pertains to ways and means by which teachers can further enhance their contributions to improved learning outcomes is the Competency-Based Teacher Standards. This talks of a whole range of teacher preparation from licensure through retirement, including salaries and benefits, and a lot more.

The third is the Quality Assurance and Accountability Framework which concerns itself on the need for national learning strategies and systems and

procedures that assure conformity to standards by all stakeholders of basic education. It looks at quality assurance mechanisms at input-process-output levels. The fourth, being the so-called complementary services for early childhood education is an alternative learning and private education. The Department of Education is revisiting policies to maximize their contributions to improvements in learning outcomes. The fifth and last is the BESRA which shifts its focus to the DepEd as an organization, its culture, ways and procedures along financial, material, technological and human aspects. BESRA argues that for policy changes to be sustained and deepened, the entire DepEd must likewise be reengineered and modernized.

To have high quality schools and high quality products, there must be high quality teachers,(Green,1972). This was stressed by UNESCO Director General Federico Mayor in the work of Franco (1988) when he said, "There is no education with quality without teachers with quality." Quality-wise teachers should be knowledgeable, educated persons with highly developed personal art of teaching, communicative competence or a good level of English proficiency.

It must be the responsibility of a Higher Education Institutions to be stricter in admitting students who will be enrolling in an education course. College admission test does not suffice. Administering an aptitude test is one effective measure used in the selection but still, this does not necessarily guarantee effectiveness and success of an education graduate. Identifying other environmental factors that are believed to have bearing on the on the selection of one's course and which possibly affects academic performance

and eventually his job performance must also be looked into. In some of the on-the-spot interviews conducted with some students who did not make it in the Teaching Aptitude Test, they disclosed that the course they were enrolled in was not actually their choice. It was the choice of anybody else; in short it is through the influence of other people why they enrolled that course.

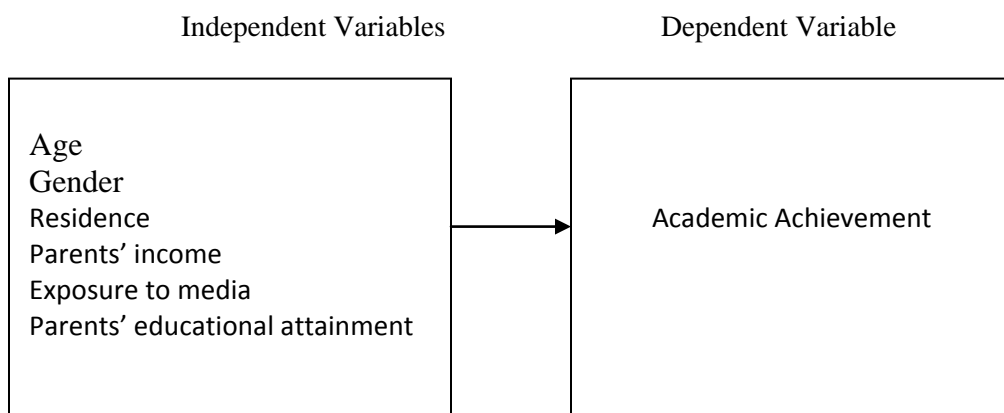
Teaching and learning go hand in hand. The teacher teaches and the students learned, hence the teaching-learning process takes place. If students learn and develop their potentials and capabilities, it can be said that an effective teaching-learning process has taken place.

Effective teaching is not just a matter of techniques and methods. The method is inseparable from the teachers. However, the success of good teachers is due to what he is rather than to do his methods or system. Teaching is not an application of methods or systems but a personal relationship and it is significant that we consider what kind of a person the

teacher is than what kind of a system or method he uses. The personal characteristic of the teacher is the core basic condition of a facilitative personal relationship that learning takes place that self-actualization and self-fulfillment is made possible and fostered. Teachers need to be recruited, managed and developed in order to maintain effectiveness and administrators serve as the medium for which they play a very crucial role. In the realization of educational targets, supervision as a function of an administrator is one of the most indispensable variables in the success of educational targets. One good value to be internalized in the students is the search for truth and this has to be radiated by dedicated teachers and it is indeed achievable and they have to strive for academic excellence and intellectual and moral conviction.

Conceptual Framework

The research paradigm below guided the researcher in this undertaking:



The research paradigm shows that the independent variables can affect the dependent variable. The arrow shows the relationship between the profile of the

respondents and their academic performance.

Methodology

This study is a descriptive correlational research. It employed this design in determining the level of achievement of the BSEd1a School Year 2014-2015 of the University of Northern Philippines. It is descriptive in nature because the study describes the academic achievement and the profile of the respondents.

In terms of the statistical treatment of the data gathered, the researcher utilized the frequency count and percentages, the mean, and the Pearson product- moment correlation coefficient.

Results and Discussion

This section presents, analyzes, and interprets the data gathered to answer the problems raised in this study.

Table 1
Profile of the Respondents

Profile		Frequency		%	
Age					
	16		2		4.08
	17		28		57.14
	18		8		16.32
	19		9		18.36
	20		1		2.05
	21		1		2.05
Total			49		100
Gender					
	Male		9		18.36
	Female		40		81.64
Total			51		100
Residence					
	Dormitory/Boarding House		23		46.94
	Parents' Home		20		40.81
	Relatives' Home		6		12.25
Total			49		100
Parents Educational Attainment					
		Father	Mother	%	%
	College Graduate	10	12	20.41	24.49
	College Undergraduate	9	11	18.36	22.44
	High School Graduate	15	16	30.61	32.65
	High School Undergraduate	10	7	20.41	14.28
	Elementary Graduate	3	2	6.12	4.08
	Elementary Undergraduate	2	1	4.09	2.06
Total		49	49	100	100
Parents Monthly Income					
	Below P5000	21	22	42.85	44.89
	5,000 – 9,000	18	20	36.75	40.81
	10,000 – 14,000	7	3	14.28	6.14
	15,000 – 19,000	2	2	4.08	4.08
	20,000 – 30,000	0	2	0	4.08
	30,000 – and above	1	0	2.04	0

		Total	49	49	100	100
Mass Media Exposed to?						
	English Magazines			5		
	English Comics			6		
	English TV Programs			11		
	English Movies/tapes/cds			5		
	English Newspapers			12		
	English Radio Programs			25		
		Total		61		

*Multiple response

Table 1 reveals the profile of the respondents in terms of age, gender, residence while studying, parents' educational attainment, family income, and their exposure to media.. Based on the table, out of the 49 respondents, 28 of them are 17 years old, 9 of them are 19 years old, and 8 are 18 years old. It must be noted that 11 respondents are older than the regular school age. In terms of sex, 40 or 81.64 percent are females while nine or 18.36 are males. This again proves that education is still a female-dominated course. Relative to their residence while studying, the majority of the respondents stay at dormitories or boarding houses, some stay

with their parents while a few are with their relatives. As far as their parents' educational attainment is concerned, most parents, father and mother alike are high school graduates, some are high school level and college level. It can be gleaned from the table that a bigger number of mothers attained higher level of education. For their income, the table reveals that the number of parents whose incomes belonging to below P5000 and P5000-9000 is almost the same. In terms of the types of media the respondents are exposed to, it is disclosed in the table that the majority of the respondents are exposed to English radio programs which accounts to 25 respondents followed by English newspapers with 12 respondents.

Table 2
Respondents' Frequency of Media Exposure

Variables	Frequency				
	5 – always	4 – very often	3 – often	2 – seldom	1 – never
Read English Magazines	1	6	10	10	0
Read English Comics	0	4	11	12	0
Watch English TV Programs	3	9	10	6	0
Watch English Movies/tapes/cds	9	9	10	1	0
Read English Newspapers	0	3	10	13	1
Listen to English Radio Programs	0	2	7	15	3
Total	13	33	58	57	4

Table 2 indicates the respondents' frequency of media exposure. It is

revealed in the table that most of the respondents claimed that they often read

English comics, magazines, newspapers. They likewise disclosed that they often watch English TV programs, movies, tapes, and cds. However, a significantly big number of them also claimed that they

very often watch Tv programs, movies, tapes, and cds. On the other hand, Some of them said that they seldom listen to English radio programs, read English newspapers, and English comics.

Table 3
Summary of the Reasons in Enrolling a Teacher Education Course

Reasons	Frequency	Rank
I was inspired by my favourite teacher	23	2
Teachers are well respected	25	1
Teachers are well admired by people	21	3
Teaching is a very rewarding profession	18	5.5
I can help the youth	18	5.5
I am interested in teaching	19	4

Table 3 reveals some reasons that have influenced the respondents in enrolling in teacher education course. It is reflected in the table that the respondents claimed that they enrolled education because teachers are well respected. This reason ranks one. Rank 2 is that, "they were inspired by their favourite teachers." It must be underscored that some of them enrolled teacher

education course because it is their own preference. This reason ranks 4th. It must be underscored that though, they did not categorically say that they were not influenced by other people, it can be posited that some of them are interested in teaching which means that no one influenced them.

Table 4
Summary of the academic performance of the respondents

Subjects	X	DR
ENG 101	1.75	High Average
FIL 101	2.02	Average
MATH 101	2.33	Average
NAT SCI 101	2.5	Average
PSYCH 101	2.03	Average
SOCIO 101	2.73	Low Average
COMP 101	1.97	Average
PE 101	1.58	High Average
NSTP 101	1.76	Average
Total	2.09	Average

The table shows that the respondents have high average in both Eng 101 and PE subjects supported by a computed means equivalent to 1.75 and 1.58 respectively. Among the nine subjects, there is only one

subject in which the respondents have an average grade 2.73 described as low average. The rest of the subjects are all on the average level. Likewise, taken as a whole the performance of the students is

described as average backed up by a mean rating of 2.09.

Table 4b

Level of performance of the respondents categorized on the basis of their course choice: personal or other’s choice.

Variables	Mean	DR
Personal choice	1.96	average
Other’s choice	2.22	average
Overall mean	2.09	average

Stipulated in table 4b is the level of performance of the respondents categorized on the basis of their course choice: personal or other’s choice. It can be gleaned from the table that the overall performance of the respondents is 1.91.

Though, they are numerically different their descriptive rating is the same. It must be emphasized that those who personally selected their course have higher academic performance.

Table 5

Relationship between the Profile of the Respondents and their Academic Performance

Variable	Rxy
Age	.650*
Gender	.447*
Residence	.447*
Parent’s Educational Attainment (Father)	.445*
Parent’s Educational attainment (Mother)	.586*
Parent’s monthly income (Father)	.499*
Parent’s monthly income (Mother)	.365*
Total	.491*

Legend * significant at .05 level

Table 5 shows the relationship between the academic performance and a variables like gender, residence, Parent’s Educational attainment (father), Parent’s Educational Attainment (mother), Parent’s monthly income (Father), Parent’s

monthly income (mother). It is disclosed that as a whole there is a significant relationship between academic achievements and the aforementioned variables as indicated by the rxy equivalent to .491 which is significant at .05 level.

Table 6
Relationship between academic performance of the respondents whose choice of course is personal or other's choice.

Variable	Rxy
Personal Choice	.289*
Other's Choice	.378*
Total	.333*

Table shows the relationship between the respondents' motivation/reasons for enrolling a teacher education course and academic performance. It is revealed in the table that there is a significant relationship between and academic performance and their motivation or reason for enrolling a teacher education course. This is supported by a correlation coefficient equivalent .333 at .05 level of significance. which surpassed the critical value which prompted the researcher to reject the null hypothesis which states there is no significant relationship between the motivation /reasons for enrolling a teacher education course and academic performance.

Conclusions

Based on the findings, the researcher formulated the following conclusions:

1. Most of the respondents were influenced by other people as to what course they enrolled.
2. The respondents who personally selected their course have numerically higher academic performance than those who were influenced by other individuals.
3. There is a significant relationship between academic performance and the socio- demographic factors considered in the study.

4. There is a significant relationship between the reasons/motivations in enrolling a teacher education course and academic performance.

Recommendations

In view of the preceding conclusions, the following recommendations are hereby forwarded.

1. The learner/student must decide for himself the course he is going to enroll. Parents or anybody else should not prescribe; they should only advise and guide.
2. The first teachers must identify who among his students were enrolled a course which is not their personal choice, or perhaps one of the items in the personal information sheet these students accomplish during enrolment is something related to this concern. Knowing this kind of information enables the teacher to monitor and properly address the occurrence of a possible problem brought about by this external factor.
3. A higher entry requirement in the Teaching Aptitude Test result and the UNP-CAT has to be considered to insure better academic performance.

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1987 Philippine Constitution

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