

MOTIVATION AND INTEREST AMONG BTTE STUDENT TEACHERS: A COMPREHENSIVE STUDY

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ABSTRACT: Motivating students in the classroom is a complex task that depends on various factors, including the teacher's ability to inspire and challenge them. This study focuses on understanding the motivation and interest levels of students in the Bachelor of Technical Teacher Education (BTTE) program. Student motivation is influenced by their initial enthusiasm, but it can also be shaped by the classroom environment and teaching methods. Factors such as perceived usefulness of the subject, the desire to achieve, self-confidence, and persistence all play a role in student motivation. This research aims to examine these factors and their impact on student motivation and interest. By gaining insights into what motivates students, educators can tailor their teaching strategies to better engage and inspire their students.

Keywords: Student motivation, Classroom environment, Teaching methods, Perceived usefulness, Student interest

INTRODUCTION

Some students are naturally enthusiastic about learning but many expect their professor to inspire, challenge and stimulate them. Effective learning in the classroom depends on the teaching ability to maintain the interest that brought students to the course in bachelor of Technical TEACHER Education(BTTE), I the first place whatever level of motivation student bring to the classroom will be transformed for better or worse, by what happens in that classroom. Unfortunately, there is no single magical formula in motivating students. Many factors affect student's motivation for them to work and learn, their interest in the subject matter, perception of its usefulness, general desire to achieve, self confidence and self esteem as well as patience and persistence. And of course, not all students are motivated by the approval of others; some by overcoming challenges. It is in the premise that their study shall be undertaken to determine the motivation and interest of the respondents. This study aim to determine the relationship of motivation and interest of BTTE students to their course in the college of Industrial Education, TUP Manila during the first semester, school year 2013-2014. Specifically the study sought answer to the following questions

1. What is the profile of the respondents in terms of:
 - a. age
 - b. Sex
2. What is the perception of the respondents with BTTE to their course?
3. What is the level of motivation of the respondents to their course?

4. Is there significant relationships exist between the motivation and interest of BTTE student teachers are their course?

The study hypothesized that there is no relationship exist between the motivation and interest of the BTTE student teachers and their course.

REVIEW OF RELATED LITERATURE

Some students have been conducted related to motivation and interest all there was conducted towards the b growth and development of the student in school that will prepare them for the future. Marsane (2003) stressed that what and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn is influenced by the individual's emotional states, beliefs, interest and goals and habits of thinking. The learners creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optional novelty and difficulty, relevant to personal interests, and providing for personal choice and control. Mc Combs (2001) identified that acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learner's motivation to learn, the willingness to exert this effort, is unlikely without coercion. Educators need to be concerned with facilitating motivation by strategies that enhance learner effort and commitment to learning and to achieving high standards of comprehension and understanding.

Chavez (2012) pointed on his study that interest is the immeasurable quality that is seen, perceived and read by the people around us. It expresses actions, questions and facial expression; it is the basis of attention, the inner driving face of the person to pursue his curiosity. Interest and attitude are used together to denote the individual's towards himself, his environment like associates, teachers and elders or to the object or situation. There are people who show interest by watching an instruction or supervisor on the job with such an intensity that they appear mesmerized (http://www.eurojournals.com/ersr_26_3_16.pdf). Interest plays an important role in the learning process, determining in past what we choose to learn and how well we learn it. Interest affects attention, goal setting and learning strategies in ways that make it a particularly relevant for improving educational practice) Lising 2004). In the study Cabrella as cited by Chavez (2012) one of the primary function of education is to develop motives and interest that will be lifelong in their effects. Education should be develop needs and desires that the individual will constantly try to satisfy.

METHODOLOGY

This study utilized the descriptive-correlation research design and obtains the profile of the respondents. The respondents were the Bachelor of Technical Teacher Education (BTTE) student teacher enrolled during the first semester of school year 2013-2014. This study used questionnaires in gathering the necessary data from the variables to be investigated. The data were treated statistically using frequency count, average mean and the pearson product moment of correlation.

RESULT AND DISCUSSION

Profile of the Respondents

Table 1: Respondents profile as to age and sex

Variable	Frequency	Percentage
SEX		
Female	37	48.1

Male	40	51.9
Total:	77	100.00
AGE		
19	2	2.6
20	14	18.2
21	28	36.4
22	2	2.6
23	9	11.7
24	9	11.7
25	5	6.5
26	2	2.6
27	2	2.6
29	1	1.3
30	1	1.3
31	1	1.3
36	1	1.3
Total:	77	100.00

Table 1 shows the profile of the respondents in this study. It includes their age and sex.

Sex: There are more male respondents (40 or 51.9%) as compared to female (37 or 48.1%) out of 77

Age: The modal age range id from 21 to 24 years old comparing 48 out of 77

Table 2: Perception of the respondents to their course

	Perception	Mean	Verbal Interpretation
1	Can I cope up with this course?	4.29	Often
2	Am I fit in this course?	4.21	Often
3	Will I be happy working here?	4.23	Often
4	Will this course imply discrimination?	3.49	Sometimes
5	Will I be impressed in this course?	4.19	Often
6	Will I be comfortable with my classmates?	4.27	Often
7	Will I be interested with the lessons and activities?	4.43	Often
8	Will the teachers be approachable?	3.99	Sometimes
9	Are the teachers efficient in theories and application?	3.97	Sometimes
10	Are the teachers strict?	4.09	Often
Overall Mean		4.11	Agree

Legend:

Scale **Verbal Description**

5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

As shown in table 2 the data which revealed data perceived that they can cope up with their course is often (mean=29), while their course imply discrimination got the lowest mean (mean=3.97) interpreted as sometimes. The overall mean is 4.11 interpreted as agree. This means that the BTTE graduating students agree that they have good perception to their course.

Table 3: Level of motivation of the respondents to their course

	Motivation	Mean	Verbal Interpretation
1	Motivated in achieving related activities in field of specialization	4.08	Agree
2	Have an opportunity to perform challenging tasks in competitive situation	4.04	Agree
3	Develops confidence to solve problems in your major field of specialization	3.87	Uncertain
4	Interested in the learning task especially in your major	3.90	Uncertain
5	Have the ability to solve problems related to the fields	3.99	Uncertain
6	Accepts challenging task in major subjects	3.66	Uncertain
7	Active in searching for content information in major field	4.01	Agree
8	Feels happy when reports have done	4.27	Agree
9	Interested to perform activities to receive high grades	4.13	Agree
10	Interested to explore new things in major field	4.01	Agree
Overall Mean		3.99	Uncertain

Scale Verbal Description

5	Strongly Agree (Very High)
4	Agree (High)
3	Uncertain (Moderate)
2	Disagree (Low)
1	Strongly Disagree (Very Low)

Table 3 presents the data on the level of motivation of the respondents to their course. The highest mean is (mean= 4.27) interpreted as agree and the lowest mean is (mean= 3.66) interpreted as uncertain. The overall mean is 3.99 interpreted as uncertain. They have good motivation in choosing their course.

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Guided by the statement of the problem, the research study determined the level of interest and motivation of the BTTE graduating students to their course and the relationship of motivation and interest of the respondents to their course.

On the Respondents of the Study

The respondents of the study were the seventy seven BTTE graduating students, 40 are male and 37 are female their modal age range is from 21 to 24 years old comprising 48 out of 77. Perception of the respondents to their course has an overall of 4.11 interpreted as agree, while the level of motivation of the respondents has an overall mean of 3.99 interpreted as uncertain. Motivation and interest of the BTTE student teachers to their course is significant at 0.01 level of significance (two-tailed). Based on the above findings the hypothesis stating that there is no relationship exist between the motivation and interest of the BTTE graduating student teachers to their course is rejected. The findings of the study call for this recommendation. Provision on the implementation of orientation program for the incoming BTTE students to guide them on the program, so as to motivate there students to their course.

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