

# Investigating the Program Preference Correlates of Pre-Service Teachers

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**Abstract:** Decision making requires the collection of information from which careful analysis becomes the basis of the choice for it may affect one's life, career and future. Hence, this study determined the subjects' profile, their program preference and concluded if there is a significant relationship between the subjects' gender, grade point average and level of achievement in the Teaching Aptitude Test and their program preference with the end goal of proposing a course of action to enhance the Teacher Education Program. Using the existing data from Testing and Admission Office of Batangas State University JPLPC-Malvar and the filled-out data sheet prepared by the researcher, the needed information was ascertained and compared. The relationship between the profile and the program preference of the subjects was determined using phi coefficient, point-biserial coefficient and correlation coefficient tetrachoric  $r$ . Results showed that the gender of the subjects is based on a 50-50 split indicating equal percentage for male and female. Forty-six percent of these subjects have a GPA of 85-94 while fifty-four percent have a GPA ranging from 75-84. Seventeen out of twenty-eight subjects have satisfactory achievement in TAT while eleven of them performed unsatisfactorily. Fifty-seven percent of the subjects preferred to choose BSED while the remaining forty-three percent go for BEED. It was found out that there is a significant relationship between gender and program preference of the subjects. For this reason, the researcher proposed a course of action that concentrates on the strengthening of the students' competencies as future educators. These are conducting a Career Orientation Program, Counseling and Monitoring of students with Unsatisfactory Performance in the Teaching Aptitude Test and organizing a Seminar related to Gender Stereotyping. All of these are identified as necessary inputs for the improvement of Teacher Education Program.

**Keywords:** Career Preference, Gender, Grade Point Average, Teaching Aptitude Test.

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## 1. Introduction

Education is the primary agent of transformation. It increases people's capacity to transform their visions for society into reality. It does not only provide scientific and technical skills but also motivation, justification and social support to pursue and apply them. It has come to be seen as a process which considers the long-term future of the nation by making decisions.

Decision making requires the collection of information from which careful analysis becomes the basis of the decision. Some decisions need to be made by an individual especially when it affects his life, his career and his future (Dizon *et al.*, 2003). Studies show that during adolescence stage, many important decisions are being made by the students particularly when it comes to their choice of career. Career selection is indeed one of many important choices students make for this will influence them throughout their lives. The essence of who the student is will revolve around what the student wants to do with his life-long work for his later happiness will depend on this to bring about contentment and satisfaction.

According to Packard (1962), it should be clear to adolescents that it is important to plan their college courses that lead toward their future goal. Even if they are not sure of what they want to do later on, it is vital to leave the door open for several possibilities; otherwise they may find themselves unprepared for the kind of training or job they finally decide on. Moreover, he reiterated that it is the task of every adolescent to choose the kind of career that offers a chance to satisfy one's ambitions and qualifications. Since it is one of the most important decisions in life, it needs adequate amount of time and sufficient effort.

Choosing Education, as well, as a profession is one big decision an adolescent could ever make for this entails an obligation. To help students develop intellectually, emotionally, morally and socially is not an easy task but making a difference on their lives is indeed a very rewarding job. It is believed that students must be provided with a nonrestrictive, safe and positive environment and opportunities to acquire leadership skill, job skills, and social skills. By acquiring these skills, the students will have the ability to succeed not only as students, but also as productive and independent adult citizens. Formal education should never be taken lightly by the students for education guarantees success in life (Marasigan, 2018). Somehow, Batangas State University adheres to this belief.

As reflected in its mission statement, the very purpose of BSU is to deliver quality and affordable education to all. Likewise, Jose P. Laurel Polytechnic College, as one of the BSU's strategic campuses has been determined in the University's pursuit for academic excellence and endeavors to become BSU's center for development in Teacher Education.

Presently, the College of Teacher Education offers BEED and BSED Programs consisting of fields of study where students are free to choose from. The researcher then would like to find out if there is a significant relationship between the profile and the program preference of the subjects with the end goal of coming up with a course of action to enhance the Teacher Education Program.

### **1.1. Objectives of the Study**

This study was an attempt to determine the correlation between the profile and the program preference of Teacher Education Freshmen during the Academic Year 2013-2014. Specifically, it attempted to answer the following questions: What is the profile of the subjects in terms of gender; grade point average; and level of achievement in the Teaching Aptitude Test?; What is the program preference of Teacher Education Freshmen?; How do the subjects' profile relate to their program preference?; and lastly, what course of action can be proposed to enhance the Teacher Education Program?

## **2. Methodology**

The primary purpose of this investigation is to determine connection between the profile of the subjects and their program preference. For this reason, the descriptive-correlation method

of research was employed. The subjects of the study were 28 Teacher Education Freshmen of BSU–JPLPC during the academic year 2013-2014.

Two data collection procedure were utilized in this work. First, data collection was done using the existing data from the Testing and Admission Office of BSU–JPLPC by the researcher, being the Testing and Admission Officer of Malvar Campus. Second, the Teacher Education Freshmen were asked to fill out the information sheet prepared by the researcher indicating their program preference as to BSED or BEED. Through the percentage formula, the needed data on the profile and program preference of the subjects were ascertained and compared. In order to find answers to the primary purpose of this investigation, phi coefficient, point–biserial coefficient and correlation coefficient tetra choric  $r$  were utilized.

### 3. Results and Discussions

This presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner following the order of presentation of the specific problems posed in this study.

#### 3.1. Profile of the Subjects

In determining the connection between the profile and the program preference of the subjects, three areas of the subjects' profile were used. These are gender, grade point average and level of achievement in the Teaching Aptitude Test.

**Table 1. Frequency Distribution of the Subjects in Terms of Gender**

Gender	Frequency	Percentage
Male	14	50
Female	14	50
<b>Total</b>	<b>28</b>	<b>100</b>

It can be deduced from the table that male and female are comparable in composition in terms of gender in which both groups represent 50% of the total percentage.

**Table 2. Frequency Distribution of the Subjects in Terms of Grade Point Average**

Grade Point Average	Frequency	Percentage
85 – 94	13	46
75 – 84	15	54
<b>Total</b>	<b>28</b>	<b>100</b>

As observed in Table 2 the Grade Point Average of the subjects was categorized into two. Thirteen out of twenty–eight students have a GPA ranging from 85–94 while fifteen students have a GPA ranging from 75–84. Hence, greater percentage for GPA below 85 is manifested in the table.

**Table 3. Frequency Distribution of the Subjects According to Level of Achievement in the Teaching Aptitude Test**

Level of Achievement in TAT	Frequency	Percentage
Satisfactory	17	61
Unsatisfactory	11	39
<b>Total</b>	<b>28</b>	<b>100</b>

As observed, 61% of the subjects have Satisfactory Achievement in TAT while the remaining 39% have Unsatisfactory performance. Though passed, the level of achievement of 11 respondents still turned out to be Unsatisfactory.

### 3.2. Program Preference of Teacher Education Freshmen

Program preference refers to the choice of course an individual wants to pursue in order to succeed in the vocation he wants to undertake. Table 4 below presents the distribution of the subjects as to their program preference.

**Table 4. Frequency Distribution of the Subjects' Program Preference**

Program Preference	Frequency	Percentage
BSED	16	57
BEED	12	43
<b>Total</b>	<b>28</b>	<b>100</b>

As seen in the table, 57% of the subjects preferred to choose BSED. Hence, the remaining 43% of the subjects decided to go for BEED. This may be attributed to the fact that more likely, choosing BSED would mean concentrating on one area of specialization the moment they come across the actual practice of their profession.

### 3.3. Relationship of Profile and Program Preference of the Subjects

Table 5 presents the relationship between gender and the program preference of the subjects.

**Table 5. Relationship of Gender and Program Preference of the Subjects**

Variables	r	Interpretation	Computed Value	Tabular Value	Interpretation
Gender and Course Preference	0.54	Marked Substantial Relationship	8.160	6.630	Significant

To ascertain the magnitude of relationship between the variables, phi coefficient was utilized. The r-value obtained was 0.54 interpreted as Marked Substantial Relationship using the verbal description or categorization by Garrett. The significance of the r-value was tested and the obtained phi value was 8.160, greater than the tabular value of 6.630 at 1% level of significance. This connotes significance of relationship between the two variables. This signifies the possibility that male and female students hold different beliefs, attitudes and intentions regarding the choice of their course.

**Table 6. Relationship of Grade Point Average and Program Preference of the Subjects**

Variables	r	Interpretation	Computed Value	Tabular Value	Interpretation
Grade Point Average and Course Preference	0.37	Present but Slight Relationship	2.030	45.640	Not Significant

Table 6 presents the relationship between grade point average and the program preference of the subjects. The degree of relationship between the variables was determined using point-biserial coefficient. It can be gleaned from the table that the r-value obtained was 0.37 which means that there is a slight relationship between the variables. The significance of this result

was tested and the obtained t-value was 2.030 which is lower than the tabular value of 45.640 at 1% level of significance. This result means that non-significance of relationship exists and the subjects' GPA has nothing to do with their program preference.

**Table 7. Relationship of Level of Achievement in TAT and Program Preference of the Subjects**

Variables	r	Interpretation
Level of Achievement in TAT and Course Preference	0.07	Low Negligible Relationship

Table 7 discloses the result of the correlation computation of the level of achievement in TAT and the program preference of the subjects using correlation coefficient tetra choric r. As indicated, the r-value obtained was 0.07 indicating a low negligible relationship between the variables. Since the result is almost zero, it is concluded that there is no relation between the level of achievement in TAT and the program preference of the subjects. That is, whether they have satisfactory or unsatisfactory performance in the test, this has no connection with their decision of choosing BSED or BEED.

### 3.4. Proposed Course of Action for Teacher Education Program Enhancement

**Table 8. Proposed Course of Action for Teacher Education Program Enhancement**

Objectives	Strategies	Persons Involved	Target Date	Expected Output
1. Assist students in deciding the program based on the guidelines formulated.	Conduct of an Orientation Program that will explain in detail the content of the guidelines	Associate Dean CTE Faculty Students	Last week of October AY 2014 – 2015	Students aligned on their appropriate program
2. Help students in their adjustment period to the collegiate level.	Counseling and monitoring of students with Unsatisfactory performance in the Teaching Aptitude Test	Associate Dean CTE Faculty Students	First Semester AY 2014 – 2015	Lessened number of students with Unsatisfactory performance in TAT
3. Enlighten students regarding the traditional course stereotyping.	Conduct a seminar related to Gender Stereotyping.	Associate Dean CTE Faculty Students	First Semester AY 2014– 2015	Well informed students on greater opportunities for male and female in terms of program choice

### 4. Conclusions and Recommendations

Based on the findings cited above, the research study has drawn the following conclusions: The gender of the subjects is based on a 50–50 split indicating equal percentage for male and female. Forty-six percent of these subjects have a GPA of 85–94 while fifty-four percent have a GPA ranging from 75–84. Seventeen out of twenty-eight respondents have

satisfactory achievement in TAT while eleven of them performed unsatisfactorily. Fifty-seven percent of the subjects preferred to choose BSED while the remaining forty-three percent go for BEED. Positive correlation between gender and program preference of the subjects asserts that gender serves as a determinant in the choice of program of Teacher Education students. Career orientation program, counseling and monitoring of students with unsatisfactory performance in TAT and seminar on gender stereotyping are the activities which may be conducted to enhance the Teacher Education Program.

In the light of the conclusions derived from the study, it is recommended that for further research, a study to explore other possible variables that may relate to students' program preference be conducted. Future studies may be conducted on the implication of the Course of Action to Teacher Education Curriculum.

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