

# The Moderating Effect of Choice of Course on the Relationship between Motivation and TLE Performance of Students

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## ABSTRACT

This study investigated the school motivations and attitudes of Technology and Livelihood Education (TLE) students in Samar Island. Junior and Senior students participated in the study. Result of the analysis showed that students are highly motivated and had favorable attitude towards TLE. Majority had good to fair performance in TLE. No significant relationship was found between teachers' profile and students' motivation. Significant relationship however was found between teachers' profile and students' attitude towards TLE. Motivations and attitudes were significantly correlated. Sex, school and course preference had significant relationship with performance in TLE. However, age, family income, and type of high school graduated from had no significant relationship with performance. Moderation analysis showed that students who did not personally select their course had lower motivation compared to the other group of students. Only the motivation of students who did not personally select their course had significant relationship with their performance. On the other hand, choice of course did not moderate the relationship between attitude and TLE performance.

**Keywords:** moderation analysis, motivations, attitudes

## INTRODUCTION

Technology and Livelihood Education (TLE) plays a significant part in the new curriculum of Teacher Education Programs. It is designed to provide future teachers with a strong foundation on livelihood and technology related activities,

thus it helps to equip the student-teachers the skills necessary for employment and as a stepping stone in seeking better lives.

As a skill-oriented and a decision-making subject, TLE is concerned primarily in strengthening and educating the individuals for family living. For some, it is a means of providing the students both academic and vocational training necessary to succeed in future careers. Others have considered earning the degree as a work opportunity or source of livelihood and entrepreneurship.

In the Philippines, however, a degree in TLE is considered a less priority course compared to other courses. It is uncommon that high school students dreamt of pursuing a degree in this field. In fact, most students in Northern Samar taking Bachelor of Science in Home Economics (BSHE) or Bachelor of Science in Industrial Education (BSIE) did not consider their course as their priority.

These observations among student entrants are common not only in this university but also in other state universities in the region and the country in general where Technology and Livelihood Education or Home Economics courses are offered. It is therefore not difficult to argue that most Technology and Livelihood Education students are not personally motivated towards learning the subject or have developed a not so favourable attitude towards their course.

Literature suggests that unmotivated students are generally unproductive and suffer decline in academic achievement

(Anyakoha, 2010). The lack or absence of motivation also creates other negative behaviours such as procrastination, poor study habits, and even negative attitude towards learning. This negative attitude in turn guides students to underachieve academic goals.

According to Salvador (2006) however, contextual factors have the potential to influence Technology and Livelihood Education students' thinking. Home and school environments could trigger different attitudes that may affect student's motivation and overall performance. These can interfere with students' motivations and attitude towards learning in several ways. These could also limit the student's capacity to balance these issues with schoolwork, creating problems specifically about schoolwork, and triggering different attitudes to classroom events. Educational researchers have therefore acknowledged the importance of contextual factors at home and school in the study of motivations in education. As Schutz (2010) claimed, motivations are intimately involved in virtually every aspect of the learning process and, therefore, an understanding of the nature of motivations within the school context is essential.

This study is mainly grounded on Self-Determination Theory (SDT) of Deci & Ryan (1991). Self Determination Theory (SDT) is a theory of motivation, but combines traditional empirical methods and a theory that deals with people's internal resources for motivation. The theory proposes that people's psychological needs are the basis for their motivation.

In particular, the need for autonomy, competence, and relatedness are believed essential for enhancing motivation. The need for autonomy is the need to engage in self-directed behavior (Hattie, 1986). The need for competence (Deci & Ryan, 2008) is the need to experience satisfaction in improving one's abilities. The need for relatedness is the need to feel related to significant others. Consequently, students

engage in behaviors to support these needs (Deci & Ryan, 2010). Researchers have applied Self Determination Theory (SDT) to various domains, such as school learning (Deci & Ryan, 2008), psychology (Ryan & Deci, 2010), physical exercise (Vallerand, 1997), and health care (Williams & Deci, 2006) among others.

Motivational needs form a continuum, according to Self Determination Theory (SDT), that ranges from intrinsic motivation, through extrinsic motivation, to amotivation (Deci & Ryan, 2008). At one end of this self-determination continuum is intrinsic motivation, which is motivation to engage in behaviors so as to experience enjoyment (Deci & Ryan, 2008). For example, an individual who says, "I participate in TLE activity because it is fun" shows intrinsic motivation. At the other end of the self-determination continuum is amotivation, which is defined as when individuals do not value the activity (Ryan, 1995). Amotivated individuals are neither intrinsically nor extrinsically motivated.

The concept of attitudes as antecedent of performance and other academic outcomes is grounded on the Attitude theory of Baxter (1989). He explains that there are some attitudinal attributes of students such as positive thinking, belief in service, self-regulation, dedication, autonomy and guidance of others. These type of students consider their role as of a reformer and trainer. Their attitudes consist of care, kindness, accepting diversity and sharing responsibility. According to Baxter (1989) students with positive attitude have stable emotions and feelings. They demonstrate affection, patience, sincerity and care while interacting with peers, teachers, parents or school staff. They do not work in isolation. Such students work in collaboration and they have high self-esteem. Classmates do not hesitate to meet them as they are accessible to everyone openly. Positive attitude helps students develop the ability to establish an environment where everyone is able to contribute. Be it a classmate, a teacher or

parent (Brown, 2006).

### ***Technology and Livelihood Education and Its Importance***

At the international level TLE has contributed greatly in promoting family survival. This was achieved through efforts made by different bodies e.g. the International Federation of TLE which is a non-governmental organization whose main objective is to achieve and maintain a desirable quality of life through advocacy and political action. Leonhausar (2010) also reported that TLE have played advocacy role at personal and communication health and nutritional status and behavior. It gives an overview of the basic concepts and practices leading to marriage and Filipino family relationships.

Technology and Livelihood Education has contributed to family survival by preparing individual for professions like Extension work, Subject matter specialist and pattern production, Advertising agents, Consultants and others (Ossai 2010). Recognizing the importance of TLE, many schools now organize various forms of local competitions in form of local production of fabrics like tie and dye, etc. Again, Ukpore (2008) observed that TLE has developed many programs (formal and informal) that have focused on building and maintaining strong marital relationship and enhancing Livelihood and Home Economics. According to Ode, (2008), TLE also teaches the family how to use available resources to meet the needs of the home and how to maintain the home and its environment.

### ***Motivations***

In some studies motivation is linked to self-regulation. Motivation is a theoretical construct, used to explain behavior. Motives are hypothetical constructs, used to explain why people do what they do, for example, when they use some strategy to achieve a goal. Environmental structuring can be classified as a motivation regulation strategy, if the aim of the action is to decrease possibilities for off-task behavior

and, hence, maintain or “defend” motivation and goal-oriented work. This can be done by reducing the probability to encounter distraction before it interrupts the work or after it has been interrupted. For example, the student can close a window before starting to do homework to avoid being distracted by voices and noise outside.

What combines all these different types of strategies and what defines them as motivation and/or emotion regulation is the intended purpose of these actions, that is, to ensure motivation and focus to complete the academic task by controlling emotions and/or to maintain or redirect motivation during the learning process.

### ***Attitude towards Learning***

Attitude towards TLE should be viewed as a predisposition to respond in an unfavorable way in learning the course/subject. By accepting this view, the attitude includes relevant beliefs, behavior and attitudinal or emotional reactions would reflect to students’ outcomes.

Attitude is regarded as one of the key factors that contribute to the performance of student in any subject (Norlida, 2007). In addition, the extent to which students continue to actively participate in the classroom/shop activities is also determined by their attitudes. There are two types of attitude that change towards learning; positive and negative. Numerous researches have indicated the advantages of having positive attitudes. Learners with positive attitudes towards learning are more at an advantage compared to those with negative attitudes (Holmes, 1992)

Students’ attitudes could positively correlate with their performance in TLE. For instance, when students feel positive towards the lesson, they will be highly motivated and consequently more successful in acquiring the target skills. In contrast, many views indicate the disadvantages of having negative attitude towards learning TLE. Gardner and Lambert (1972) argue that students who have negative attitude

towards learning the subject are those who do not expend the effort of doing effort to acquire skills needed, and they are also unfriendly and ethnocentric. The assumption that these students do not put in the effort to learn is also supported by Littlewood (2003). He further claims that they will lose interest towards learning since such attitudes produce an obstacle in the learning process and prevent them from obtaining new knowledge and skills.

Attitude, according to Singleton (2012) is a set of reactions, towards an object, derived by the concept and beliefs that one has towards the attitude object predisposing him to behave in a certain manner towards the object. Students' attitudes to TLE are the students' thoughts, ideas, or emotions that predispose them to take certain actions towards the study of the subject. The manifestation of the right attitudes is likely to promote interest in school subject, thus, students are more likely to participate in the class activities.

It is found necessary to determine the attitudes of students towards TLE since Anyakoha (2010) emphasized that TLE is a unique and dynamic field of study. Its central theme is the improvement of lives of individuals, field of study that draws knowledge from many disciplines including science and humanities in order to fulfill its objectives. As a vocational subject that focuses on the welfare of individuals, families and societies, TLE contributes meaningfully to the solutions of the problems of the society such as unemployment, poverty, malnutrition (Olcitan, 2010).

In the present study, it is assumed that motivation and attitude can become visible in academic situation. The aim is to determine the role of motivation and attitude and other factors in the performance of students in Technology Livelihood Education subjects.

### ***Motivations and Performance in TLE***

Student's motivation is a very complex phenomenon with many facets and

it is not possible to give a simple definition (Gardner, 2006). This is because the term motivation has been viewed differently by different schools of thought. From the behavioristic perspective, motivation is quite simply the anticipation of reward (Brown, 2010). However, the cognitivists view the term motivation as being more related to the learner's decisions as Kasser (1983), quoted by Brown stated, the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect. However, in the constructivists' definition of motivation, they place further emphasis on social contexts as well as the individual's decisions (Kasser, 2003). Despite the differences, in all the definitions of motivation given by the three schools of thought the concept of "needs" is emphasized, that is, "the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context" (ibid, p.161).

Today, the construct of motivation includes several motivation theories, such as attribution theory (Wolters, 2008), theories about self-efficacy (Bandura, 1997), goal theories (Pintrich, 2010), volition (Corno, 2004), and models of interest and affect (Schutz, et al., 2007), which address people's motives to learn, explain their efforts toward learning certain subjects, and capture the quantity and quality of these efforts (e.g., self-efficacy beliefs, goal orientations, or attributions).

The theories are also used to explain how certain motivational dispositions are developed and what makes some learners persistent in the face of difficulties while others give up more easily. Because many of the motivational concepts are rooted in experimental psychology, they have originally focused on the self while the contextual aspects have been sidelined (Volet&Järvelä, 2011).

Contemporary research, however, perceives that school motivation is formed from both the general, enduring traits of a student, such as goal orientations and sets of

beliefs, and situation-specific motivational states, such as emotional arousal or motivation regulation. In other words, situation-specific motivational states are contextualized reactions and interpretations of the current situations and can vary from situation to situation. Today, many researchers are interested in studying how motivation is influenced, developed, and constructed within these learning contexts and situations. The focus is on the reciprocal relationship between individual motivation and schools, classrooms, family, peers, community, culture, etc. (Tan, 2014).

Furthermore, researches that adopt the situative approach (Nolen & Ward, 2008) stress how motivation is a situational construct and an active process that is constructed and shaped through participation and collaboration with others. This dissertation adopts this situative approach to study motivation in social learning context. Overall, individuals' motivations are formed at the interface of personal, contextual, and social aspects (Nolen & Ward, 2008). Thus, motivational structures do not exist outside of context, but they are bound to and constructed within that context. They emerge through interactions and change over time and situations. And, most importantly in terms of successful learning and motivation are essential aspects of a constructive self-regulated learning process. This means they can be shaped, redirected, or changed – essentially regulated during the process of learning (Matabang, 2001).

Indeed school motivation is of particular interest to educational researchers because of the crucial role it plays in student learning. There are different factors that affect students' motivation in the performance of TLE. When students assume they can successfully complete and perceive the subject valuable, they become motivated to do their tasks and have achievement (Mahayag, 2004). It was found out that those students assigned to laboratory activities displayed more motivation to continue with tasks than those who are

assigned to non-laboratory subjects. Female students engaged in laboratory activities are more intrinsically motivated than the male ones (Allport, 2004).

According to Brophy (2005), activated and regulated value perception of students toward a subject can help them increase their motivation. Wolters (2006) supported this idea through a research that showed students reported to do interventions that increase both their interest in a task and relevance of a task. However, motivation of students differs. Some are more motivated than others that is the reason why they are more likely to achieve their goals than others. The motivation of students to achieve a high grade is greatly influenced by the motive or interest to achieve it (Rebellion, 2006).

From the perspective of Pintrich and De Groot (2009), students' motivation is considered as a hypothetical construct that explains the start, direction and perseverance of behavior towards a given academic goal that is duly focused on learning, achievement, the ego, social value or work avoidance. There are four components involved in this process which are the value that students assign to, perception of their competence, causal attributions and emotional reactions. It is therefore important that motivation be considered a factor in performing TLE subjects for it sets how a student becomes determined to learn. Motivation as well is considered as an essential prerequisite in the learning process whereby its importance is accepted to an increasing extent. It is explored in the realms of the educational field for it considered as one factor that affects their learning. A significant part that plays in the interest and enjoyment of students in school and studies is motivation.

In the study about motivation and performance of TLE students, Kloosterman (2006) asked students about their level of effort on their subjects and what motivated them in learning. Findings show that there is significant positive relation of motivation in the performance of TLE subjects.

Some studies have attention to gender differences in TLE, their motivation, attitude in performing the subjects. Also Um, Corter, & Tatsuoka (2005) indicated that there is difference between females and male TLE students. Male students had higher motivations to study compared to female students. This findings showed and that the goal of the current study is to determine the role of students' attitude, and motivation in the performance in TLE course.

The importance of motivation in enhancing learning in TLE is undeniable. Lifrieri (2005) points out that when asked about the factors which influence individual levels of success in any activity most people would certainly mention motivation among them. Brown (2010) states that it is easy in learning to claim that a learner will be successful with the proper motivation and motivational strategies (Madriaga,2010).If the students are bombarded with different learning tasks and they are not ready for them, the tendency is to regress than to progress which often leads to the prevalence of more academically disconnected students. With similar views, Gardner (2006) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc. (Gardner, 2006).

Brown (2010) asserts that studies of motivation of learners often refer to a distinction between two types of motivation namely, extrinsic versus intrinsic motivation. Gardner (1999) defines extrinsic motivation as learning a subject because of someone or less clearly perceived utility it might have for the learner. More specifically, a learner is extrinsically motivated when he/she wants to learn a subject to pass an examination, to use it in one's job, to use it in holiday in the country,

as a change from watching television, requires it (Wilkins, 2012).

Further Villarta (2004) in her study claimed that TLE students have high motivational levels in choosing their schools for college education. They believe that their school have high academic standard and are able to give them a high quality education pertaining to vocational and technical education they desire.

On the other hand, intrinsic motivation was defined as learning a subject because the learner wishes to identify himself with or become integrated into the society of the target subject (Gardner, 1999). Therefore, a learner is intrinsically motivated when he/she learns the subject because he/she wants to know more of the culture and values (Wilkins, 2012).

Besides Deci's intrinsic and extrinsic constructs, Cooper and Fishman (2007) mentioned a third type of motivation which they termed developmental. Developmental or personal motivation, according to them, refers to motivation relating to personal development or personal satisfaction (Cooper & Fishman, 2007).

### ***Attitudes and Performance in TLE***

Attitude is a mental set or disposition, readiness to respond and the psychological basis of attitudes, their permanence, their learned nature and their evaluative character (Guimaraest, 2005). It includes object things, peoples, places, ideas or situations. Attitudes are not just a passive result of past experience; instead they impel behavior and guide its form and manner. The components of attitudes are: (i) a cognitive component (opinion information or strength of belief or disbelief; (ii). An affective component (emotional component of like or dislike) and (iii) an action (co nature behavioral component of habit or readiness to respond) (Guimaraest, 2005).

Other authors defined attitude as an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes as the most

distinctive and indispensable concept in contemporary social psychology. Attitude can be formed from a person's past and present. Attitude is also measurable and changeable as well as influencing the person's emotion and behavior (Alport, 2008).

Motivation and attitudes and have a very clear link with the learning process not only in TLE but also in other subjects (Gardner, 2011). Gardner believes that students with positive attitudes and high level of motivation will be more successful compared to those with negative attitudes and no motivation (Gardner, 2008).

Guimaraest (2001) revealed that attitude play a part in intelligence and motivation. When one is upset and worried, he will not learn as much as or as well. A negative attitude in going to school can also interfere with one's ability to think and learn. In addition, both motivation and positive attitude need to coexist together in order to achieve a successful learning experience in a particular subject. For instance, a student who has favorable attitude towards learning TLE but is not motivated to learn will not succeed as a learner. Neither will a student who only has the motivation to learn but thinks ill of doing so (Gardner, 1999).

Osuala (2012) also stressed that TLE as a vocational subject is required to equip the learner with the knowledge of skill and attitude necessary for true effective management of the home, it requires skills, wisdom, dedication, care, intelligence, unusual patience and very strong power of observation and imagination. Therefore, a student that has these qualities should study vocational/ technical subjects especially TLE rather the reverse is the case (Chan,2003).

The quality sign of potential success in students' vocational pursuits such as in TLE require the identification of the students' attitudes, interest, aptitudes,

abilities, values and judgments so that they will be guided in their future career (Cervera,2002).

Although, it is not surprising that students are not interested in vocational/technical subjects. Osuala (2012) opined that, at the heart of our society and economic problem, is a national attitude which implies that vocational/technical subjects are designed for somebody else's children and is meant primarily for the children of the poor. This same attitude is shared by students thus, it makes the students lack interest in the study of vocational subjects particularly TLE.

Figure 1 shows the Conceptual model of this study. The researcher tests the assumption that motivation and attitude of students toward studies would predict performance in TLE course or subjects. However it was conceptualized that effect of motivation on TLE performance would vary between students who did not personally select their course from those who did.

Motivation will be analyzed as to its ability in predicting the performance in TLE. On the other hand, attitude towards learning level will also be determined. This factor will be analyzed in relation to its possible effect on students' performance in TLE subjects. Choice of course will serve as the moderating variable between motivation and TLE performance as well as between attitude and TLE performance.

In this study, students' motivations are expected to affect positively the performance of TLE subjects. On the other hand on the case of attitude, the students' positive attitude would have better performance in TLE subjects. In addition, the positive effect of motivations on the students' attitude is expected to raise favourable attitude towards studies. This conceptualization is based on the idea that students' attitude toward learning will be favourable when students possess high level of motivation.

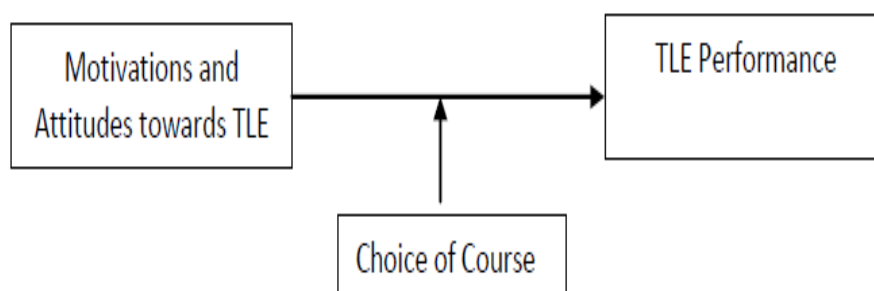


Figure 1. The moderating effect of choice of course on the relationship of motivations and attitudes and performance in TLE

### **Research Questions**

Generally, this study investigated the moderating effect of choice of course on the motivations and attitudes of TLE students. Specifically, this study sought to answer the following questions:

1. Is there a significant relationship between the motivations and attitude of the students?
2. Do the motivations and attitude of students affect their performance in TLE?
3. Do the choice of course moderates the relationship between motivation and performance and attitude and performance?

## **METHOD**

### **Research Design**

The descriptive-correlational research design was used in this study. Specifically, the descriptive part determined the motivations, and attitudes, and performance of TLE students in State Universities in Samar Island. The study generally analyzed the motivations and attitudes of TLE students and determines if these factors affect their performance in TLE subjects.

### **Participants**

The respondents were third and fourth year BSED-TLE, BSIE and Home Economics students enrolled this first semester SY 2015-2016.

### **Population and Sampling**

The population of this study consists of junior and senior college students taking Teacher Education course in the Secondary

level in whole Samar Island. Moreover, the respondents were Bachelor of Science in Home Economics, Industrial Arts and BSED major in TLE and are currently enrolled this first semester SY 2015-2016. Complete enumeration of the 394 students was employed.

### **Research Instruments**

**Students' Motivation.** The 30-item instrument features motivations of HE/TLE students to do school task or achieve better grades. This is patterned from the study of Corpuz (2009) about junior and senior students' motivations in studying TLE subjects in the city of Batangas. Responses on the instrument will be measured thru a 5-point Likert-type scale.

**Students' Attitude towards Technology and Livelihood Education.** This is a 25-item instrument for students that will gather their personal outlook towards TLE as a course. Manifestations will be measured using a range of 1-5 Likert type scale. This scale has been used in the study of Ubane (2009) about variates affecting the performance in basic food laboratory of college students in the University of Eastern Philippines.

**Technology and Livelihood Education Performance.** This was taken from the computed average for TLE subjects only for the first semester of school year 2015-2016.

### **Validation of the Instruments**

Although the instruments have been modified from the study of Corpuz on motivations of junior and senior high school students and attitudes, these were subjected



to validation process by securing suggestions from experts. For students' motivation scale, items were revised to suit the to the TLE students respondents. Similarly, the instrument on attitude towards TLE was validated by showing each item to experts as to its acceptability to the students. Recommendations by the experts and students were also considered in coming up with the final instrument. Finally, the questionnaires used in the study were pre-tested in Eastern Visayas State University (EVSU) in the city of Tacloban, Leyte.

### **Data Gathering Procedure**

The data for this study were personally gathered by the researcher. First, permission was asked from each of the presidents to conduct study in their university and to field questionnaires in the college/s covered in the study. The grades of the students were sourced from the Office of the Registrar for the 1<sup>st</sup> semester of current school year.

### **Data Analysis**

In the processing of the data the following statistical treatments were employed:

Multiple regression analysis was utilized to test the moderation of choice of course on the relationship between the motivations, attitudes and HE/TLE performance. The same statistical procedure was employed to determine how the profile of students and teachers affect academic performance.

A 0.05 margin of error was assumed in hypotheses testing.

## **RESULTS AND DISCUSSION**

### **Test of Relationship**

To test the relationship between variables the multiple regression analysis was used. Table 1 presents the summary result on the relationship between attitude and motivation of student respondents towards TLE. The result revealed that there was significant relationship between motivation and attitude of the respondents.

Likewise, the coefficient of determination showed that favorable attitude of the students towards TLE resulted to higher motivation to study in the subject.

**Table 1: Relationship Between Motivation and Attitude of Student Respondents Towards TLE**

Motivation	B	Significance	Interpretation
Attitude	2.314	0.00003	Significant

### **Effect of Motivation and Attitude of Students on Performance**

Table 2 presents the TLE performance the students and their motivation and attitudes towards the subject. Motivation was found to be significantly related to the TLE performance ( $p < 0.05$ ). It can be implied that higher performance in TLE was being influenced by higher motivation of the students. Similarly, attitude of the students was found to be significantly related to the TLE performance of the students ( $p < 0.05$ ). It can be implied that the favorable attitude of the students towards the subject resulted to better TLE performance.

**Table 2: Summary Result on the Relationship Between Performance Motivated and Attitude**

	Coefficient	Significance	Interpretation
Motivation	0.92292	0.026	Significant
Attitude	0.32626	0.087	Not Significant

### **Moderation Effect of Choice of Course**

Table 3 shows the moderation analysis result on the relationship between motivation and TLE performance. It shows the choice of course had moderation effect on the relationship between motivation and performance ( $\beta = -1.313$ ,  $p < 0.05$ ). This means that motivation had significant relationship with performance for students who did not personally choose the course. On the other hand, no significant relationship was found between motivation and performance for students who did choose their course personally. This finding implies that students who did not personally select their course had a hard time motivating themselves for the course resulting to lower academic performance.

Choice of course, however, did not moderate the relationship between attitude and performance of the students.

**Table 3: Summary Result on the Relationship Between Performance Motivated and Attitude**

	Group	$\beta$	$\alpha$	Interpretation
Motivation	Personally chosen the course	0.222	0.323	Not Significant
	Did not	1.313	0.006	Significant
Attitude	Personally chosen the course	0.103	0.187	Not Significant
	Did not	0.093	0.323	Not Significant

## CONCLUSION AND RECOMMENDATIONS

The significant relationship between motivation and attitude of the shows that positive attitude of students in the course and the activities involved could be attributed to the enthusiasm of students in the course. Indeed, eagerness and passion to learn is inherent when a student is motivated to learn. However, it should be noted that the relationship between motivation and performance is only true for students who did not personally choose the course. No significant relationship was found between motivation and performance for students who did choose their course personally. This finding implies that students who did not personally select their course had a hard time motivating themselves for the course resulting to lower academic performance. This finding implies the need for admission staff to consider students' preference in the choice of course. Personally selecting their course results to higher motivation of students which is reflected on their academic performance. Although parents and college guidance counselor have their job in guiding students' career path, it is the students who face the challenges and the rigors in finishing their program. It would be difficult for the students to find meaning in working hard for things they did not personally prefer.

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