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**MOTIVATIONS AND EXPECTATIONS
OF STUDENTS IN LUZON NAZARENE BIBLE COLLEGE**

A Thesis

**Presented to the Faculty of
Asia Pacific Nazarene Theological Seminary**

**In Partial Fulfillment
of the Degree
Master of Arts in Religious Education**

by

Carolyn M. Bestre

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Abstract

This study identified the motivations and expectations of students in the Luzon Nazarene Bible College (LNBC).

Specifically, the study analyzed the perceptions of 112 students from both the Bachelor of Arts in Theology (ABTh) and Bachelor of Science in Religious Education (BSRE) along (1) the effect of demographic profile of respondents in their choice of course, (2) the extent of perceptions of identified indicators towards the respondents' choice of course and in pursuing chosen course, and (3) the extent of conformity of faculty capability, instruction quality, physical facilities and curriculum to the respondents' expectations, as well as the importance of these factors to the respondents.

In order to come up with the results, the study used the survey method with the questionnaire as the main gathering tool. The Statistics Program for Social Sciences (SPSS) computer software was used to analyze the data gathered.

The survey revealed that the respondents' chosen course are gender-sensitive, ABTh being preferred more by males and BSRE by females. Denominational affiliation was also found to have significant effect on the choice of course of the respondents. However, year level, age and economic status of parents showed no significant influence on the respondents' choice of course. The extent of personal indicators such as "to become a competent pastor", "response to God's calling",

“self-fulfillment”, and “interest and desire to grow spiritually” have a high extent of motivational influence on the respondents’ choice and in pursuing chosen course. However, the respondents have higher perceptions on the importance of quality teachers, instructions, physical facilities and curriculum than the perceived expectation to conformity.

Based on the results of the survey, the findings on the high expectations of respondents to quality teachers, instructions, physical facilities and curriculum has to be looked into. In order to have quality teachers and instruction the school should hire competent and qualified teachers to teach their major fields and encourage them to pursue their masters or doctoral degrees. Trainings, seminars, conferences, workshops, retreats, and other activities for the advancement of appropriate and quality instruction and instructor should also be encouraged. There should be a continuous program on building repair and development, procurement of new facilities and equipment and upgrading existing ones to maintain their efficiency. There should also be a periodic review of curriculum to develop and strengthen existing programs.

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CHAPTER 1

Introduction

This study investigated the motivations of students entering a theological institution; their motives in choosing and pursuing their chosen course; their expectations towards their faculty, instruction quality, facilities and curriculum and the importance of these factors to their academic experience.

The study made use of the descriptive survey method. The questionnaire checklist was utilized as the primary data-gathering tool. Respondents were students from first to fourth year levels enrolled in the Bachelor of Arts in Theology and Bachelor of Science in Religious Education courses in Luzon Nazarene Bible College, La Trinidad, Benguet, second semester of academic year 2001-2002.

The results revealed regarding the motivations and expectations of theological school students could be used as a basis for policy recommendation for Bachelor of Arts in Theology and Bachelor of Science in Religious Education.

Background of the Study

Education is defined as the sum of the qualities acquired through individual instruction and social training. Further, it is defined as the aggregate of all the processes by means of which people develop abilities, attitudes and other forms of behavior or positive value in the society in which they live, the social process by which people are subjected to the

influence of a selected and controlled environment (in this study, the school) so that they may attain social competence and optimum individual development¹.

The above statements suggest the importance of the total academic environment in which students intermingle as they aim to achieve their dreams and ambitions. In the school, students neither live by themselves nor isolate themselves from the factors involved with their academic and social development. Their academic and social lives revolve around their interaction with faculty, immersion in the curriculum and instructional quality and usage and manipulation of physical facilities. These experiences are all supposedly set to enhance their learning experience.

At the onset, course choice is the initial step students have to take before their lives would be totally involved in such an environment. Wrong vocational choice would mean desperation on their part when they are already immersed within the system and there seems no way out. Satisfaction, on the other hand, would be for those who feel indeed called in that certain vocation and they would enjoy the learning process, benefit from it totally as a person and for many will end with flying colors and subsequently land a good job.

The theological college is no different from any secular institution

¹Florencio P. Fresnoza and Bernardino Vitaliano, Principles of Education (Manila: Abiva Pub. House , Inc., n.d.), p. 5.

when it comes to the above. However, it may differ to the extent that to enter this institution entails self-sacrifice and a sense of "calling". It is expected that a full-surrendered life, committed to a life-time ministry for God's kingdom building would be the prime goal for anyone entering such a vocation. One who believes in his heart that he is called for such kind of training would agree with the statement of Allan McGinnis who says, "success is being what God wants me to be and achieving what God wants me to achieve."²

A number of young people enter theological school with this strong conviction. It is indeed a noble act that such persons would choose this vocation without promise of wealth, power and fame. That these young people chose this vocation and be a humble servant of Christ rather than the promise of a good paying job earned from a more sought secular career that would someday put them upon the pedestal in the society.

It is in this framework that theological institutions are tailored to be able to meet their main goal, that is to train these young people to be ministers and leaders of churches or congregations, whose ministry is most needed in the moral and spiritual development of the citizens. The Philippines and the world need trained people to initiate moral change in the next generation which theological institutions could provide. Theological institutions are partners with the Department of Education,

²Allan Loy McGinnis, Bringing Out the Best in People (Minneapolis: Augsburg Publishing House, Minnesota, 1991), p.159.

Culture and Sports and the Commission on Higher Education to implement its one objective, which, as stated, "to provide a general education program that will promote in each student a sense of national identity, cultural consciousness, moral integrity, and spiritual vigor."³

To achieve such a goal a student in the theological institution is expected to come out as a well-rounded individual ready to face the challenges of his calling, an initiator of moral development and a catalyst of moral change.

These expectations are where the responsibility of the institution lies. Adhering to the directives of the government agencies on quality education that includes the quality faculty and instruction, constant review of curriculum and updating and upgrading facilities are means to provide the needed training. The motivational factors that led a student to choose the course is the initial step. The motivational factors that drives one to pursue ones chosen course is another thing. However, the whole academic experience is influenced by the conglomeration of the above factors which are all part and parcel of the training offered to the student. A balance of these factors would indeed help achieve the student's goal and the institution's aim to develop in the student a heightened sense of responsibility to be what one is called to be and do.

³Joven R. Laroya, "Evaluation of the Two Programs of Luzon Nazarene Bible College" (Masters Thesis, University of Baguio, 1996), p. 4.

Conceptual Framework

Students in the theological school enrolled either in Bachelor of Arts in Theology or Bachelor of Science in Religious Education have initial motivational factors that influenced them in choosing their course. As they progress in their chosen field these factors interplay with other motivational forces in pursuing their course. In the process, factors such as faculty, curriculum, instructional quality and facilities may fail to measure up to the students' expectation of their academic experience, which may cause a wide gap between the student and his academic experience. This problem either causes the student to be challenged to pursue the course or decide to withdraw. Knowing what motivates the students and their expectations could be used by the institution as a basis for evaluating its existing programs, and the current status of its faculty, instruction quality and facilities. These inputs could be valuable in coming up with a policy recommendation for a more meaningful theological experience.

Figure 1 presents the paradigm of variables in the study. The dependent variables are (a) the extent of motivation of respondents in the choice of present course and the extent to which they are motivated to pursue such course and (b) the expectations regarding the faculty, instructional quality, facilities and curriculum. These are dependent on the different motivating factors that have influenced the respondents in their course choices as well as the current status of the faculty,

instruction quality, facilities and curriculum. The motivation of the respondents as well as their expectations regarding the above variables would be affected by the course, gender, denominational affiliation, year level, age, and monthly income of parents of the respondents. Information generated regarding the motivations and expectations of theological students will be used as a basis for policy recommendation for AB Theology and BS Religious Education.

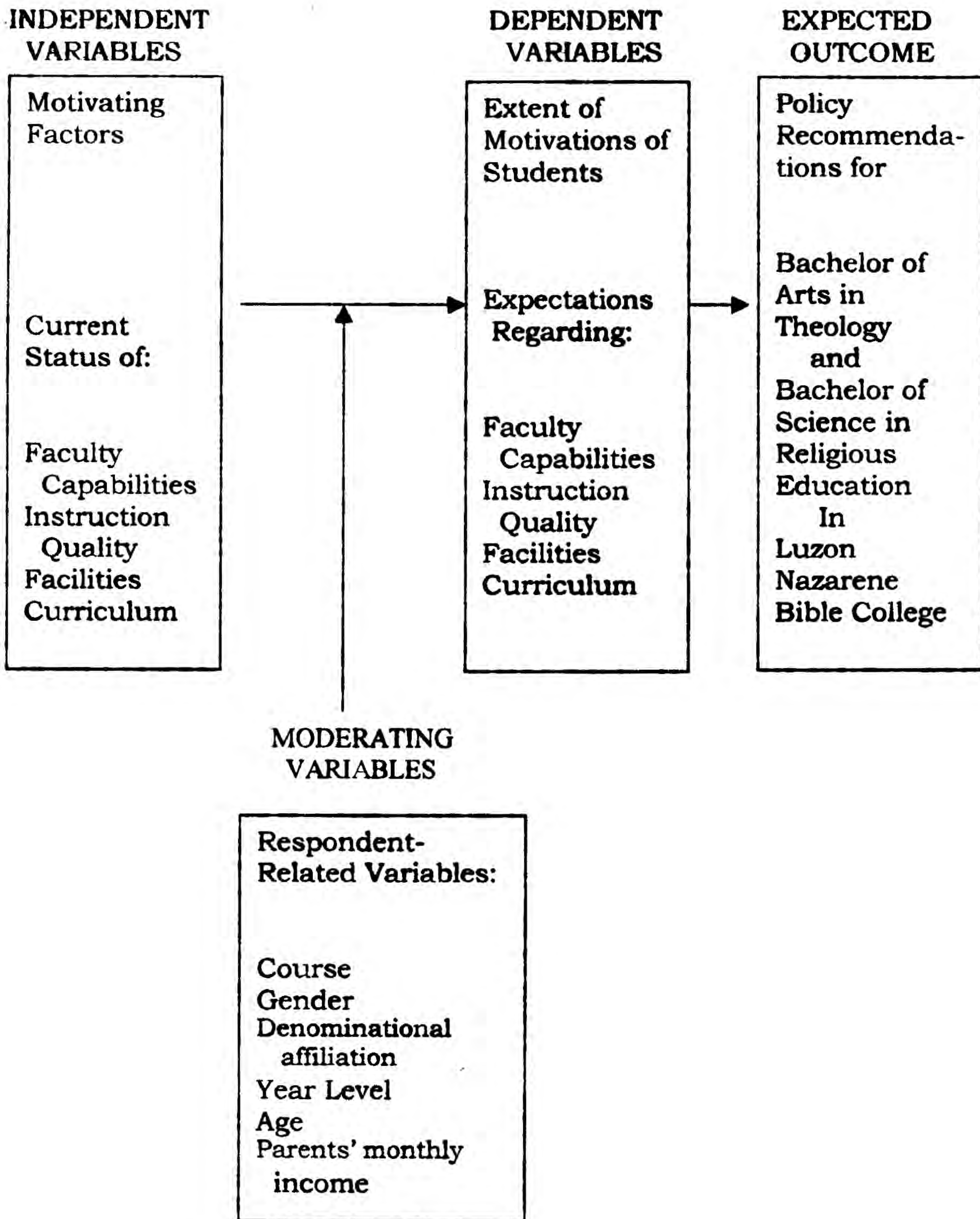


Fig.1 PARADIGM OF VARIABLES

Statement of the Problem

Generally, this study sought to identify the motivational determinants of students entering theological institutions and their expectations regarding their educational experience.

The following sub-problems are thus formulated:

1. What is the effect of the demographic profile (course, gender, denominational affiliation, year level, age and parents' monthly income) of the respondents in their choice of course?
 - 2.1 To what extent is the influence of the motivational indicators on personal, family, economic and environmental factors to the respondents in their choice of present course according to the above selected demographic profile?
 - 2.2 To what extent is the influence of the motivational indicators on personal, family, economic and environmental factors to the respondents in pursuing their present course according to the above selected demographic profile?
- 3.1 To what extent is the degree of conformity of the indicators on faculty capabilities, instruction quality, facilities, and curriculum to the respondents according to the above selected demographic profile?
- 3.2 To what extent is the degree of importance of the indicators on faculty capabilities, instruction quality, facilities, and curriculum to the respondents according to the above

selected demographic profile?

4. Is there a difference in the respondents' perceived degree of expectations and importance of the indicators on faculty capabilities, instruction quality, physical facilities and curriculum?

Hypotheses

Based on the foregoing frame work, this study assumes that:

1. The demographic profile on course, gender, denominational affiliation, year level, age, and parents' monthly income have no significant effect on the respondents' choice of course.
- 2.1 The extent of the motivational indicators on personal, family, economic and environmental factors to the respondents in choosing their present course do not differ according to the above selected demographic profile.
- 2.2 The extent of the motivational indicators on personal, family, economic and environmental factors to the respondents in pursuing their chosen course do not differ according to the above selected demographic profile.
- 3.1 The degree of conformity of the factors regarding faculty capabilities, instruction quality, facilities, and curriculum to the respondents' expectations do not differ according to the above selected demographic profile.
- 3.2 The degree of importance of the factors regarding faculty capabilities, instruction quality, facilities, and curriculum to

the respondents do not differ according to the above selected demographic profile.

4. There is no difference in the respondents' perceived degree of expectations and importance of the indicators on faculty capabilities, instruction quality, physical facilities and curriculum.

Definition of Terms

Curriculum. This refers to the list of all courses of study offered by the college.

Expectation. An act of looking confidently for faculty capacities and capabilities, quality of instruction, adequate and updated facilities and well-planned curriculum.

Facilities. Refer to the instructional support materials, physical facilities and equipment.

Motivational Determinants. One's reasons or purposes in engaging in a certain behavior or action. In this study, it refers to the reasons and purposes of the students in enrolling in a Religious Education or Theology course.

Motivating Factors. Refers to the personal or environmental factors that bring about entrance into Luzon Nazarene Bible College.

Religious Education. The term refers to the curriculum whose objective is centered around the training for teachers of religious education.⁴

Secular course. In this study it refers to the non-theological course offering.

Theological College/Institution. The term refers to institutions or colleges that offer ministerial courses. Another term is Bible Colleges.⁵

Vocational choice. This refers to one's course or career preference.

Importance of the Study

The prime purpose of education is the development of qualified men and women who must run the social, political and economic system of our country. Thus, the individual, as the center of the educational process, must be guided carefully on what career to pursue in order to prepare him to this challenge. Choosing a career, however, is still a great problem among young people. It is very difficult for them to choose a career that is suited to their abilities, needs and interests that would lead them to a reasonable promise of attainment. Many of our youths who after choosing a career to pursue could hardly reach their goal, thus, they either drop from school or shift from one course to another. There are students who choose and finish a career but could not find

⁴Laroya, "Evaluation," p. 12.

⁵Laroya, "Evaluation," p. 12.

employment. There are also many students who choose a career due to the influence of their parents and peer group only to regret it later.⁶

Theological Colleges are not exempted from student withdrawals. It is frustrating on the part of the administrators and faculty to see their students falling away while still in school and worse not pursuing ministry after school. It is likely that some students entering theological school have the same predicament with those students enrolling in secular colleges on the sureness of the course they are taking-up. Just like any other courses, withdrawals happen within the course of study.

A number of studies have been done with other courses in this regard. But in the field of religious or theological education, there is a dearth of information regarding why students take-up these courses, what they expect of their education and training, and the problems they encounter in the course of their educational experience.

It is the researcher's hope that this study will pave the way for better vocational guidance for students contemplating entering theological schools. Motivational factors enhancing the decision of a person in his course choice was dealt with in this study. The results revealed may serve as guiding factors for future students to serve as self-evaluation before enrolling in any of the theological courses. The extent of the identified motivational determinants that influence the

⁶Mary A Lumiwan, "Course Preferences of Senior Students of Pines City National High School, Division of Baguio 1994-1995 (Masters Thesis, Baguio Central University, 1995), p. 2.

student to pursue his chosen course will also be considered in this research. The results revealed may also serve as driving forces for the students to continue and finish the course they have begun.

For parents and students, this study will act as guide in making realistic decisions to avoid unnecessary use of time, money and effort. For spiritual advisers, this study will be of help as they counsel the student to seek deeply the Lord's guidance through prayer and proper counseling if they are indeed called to enter such vocation.

This study also seeks to be of help to the institution in improving the curriculum, faculty capacity and capability, instruction quality and facilities by coming up with fundamental baseline data on the motivations, expectations and problems encountered by students in theological schools. Information that would be generated by the study would contribute to the planning and policy-making to enhance the balance of the academic program with the students, thus, making theological education more meaningful and responsive.

This study may also serve to challenge other theological schools to subject their faculty, instruction quality, curriculum and facilities to students' evaluation with the view of reviewing and revising their policies and making the academic atmosphere more productive.

Lastly, this study will provide the researcher, as she is a school administrator herself, an overview of students' motivations, expectations and problems in their schooling. Results of this study may encourage

her to subject future students of such institution she is serving now to a similar study with the same goal, that is, to improve student services rendered. Furthermore, based on the results of study to polish existing policies and develop new ones to meet the expectations of the students.

Scope and Delimitation of the Study

This study had its respondents the full time students from first to fourth year levels enrolled in the AB Theology and BS Religious Education courses in Luzon Nazarene Bible College, second semester 2001-2002, excluding the drop-outs and directed study students as well as the reenrolled faculty members. This study will only cover the areas concerning student motivational factors in choosing their present course and the motivational determinants in pursuing their chosen career. Likewise, the study delved into the expectations of the respondents among their faculty, instruction quality, facilities and curriculum and the importance of these variables to the respondents.

CHAPTER 2

Review Of Related Literature

Motivation is the process that directs behavior towards a goal.⁷ Accordingly, some believe that students choose a certain course because of motivation⁸. Thus, a lot of studies have been done with regards to vocational choices. This choice is always coupled with what motivates one to choose such course and career. The nature of occupational choice, however, is still poorly understood.

Jane Beltran cites incidences in one's everyday life on how people are moved to action because of certain motives. One wonders why a good doctor persists in becoming a country doctor when one could earn much more and perhaps gain greater recognition in the city. People are baffled by the motives of one who undergoes hardships, living with uncivilized natives when one could live very comfortably among civilized men.⁹

This observation of Beltran is likewise similar with the reactions of people going into the priesthood, pastorate or preparing to be theological

⁷ Jane O. Beltran, General Psychology, rev. ed. (Quezon City : Rex Printing Co., 1966) , p. 107.

⁸ Salvador H. Jose, "Motivations, Expectations and Problems of Dentistry Students" (Masters Thesis, Saint Louis University, Baguio City, 1994).

⁹Beltran, General Psychology, p. 107.

educators. Related foreign studies revealed that there are factors, which influence a student's choice of religious career and what motivates one to either pursue or forgo such choice.

The present concern on motivation of prospective candidates to the religious life dates back to the study of Hermon (1930) on "Motivating Factors Entering Into Choice of Ministry". This was a case study of ministerial students by means of external interviews. There were several factors he cited as necessary for sufficient motivation in making the choice. They were: 'early identification with the role of the ministers', 'implantation of idea of the church and ministry', 'appeal and challenge of opportunity for service which the ministry offers'¹⁰.

Fleppie (1945) discusses factors related in the development of religious vocation of female. He said that the sermons on vocation they had heard, and mostly the influence of other nuns were great influence.¹¹

Felton (1949) conducted a study to find out the influences on the decision for the ministry. According to the results the pastor was the chief influence on the candidates to enter the ministry. Wholesome religious life at home and an interested pastor did most to recruit new

¹⁰Robert J, Menges and James E. Dittes, Psychological Selections of Clergymen: Abstract of Research, (New York : Thomas Nelson and Sons, 1965) p. 58 as cited by Mabel Rodrigo, "Motivational Dimensions in Entering Religious Vocation" (Masters Thesis, Saint Louis University, Baguio City, 1994)

¹¹ Menges, p. 56 as cited by Rodrigo, "Motivational Dimensions," p. 15.

pastors. This call was usually conceived as a continuing educational process.¹²

Garesche (1942) did a study on the influence of schools on religious vocation among female applicants to the novitiate. According to the research the good influences on vocation were happy congenial and competent teachers, adequate explanation and understanding of their religious life and immediate entrance from high school to the novitiate.¹³

In his book on motivation theory, J.P. Campbell expounds that the term motivation came from the word "movere" which means to move. Motivation has to do with a set of independent/dependent-variable relationships that explains the direction, amplitude and persistence of an individual's behavior operating in a given environment.¹⁴ Arthur Jones claims that life goal is not inherited but learned. A person develops his life long goal slowly, and in the process of development, a person's life goal is influenced by different factors. One of these factors is self-fulfillment or satisfaction.¹⁵ Bruce Sertzer supports this in his book with

¹²Menges and Dittes, Psychological Studies, p. 53 as cited by Rodrigo, "Motivational Dimensions," p. 15.

¹³Menges, p. 58 as cited by Rodrigo, "Motivational Dimensions," p. 16.

¹⁴J.P. Campbell and R.D. Pritchard, Motivations Theory in Industry and Organizational Psychology (Chicago : Rand Nally, 1976) , p. 105.

¹⁵ Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Co., Inc., 1963), pp. 214-216 .

his claim that if the individual finds the course he has chosen to be satisfying and challenging, he remains in school until he finishes the course.¹⁶

Campbell enumerates three important factors in the understanding of human behavior at work. First, the conceptualization points to the energetic factors within individuals that drive them to behave in certain ways and to the environmental force that often trigger these drives. Second, a notion of goal orientation on the part of the individual such that behavior is directed towards something. Third, a system orientation wherein forces in the individual and in their surrounding environment gives feedback to the individual either to reinforce the integrity of this drive and the direction of this energy.¹⁷

Scheider and Stone¹⁸ point out the importance of career planning and enumerate that sex, socio-economic factors and mental ability are important considerations. They quote psychologists' view that mental ability affects achievement and attitude while social class affects to an extent the performance of learners.

¹⁶Bruce Sertzer, Career Planning (Boston: Houghton Mifflin Co., 1981), p. 269.

¹⁷Campbell and Pritchard, Motivations Theory, p. 105.

¹⁸Schneider and Stone, Formulation of Education (New York: Thomas Y Crowell Co., Inc., 1971), p. 172.

Roland Maclaren in his study reveals the reasons of the students for choosing agricultural course. Some of the reasons given were parent's advice and it is their line of interest.¹⁹

Harry Hepner infers that vocational decisions must be made continuously. Any individual cannot make a single decision that will settle his vocational future. Rather, he must make a series of decisions, not only as to the kind of work he shall do, but also as to the kind of training, the job he shall advance in his chosen field.

He further states that the vocational advice of relatives and friends is likely to be defective in many respects. He adds that parents often attempt to influence the choice of vocation for their children in compensation for their own deficiencies.²⁰

Freeman²¹ supports this claim in his book. He states that a student enters college because his parents expect him to and because his

¹⁹Roland Maclaren, Learning Agricultural Vocations (New York : John Willy and Sons, Inc., 1960), p. 69, as cited by Marcelino, as cited by Alma Marcelino, "Motivational Determinants of Nursing Students in Central Luzon Doctor's Hospital Educational Institution" (Masters Thesis, Baguio Central University, 1983) , p. 11.

²⁰Harry Walker Hepner, Psychology: Applied to Life and Work (New Jersey : Prentice-Hall, 1980) , p. 219.

²¹Richard Freeman, Market For College Trained Manpower, (Cambridge, MA: Harvard University Press, 1971) , p. 3, as cited by Jose, "Motivations," p. 13.

friends are in college and his parents and friends urge him to make something out of himself.

There is indeed confusion, inaccuracy, inconsistency and unrealistic decisions among high-school seniors when it comes to career choice. This statement is supported by the views of Peter and Shertzer who emphasize the inconsistencies and lack of realism among the youth exemplified with their vocational choice.²² Super corroborated this statement when he said that vocational preferences are inconsistent with inventoried interests and are even less consistent with the occupation eventually entered.²³ Happock made emphasis on status and prestige as an element in career choice which cause confusion in making occupational choices.²⁴

David Armstrong gives an example of career-choice confusion among young people in teacher education. He asserts that many students enter teaching because they simply do not know what else to do.²⁵ He further states that some undergraduates claim that they are

²²Bruce Shertzer and S. Stone, eds, Introduction to Guidance (New York: Houghton-Mifflin Co., 1970), p. 221, as cited by Jose, "Motivations," p. 13.

²³Shertzer, Introduction, p. 3, quoting Super, as cited by Jose, "Motivations," p. 14.

²⁴Shertzer, Introduction, p. 105, quoting Happock, as cited by Jose, "Motivations," p. 14.

²⁵David G. Armstrong, et. al, Education-An Introduction, 2nd ed. (New York: McMillan Pub., Co., 1985), pp. 456-462.

going into teaching because the preparation program is not intellectually demanding, and have a relative who is a teacher.

However, in contrast to the above statements, Hayes and Hopson talk about the home as a strong factor influencing vocational choices as the child, for direct advice may approach parents on a wide range of matters including vocation.²⁶ This is supported by the claim of Moore regarding the influence of individual factors on career choices. He asserts that social origins underscore the strong parental influence in occupational choices. This is clearest when a child selects and prepares himself for the same occupation as that of his father. Here, he is provided with a role model.²⁷

Happock supports this claim with his statement that parents and older members of the family are the most frequent models that are seen by the students. Students pattern their decision on the values that are being carried in their homes. Decision-making are shared by parents, teachers and the community.²⁸

²⁶Hayes and Hopson, Career Guidance (London: C. Tinling and Co., Ltd., 1971).

²⁷Ginzberg, Occupational Choice, p. 69, as cited by Jose, "Motivations," p. 15.

²⁸Robert Happock, Occupational Information (New York: McGraw-Hill Book Co., Inc., 1957) , p. 82, as cited by Bertha Dalpesi, "Vocational Choices of the Fourth Year Secondary Students of Buguias School of Arts and Trades 1991-1992 to 1994-1995" (Masters Thesis, Baguio Central University, Baguio City, 1997) , p. 30.

Tolbert was much more direct in identifying factors affecting career development as occupational aptitudes, occupational interests, personality, achievement, home and economy.²⁹

Holland (1973) came up with assumptions in relation to vocational choices. These are a) that people search for environments that will let them exercise their skills and abilities, express their attitudes and values and take agreeable problem roles; b) a person's choice is determined by an interaction between his personality and his environment.³⁰ In a later work entitled, "Theory of Vocational Choices," Herr and Cramer averred that vocational choice is a product of the interaction of personal factors, parents, peers and other adults as well as other factors such as intelligence, age and sex.³¹

In support of the above, Poe in her "Early Determinants of Vocational Choices" suggested the relationship between early experience find the optimal fit between his career preparation and the goals and reality of the world of work³².

²⁹Tolbert, E., Counseling For Career Development (Boston: Houghton-Mifflin Co., 1974) , p. 18.

³⁰J. Holland, J. , Making Vocational Choices (Englewood Cliffs: Prentice-Hall, 1973) , p. 58.

³¹E. Herr and S. Cramer, Vocational Guidance and Career Development in Schools: Towards a Systems Approach (New York: Houghton-Mifflin Co., 1972) , p. 78.

³²S. Weinrach, ed. Career Counseling (New York : McGraw-Hill Book Co., 1979) , p. 130.

and attitude, abilities, interests and other personal factors to ultimate vocational selection of the individual.³²

Ginzberg, et. al. in their book, Occupational Choice, An Approach to General Theory, is worthy to note their accidental theory which holds the view that individuals choose their occupation accidentally. This is further supported in a publication entitled "Towards a Theory of Occupational Choice," where Ginzberg stated that, occupational choice is a lifelong process of decision-making in which the individual seeks to find the optimal fit between his career preparation and the goals and reality of the world of work³³.

This is supported by Magweson, et. al in their article that many secondary students never seem to know what they would like to become in the future. Deciding on what course to enroll in after graduation from high school needs proper career guidance since at this stage, these students are aggressive and easily influenced in their decisions³⁴. Magweson, et. al note that career interest-survey shows that guidance and counseling services are perceived as the vehicle through which

³³Ginzberg , "Towards A Theory of Occupational Choice" in Stephen Weinrach ed, Career Counseling, (New York: McGraw-Hill Book Co., 1979), p. 130, as cited by Jose, "Motivations," p. 15.

³⁴Henry Magweson, et. al, "Evaluating Pupils Progress," Bulletin of California State Department of Education, 29 (December 1989), p. 82, as cited by Angelita A. Padilla, "Career Preferences of High School Students of Baguio Colleges Foundation, SY 1982-83 (Masters Thesis, Baguio Colleges Foundation, Baguio City, 1983) , p. 4.

students can be guided, motivated and encouraged to make vocational plans which can mean a lifetime job.³⁵

Vanderhorst further supports this claim and gives a significant suggestion, that is, it is necessary to realize the objectives of vocational guidance to assist students in effectively planning their lives. She further states that in the study of Clarification of Values, students need to understand what is now rewarding to them and what may be rewarding to them in the future.³⁶

Streufort likewise cites the need of proper guidance counseling since choosing an appropriate course to life career is one of the most difficult tasks of a fourth year student which must be done carefully with the assistance of all available referrals and guidance at the school. Thus, he stresses the great importance of a functional guidance program in all secondary schools to enable students especially those in the fourth year levels who are in the critical stage of choosing a career, to avail themselves of educational guidance.³⁷

³⁵Henry Magweson, et. al, "Evaluating Pupils Progress", p. 82, as cited by Padilla, "Career Preferences," p. 4.

³⁶Barbara B. Vanderhorst, "Learning the Consequence of Life's Decisions," Behavioral Counseling Cares and Techniques (New York: Holt, Rinehart and Winston, Inc., 1969) , p. 307, as cited by Lumiwan, "Course Preferences," p. 53.

³⁷S. Streufort, Behavior in the Complex Environment (Wellington, D.C.: Winston, 1990) , p. 26, as cited by Nicanor B. Verona, Jr. "Course Preferences of Fourth Year High School Students of the State College and Universities of Region I 1996-1997," p. 2.

However, Budig and Rivers point out while students have demonstrated a clear interest primarily in learning, they also expect that they will have a degree of freedom and flexibility. While in the process of the academic experience, problems may be encountered by the students, which may cause a wide gap between them and their academic experience. This is now the outlook of the institution on how to eliminate or lessen the gap margin.³⁸

Various local studies were also done related to this research in different educational fields.

Martes' study revealed reasons of the students in enrolling in a particular course. In his study, he grouped respondents into three groups. Results revealed were: the first group noted they were interested in the course, and it was their choice, aspiration and dream. The second group claimed it was their parents, friends and teachers, brothers and sisters' choice. The third group enrolled their courses because there are opportunities for immediate employment.³⁹

Martes' study is similar with this study in the factors that made the students decide on what course to enroll were revealed. It differs with

³⁸G. Budig and S. Rivers, The Academic Quicksand (Lincoln: Professional Educators Pub., Inc., 1973), p. 9, as cited by Jose, "Motivations," p. 6.

³⁹Juan P. Martes, "The Curricular Choices of Freshmen College Students in State Colleges and Universities in Region I, 1987-1988" (Doctoral Dissertation, Benguet State University, May, 1989).

this study however, because Martes' study is wider in its scope covering six state college and universities. This study is confined to only one educational institute. Also, Martes' study highlighted in the curricular choices of the respondents while this study concentrated on the motivating factors of respondents on their career choice and its relation with the variables in profile.

This study is also similar with the study conducted by Marcelino⁴⁰ on the motivational determinants of nursing students wherein the motivation of students were also revealed. However, it is different since she conducted her study among medical students wherein their motivational drives are more on the prestige of the course and the future dream of a job abroad. This present study revolves on students enrolled in the theological institution aimed to train young people for ministry.

Marcelino concludes that interest, mental ability and inclination should be the primary motivations and considerations in deciding for a certain course to ensure a higher possibility of success in a chosen field. She further cites that equally important determinants to include are the needs and demands of the society.⁴¹ This study is corroborated by Angela Ramirez' article published in The Education Quarterly which partly reads, "The irrevocable economics law of supply and demand is relevant

⁴⁰Marcelino, "Motivations Determinants," p. 14.

⁴¹Angelina E. Ramirez, "Career Planning, It's Implications for Parental Involvement," The Educational Quarterly 12 (December 1969), p. 40.

to career preferences, decision-making, especially in the light of cultural expectations that college education is the key which unlocks the door to socio-economic development."⁴²

Victoria Bondoc points out that family influences, including economic and social status and their expectations affect student career choice.⁴³

The foregoing statement would tell us the importance of career or vocational guidance among young people entering the tertiary level of education. This is corroborated by Marcelino in her study and concludes that proper guidance is indeed imperative so as to attain a satisfying result in a chosen field.⁴⁴ In a similar study, Verona also stressed the importance of a functional guidance program to enable students especially the fourth year students, who are in the critical stage of choosing a career, to avail them with educational guidance.⁴⁵

Jose quoting the work of Fortea in his study revealed among other findings that there was a significant difference in the amount of influence of different factors. These are as follows: (1) in line of interest, (2) in line

⁴²Angelina E. Ramirez, "Career Planning, It's Implications for Parental Involvement," The Educational Quarterly 12 (December 1969), p. 40.

⁴³Victoria P. Bondoc, "An Assessment of the Factors Related to the Career Choices of Selected High School Graduates of Holy Family Academy for the Last Three Decades: A Follow-Up Study" (Master's Thesis, Angeles University Foundation, Angeles City, June 1992), pp. 128-129.

⁴⁴Marcelino, "Motivational Determinants", p. 16.

⁴⁵Verona, "Course Preferences," p. 1.

of ability, (3) opportunity for employment, (4) parental choice, (5) advice of others, (6) best for sex, (7) what family could afford, (8) prestige and recognition, (9) means of parental help, (10) company of friends, (11) demand in life, and (12) service to country and humanity.⁴⁶

As a corollary, Jose quoted Hidalgo's generalization that variables such as sex, type of community and socio-economics status appear to influence career choices of students in certain career clusters. Male respondents opted for career clusters characterized by their requirements of strength, mobility and outdoor locations like construction, agricultural, business, marine and transportation while female respondents gravitate towards in-door and more stationary careers like health, business and office and public service.⁴⁷

In 1975, studies by Josephine Javier⁴⁸ and Ernesto Nicdao are relative to the above generalization of Hidalgo wherein the economic status and interest were great factors in occupational choices of the students. Javier's study revealed that male students preferred

⁴⁶Ma. Felicidad Fronda-Fortea, "Factors Influencing The Choice of A Course Among College Freshmen" (Masters Thesis, Saint Louis University Graduate School, 1974), as cited by Jose, "Motivations," p. 19.

⁴⁷P. Hidalgo, "Realism of Career Choices Among High School Students Based on Occupational Values, Interest, Aptitudes and the Demands of Work" (Doctoral Dissertation, Saint Louis University Graduate School, 1976), as cited by Jose, "Motivations," p. 19.

⁴⁸Josephine C. Javier, Occupational Choices of Senior High School Students (Masters Thesis, School of Arts and Trade, Cagayan Valley, 1975) as cited by Marcelino, p. 18.

engineering and agriculture courses while in Nicdao's ⁴⁹ study, female respondents enrolled in secretarial, midwifery and nursing courses. Both studies considered favorable attitude as the influential factor that made them enroll in these courses.

Hidalgo further expounds that sex and socio-economic status are apparent variables affecting the reason of career choices of students in the light of their integrated occupational values, interest and aptitudes.⁵⁰

Hidalgo's study has similarity with the present study for it looked into the relationship of sex, type of community and socio-economic status with their choice of career. However, this study added in its profile the course, year level and denominational affiliation.

This present study however is closer in similarity to the work of Jose, which delved into the relationship of variables in profile (sex, type of community socio-economic status) with the motivational determinants. It is different though in the file of respondents in that Jose's concentration is among dentistry student while this study is among theological students. Also, the profile in this present study did not include the type of community the respondents belong to but rather added the year level and denominational affiliation.

⁴⁹Ernesto T. Nicdao, "Occupational Choices of 4th Year High School Students (Masters Thesis, Philippine College of Arts and Trade, Manila, 1975), as cited by Marcelino, p. 18.

⁵⁰Hidalgo, "Realism of Career Choices," as cited by Jose, "Motivations," p. 19.

The above studies are in analogy to the findings of Victoria Bondoc on assessment of factors related to career choice. She pointed out that family influence, including economic and social status, and their expectations affected the choices and that career choice of an individual is basically influenced by his personality, educational ability and the socio-economic status of the family.⁵¹

Marcelino also quoting the work of Fortea noted that in her research she exposed factors influencing the choice of a career among college freshmen. Her study revealed seven reasons: a) in line of interest b) service to country and community c) means of parental help d) opportunity for employment e) what family can afford f) prestige and recognition and g) advice of others and company of friends.⁵²

The present study also has similarity with Fernandez' as she inquired into the relationship of course choices of parents and seniors' parents' occupational level on one hand and educational attainments on the other hand. Two important findings were revealed. One, there is no significant relationship existing between the course of parents and seniors and the parents' occupational level and educational attainment.

⁵¹Bondoc, "An Assessment" , pp. 128-129.

⁵²Fortea, "Factors Influencing," as cited by Marcelino, "Motivational Determinants," p. 23.

Rather, choices of both parent and seniors tended toward the more prestigious occupations.⁵³ This is so because of the promise of a good paying-job and a better stable future.

The present study is quite related with Fernandez's study as it dealt on the relationship between the motivational determinants in their course choices and that of sex and monthly income. However, different in that Fernandez included National College Entrance Examination (NCEE) as variable while this present study did not.

Interest of student in the course is priority in the findings of Espiritu in the career preference of the senior high school in the variables in profile as to age and sex were also dealt with in this study, which is similar to the present study.⁵⁴ In 1950, Maximo C. Juco⁵⁵ made a study on the factors that influence students' vocational course lists

⁵³Belen V. Fernandez, "The Relationship of Course Choices of High School Seniors to their Parents' Educational Attainment, Occupational Levels and Course Choices for Their Children", Special Problems, Master of Education, University of the Philippines, 1967) , as cited by Marcelino, "Motivational Determinants," p. 24.

⁵⁴Juanita L. Espiritu, "The Career Preferences of Senior High School Students in Baguio City" (Masters Thesis, Benguet State University, 1975-1976).

⁵⁵Maximo C. Juco, "A Study of the Factors that Influence Students in the Choices of their Vocational Courses in the General Public School in Manila, 1954-1955" (Masters Thesis, Rodriguez Vocational High School, Manila, 1956), as cited by Marcelino, "Motivational Determinants," p. 24.

interest, public service, opportunities for advancement and high-earning capacity as the five most influential factors. He concludes that these factors were influential in the choice of courses of the students and likewise these factors were great driving forces for them to pursue and finish their chosen careers. His study also revealed that parents and guardians, friends and teachers and guidance counselors were the people who influenced them in their decisions.

Seguban⁵⁶ and Batanes⁵⁷ did similar studies and cite that vocational and degree choice are influenced by teachers and guidance counselors. These people are approached by the students for guidance in career choices and usually their advices were taken. Nibaten, in a later study, confirmed these findings. He concludes that persons who exert influence on the respondents in their choice of career are the family, teachers, guidance counselor and principal, friends and relatives.⁵⁸

Jose notes that career decisions may fall under the general scheme of conceptualization although some maybe emphatic on the existence of

⁵⁶Transulacion O. Seguba, "Vocational and Degree Choice of 4th Year High School Students in the Agricultural Institutes in Region I, 1981-1982" (Doctoral Dissertation, Baguio Central University, Baguio City, 1983).

⁵⁷Lydia Reno Batanes, "Effects of Counseling on the Career Choices of Seniors of Quezon Provincial High School" (Masters Thesis, College of Education, University of the Philippines, Manila, 1952), as cited by Dalpesi, "Vocational Choices," p. 30.

⁵⁸Pedro O. Nibaten, "Factors Affecting the Choices of Students in Ifugao Division" (Masters Thesis, Baguio Colleges Foundation, Baguio City, 1993), p. 34.

some degree of motivation, others look at the choice of a career as a multifaceted activity that comes with a multiplicity of reasons. Thus, in congruence with the above studies, his general recommendation is the need to strengthen vocational guidance as an integral part of guidance and counseling services in high school and even in colleges.⁵⁹

Velasco's findings in her study revealed that the factors which influenced the students in taking specialized courses were student's choice, parent's choice, influence of friends, capacity of friends' support and low tuition fees.⁶⁰

Partial in his study ranked "economic status of the family" as number one, then "student's choice" followed by "student wants to be like their parents", as the three most influencing factors in career choice of his respondents.⁶¹

Datoc also in his research reveals the factors such as interest, financial status, influence of school authorities such as guidance

⁵⁹Jose, "Motivations," p. 23.

⁶⁰Remedios Velasco, "Vocational Preferences of College Students in the Four National Technical Schools of Benguet" (Masters Thesis, Baguio Central University, Baguio City, 1987) , p. 35.

⁶¹Salvador Partial, "Factors Affecting Choices of Senior Students of Torres High School, Manila" (Masters Thesis, Marikina Institute of Science and Technology, Marikina, Manila) , as cited by Imelda P. Santos, "Vocational Choices of Arts and Trades, Lingayen, Pangasinan, 1993-1994" (Masters Thesis, Baguio Central University) , p. 26.

counselor as well as teachers, and students desire to be in the class as his friends as the main influencing factors in his respondents' choice of their career.⁶²

Calubandi quoting Shertzer and Peters in her study corroborates these findings with the statement that the factors that contribute to the vocational choices started with the four influential factors: parents, friends, professional acquaintance, and relatives other than parents.⁶³ Abear also corroborates these findings in her study. She concludes that parents, and relatives are strong influence in career choices of her respondents. She further adds that high school teachers play a vital role in their students' vocational choice.⁶⁴

The above studies are similar to a foreign doctoral dissertation of Edward Worthington. This study reveals influence of parents, brothers, friends, and teachers led students to pursue their chosen career for the

⁶²Paz Datoc, "Study of the Vocational Choices of 3rd Year Students of Aruallo High School, Manila" (Masters Thesis, Marikina Institute of Science and Technology, Marikina, Manila, 1961), as cited by Santos, "Vocational Choices," p. 27.

⁶³Corita B. Calubandi, "Career and School Preferences of High School Students of Buguias, Benguet" (Masters Thesis, Cordillera Center for Development College, Benguet, 1998) , p. 18.

⁶⁴Carmencita M. Abear, "A Survey of the Career Aspirations of the College in Selected Schools of Davao City, 1972-1973," Thesis Abstract, Ateneo de Davao University Journal, 7 (1981), as cited by Simeon P. Yangyang, "Career and School Preferences of the Senior Public High School Students, Baguio City, 1993-1994" (Masters Thesis, Baguio Central University, 1994) , pp. 35-36.

purpose of landing in a good job.⁶⁵ This present study gauged if these factors are also influential on the respondents in the theological education on their decision of their career choice.

In a related study, Rosario Arceo revealed that sex, personality patterns, and socio-economic status affected vocational preferences among the high school students at Ramon Magsaysay High School in Manila.⁶⁶

Sister Urbon Phangrak has similar findings with her investigation on motivations of students in Teacher Education⁶⁷. She found out that the socio-economic status of the respondents brought about a difference in their motivation. This is also true in the findings of Pascua where she concluded that career preferences of young adolescents are influenced by the socio-economic problems particularly poverty. Low economic status often interferes with the career preferences of the students. Further Pascua states that a student, after finishing high school always considers

⁶⁵Edward H. Worthington, "Vocational and Educational Choices of High School Graduate in Relation to their Subsequent Careers" (Doctoral Dissertation, University of Pangasinan, 1938), as cited by Marcelino.

⁶⁶R. Arceo, "High School Seniors Personality Traits and Vocational Preference: A Test to Holand's Theory" (Masters Thesis, UST Graduate School, 1924), as cited by Marcelino, "Motivational Determinants," p. 20.

⁶⁷Sister Urbon Phangrak, "Personal Traits and Motivations of Students in Teacher Education" (Masters Thesis, Baguio Central University, 1994).

family income before deciding a course. It is in this regard that family income can be a hindrance in particular instances.⁶⁸

Close to the above studies are Impario's criteria as guide in suggesting future courses to students such as (a) in line with the interest of student (b) financial ability of the student (c) academic development and inclination, and (d) job opportunity available.⁶⁹

These criteria could be seen effective in the findings of Carbonell in the field of business and commerce that the most dominant motives of students in the choice of their major field of specialization were (a) interest in the major field (b) the offer of goal opportunity (c) provision for employment (d) challenge posed by the field, and e) the feeling of being able to do well in the major fields chosen.⁷⁰ Another significant finding on the reason for choosing a career in the study of Macli-ing is that of 'service to humanity.'⁷¹ Taguba also points out that the number

⁶⁸Presentacion Pascua, "The Socio-economic Status and Values of the Senior High School Students of La Union" (Masters Thesis, Congress College, Agoo, La Union, 1989) , p. 25.

⁶⁹R. Impario, "Teacher's Perceived Influence on Students' Choice of Course" (Masters Thesis, Saint Louis University, Baguio City, 1979), as cited by Marcelino, "Motivational Determinants," p. 21.

⁷⁰V. Carbonell, "Student Motives for Choice of Major Fields in Commerce; Their Relationship to Academic Performance" (Masters Thesis, Saint Louis University, Baguio City Graduate School, 1974) , p. 20.

⁷¹Lourdes T. Macli-ing, "The Career Preferences of the Senior High School Students of Baguio Central University " (Masters Thesis, Baguio Central University, Baguio City, 1990) , p. 24.

one reason of his respondents for their career preferences is "service to mankind".⁷² This indicates, accordingly, some kind of idealism among the respondents to counteract the ideas that course preferences is limited to source of income.

There are contradicting findings that the researcher has unearthed with regards to the above findings on the motivations of choice of career.

Castillo contradicted the finding of other researchers with her findings that sex has no direct bearing on the subject career preferences, as shown in her study on "Occupational Sex Roles as Perceived by Filipino Adolescents."⁷³ In 1987, Sagui found in his study entitled "The Socio-economic Status and Values of the Senior High Students of La Union,"⁷⁴

⁷²Orlindo T. Taguba, "The Career Preferences of the Senior Secondary Students of Kalinga-Apayao College Laboratory High School for SY 1994-1995" (Masters Thesis, St. Paul University, Tuguegarao, Cagayan, 1995), as cited by Calubandi, "Career," p. 91.

⁷³Cecilia Castillo, "Occupational Sex Role," Philippine Sociological Review, (January-April, 1999), pp. 8-11.

⁷⁴Fernando Paite Sagui, "Career Preferences of 4th Year Students in the Agri and Agro-Industrial School" (Masters Thesis, Mariano Memorial State University, Batac, Ilocos Norte, 1987), pp. 78-79, as cited by Mary ity, Batac, Ilocos Norte, 1987), pp. 78-79, as cited by Mary P. Odiem, "School and Career Preferences of Senior High School Students of Tabuk, Kalinga" (Masters Thesis, Cordillera Center for Development College, Benguet, 1996) , p. 26.

that students nowadays are becoming inner directed.⁷⁵ In support to the findings of Taguba, Odiem concluded in her study that respondents were not influenced by outside factors. Their career preferences were their personal choices. This reflects that young people now are beginning to be independent in terms of decision-making.⁷⁶

Mabel Rodrigo⁷⁷ quoting Stella Salao lists four sets of results in her attempt to unearth the motivations of female Filipinos to become religious educators. (1) She found out that there are five categories of motives. In ranking order, there were (a) Psycho-social motives (b) apostolic motives (c) atonement motives (d) compulsive motives (e) motives of escape. (2) She also found out that the difference of age has no bearing on the rank order of the motivational responses of the respondents. (3) Further, that the geographical location was found to have no relationship with the motivation of the subjects of the research and (4) that educational attainment of the respondents did not produce any variance in the rank order of the motivational determinants.⁷⁸

⁷⁵Taguba, "The Career Preferences," p. 91, as cited by Odiem, "School and Career," p. 83.

⁷⁶Odiem, "School and Career Preferences," p. 83.

⁷⁷Mabel Rodrigo, "Motivational Dimensions in Entering Religious Vocation" (Masters Thesis, Saint Louis University, Baguio City), p. 38.

⁷⁸Stella Salao, "Motivations of Filipino Candidates for Teaching Sisterhood" (Masters Thesis, Saint Louis University, Baguio City, 1970), as cited by Rodrigo, pp. 38-39.

In a related study conducted by Cruice Sanjivi in 1997 on religious motivations, he developed the Religious Motivation Index. This is to measure a selective set of 10 manifestative factors of religious motivations namely: relationship with neighbor, home environment, objective, vocation, relationship with God, apostolic, emotional stability, optimism, decision-making and responsibility.⁷⁹

The results indicated that, in the two manifestative factors of relationship with neighbor and responsibility, theologians and philosophers scored higher than the priests. The significant difference between the priests on one hand and theologians and philosophers on the other was indicative of the added advantage that the latter had of contact with people recently.

Though the objective of this study is to find the significant difference between theologians and philosophers with that of a priest based on the above manifestative factors of religious motivations, I find these factors may also affect the staying power of a student in a theological institution. The above-enumerated factors are related to the motivational factors being considered in this present study as to the driving forces that keep the student in his present career and drive him going till he finishes.

⁷⁹Cruice Sanjivi, "A Study in Religious Motivations" (Masters Thesis, De La Salle University, Manila, 1977) , as cited by Rodrigo, pp. 39-40.

Expectation in this study refers to the tentative prediction of events that will occur. Students have expectations of their academic experience. These expectations are directed towards the faculty, instruction quality, curriculum and facilities, which compose the totality of their academic atmosphere. At the onset, upon enrolment, a student sets his mind with a degree of expectation towards these factors where his life will be intertwined in the next four to five years.

This portion discusses some related studies regarding the teachers and the expectations of students have towards them.

Laroya⁸⁰ in his research quotes Minda Sutario's observation that "the teacher is the most potent factor for attaining quality education."⁸¹ He further quotes Federico Mayor with his claim that "there is no education of quality without teacher's quality".⁸²

Salvador Jose in his research study comments that students have high expectations of their faculty. He suggests that listening to what contemporary students say they want from their instruction can be

⁸⁰Laroya, "Evaluation," p. 20.

⁸¹Minda Sutaria, "Quality: Thrust of Education at All Levels" in Minda Sutaria, et. al, comp. and ed., *Philippine Education; Vision and Perspective* (Manila : National Bookstore, Inc., 1989) , p. 289 as cited by Laroya, "Evaluation," p. 20.

⁸²Federico Mayor, Third Saemo INNOTECH International Conference, November 1991 cited by Adelina Almario-Raymundo in the Congressional Committee on Education, v. 3 Consultative Report, Book Three, Making Education Work (Quezon City : Congressional Oversight Committee on Education, 1991) , p. 79, as cited by Laroya, "Evaluation," p. 20.

useful for the faculty, the recruitment of the faculty, and rewarding the faculty who merit student expectations.⁸³

In the book, Academic Quicksand,⁸⁴ Jose cites some of these articulated expectations:

“I would hope the profession would understand that the student is actually a human being in disguise. Students are not computers into which information is poured and the desired product regurgitated.”

“I would like the professor to understand my problems as I see them.”

“If professors talk like their subject is important and look they enjoy their work, I will enjoy the class.”

“The worst professor is one who is more interested in financing his work than teaching students.”

The author of this book added, “To teach you must be understanding. Have control but do not be afraid to reach out and be yourself. This way we can learn about human relations.”

It is noteworthy to state the following from same author:

College students want a college professor who knows his discipline and cares to do a good job of communicating knowledge and answering student questions, who is deeply interested or even excited about his subject matter, who demonstrates interest in the student as an individual and is willing to talk with students about social and emotional as well as academic problems, who understands the uncertainties of students and cares about human interaction, who is initially interested in teaching, who demonstrates intellectual reign tempered with human understanding and willingness to lead students down the path of self-discovery.⁸⁵

⁸³Jose, “Motivations, Expectations” , p. 23.

⁸⁴Budig, Academic Quicksand , as cited by Jose, p. 24.

⁸⁵Budig, Academic Quicksand , as cited by Jose, p. 24.

Mills and Douglas Harl have this also to say regarding teachers:

The most successful teacher is the one who has knack or know-how on the personality (usually a combination of all these things) to get young people to do things which they must do if they are to learn well. He must be able to put students in the right frame of mind and to plan learning activities. So that they are interesting in themselves, meet specific felt needs of the learners, and are entered upon and continued with vigor because of genuine values rather than artificial incentives such as rivalry, marks and love of approval.⁸⁶

Luquingan in his study adds this regarding Christian educators:

The growth of an individual particularly on the spiritual growth lies in his relationship with God and the people around. With this clear knowledge of Christian Education among educators, religious education teachers and teaching attainment of the objective of Christian Education could be better realized. Christian Education works to develop a complete and clear Christ-like personality, wherein people are deeply concerned about what kind of value, set of ideals, and purpose a person builds up and lives with. The concern of religious instruction is that teachers should impress among the people that the highest type of values are those in harmony with the Spirit and the teachings of Jesus Christ.⁸⁷

The above implies, according to Mills and Harl, the need for the teacher to be knowledgeable with all kinds of approaches and techniques

⁸⁶ Hubert H. Mills and Douglas R. Harl, Teaching in High School, 2nd ed. (New York: The Renald Press Co., 1957) , p. 95.

⁸⁷Gideon A. Luquingan, "The Christian Education of Youth of Central Luzon District of the Wesleyan Church, 1994" (Masters Thesis, Baguio Central University, Baguio City, 1994) , p. 31.

of motivation so that the goals of the teaching -learning process will be met.⁸⁸

Harrovan Brummelen emphasizes in his article in the *Christian Educators Journal* that teaching involves not merely just molding or making objectives. Rather, it leads students in certain direction, enabling them to take on their life's calling according to their ability and insights.

Brummelen further states that Christian educators help students develop attitudes and dispositions on the basis of biblical principles, encouraging them to commit themselves and their way of life to God. They use scientific structuring, artistry, modeling and psychological nurturing in reflective and skillful way.⁸⁹

Just like any other form of education, religious education or theological education calls for the educative change translated in the transformation of the educand from a goal to a new realization. And graduates of these courses should be equipped with the ingredients of

⁸⁸ Mills and Harl, *Teaching in High School*, p. 95.

⁸⁹Harrovan Brummelen, *Christian Educators Journal* (Asia Pacific Theological Seminary, 1990), p. 9 as cited by Simeon T. Backian, "Religious Instructions in Atok and Tublay District, Benguet Division, 1997-1988" (Masters Thesis, Baguio Central University, Baguio City, 1998).

leadership, armored with the tools of education and impressed with the seeds of humanism.⁹⁰

Jose suggests that to achieve the ideals set, it is essential that student "demand" factors achieve some degree of integration with the "service" factors of his educational experience in the specialization of his choice. He expounds further

that the student demand factors are defined by his motivations and expectations regarding the current program he is pursuing. The service factors are the experiences "supplied" the students to meet their educational needs and at the same time achieve the goals of the institution. More often than not, there would be gaps between the demand and supply factors and these translate to real problems. The gaps however should be budgeted if the problems are clearly identified and articulated so that the institution can decisively respond to these within the parameters of its capabilities.⁹¹

The Basic Accreditation Manual for Nazarene World Area Theological Education Institutions provides among other things that (1) the faculty should be made up of competent, mature persons of Christian character who have professional skills in teaching, (2) each should have a philosophy of education in which knowledge from his special field is integrated with Christian faith, and (3) each member of the faculty should have by education and experience thorough preparation in his teaching field.⁹²

⁹⁰Jose, "Motivations, Expectations", p. 3.

⁹¹Jose, "Motivations, Expectations", p. 3.

⁹²World Mission Committee on Education, pp. 16-17 as cited by Laroya, "Evaluation," p. 23.

The policies and standards for AB Philosophy/Theology for seminaries, Bible colleges, and theological schools states among other things that at least (60) percent of the faculty members shall be holders of a master's degree or its equivalent and shall teach largely in their major field and/or allied subjects. Furthermore, a suggested criteria for ranking for the purpose of encouraging effectivity and efficiency of the faculty was likewise outlined (See Appendix).⁹³

Virtually, teachers who do not meet the above requirements would cause or even be the cause of expectation-dismay of students that would result in the rise of problems, which affect their studies and performances in the classroom.

Laroya quoted in one of his recommendations that to further improve the area on faculty, the school should develop an appropriate method ranking, remuneration, faculty development and tenure. He further states that the policies and standards set by DECS as reflected in the DECS Order No. 127, s. 1991 should become the basis for designing the above mentioned.

Laroya adds in his recommendations that a scheme should be devised to equip the laboratory with the needed facilities. For speech courses, the college needs to acquire equipment for the development of aural and lingual skills.

⁹³Department of Education Culture and Sports Order N. 127, s. 1991, "Policies and Standards for AB Philosophy/Theology."

On ensuring quality instruction, Laroya recommends modification of the standards of admission emphasizing the need to have an English entrance examination, recommendations from at least two references aside from the prospective student's pastor, and interview by the admissions committee should be required of new students.

He further recommends that library collection for AB Theology should be further improved with the addition of new books especially those published by the Nazarene Publishing House, or acquisition of books written by authors of same persuasion.⁹⁴

⁹⁴Laroya, "Evaluation of Two Programs," pp. 155-157.

CHAPTER 3

Method and Procedures

This chapter presents the sample, research design, instrument, data analysis, and the reliability test to determine the reliability and consistency of the questionnaire.

The Sample

This study involved student respondents enrolled in AB Theology and BS Religious Education at Luzon Nazarene Bible College located at Pico, La Trinidad, Benguet. Using purposive sampling, one hundred twelve (112) were taken from the 139 students enrolled in the second semester of school year 2001-2002, to comprise the sample by excluding dropouts, directed, and re-enrolled faculty members.

Presented in Table 1 is the demographic profile of the respondents of the study. They were composed of equal percentage of AB Theology and BS Religious Education students.

About 45.5 percent were males and the other 54.5 percent of the respondents were females. Most of the respondents were on their early 20's with a percentage of 44.6; about 34 percent were on their late teens, 17 percent belonged to age bracket 26 and above while the remaining 4.5 percent did not indicate their age.

Majority of the respondents, 65.2 percent, belonged to the Nazarene denomination while the remaining 35.7 percent belonged to other denominational groups.

More than one third or 37.5 percent were just beginning to take their chosen course while the remaining 62.5 percent were on their second to fourth year level.

Majority of the respondents or 62.5 percent have declared that their parents' monthly income was 5,000 pesos or lower while 37.5 percent have 6,000 pesos or more.

Research Design

For purposes of describing the demographic variables of the respondents, the descriptive research design was employed in this study. The study likewise employed correlational analysis and hypothesis testing research design. The latter was used since assumptions regarding the perceptions of respondents on the extent of motivations of some factors on career choice of respondents according to the demographic profile of the respondents were formulated and statistically tested.

Table 1. Demographic Profile of the Respondents

Profile	Number	Percent
Course		
AB Theology	56	50.0
BS Religious Education	56	50.0
Total	112	100.0
Gender		
Male	51	45.5
Female	61	54.5
Total	112	100.0
Age		
19 and below	38	33.9
20-25	50	44.6
26 and above	19	17.0
No response	5	4.5
Total	112	100.0
Denomination		
Nazarene	73	65.2
Non-Nazarene	39	34.8
Total	112	100.0
Year Level		
First Year	42	37.5
Second Year	33	29.5
Third Year	22	19.6
Fourth Year	15	13.4
Total	112	100.0
Economic Status (monthly income)		
P5,000 and below	70	62.5
P6,000 to P7,000	13	11.6
P8,000 to P9,000	5	4.5
P10,000 and above	24	21.4
Total	112	100.0

Instrument and Data Collection

The questionnaire used in this study consisted of three parts: Part A includes the demographic profile of the respondents; Part B includes the motivations of some factors on the students' career choice and Part

C includes the a) conformity of the faculty capabilities, quality of instruction, adequacy of updated facilities and well-developed and comprehensive curriculum to the expectations of students, and b) importance of faculty capabilities, quality of instruction, adequacy of updated facilities and well-developed and comprehensive curriculum with a total of 8, 7, 5 and 4 items respectively, jumbled at random.

The prepared structured questionnaires were then floated and administered to 112 selected students. The respondents simply encircled one possible response from the five choices given in each item.

Data Analysis

Responses from the questionnaire were tallied and summarized using the Statistic Program for Social Sciences (SPSS) computer software. Percentages and weighted means were computed and presented in tables. The formulas for percentages and weighted mean are shown below:

$$p = x/n$$

where x - number of observations classified as
'success'
 n - sample size or number of respondents

$$\bar{x} = \frac{\sum xi}{n}$$

The t-test for one-sample case was employed to determine whether the mean response given by the respondents differ from the hypothesized value.

The computation of the test is given as

$$t = (\bar{x} - D_0) / s_y$$

where $s_y = s / \sqrt{n}$

$$s = \frac{\sum (x_i - \bar{x})^2}{n-1}$$

$(\bar{x} - D_0)$ = mean difference (\bar{x});
from hypothesized value (D_0)

s_y = standard error of the mean difference

n = number of subjects

The significance of the test was tested at the 5 percent level of significance with $n-1$ degrees of freedom.

The rejection or acceptance of the hypothesis that career choice is dependent on the demographic profile of the respondents the chi-square (χ^2) test was computed using the formula given below:

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where O_{ij} = observed frequency in the ij^{th} cell
 E_{ij} = expected frequency in the ij^{th} cell

Significance of the χ^2 - test will be declared if the computed value exceeds the tabular value at the 0.05 level of significance and degrees of freedom, $df = (r-1)(c-1)$.

The following legend was used to interpret the extent of motivation and conformity to expectations:

Numerical Rating	Rating Interval	Adjectival Rating	Symbol
1	1.00-1.49	Strongly Disagree	SD
2	1.50-2.49	Disagree	D
3	2.50-3.49	Undecided	U
4	3.50-4.49	Agree	A
5	4.50-5.00	Strongly Agree	SA

For the interpretation of the importance of the factors to the respondents regarding faculty, instruction quality, facilities and curriculum, the following scale was used:

Numerical Rating	Rating Interval	Adjectival Rating
1	1.00-1.49	Not At All Important
2	1.50-2.49	Unimportant
3	2.50-3.49	Undecided
4	3.50-4.49	Important
5	4.50-5.00	Very Important

For the comparison of the perceived degree of motivation according to the demographic profile of the respondents, the Analysis of Variance (ANOVA) was used. The formula for the Analysis of Variance are given as follows:

$$\text{Correction Factor: } CF = (GT)^2/n$$

$$\text{Total Sum of Squares: } TSS = \sum \sum X_{ij}^2 - CF$$

$$\text{Between Group Sum of Squares: } BSS = \sum B_i^2 / n_i - CF$$

$$\text{Within Group Sum of Squares: } ESS = TSS - BSS$$

$$\text{Between Group Mean Squares: } MSB = BSS/(g-1)$$

$$\text{Within Group Mean Squares: } MSE = ESS/(n-g)$$

$$F\text{-value} = MSB/MSE$$

Where GT = grand total

X_{ij}^2 = individual observations of the respondents

B_i = group total

n_i = # of respondents n = total number of

g = # of groups respondents

The significance of the F-value was declared whenever the F-computed is greater than the tabular value at 0.05 level of significance with v_1 and v_2 degrees of freedom, where $v_1 = \text{number of groups} - 1$ and $v_2 = \text{total number of observations} - \text{number of groups}$.

Pretest

The reliability test used was the Split-Half Spearman-Brown method to determine the reliability and consistency of the questionnaire. The procedure made use of correlating the odd numbered and even numbered items of the same questionnaire using the Pearson r correlation coefficient. The obtained reliability coefficient was $r = .93$. This high reliability coefficient showed that the instrument is reliable and therefore ready for final survey.

CHAPTER 4

Results and Discussions

This chapter presents the results and interpretations of the findings of the study.

The effect of demographic profile of respondents on their chosen course

Table 2 presents the effect of the demographic profile on the choice of course of the respondents. As revealed in the table, there were more male (41 or 73.2%) than female (15 or 26.8%) respondents who preferred AB Theology. On the other hand, there were more females (46 or 82.1%) than males (10 or 17.9%) who took BS Religious Education. A computed χ^2 - value of 33.61 which is significant at the .01 level of significance indicates that gender affects the respondents' choice of course. This implies that there is a great perception among the respondents that theology is more appropriate for males since a graduate of this course will end-up in the pastorate. Though there are some females who enroll in this course, it is a norm in the society that pastorate work is for males since men are looked up to as leaders in the church and are expected to be seen more in outside activities such as in the field of evangelism and outreaches. This is corroborated with the findings of Hidalgo claiming that male respondents opted for career clusters characterized by their

requirements of strength, mobility and outdoor locations.⁹⁵ There are more females enrolled in BS Religious Education with the concept that teaching Christian education is more appropriate for females as it is perceived that women are more confined in indoor activities such as teaching. This is also in congruence to the generalization of Hidalgo that female respondents gravitate towards in-door and more stationary careers.⁹⁶ It is also a common idea that if females would marry pastors they can best support their husband-pastors if they are trained and equipped educationally. Pastors' wives are usually expected to be involved in the teaching ministry of the church such as Sunday School and or preschool administration.

The computed χ^2 - value of 2.61 for age group and 1.21 for year level by course were found statistically non-significant. Evidently shown in Table 2 that the number of those taking up AB Theology and BS Religious Education are similar in all age and year level groupings. This would mean that the respondents' age and year level did not affect their choice of course.

The number of Nazarene affiliated respondents taking up AB Theology (31 or 55.4%) was found to be significantly lower than those taking up BS Religious Education (41 or 73.2%). On the other hand,

⁹⁵Hidalgo, "Realism of Career Choices," as cited by Jose, "Motivations," p. 19.

⁹⁶Hidalgo, "Realism of Career Choices," as cited by Jose, "Motivations," p. 19.

Table 2

The effect of demographic profile on the respondents chosen course

Demographic Profile	COURSE				Total
	AB Theology		BS Religious Education		
GENDER					
Male	41	73.2 %	10	17.9 %	51
Female	15	26.8 %	46	82.1 %	61
Total	56	100.0 %	56	100.0 %	112
	$\chi^2 = 33.61^{**}$, df = 1, p < 0.01				
Denomination					
Nazarene	31	54.4 %	41	73.2 %	72
Non-Nazarene	25	44.6 %	15	26.8 %	40
Total	56	100.0 %	56	100.0 %	112
	$\chi^2 = 3.89^*$, df = 1, p < 0.05				
Year Level					
First Year	20	35.7 %	21	37.5 %	41
Second Year	19	33.9 %	14	25.0 %	33
Third Year	10	17.8 %	12	21.4 %	22
Fourth Year	7	12.5 %	9	16.1 %	16
Total	56	100.0 %	56	100.0 %	112
	$\chi^2 = 1.21^{ns}$, df = 3, p > 0.05				
AGE GROUP					
19 and below	16	28.6 %	24	42.9 %	40
20-25	29	51.8 %	22	39.3 %	51
26 and above	11	19.6 %	10	17.9 %	21
Total	56	100.0 %	56	100.0 %	112
	$\chi^2 = 2.61^{ns}$, df = 2, p > .05				
Economic Status (monthly)					
P5,000 and below	34	60.7 %	35	62.5 %	69
P6,000 to P7,000	5	8.9 %	8	14.3 %	13
P8,000 to P9,000	3	5.4 %	3	5.4 %	6
P10,000 and above	14	25.0 %	10	17.9 %	24
Total	56	100.0 %	56	100.0 %	111
	$\chi^2 = 1.35^{ns}$, df = 3, p > 0.05				

ns - not significant; ** significant at 1% level; * - significant at 5 % level

more non-Nazarene affiliated respondents (25 or 44.6%) are taking AB Theology than those taking up BS Religious Education (15 or 26.8%). This implies that AB Theology is more preferred by Nazarene affiliated respondents while BS Religious Education is more preferred by non-Nazarene affiliated respondents. The computed χ^2 of 3.89 with probability less than the 0.05 level of significance indicates that the hypothesis of no association is rejected. This further implies that religious affiliation had influenced the respondents' choice of course.

The number of student respondents taking up AB Theology with low-income family did not differ significantly from those taking up BS Religious Education with low-income family. Like wise, the number of student respondents taking up AB Theology with moderate-income family did not differ significantly from those taking up BS Religious Education with moderate-income family. A χ^2 - value of 1.35 indicates that choice of course did not depend on their financial capabilities which negates a lot of studies such as that of Partial⁹⁷, Datoc⁹⁸, and Phangrak⁹⁹ which claim that family income is a great factor in the respondents choice of course. Pascua also claim that low economic status often interferes with the career preferences of the students, thus, family income can be a

⁹⁷Partial, "Factors Affecting," as cited by Santos, "Vocational Choices," p. 26.

⁹⁸Datoc, "Study of the Vocational," as cited by Santos, "Vocational Choices," p. 27.

⁹⁹Phangrak, "Personal Traits," p. 16.

hindrance in particular instances.¹⁰⁰ However, the result of this present study maybe attributed to the fact that tuition fee is low in this school.

Motivational Factors Influencing Course Choice of Respondents According to Course

Presented in Table 3.1 are the motivational indicators influencing course choice according to course. Motivational indicators are categorized into four factors: personal, family, economic and environmental.

Personal Factor. Low ratings were given by both the AB Theology and BSRE students to the factor 'accidentally enrolled in it,' 2.02 and 2.20 with an adjectival rating of both "Disagree" respectively. This is an indication that both ABTh and BSRE students were not compelled to take their chosen course by force but rather they 'felt God's calling' (4.13 and 4.09); 'they want to be more exposed to the challenges of the ministry' (3.98 and 4.30); and 'they want to become a more competent pastor/Christian educator' (3.95 and 4.16) respectively. These findings got an overall weighted mean of 3.52 and 3.69 with an adjectival rating of "Agree" among the AB Theology and BSRE student respondents, respectively. These indicate that students' choice of course in AB Theology and or BSRE course are based primarily on their personal

¹⁰⁰Pascua, "The Socio-Economic," p. 25.

ambitions and desire to be trained in preparation for the ministry. This is corroborated by the finding of Taguba that the expressed career which concludes that career preferences of students were mostly student's personal choice, a reflection that young people are now becoming inner-directed and are beginning to be independent in terms of decision-making.¹⁰² The overall weighted mean of 3.52 (ABTh) and 3.69 (BSRE) has both an adjectival rating of "Agree". The F-value of 1.58 with probability of $>.05$ indicates that the null hypothesis between two groups is accepted.

Family Factor. Family pressures such as parent's choice, or parents' profession/ vocation or parent's attendance in the said school were rated poorly by both AB Theology and BSRE students, getting an overall weighted mean of 2.38 with an adjectival rating of "Disagree," and 2.44 with an adjectival rating of "Undecided," respectively. This is an indication that the respondents disagree to the influence of family pressures on their career choice. This finding is in contrast to a lot of studies done by other researchers that family, especially parents, brothers and sisters are great influences in the career choices of students such as the findings made by Maclaren,¹⁰³ which stated that

¹⁰¹Taguba, "Career Preferences," p. 91, as cited by Odiem, "School and Career," p. 83.

¹⁰²Odiem, "School and Career Preferences," p. 83.

¹⁰³Maclaren, "Learning Agricultural Vocations," p. 69.

students' decisions were influenced by their parents' advice. However, is in congruent with the findings of Fernandez, which revealed an important finding that there is no significant relationship existing between the course of parents and seniors and the parents' occupational level and educational attainment.¹⁰⁴ The F-value of 1.89 with a probability $>.05$ leads to the acceptance of null hypothesis of no difference in the extent of agreement between the two groups.

Economic Factor. Parents' economic ability to send their children to school was perceived to have neither nor significant effect on the respondents' choice of their career. The "Undecided" response given by both the AB Theology and BSRE major students differed significantly with an F-value of 8.14 ($p < 0.01$) in degree with mean rating of 2.79 and 3.45, respectively, leads to the rejection of the assumption that the two groups do not differ in the perceived effect of economic ability of parents.

Environmental Factor. Location and accessibility of school was perceived to have high influence on the respondents' enrolment in both the ABTh (3.79) and BSRE (4.13) courses. Luzon Nazarene Bible College serves the five districts of the Church of the Nazarene in Luzon and the respondents profile show they came from these five districts. The high rating on the location and accessibility of the school (3.79 and 4.13) draws students from the highland and from the lowlands which shows

¹⁰⁴Fernandez, "The Relationship of Course Choice," p. 16.

that Baguio and Benguet is still a good place to stay and or to study.

AB Theology students tended to disagree (2.29) that their high school teachers and neither agree nor disagree that pastors had influenced them in taking their chosen course while BSRE students was undecided (2.68). Pastors' recommendation got the third rating with an average weighted mean of 3.77 from the BSRE students and 3.45 from the ABTh students. This finding corroborates Minges et.al, Fleppie's and Felton's findings that religious leaders such as pastors, and nuns had great influences on the student's choice of religious career.¹⁰⁵

Religious affiliation and school accreditation were also found to have minimal to high influenced on the students' chosen course. 'Friends enrolled in it too' was negated by the ABTh students (2.21) to have influenced on them in the course taken while the BSRE students (2.93) neither agree nor disagree that friends had strong influence on them. The school as a CHED accredited got an adjectival rating of "Agree" in both ABTh (3.62) and BSRE (4.00) student respondents. This implies that students are now aware on the significance and advantage of CHED accreditation. No other than Dr. Joseph De Los Santos, CHED-CAR Director,¹⁰⁴ during the installation of LNBC president, Rev. Joven Laroya commended LNBC for having its programs CHED-recognized. He further

¹⁰⁵Menges and Dittes, *Psychological Studies*, pp. 53-58.

¹⁰⁶Dr. Joseph De Los Santos, "Inspirational Speech: Rev.Laroya's Installation Service," Luzon Nazarene Bible College, Benguet, June 8, 2001.

Table 3.1

Motivational indicators that influence the respondents to choose their present course according to course.

INDICATORS	COURSE				F-Value	Sig.	Null Hypothesis (Ho)
	AB Theology		BSRE				
Personal:	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Accidentally enrolled in it	2.02	D	2.20	D	0.59 ^{ns}	>.05	Accepts
To become a more competent Pastor/Christian educator	3.95	A	4.16	A	0.83 ^{ns}	>.05	Accepts
To be exposed more to the Challenges of the ministry	3.98	A	4.30	A	2.82 ^{ns}	>.05	Accepts
Felt God's calling to enter in a theological school	4.13	A	4.09	A	0.03 ^{ns}	>.05	Accepts
Overall	3.52	A	3.69	A	1.58 ^{ns}	>.05	Accepts
Family:							
Parent's choice	2.95	U	2.29	D	0.04 ^{ns}	>.05	Accepts
Parent's profession/vocation	2.32	D	2.75	U	2.85 ^{ns}	>.05	Accepts
Parents attended this school	1.88	D	2.27	D	2.39 ^{ns}	>.05	Accepts
Overall	2.38	D	2.67	U	1.89 ^{ns}	>.05	Accepts
Economic:							
Economic ability	2.79	U	3.45	U	8.14 ^{**}	<.01	Rejects
Environmental:							
Location and accessibility of School	3.79	A	4.13	A	2.87 ^{ns}	>.05	Accepts
High school teachers	2.29	D	2.68	U	2.65 ^{ns}	>.05	Accepts
Pastor's recommendation	3.45	U	3.77	A	1.57 ^{ns}	>.05	Accepts
Friends enrolled in it too	2.21	D	2.93	U	7.30 ^{**}	<.01	Rejects
Denomination/Religious Affiliation	3.13	U	3.34	U	0.64 ^{ns}	>.05	Accepts
School is CHED recognized	3.62	A	4.00	A	2.41 ^{ns}	>.05	Accepts
Overall	3.08	U	3.48	A	4.82 [*]	<.05	Rejects

ns - not significant; * - significant at 5%; ** - significant at 1%

SD - Strongly Disagree ; D - Disagree ; U - Undecided ; A - Agree ; SA - Strongly Agree

emphasized that the implications of this to the graduates of these programs are that they could go for further studies, masters and doctoral degrees in other CHED-accredited schools and for BSRE graduates, could take the teachers' board exam administered by the Philippine Regulation Commission.

The overall weighted mean for ABTh for the environmental factors is 3.08 with an adjectival rating of "Undecided" and 3.48 for the BSRE student respondents with an adjectival rating of "Agree". The F-value of 4.82 ($p < .05$) indicates that there is a significant difference between the groups, hence, rejects the null hypothesis.

Factors Influencing Course Choice of Respondents According to Gender

Factors influencing career choice of respondents according to gender are presented in Table 3.2.

Personal Factor. The male (2.25) and female (1.98) respondents both disagree that they had accidentally enrolled in their present course. Instead, they were enrolled in their present course because they wanted 'to become a more competent pastor or Christian educator' (3.90 for male and 4.18 for female), they wanted to 'be exposed more to the challenges of the ministry' (3.88 for male and 4.36 for female) and importantly they 'felt God's calling' (4.04 for male and 4.16 for female). The extent of the respondents' disagreement or agreement on the personal reasons did not differ significantly except that the females' desire to 'be exposed to the challenges of the ministry' is significantly

much higher than their counterpart. This finding is in congruence to the conclusion of Castillo that gender has no direct bearing on the career preferences.¹⁰⁷ The overall mean rating of 3.52 (ABTh) and 3.67 (BSRE) have both an adjectival rating of "Agree", and an F-value of 1.26 ($p > .05$) which indicates that the null hypothesis is accepted.

Family Factor. Family pressures were likely to be found not a motivational factor in the respondents' choice of career. The male respondents tended to disagree (2.40) while the female respondents were undecided (2.63) whether family pressures affect their choice of the course or not. However, the extent of the respondents disagreement on the family pressures as the motivational factor that affects their decision to enroll in the theological courses did not vary significantly between male and female. This implies that their enrollment is not because of their parents' choice but because it was their personal choice. This finding coincides with the findings on the motivational reasons of course choice according to course under the family factor. However, the findings of Sagui on the influence of parents' educational attainment on the career preferences of students gives a slight contrast to this study.¹⁰⁸ The F-value of 1.21 ($p > .05$) indicates acceptance of null hypothesis.

¹⁰⁷Castillo, "Occupational Sex Role," pp. 8-11.

¹⁰⁸Sagui, "Career Preferences," p.p. 78-79, as cited by Odiem, "School and Career," p. 26.

Economic Factor. Economic wise, the male respondents neither agree nor disagree (2.61) that their parents' income affected their choice of the course. However, female respondents agreed that their financial capabilities had compelled them to enroll in the present course (3.54), in contrast to the findings of Sagui that family income had no relationship with career preference.¹⁰⁹ Statistical evidence ($F=17.36$, $p < 0.01$) had shown that the respondents differed significantly on their perceived extent of agreement, thus rejects the null hypothesis.

Environmental Factor. The female respondents tended to agree (3.27) that the overall environmental factors influence on their choice of the present course than their counterpart (3.54), however, the numerical equivalent rating did not differ significantly. Specifically, the location and accessibility of the school, pastor's recommendation plus the enrollment of their friends in the course had forced both the male (3.78) and female (4.10) respondents to enroll too in the course. This result is in agreement with the findings of Menges and Dittes that the pastor was the chief influence on the candidates to enter ministry.¹¹⁰ Freeman also claims that a student enters college because his parents expect him, because his friends are in college and his parents and

¹⁰⁹Sagui, "Career Preferences," p.p. 78-79, as cited by Odiem, "School and Career," p. 26.

¹¹⁰Menges and Dittes, Psychological Studies, p. 53, as cited by Rodrigo, "Motivational," p. 15.

Table 3.2

Motivational indicators that influence the respondents to choose their present course according to gender

INDICATORS	GENDER		F-Value	Sig.	Null Hypothesis (Ho)		
	MALE	FEMALE					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Personal:							
Accidentally enrolled in it	2.25	D	1.98	D	1.37 ^{ns}	>.05	Accepts
To become a more competent pastor/Christian educator	3.90	A	4.18	A	1.40 ^{ns}	>.05	Accepts
To be exposed more to the challenges of the ministry	3.88	A	4.36	A	6.40 ^{ns}	<.05	Rejects
Felt God's calling to enter in A theological school	4.04	A	4.16	A	0.39 ^{ns}	>.05	Accepts
Overall	3.52	A	3.67	A	1.26 ^{ns}	>.05	Accepts
Family:							
Parent's choice	2.80	U	3.11	U	1.37 ^{ns}	>.05	Accepts
Parent's profession/vocation	2.43	D	2.62	U	0.55 ^{ns}	>.05	Accepts
Parents attended this school	1.96	D	2.16	D	0.62 ^{ns}	>.05	Accepts
Overall	2.40	D	2.63	U	1.21 ^{ns}	>.05	Accepts
Economic:							
Economic ability	2.61	U	3.54	A	17.36 ^{**}	<.01	Rejects
Environmental:							
Location and accessibility of School	3.78	A	4.10	A	2.43 ^{ns}	>.05	Accepts
High school teachers	2.25	D	2.67	U	2.97 ^{ns}	>.05	Accepts
Pastor's recommendation	3.51	A	3.69	A	0.48 ^{ns}	>.05	Accepts
Friends enrolled in it too	3.51	D	3.69	U	3.06 ^{ns}	>.05	Accepts
Denomination/Religious Affiliation	3.24	U	3.23	U	0.00 ^{ns}	>.05	Accepts
School is CHED recognized	3.58	A	4.00	A	2.90 ^{ns}	>.05	Accepts
Overall	3.31	U	3.56	A	3.06 ^{ns}	>.05	Accepts

ns - not significant; * - significant at 5%; ** - significant at 1%

SD - Strongly Disagree; D - Disagree; U - Undecided; A - Agree; SA - Strongly Agree

friends urge him to make something out of himself.¹¹¹ The overall weighted mean of 3.31 (male) and 3.56 (female) had an adjectival rating of “Undecided” and “Agree” respectively. The F-value of 3.06 ($p > .05$) leads to the acceptance of null hypothesis of no difference in the perceived effect of the environmental factors.

Motivational Factors Influencing Course Choice of Respondents According to Denomination

Table 3.3 presents the motivational factors that influenced the choice of course of respondents according to denomination.

Personal Factor. The enrollment of the Nazarene and non-Nazarene affiliated respondents in the present course was partly because of their personal ambitions rather than by accident or by chance. Specifically, both respondents agreeably enrolled in the present course because they wanted ‘to become competent pastors/Christian educators’, ‘to be exposed more to the challenges of the ministry’ and more importantly ‘because of God’s calling’. Statistically, the overall mean responses of the Nazarene (3.72) and non-Nazarene (3.38) affiliated respondents did not differ significantly in terms of degree (F-value 5.79; $p < .05$), thus the hypothesis of no difference between the two groups is rejected.

¹¹¹Freeman, Market For College, p. 3, as cited by Jose, “Motivations,” p. 13.

Family Factor. The Nazarene (2.74) and non-Nazarene (2.14) affiliated respondents differed significantly on the overall perceptions regarding family interventions in the respondents' choice of the course. The non-Nazarene respondents disagreed that family interventions affect their career choice. However, the Nazarene affiliated respondents were undetermined whether family factor had shaped their choice of course. Definitely, parents' attendance to their school of choice did not affect the respondents' decision to take up religious courses. The overall weighted mean of 2.74, "Undecided" (Nazarene affiliated), and 2.14, "Disagree" (non-Nazarene affiliated), and have an F-value of 7.59 ($p < .01$) which leads to the rejection of null hypothesis of no difference between the two groups.

Economic Factor. The financial ability of the parents to send the respondents to school was not a hindrance. The numerical ratings of 3.16 and 2.97 given by the Nazarene and non-Nazarene affiliated respondents, respectively, with both an adjectival rating of "Undecided" did differ significantly at the 0.05 level of significance ($F=0.75$, $p > 0.05$). This finding indicates that the null hypothesis of no difference in the perceived economic effect is accepted.

Environmental Factor. Generally, the Nazarene affiliated respondents had significant higher perceived rating on the environmental effect on the respondents' choice of the course than their non-Nazarene counterpart (2.88). The high rating means that the

Table 3.3

Motivational indicators that influence the respondents to choose their present course according to denomination

INDICATORS	DENOMINATION				F-Value	Sig.	Null Hypothesis (Ho)
	Nazarene		Non-Nazarene				
Personal:							
Accidentally enrolled in it	2.29	D	1.77	D	4.70*	<.05	Rejects
To become a more competent Pastor/Christian educator	4.16	A	3.85	A	1.68 ^{ns}	>.05	Accepts
To be exposed more to the Challenges of the ministry	4.27	A	3.90	A	3.54 ^{ns}	>.05	Accepts
Felt God's calling to enter in theological school	4.15	A	4.03	A	0.36 ^{ns}	>.05	Accepts
Overall	3.72	A	3.38	A	5.79*	<.05	Rejects
Family:							
Parent's choice	3.16	U	2.62	U	3.99*	<.05	Rejects
Parent's profession/vocation	2.76	U	2.10	D	6.41*	<.05	Rejects
Parents attended this school	2.27	D	1.69	D	4.86*	<.05	Rejects
Overall	2.73	U	2.14	D	7.59**	<.01	Rejects
Economic:							
Economic ability	3.16	U	2.97	U	0.75 ^{ns}	>.05	Accepts
Environmental:							
Location and accessibility of School	4.04	A	3.79	A	1.35 ^{ns}	>.05	Accepts
High school teachers	2.67	U	2.13	D	4.67*	<.05	Rejects
Pastor's recommendation	3.75	A	3.33	U	2.46 ^{ns}	>.05	Accepts
Friends enrolled in it too	2.90	A	1.95	D	12.38**	<.01	Rejects
Denomination/Religious Affiliation	3.68	A	2.38	D	26.42**	<.01	Rejects
School is CHED recognized	3.88	A	3.69	A	0.49 ^{ns}	>.05	Accepts
Overall	3.49	A	2.88	U	11.80**	<.01	Rejects

ns - not significant; * - significant at 5%; ** - significant at 1%

SD - Strongly Disagree; D - Disagree; U - Undecided; A - Agree; SA - Strongly Agree

Nazarene respondents agreeably ascribed environmental factors to affect their choice of career ($F=11.80$, $p<0.01$) thus, the null hypothesis that environmental factors had no significant effect on the career choice between groups is rejected.

Factors Influencing Course Choice of Respondents According to Year Level

Table 3.4 presents the factors that influenced the respondents in their course choice according to year level.

Personal Factor. Personal factors in general were unanimously agreed by all respondents in all year levels to have direct influence on their choice of the course. Enrolment in theological courses is primarily ascribed to the respondents' ambition 'to become pastors/Christian leaders someday' (4.12, 3.73, 4.00 and 4.67 for the first year to fourth year, respectively); 'to be exposed to the challenges of the ministry' (4.29, 3.97, 4.33 and 4.14 for first year to fourth year, respectively) and more importantly because of 'felt God's calling' (4.07, 3.85, 4.18 and 4.67 for the first to fourth year, respectively). These findings show that course choice was not by accident. Statistically, the responses of the respondents according to year level did not differ significantly ($F=0.79$, $p>0.05$), thus the hypothesis of no difference between the two groups is accepted.

Family Factor. The four groups of respondents according to year level did not differ significantly on their overall perceptions regarding

family interventions in their choice of the course. The overall perceptions ranging from all groups of respondents according to year neither agree nor disagree to the family influence on the respondents' choice of course. Statistically, the numerical responses given by the four groups of respondents ranging from 2.35 to 2.84 did not differ significantly ($F = 0.99, p > .05$). This result leads to the acceptance of the null hypothesis that the respondents grouped according to year level do not differ significantly is rejected.

Economic Factor. The second year (3.61) and fourth year college (3.43) students had agreed that economic viability influenced them to take religious courses while the first (3.07) and third (2.86) were undecided to attribute economic reason to have an effect on their choice of the course. However, the numerical ratings between the four groups according to year level did not differ significantly at the 0.05 level of significance ($F=1.69, p > 0.05$). This finding indicates that the null hypothesis of no difference in the perceived economic effect is accepted.

Environmental Factor. Location and accessibility of the school was agreed by all respondents grouped according to year level to have an effect on their choice of course. However, no significant differences were noted on the responses of the four groups of respondents according to year level where mean ratings ranged from 3.74 to 4.40 with equivalent adjectival rating of "Agree." Pastor's recommendation was agreeably perceived by the first (3.15), third (3.71) and fourth year (4.27) groups

Table 3.4

Motivational indicators that influence the respondents to choose their present course according to year level

INDICATORS	YEAR LEVEL								F-Value	Sig.	Null Hypothesis (Ho)
	I		II		III		IV				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Personal:											
Accidentally enrolled in it	2.12	D	2.36	D	2.09	D	1.53	D	1.61 ^{ns}	>.05	Accepts
To become a more competent Pastor/Christian educator	4.12	A	3.73	A	4.00	A	4.67	SA	2.08 ^{ns}	>.05	Accepts
To be exposed more to the challenges of the ministry	4.29	A	3.97	A	4.33	A	4.14	A	0.91 ^{ns}	>.05	Accepts
Felt God's calling to enter in a theological school	4.07	A	3.85	A	4.18	A	4.67	SA	2.20 ^{ns}	>.05	Accepts
Overall	3.65	A	3.48	A	3.65	A	3.75	A	0.79 ^{ns}	>.05	Accepts
Family:											
Parent's choice	3.02	U	2.64	U	3.00	U	3.53	A	1.47 ^{ns}	>.05	Accepts
Parent's profession/vocation	2.71	U	2.36	D	2.22	D	2.87	U	1.10 ^{ns}	>.05	Accepts
Parents attended this school	2.19	D	2.06	D	1.82	D	2.13	D	0.37 ^{ns}	>.05	Accepts
Overall	2.64	U	2.35	D	2.35	D	2.84	U	0.99 ^{ns}	>.05	Accepts
Economic:											
Economic ability	3.07	U	3.60	A	2.86	U	3.73	A	1.55 ^{ns}	>.05	Accepts
Environmental:											
Location and accessibility of school	3.74	A	4.10	A	3.86	A	4.40	A	1.71 ^{ns}	>.05	Accepts
High school teachers	2.55	U	2.52	U	2.41	D	2.33	D	0.13 ^{ns}	>.05	Accepts
Pastor's recommendation	3.71	A	3.15	U	3.64	A	4.27	A	2.62 ^{ns}	>.05	Accepts
Friends enrolled in it too	2.81	U	2.15	D	2.59	U	2.80	U	1.47 ^{ns}	>.05	Accepts
Denomination/Religious affiliation	3.19	A	3.00	U	3.36	U	3.67	A	0.84 ^{ns}	>.05	Accepts
School is CHED recognized	3.90	A	3.73	A	3.59	A	4.07	A	0.51 ^{ns}	>.05	Accepts
Overall	3.32	U	3.11	U	3.24	U	3.59	A	1.07 ^{ns}	>.05	Accepts

ns – not significant

* - significant at 1%

** - significant at 5%

SD-Strongly Disagree; D – Disagree; U- Undecided; A- Agree; SA - Strongly Agree

of students to have affected their choice while the second year group had “Undecided” response (3.15). The numerical and adjectival rating among the groups did not differ significantly ($F=1.07$, $p>0.05$). This leads to the acceptance of the null hypothesis of no difference in the extent of influence.

Factors Influencing Course Choice of Respondents According to Age Group

The factors influencing career choice of respondents according to age group is presented in Table 3.5.

Personal Factor. Undoubtedly personal factors had greater influence among older group of respondents (4.79) to become God’s servants than their younger counterpart (3.68). To be exposed more to the challenges of the ministry was rated second highest (4.68) by the oldest group whose age ranged from 26 and above than those respondents belonging to 19 and below (4.03) and 20-25 age bracket (4.00). Specifically, older group of students strongly agree that God’s calling and their desire to be exposed to the challenges of the religious ministry had compelled them to take their chosen course. Statistically, the responses of these age groups of students differed significantly ($F=5.93$, $p<0.01$), thus the hypothesis of no difference between the three groups of students is rejected.

Family Factor. The three groups of respondents according to age did not differ significantly on their overall perceptions regarding family

interventions in their choice of the course. The overall rating on family factor by the youngest, middle age group and the oldest were 2.49, 2.57 and 2.65, respectively. These numerical ratings had equivalent adjectival rating of "Disagree", "Undecided" and "Undecided", respectively. This means that the youngest of the group disagree to the assumption that family factor influence their choice of career while the middle age group and the oldest of the group were undecided. However, parent's attendance in the same school was negated by all groups of respondents to have affected their choice of course. Statistically, the mean rating given by the respondents to family factor according to age group did not differ ($F = 0.12, p > .05$). This result indicates that the hypothesis of no difference between groups is accepted.

Economic Factor. The financial ability of the parents to send their children to school was perceived by all groups of respondents to be not a factor on their choice of course. The oldest of the group had agreed (3.58) that economic factor is one of the factors that influenced them in taking their present course while those respondents whose age range are 20-25 (3.12) and 19 and below (2.92) were undetermined whether economic factor had affected them in their choice. However, the numerical ratings given by the three age groups did not differ significantly at the 0.05 level of significance ($F=1.69, p > 0.05$). This finding indicates that the null hypothesis of no difference in the perceived economic effect is accepted.

Table 3.5

Motivational indicators that influence the respondents to choose their present course according to age group

INDICATORS	AGE GROUP						F-Value	Sig.	Null Hypothesis (Ho)
	19 and Below		20-25		26 and above				
Personal	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Accidentally enrolled in it	2.16	D	2.41	D	2.26	D	0.24 ^{ns}	>.05	Accepts
To become a more competent pastor/Christian educator	3.74	A	4.12	A	4.53	A	2.77 ^{ns}	>.05	Accepts
To be exposed more to the challenges of the ministry	4.03	A	4.00	A	4.68	SA	3.92 [*]	<.05	Rejects
Felt God's calling to enter in a theological school	3.68	A	4.20	A	4.79	SA	8.08 ^{**}	<.01	Rejects
Overall	3.40	U	3.68	A	4.07	A	5.93 [*]	<.05	Rejects
Family:									Accepts
Parent's choice	2.95	U	2.92	U	3.26	U	0.43 ^{ns}	>.05	Accepts
Parent's profession/vocation	2.53	U	2.60	U	2.53	U	0.04 ^{ns}	>.05	Accepts
Parent's attended this school	2.0	D	2.18	D	2.16	D	0.20 ^{ns}	>.05	Accepts
Overall	2.49	D	2.57	U	2.65	U	0.12 ^{ns}	>.05	Accepts
Economic:									
Economic ability	2.92	U	3.12	U	3.53	A	1.69 ^{ns}	>.05	Accepts
Environmental:									
Location and accessibility of school	3.84	A	3.86	A	4.42	A	2.28 ^{ns}	>.05	Accepts
High school teachers	2.66	U	2.40	D	2.32	D	0.61 ^{ns}	>.05	Accepts
Pastor's recommendation	3.34	U	3.52	A	4.42	A	4.47 ^{ns}	>.05	Accepts
Friends enrolled in it too	2.55	U	2.50	U	2.95	U	0.68 ^{ns}	>.05	Accepts
Denomination/Religious affiliation	3.03	U	3.40	U	3.37	U	0.82 ^{ns}	>.05	Accepts
School is CHED recognized	3.47	U	3.80	A	4.61	SA	4.92 ^{ns}	>.05	Accepts
Overall	3.15	U	3.25	U	3.68	A	2.77 ^{ns}	>.05	Accepts

ns – not significant ; * - significant at 1% ; ** - significant at 5%

SD-Strongly Disagree; D – Disagree; U- Undecided; A- Agree; SA - Strongly Agree

Environmental Factor. Location and accessibility of the school was agreed by all respondents grouped according to age to have an effect on their choice of course with numerical rating ranging from 3.84 to 4.42. No significant differences were noted on the mean ratings assigned by the three groups. Pastor's recommendation was agreeably perceived by the older (4.42) and middle age group (3.52) to have an effect on their choice but the youngest of the group was undecided (3.34).

Other environmental factors such as their teachers' and friends' influences were likely to have no effect on the respondents' choice of their course.

The differences in the numerical and adjectival rating was confirmed statistically significant $F=2.47, p<0.05$) which leads to the acceptance of the hypothesis of no difference.

Motivational Factors Influencing Course Choice of Respondents According to Parents' Income Bracket

Table 3.6 presents the motivational factors that influenced the course choice of respondents according to parents' income bracket.

Personal Factor. The respondents in all income brackets unanimously agreed that personal factors such as their 'ambitions to become religious leaders', 'exposure to the challenges of the ministry' and their 'response to God's call' have potentially influenced them to take religious courses with overall mean rating ranging from 3.45 to 3.79. Statistically, the overall mean ratings of the four groups responses of the

four groups of respondents according to parents' income bracket did not differ significantly ($F=0.47$, $p>0.05$), thus the hypothesis of no difference between the four groups is accepted.

Family Factor. Family factor was given an overall rating of 2.60, 2.79, 2.40 and 3.13 by the respondents belonging to income brackets P5,000 or less, P6,000-P7,000, P8,000-P9,000 and P10,000 or more, respectively. This means that family factor was doubtfully considered as factor on the course choice. The overall rating to family factor according to economic status did not differ significantly at 5% level ($F=1.06$, $p>0.05$). This implies once again that course choice of respondents were their personal choice and not because of family influence. Statistical findings indicate acceptance of null hypothesis of no difference between the four groups.

Economic Factor. The economic factor was given ratings of 3.21, 3.38, 2.40 and 2.83 by the respondents with income brackets: P5,000 or less, P6,000-P7,000, P8,000-P9,000 and P10,000 or more, respectively. The respondents belonging to P8,000-P9,000 income bracket disagree while those respondents belonging to the other three income brackets were undecided to implicate economic factor as the cause of their being enrolled in the religious course. Quantitatively, the overall ratings

Table 3.6

Motivational indicators that influence the respondents to choose their present course according to monthly family income

INDICATORS	MONTHLY FAMILY INCOME BRACKET				F-Value	Sig.	Null Hypothesis (Ho)
	P5,000 or LESS	P6,000- P7,000	P8,000- P9000	P10,000 or MORE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			
Personal:							
Accidentally enrolled in it	2.31 U	1.92 D	2.40 D	1.54 D	2.68 ^{ns}	>.05	Accepts
To become a more competent pastor/Christian educator	3.94 A	4.54 SA	3.80 A	4.17 A	0.98 ^{ns}	>.05	Accepts
To be exposed more to the challenges of the ministry	4.16 A	4.15 A	3.80 A	4.17 A	0.19 ^{ns}	>.05	Accepts
Felt God's calling to enter in a theological school	4.01 A	4.62 SA	3.80 A	4.21 A	1.13 ^{ns}	>.05	Accepts
Overall	3.61 A	3.81 A	3.45 A	3.50 A	0.47 ^{ns}	>.05	Accepts
Family:							
Parent's choice	2.97 U	3.00 U	3.00 U	2.96 U	0.00 ^{ns}	>.05	Accepts
Parent's profession/vocation	2.63 U	2.82 U	2.20 D	2.17 D	1.03 ^{ns}	>.05	Accepts
Parents attended this school	2.20 D	2.54 U	2.00 D	4.26 A	2.47 ^{ns}	>.05	Accepts
Overall	2.60 U	2.79 U	2.40 D	3.13 D	1.06 ^{ns}	>.05	Accepts
Economic:							
Economic ability	3.21 U	3.38 U	2.40 D	2.83 U	1.28 ^{ns}	>.05	Accepts
Environmental:							
Location and accessibility of school	4.06 A	3.69 A	4.00 A	3.79 A	0.66 ^{ns}	>.05	Accepts
High school teachers	2.43 D	3.15 U	2.60 U	2.25 U	1.52 ^{ns}	>.05	Accepts
Pastor's recommendation	3.79 A	3.23 U	2.60 U	3.50 A	1.74 ^{ns}	>.05	Accepts
Friends enrolled in it too	2.80 U	2.62 U	2.40 D	1.92 D	2.36 ^{ns}	>.05	Accepts
Denomination/Religious affiliation	3.20 U	3.08 U	2.40 D	3.58 A	1.14 ^{ns}	>.05	Accepts
School is CHED recognized	3.79 A	4.00 A	4.80 SA	3.63 A	1.25 ^{ns}	>.05	Accepts
Overall	3.35 U	3.30 U	3.28 U	3.11 U	0.12 ^{ns}	>.05	Accepts

ns - not significant; * - significant at 5%; ** - significant at 1%
 SD-Strongly Disagree; D - Disagree; U- Undecided; SA - Strongly; Agree A- Agree

assigned to economic factor did differ significantly among the respondents grouped according to income ($F=1.28$, $p>0.05$). The computed F-value of 1.28 ($p>.05$) further shows that the null hypothesis of no difference is accepted.

Environmental Factor. As revealed by the overall mean ratings of 3.35, 3.30, 3.13 and 3.11 obtained from the four groups of respondents, the environmental factors were found not potential factors to affect respondents' decision to take religious courses. However, location and accessibility of schools, and school accreditation were noted to have strong influence on the respondents' choice of their courses. The above findings confirmed the initial finding that these indicators are indeed great motivational influence in the respondent's course choice and in pursuing such chosen career. However, differences in the numerical and adjectival rating did not differ significantly ($F=1.07$, $p>0.05$) and accepts the null hypothesis.

Motivational Factors in Pursuing Present Course According to Course

Shown in Table 4.1 are the reasons that motivated the respondents to pursue their present course according to course.

Personal Factor. Students taking up both AB Theology and BSRE unanimously agreed that their personal priorities had influenced them to pursue their chosen course. The desire to become teachers or pastors

Table 4.1

Motivational indicators that influence the respondents to pursue their present course according to course

INDICATORS	COURSE		F-Value	Sig.	Null Hypothesis (Ho)
	AB Theology	BSRE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			
Personal:					
It has been my desire to become teacher/pastor	3.66 A	4.21 A	8.14 ^{ns}	>.05	Accepts
I am quite capable of handling the academic requirements of the course	3.52 A	3.61 A	0.26 ^{ns}	>.05	Accepts
I find AB Theology/Religious Education interesting and Challenging	4.18 A	4.07 A	0.45 ^{ns}	>.05	Accepts
Self-fulfillment	3.54 A	3.80 A	1.62 ^{ns}	>.05	Accepts
A means of spiritual growth and maturity	4.20 A	4.39 A	1.24 ^{ns}	>.05	Accepts
Overall	3.82 A	4.02 A	5.69*	<.05	Rejects
Family:					
It has always been my parent's dream that I become a pastor/Christian educator	2.95 U	3.09 U	0.30 ^{ns}	>.05	Accepts
Economic:					
Tuition fees are cheaper	3.57 A	3.77 A	0.57 ^{ns}	>.05	Accepts
Environmental:					
School is geographically Accessible	3.71 A	3.75 A	0.03 ^{ns}	>.05	Accepts
School provides the optimum opportunities for learning	3.55 A	3.68 A	0.47 ^{ns}	>.05	Accepts
School offers quality education	3.50 A	3.61 A	0.38 ^{ns}	>.05	Accepts
Overall	3.59 A	3.68 A	0.67^{ns}	>.05	Accepts

ns - not significant; * - significant at 5%; ** - significant at 1%

had compelled BSRE students (4.21) to pursue religious education more than the AB Theology students. Other personal reasons that made both respondents to pursue religious education are their abilities' (3.52 for

ABTh; 3.61 for BSRE), 'interest in the area' (4.18 for ABTh; 4.07 for BSRE), 'self-fulfillment' (3.54 for ABTh; 3.80 for BSRE), 'spiritual growth and maturity' (4.20 for ABTh; 4.39 for BSRE). This implies that personal fulfillment, spiritual growth, self-maturity, interest and abilities are the key factors that drive both the AB Theology and BSRE students to pursue their chosen courses. These findings are in consonance to the conclusion of Marcelino that interest, mental ability and inclination should be one of the primary motivations and considerations in deciding for a certain course to ensure a higher possibility of success in a chosen field.¹¹² Statistical evidence revealed that the AB Theology and BSRE students differed significantly in the overall perceived influence of their personal fulfillment ($F=5.69$, $p<0.05$) which leads to the rejection of the null hypothesis.

Family Factor. The indicator "it has always been my parents' dream that I become a pastor/Christian educator," was negated by both AB Theology (2.95) and BSRE (3.09) respondents to have motivated them to pursue their chosen courses. This is in contrast to the claim of Moore that social origin underscores strong influence on occupational choices.¹¹³ The finding of this study in this segment indicates personal choice as prime reason for pursuing course choice. The F-value of 0.30

¹¹²Marcelino, "Motivational Determinants," p. 13.

¹¹³Moore in Ginzberg, Occupational Choice, p. 69, as cited by Jose.

with $p > 0.05$ indicates that the extent of agreement between AB Theology and BSRE students did not differ. This implies that the hypothesis of no difference between groups is accepted at the five percent level of significance.

Economic Factor. School tuition fees was agreed by both ABTh (3.57) and BSRE (3.73) students to have positive influence on their choice of courses. This result confirms the findings of Velasco where low tuition is a factor that influenced students to take specialized course.¹¹⁴ However, the extent of influence between the AB Theology and BSRE major students did not differ significantly ($F = 0.57, p > 0.05$). Thus, the null hypothesis of no difference is accepted at the 5% level.

Environmental Factor. School's accessibility, school's provision of the optimum opportunities for learning (3.31 and 3.55 for ABTh, 3.75 and 3.68 for BSRE) and the school's excellent quality of education (3.50 for ABTh, 3.61 for BSRE) were agreeably the prime reasons why students pursued religious education. Evidently, the overall extent of their influence on the students' decision did not vary significantly ($F = 0.67, p > 0.05$) which implies acceptance of the null hypothesis.

¹¹⁴Velasco, "Vocational Preferences," p. 35.

Motivational Factors in Pursuing Present Course According to Gender

Table 4.2 presents these factors in the respondents desire to pursue their chosen course.

Personal Factor. The male (3.81) and female (4.10) respondents both agreed that the overall personal reasons had compelled them to pursue religious education. This finds true in the findings of Castillo that sex has no direct bearing on the subjects' career preferences.¹¹⁵ Their desire to become religious teachers, capabilities to take up the course, their interest in the course and the self-fulfillment, spiritual growth and maturity derived by the students are the plus factors that made both male and female respondents to pursue chosen course. The extent of agreement differed significantly, that is, the female respondents had higher rating than their male counterpart ($F=6.85, p<0.01$). Hence, rejects the null hypothesis.

Family Factor. Parent's dream for their children had no influence on their child's pursued career, again an indication that respondents' motivations are personal choices. The rating of 2.90 given by female respondents and the rating of 3.11 given by male respondents did not differ significantly at the 0.05 level of significance ($F=0.66, p > 0.05$), thus accepts the null hypothesis.

¹¹⁵Castillo, "Occupational Sex Roles," pp. 8-11.

Table 4.2

Motivational indicators that influence the respondents to pursue their present course according to gender

INDICATORS	GENDER		F-Value	Sig.	Null Hypothesis (Ho)		
	MALE	FEMALE					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Personal:							
It has been my desire to become a teacher/pastor	3.65	A	4.18	A	7.45 ^{**}	<.01	Rejects
I am quite capable of handling the academic requirements of the course	3.37	U	3.72	A	4.12 [*]	<.05	Rejects
I find AB Theology/ BSRE interesting and challenging	4.22	A	4.05	A	1.09 ^{ns}	>.05	Accepts
Self-fulfillment	3.61	A	3.72	A	0.28 ^{ns}	>.05	Accepts
A means of spiritual growth and maturity	4.18	A	4.40	A	1.50 ^{ns}	>.05	Accepts
Overall	3.81	A	4.01	A	6.85 [*]	<.01	Rejects
Family:							
It has always been my parent's dream that I become a pastor/Christian Educator	2.90	U	3.11	U	0.66 ^{ns}	>.05	Accepts
Economic:							
Tuition fees are cheaper	3.55	A	3.77	A	0.72 ^{ns}	>.05	Accepts
Environmental:							
School is geographically accessible	3.73	A	3.74	A	0.00 ^{ns}	>.05	Accepts
School provides the optimum opportunities for learning	3.63	A	3.61	A	0.01 ^{ns}	>.05	Accepts
School offers quality Education	3.51	A	3.60	A	0.21 ^{ns}	>.05	Accepts
Overall	3.62	A	3.65	A	0.26 ^{ns}	>.05	Accepts

ns - not significant; * - significant at 5%; ** - significant at 1%

SD - Strongly Disagree; D - Disagree; U - Undecided; A - Agree; SA - Strongly Agree

Economic Factor. The low tuition fees collected by the school as perceived by both male (3.55) and female (3.77) respondents had also positive effect on the respondents' decision to pursue their chosen career, an indication that socio-economic situation indeed plays a great influence on the motivations of students to pursue their chosen courses. As Phangrak¹¹⁶ concludes that students always considers family income before deciding a course, it can be inferred here that students also considers the low tuition fee as factor in their desire to finish their started course.

Statistical evidence ($F=0.72$, $p > 0.05$) revealed that the two groups of respondents did not differ significantly on their perceived extent of influence which indicates acceptance of the null hypothesis.

Environmental Factor. The perceived motivational influence of the overall environmental factors on the choice of course pursued did not differ significantly according to gender (3.62 for male, 3.65 for female). This implies that female and male respondents had similar perception as to the motivational effect of the environmental factors. They both agreed that school accessibility, learning opportunities and the quality of education provided to the students made them pursue their course. The finding that school is geographically accessible getting a high approval among the student respondents in this study is negated by the findings

¹¹⁶Phangrak, "Personal Traits," p. 21.

of Salao, as quoted by Rodrigo that geographical location was found to have no relationship with the subjects' motivation.¹¹⁷

Statistical evidence ($F=0.26$, $p > 0.05$) revealed that the two groups of respondents did not differ significantly on their perceived extent of influence which indicates the null hypothesis is accepted.

Motivation Factors in Pursuing Chosen Course According to Denomination

This segment explains the motivations according to the different indicators of the respondents in pursuing their chosen course according to denomination as presented in Table 4.3.

Personal Factor. Personal indicators were found to be potential factors that motivated both the Nazarene and non-Nazarene affiliated respondents to take up religious education. Specifically, both Nazarene and non-Nazarene affiliated respondents agreeably enrolled in the present course because 'they wanted to become teacher/pastors' (4.04 for Nazarenes; 3.74 for non-Nazarenes), 'they have the ability to tackle the pursued courses' (3.59 for Nazarenes; 3.51 for non-Nazarenes) 'they experienced self-fulfillment' and 'they found that the courses taken are means of their spiritual growth and maturity' (4.23 for Nazarenes; 3.92 for non-Nazarenes). The overall responses of the Nazarene (4.02) and

¹¹⁷Salao, "Motivations," as cited by Rodrigo, pp. 38-39.

non-Nazarene (3.73) affiliated respondents differed significantly in terms of degree ($F=5.52, <.05$), thus the hypothesis of no difference between the two groups is rejected.

Family Factor. The Nazarene (3.18) and non-Nazarene (2.72) affiliated respondents did not differ significantly on the overall perceptions regarding family interventions in the respondents' choice of the course to be pursued. Their parents' dream of them becoming pastor or teacher was found by the respondents to have no bearing in their decisions to pursue religious education. The Nazarene and non-Nazarene respondents revealed that they were both undecided whether their decisions to take up AB Theology or BSRE was influenced by their parents' dream for them to become a pastor. The statistical evidence of the perceived degree of personal indicators ($F = 2.87, p>0.05$) signifies acceptance of null the hypothesis.

Economic Factor. Low tuition fees was also considered one of the motivational factors for the respondents to take up either AB Theology or BS Religious Education. The Nazarene affiliated respondents (3.82) had agreed that because of the low tuition fees, they were compelled to take up their chosen course contrary to the non-Nazarene affiliated (3.38) respondents who were undecided in taking their chosen course. This finding again agrees with the findings of Datoc¹¹⁸ and Phangrak.¹¹⁹

¹¹⁸Datoc, "Study of the Vocational Choices," as cited by Santos, "Vocational Choices," p. 27.

¹¹⁹Phangrak, "Personal Traits," p. 18.

Table 4.3

Motivational indicators that influence the respondents to pursue their present course according to denomination

INDICATORS	DENOMINATION		F-Value	Sig.	Null Hypothesis (Ho)		
	Nazarene	Non-Nazarene					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Personal:							
It has been my desire to become a teacher/pastor	4.04	A	3.74	A	2.02 ^{**}	>.05	Accepts
I am quite capable of handling the academic requirements of the course	3.59	A	3.51	A	0.17 ^{ns}	>.05	Accepts
I find AB Theology/ BSRE interesting and challenging	4.23	A	3.92	A	3.54 ^{ns}	>.05	Accepts
Self-fulfillment	3.79	A	3.44	U	2.65 ^{ns}	>.05	Accepts
A means of spiritual growth and maturity	4.44	A	4.03	A	5.12 [*]	<.05	Rejects
Overall	4.02	A	3.73	A	5.52 [*]	<.05	Rejects
Family:							
It has always been my parent's dream that become a pastor/Christian Educator	3.18	U	2.72	U	2.87 ^{ns}	>.05	Accepts
Economic:							
Tuition fees are cheaper	3.82	A	3.38	U	2.62 ^{ns}	>.05	Accepts
Environmental:							
School is geographically Accessible	3.84	A	3.54	A	2.13 ^{ns}	>.05	Accepts
School provides the optimum opportunities for learning	3.70	A	3.46	A	1.56 ^{ns}	>.05	Accepts
School offers quality Education	3.66	A	3.36	U	2.72 ^{ns}	>.05	Accepts
Overall	3.73	A	3.45	U	11.80 [*]	<.01	Rejects

ns - not significant; * - significant at 5%; ** - significant at 1%
SD - Strongly Disagree; D - Disagree; U - Undecided; A - Agree; SA- Strongly Agree

On the other hand, the non-Nazarene affiliated respondents (3.38) were not sure whether low tuition fees had influenced them to take up religious education. The numerical ratings of 3.82 and 3.38 given by the Nazarene and non-Nazarene affiliated respondents, respectively, did not differ significantly at the 0.05 level of significance ($F=2.62, p> 0.05$). This finding indicates that the null hypothesis of no difference in the perceived economic effect is accepted.

Environmental Factor. The overall environmental factors was rated higher by the Nazarene affiliated respondents (3.73) than their non-Nazarene affiliated counterpart (3.45). This implies that the Nazarene affiliated respondents felt higher environmental pressures than the non-Nazarene affiliated group. The statistical evidence ($F=11.80; p<0.01$) indicates that there is a significant effect of the indicators, thus rejects the null hypothesis.

Motivational Factors in Pursuing Chosen Course According to Year Level

The motivational factors influencing the respondents in their pursuit of their chosen course are presented in Table 4.4.

Personal Factor. The personal factors were unanimously agreed by the respondents in all year levels to have direct influence on their choice of the course to be pursued. Enrolment in theological and religious courses were primarily attributed to the respondents' desire to become pastor, capability to handle the chosen course; self-fulfillment and as

means of spiritual growth and maturity. Statistically, the overall mean ratings of the respondents according to year level: 3.82, 3.79, 3.70 and 4.09 for 1st, 2nd, 3rd and 4th year levels, respectively differed significantly ($F=5.05$, $p<0.01$), thus the hypothesis of no difference between the two groups is rejected.

Family Factor. The responses of the four groups of respondents according to year level did not differ significantly on their overall perceptions regarding family influence on their pursued courses. Respondents in all year levels neither agree nor disagree to the family influence on the respondents' pursued career. Statistically, the numerical ratings of 3.60, 3.79, 3.32 and 4.13 given by the four groups of respondents respectively did not differ significantly ($F=0.09$, $p>0.05$). Thus, the null hypothesis of no difference is accepted.

Economic Factor. All year levels except third year rated economic influence high with mean ratings from 3.32 to 4.13. The highest rating was observed from the fourth year students. This indicates that family influence had higher impact among fourth year students than the rest of the respondents. However, the numerical differences in the mean ratings did not differ significantly between groups. The F-test of 1.18 which is not significant at the 5 percent level is a proof that the different groups of students did not differ significantly. Thus, this finding indicates that the null hypothesis of no difference in the perceived economic effect is accepted.

Table 4.4

Motivational indicators that influence the respondents
to pursue chosen course according to year level

INDICATORS	YEAR LEVEL								F-Value	Sig.	Null Hypothesis (Ho)
	I		II		III		IV				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Personal:											
It has been my desire to become a teacher/pastor	4.02	A	3.85	A	3.68	A	4.27	A	1.08 ^{ns}	>.05	Accepts
I am quite capable of handling the academic requirements of the course	3.29	U	3.67	A	3.72	A	3.87	A	2.28 ^{ns}	>.05	Accepts
I find AB Theology/Religious Education interesting and challenging	4.26	A	3.82	A	4.14	A	4.40	A	2.47 ^{ns}	>.05	Accepts
Self-fulfillment	3.71	A	3.82	A	3.27	U	3.80	A	1.22 ^{ns}	>.05	Accepts
Overall	3.57	A	3.55	A	4.11	A			5.05 ^{**}	<.01	Rejects
Family:											
It has always been the parent's dream that I become a pastor/Christian Educator	3.10	U	3.00	U	2.91	U	3.00	U	0.09 ^{ns}	>.05	Accepts
Economic:											
Tuition fees are cheaper	3.60	A	3.79	A	3.32	U	4.13	A	1.18 ^{ns}	>.05	Accepts
Environmental:											
School is geographically accessible	3.67	A	3.82	A	3.50	A	4.07	A	1.03 ^{ns}	>.05	Accepts
School provides the optimum opportunities for learning	3.60	A	3.70	A	3.68	A	3.40	U	0.37 ^{ns}	>.05	Accepts
School offers quality education	3.62	A	3.61	A	3.45	U	3.40	U	0.33 ^{ns}	>.05	Accepts
Overall	3.62	A	3.73	A	3.49	U	3.75	A	0.56 ^{ns}	>.05	Accepts

ns - not significant; * - significant at 5%; ** - significant at 1%
SD-Strongly Disagree; D - Disagree; U- Undecided; A- Agree; SA - Strongly Agree

Environmental Factor. The environmental factors did not significantly affect the respondents decision to pursue religious profession. The overall mean ratings given by the students in the different year levels ranged from 3.54 to 3.71. The statistical analysis revealed that the effect of the environmental factors on the different groups of respondents are similar. ($F=0.56$, $p>0.05$), hence the null hypothesis of no difference is accepted.

Motivational Factors in Pursuing Chosen Course According to Age Group

Table 4.5 presents the reasons the respondents have in pursuing their chosen course according to age group.

Personal Factor. Undoubtedly personal factors had greater influence among older group of respondents (4.42) to become God's servants than their younger counterpart (3.58). The overall personal effect was greatest among older group of respondents (4.36) than middle (3.94) and youngest group (3.65) of students. The desire to become pastor, the derived self-fulfillment, spiritual growth and maturity by the oldest group of respondents made them decide to pursue either AB Theology of BSRE. Statistically, the overall rating given by the older group of students differed significantly ($F=12.85$, $p<0.01$), thus the hypothesis of no difference between the two groups is rejected.

Family Factor. The three groups of respondents according to age did not differ significantly on their overall perceptions regarding family

interventions in their pursuit of their course. The respondents when grouped according to age neither agree nor disagree that parent's dream that they become a pastor or Christian educator had affected their decision to pursue their career. The numerical rating of 2.97 for age group 19 and below; 3.00 for age group 20-25; and 3.21 for age group 26 and above were noted not statistically different as demonstrated by the F-value of 0.021 with an associated probability of higher than 0.05. This implies that the assumption of no difference in extent of agreement between the three groups of respondents is accepted.

Economic Factor. The low tuition fees significantly influenced older group of students (4.37) to take up theological and religious education than the middle (3.74) and youngest group (3.21) of students. It could be inferred here that the older group of students have greater awareness of economic ability as a factor in pursuing a course. Statistical analysis reveals that the perceived degree of influence of economic factor did not differ among respondents ($F=5.50$; $p<0.01$), hence rejects the null hypothesis of no association between the three groups.

Environmental Factor. Environmental factors motivated differently the three groups of respondents to pursue religious education ($F=5.05$, $p<0.05$). Older group of respondents significantly had higher overall mean rating of 4.02 than the youngest (3.69) and middle (3.98) age group. This indicates that environmental factors had greater impact

Table 4.5

Motivational indicators that influence the respondents
to pursue chosen course according to age

INDICATORS	AGE GROUP						F-Value	Sig.	Null Hypothesis (Ho)
	19 and Below		20-25		26 and above				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Personal:									
It has been my desire to become teacher/pastor	3.58	A	4.02	A	4.42	A	4.45 *	.05	Rejects
I am quite capable of handling the academic requirements of the course	3.42	U	3.54	A	3.79	A	0.99 ^{ns}	>.05	Accepts
I find AB Theology/Religious Education interesting and challenging	4.03	A	4.12	A	4.32	A	0.72 ^{ns}	>.05	Accepts
Self-fulfillment	3.24	U	3.74	A	4.37	A	7.40 **	<.01	Rejects
A means of spiritual growth and maturity	4.00	A	4.30	A	4.89	SA	6.26 **	<.01	Rejects
Overall	3.56	A	3.90	A	4.37	A	12.85 **	<.01	Rejects
Family:									
It has always been my parent's dream that I become a pastor/Christian Educator	2.97	U	3.00	U	3.21	U	0.20 ^{ns}	>.05	Accepts
Economic:									
Tuition fees are cheaper	3.21	U	3.74	A	4.37	A	5.05 *	<.05	Rejects
Environmental:									
School is geographically Accessible	3.61	A	3.70	A	4.16	SA	1.93 ^{ns}	>.05	Accepts
School provides the optimum opportunities for learning	3.74	A	3.42	U	3.89	A	2.11 ^{ns}	>.05	Accepts
School offers quality education	3.71	A	3.32	U	4.00	A	4.64 *	<.05	Rejects
Overall	3.57	A	3.55	A	4.11	A	5.05 *	<.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%
SD-Strongly Disagree; D – Disagree; U- Undecided; A- Agree; SA - Strongly Agree

on the older group than the younger group of students. The statistical analysis indicates that it rejects the null hypothesis of no significant difference between groups.

Motivational Factors in Pursuing Chosen Course According to Parents' Monthly Income

Table 4.6 presents the influential factors in the respondents pursuit of chosen course.

Personal Factor. The respondents in all income groups have agreed unanimously that personal factors such as their ambitions to become religious leaders, their capability to handle academic requirements, their interest on the subject matters, the derived self-fulfillment and spiritual growth potentially influenced them to take theological and religious education courses. Statistically, the mean ratings of 3.86, 3.79, 4.25 and 3.83 given by the four groups of respondents according to income bracket did not differ significantly ($F=0.71$, $p>0.05$), thus the hypothesis of no difference between the four groups is accepted.

Family Factor. Parent's influence was perceived by the respondents in the different income bracket to affect their decisions in pursuing their degrees. Respondents under P8,000-P9000 monthly income bracket (4.60) strongly agreed that they were influenced by their parent's dream to have a pastor in the family, while those in other income bracket were undecided whether their parent's dream had

influenced them or not. It can be inferred here that economic status is not a hindrance to a family's choice of a noble vocation such as pastorate or Christian educator against other prestigious courses. It can also be inferred here that "home environment," one of the ten manifestative factors of religious motivations developed by Sanjivi¹²⁰ applies. The statistical evidence of $F=4.07$ at 0.1 % level of significance indicates that the null hypothesis of no perceived effect of the family indicators is rejected.

Economic Factor. The mean ratings of 3.80 by the group with P5,000 or less income; 3.62 by the group with P6,000-P7,000; 4.20 by the group with P8,000 – P9,000; and 3.21 by the group with P10,000 or more income were found not significantly different as demonstrated by the F-value of 1.39 ($p>.05$). The results also show that the cheap tuition fees encouraged respondents from the low income bracket to pursue their religious profession. This is again in harmony with the findings of Partial¹²¹, Datoc¹²², and Pascua¹²³. This finding indicates that the null hypothesis of no difference in the perceived economic effect is accepted.

¹²⁰Sanjivi, "A Study in Religious Motivations," as cited by Rodrigo, pp. 39-40.

¹²¹Partial, "Factors Affecting," as cited by Santos, "Vocational Choices," p. 26.

¹²²Datoc, "Study of the Vocational Choices," as cited by Santos, "Vocational Choices," p. 27.

¹²³Pascua, "The Socio-Economic," p. 25.

Environmental Factor. The environmental factor was likewise found to have no significant effect on the respondents' decision to take religious courses. The overall mean ratings of 3.67, 3.40, 4.25 and 3.57 assigned by the four groups of respondents revealed that environmental factor had only slight effect on the respondents' decision to take religious courses. School's geographical location and accessibility, and the school's provision of optimum opportunities for learning and the quality education that it provides prompted low income group to pursue religious vocation. However, differences in the numerical rating did not differ significantly ($F=1.65, p>0.05$) and thus accepts the null hypothesis of no difference.

Table 4.6

Motivational indicators that influence the respondents
to pursue chosen course according to monthly family income

INDICATORS	MONTHLY FAMILY INCOME BRACKET								F- Value	Sig.	Null Hypothesis (Ho)
	P5,000 or LESS		P6,000- P7,000		P8,000- P9000		P10,000 or MORE				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
Personal:											
It has been my desire to become a teacher/pastor	3.97	A	3.92	A	4.00	A	3.83	A	0.11 ^{ns}	>.05	Accepts
I am quite capable of handling the academic requirements of the course	3.44	U	3.62	A	4.00	A	3.79	A	1.30 ^{ns}	>.05	Accepts
I find AB Theology/Religious Education interesting and challenging	4.07	A	4.00	A	3.80	A	4.42	A	1.42 ^{ns}	>.05	Accepts
Self-fulfillment	3.70	A	3.62	A	4.40	A	3.46	A	1.03 ^{ns}	>.05	Accepts
A means of spiritual growth and maturity	4.34	A	4.00	A	4.60	SA	4.25	A	0.68 ^{ns}	>.05	Accepts
Overall	3.86	A	3.79	A	4.25	A	3.83	A	0.71^{ns}	>.05	Accepts
Family:											
It has always been my parent's dream that I become a pastor/Christian Educator	3.00	U	3.46	U	4.60	SA	2.50	D	4.07 ^{**}	<.01	Rejects
Economic:											
Tuition fees are cheaper	3.80	A	3.62	A	4.20	A	3.21	U	1.39 ^{ns}	>.05	Accepts
Environmental:											
School is geographically accessible	3.67	A	3.38	U	4.00	A	4.04	A	1.42 ^{ns}	>.05	Accepts
School provides the optimum opportunities for learning	3.60	A	3.38	U	4.40	A	3.63	A	1.38 ^{ns}	>.05	Accepts
School offers quality education	3.60	A	3.23	U	4.40	A	3.42	A	2.62 ^{ns}	>.05	Accepts
Overall	3.67	A	3.40	U	4.25	A	3.57	A	1.65^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

SD-Strongly Disagree; D – Disagree; U- Undecided; A- Agree; SA - Strongly Agree

Conformity of School Indicators to Students' Expectations According to Course

The students' assessments of the faculty capabilities, quality of instruction, physical facilities and the curriculum of a school according to course is presented in Table 5.

Conformity of Faculty Capabilities According to Course

Faculty. Faculty indicators are presented in Table 5.1. The faculty capabilities were generally rated quite lower by the students taking up AB Theology than those taking up BSRE. The overall mean numerical rating given by the AB Theology and BSRE students were 3.45 and 3.74 respectively, which differed significantly ($F=4.85$, $p > 0.05$). Hence, indicates that the null hypothesis of no difference is rejected.

In particular, significant differences were noted in items describing the teaching skills of teachers such as: "preparedness to teach"; "ability to teach"; and "ability to integrate biblical knowledge in the subject matter taught". The above findings reveal that the students taking up BSRE had higher expectations about teaching skills of their faculty than AB Theology students.

Table 5.1

Conformity of respondents' expectations to factors regarding faculty capabilities according to course

INDICATORS	COURSE		F-value	Sig.	Null Hypothesis (Ho)
	AB Theology	BSRE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			
FACULTY CAPABILITIES					
possess the personal traits of professionals	3.30 U	3.59 A	2.88 ^{ns}	>.05	Accepts
possess the academic qualification to teach	3.43 U	3.66 A	1.84 ^{ns}	>.05	Accepts
are adequately prepared to teach	3.38 U	3.79 A	6.15*	<.05	Rejects
demonstrate the ability to teach	3.38 U	3.79 A	5.74*	<.05	Rejects
demonstrate emotional maturity on how they handle problems	3.36 U	3.66 A	2.55 ^{ns}	>.05	Accepts
possesses the value required of a professional	3.59 A	3.75 A	0.95 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	3.30 U	3.64 A	2.59 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	3.46 U	3.63 A	0.73 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	3.71 A	4.07 A	4.84*	<.05	Rejects
demonstrate Christian attitude in interpersonal skills	3.54 A	3.77 A	1.40 ^{ns}	>.05	Accepts
OVERALL	3.45 U	3.74 A	4.85*	<.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Quality of Instruction. The quality of instructions particularly the planning, presentation and delivery of the lessons were rated significantly higher by the BSRE than AB Theology students as shown in Table 5.2. The overall rating given by the BSRE students and AB Theology students were 3.42 and 3.68, respectively. The F-value of 4.68 ($p < 0.05$) indicates that the null hypothesis of no difference is rejected at the 0.05 level of significance. This result implies that school's quality of instruction is in conformity to the BSRE students' expectations.

Table 5.2

Conformity of respondents' expectations to factors regarding quality of instruction according to course

INDICATORS	COURSE				F-Value	Sig.	Null Hypothesis (Ho)
	AB Theology		BSRE				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
QUALITY OF INSTRUCTION							
lessons are well planned	3.27	U	3.64	A	4.52*	<.05	Rejects
lessons are systematically presented	3.25	U	3.66	A	6.41*	<.05	Rejects
methods of instruction are adapted to the subject matter	3.61	A	3.68	A	0.70 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	3.66	A	3.77	A	0.44 ^{ns}	>.05	Accepts
methods of instructions are flexible	3.29	U	3.66	A	4.92*	<.05	Rejects
OVERALL	3.42	U	3.68	A	4.68*	<.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

Physical Facilities. The degree of the BSRE students' agreement on the 'adequacy' (qualitative and quantitative); 'updating and maximum usage of equipment and other facilities of the school' was significantly higher than the AB Theology students agreement ($F= 11.02, p<0.01$) as presented in Table 5.3. This result indicates that the school's physical facilities are in conformity to the expectations of the BSRE (3.64) students but not to the AB Theology students' expectations (3.19). Statistical evidence indicates that it rejects the null hypothesis of no difference between the two groups.

Table 5.3

Conformity of respondents' expectations to factors regarding physical facilities according to course

INDICATORS	COURSE		F-Value	Sig.	Null Hypothesis (Ho)
	AB Theology	BSRE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			
PHYSICAL FACILITIES					
facilities and equipment are qualitatively adequate	3.23 U	3.64 A	8.09**	<.01	Rejects
facilities and equipment are quantitatively adequate	3.05 U	3.66 A	0.65 ^{ns}	>.05	Accepts
facilities and equipment are continually serviced by technicians	3.30 U	3.64 A	3.67 ^{ns}	>.05	Accepts
facilities and equipment are updated by acquisition and procurement	3.11 U	3.68 A	12.64**	<.01	Rejects
facilities and equipment allow optimum learning to take place through their maximum use	3.27 U	3.70 A	7.00**	<.01	Rejects
OVERALL	3.19 U	3.66 A	11.02*	<.01	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Curriculum. Curriculum-wise, students taking up BSRE generally agree (3.62) that the school's curriculum conformed with their expectations while students taking up AB Theology were undecided (3.21), that is, they neither agree nor disagree whether it conforms with their expectations. This result implies that the students taking up BSRE significantly agree that their school's curriculum is well-planned and allows maximum experience to prepare students for the profession. The overall F-value of 6.56 ($p < 0.05$) evidently showed in Table 5.4 that the null hypothesis of no differences in the students expectation is rejected.

Table 5.4

Conformity of respondents' expectations to factors regarding curriculum according to course

INDICATORS	COURSE				F-Value	Sig.	Null Hypothesis (Ho)
	AB Theology		BSRE				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
CURRICULUM curriculum program is well-planned	3.16	U	3.61	A	5.44*	<.05	Rejects
is balanced in terms of subject offering	3.18	U	3.52	A	5.44*	<.05	Rejects
allows maximum experience to prepare students for the profession	3.23	U	3.80	A	8.46**	<.01	Rejects
is constantly reviewed for the purpose of updating	3.27	U	3.54	A	2.23 ^{ns}	>.05	Accepts
OVERALL	3.21	U	3.62	A	6.56*	<.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Conformity of School Indicators to Students' Expectations According to Gender

The students' assessments of the faculty capabilities, quality of instruction, physical facilities and the curriculum of a school according to gender is presented in Table 6.

Faculty. Table 6.1 shows that female respondents perceived significantly higher than their male counterpart in terms of the faculty capabilities. In almost all of the items under faculty capabilities, female respondents generally agree that faculty members should possess the following characteristics: "personal traits of professionals", "academic qualification to teach", "adequately prepared to teach", "the ability to teach", "emotional maturity on how they handle problems", "value required of a professional", "spiritual maturity through their lifestyle", "integrity in words and in action", "biblical knowledge", and "Christian attitude in interpersonal skills". On the other hand, male respondents were generally undecided whether their expectations are in conformity with the actual potentials. The overall mean numerical rating given by the male and female were 3.45 and 3.70 respectively, which did not differ significantly ($F=3.46$, $p > 0.05$). This indicates that the null hypothesis of no difference is accepted.

Table 6.1

**Conformity of respondents' expectations to factors regarding
faculty capabilities according to gender**

INDICATORS	GENDER		F- Value	Sig.	Null Hypothesis (Ho)		
	MALE	FEMALE					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
FACULTY CAPABILITIES							
possess the personal traits of professionals	3.29	U	3.57	A	2.73 ^{ns}	>.05	Accepts
possess the academic qualification to teach	3.33	U	3.72	A	5.25*	<.05	Rejects
adequately prepared to teach	3.45	U	3.69	A	1.97 ^{ns}	>.05	Accepts
demonstrate the ability to teach	3.51	U	3.64	A	0.54 ^{ns}	>.05	Accepts
demonstrate emotional maturity on how they handle problems	3.39	U	3.61	A	1.25 ^{ns}	>.05	Accepts
possesses the value required of a professional	3.61	A	3.72	A	0.47 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	3.37	U	3.56	A	0.75 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	3.41	U	3.66	A	1.68 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	3.69	A	4.07	A	5.45*	<.05	Rejects
demonstrate Christian attitude in interpersonal skills	3.49	U	3.79	A	2.30 ^{ns}	>.05	Accepts
OVERALL	3.45	U	3.70	A	3.46 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Quality of Instruction. Table 6.2 presents that the female respondents (3.66) responded significantly higher than the male respondents (3.41) with regards to quality of instructions. Statistical computation of F value ($F=4.04$, $p<0.05$) indicates that the null hypothesis is rejected at the 0.05 level of significance. Significant numerical differences were observed on the following items: 'lessons are well-planned' and 'methods of instruction is flexible'. These results may imply that the female respondents' conformity of their expectations on the planning of lessons and the methods of instruction are better off than their male counterpart.

Table 6.2

Conformity of respondents' expectations to factors regarding quality of instruction according to gender

INDICATORS	GENDER		F-Value	Sig.	Null Hypothesis
	MALE	FEMALE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			(Ho)
QUALITY OF INSTRUCTION					
lessons are well planned	3.22 U	3.66 A	6.27*	<.05	Rejects
lessons are systematically presented	3.31 U	3.57 A	2.46 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	3.57 A	3.70 A	0.74 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	3.71 A	3.72 A	0.09 ^{ns}	>.05	Accepts
methods of instructions are flexible	3.25 U	3.66 A	5.61*	<.05	Rejects
OVERALL	3.41 U	3.66 A	4.04*	<.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

On the other hand, both male and female respondents have similar degree of conformity in terms of relevance of subject taught and teaching methods adaptability to the subject taught.

Physical Facilities. The female respondents generally rated higher (3.60) the different items under "physical facilities" than male respondents (3.23) did. The computed F value ($F=6.15$, $p<0.05$) indicates that the null hypothesis of no difference is rejected at the 5% level of significance as reflected in Table 6.3. This finding indicates that the females' perceived conformity of expectations regarding the adequacy of equipment quantitatively and qualitatively; equipment quantitatively

Table 6.3

Conformity of respondents' expectations to factors regarding physical facilities according to gender

INDICATORS	MALE		GENDER FEMALE		F-Value	Sig.	Null Hypothesis (Ho)
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
PHYSICAL FACILITIES							
facilities and equipment are qualitatively adequate	3.18	U	3.66	A	6.55*	<.05	Rejects
facilities and equipment are quantitatively adequate	3.14	U	3.54	A	5.02*	<.05	Rejects
facilities and equipment are continually serviced by technicians	3.43	U	3.51	A	0.18 ^{ns}	>.05	Accepts
facilities and equipment are updated by acquisition and procurement	3.18	U	3.57	A	5.72*	<.05	Rejects
facilities and equipment allow optimum learning to take place through their maximum use	3.22	U	3.70	A	9.22**	<.01	Rejects
OVERALL	3.23	U	3.60	A	6.15*	<.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

upgrading by acquisition and procurement and the facilities'/equipment's usefulness which allow optimum learning are better off than the males' perceptions.

Curriculum. The perceived conformity of curriculum

to the respondents' expectations did not differ significantly between the male and female respondents ($F=1.76$, $p> 0.05$) as presented in Table 6.4. This means that although the adjectival rating differ, the numerical ratings assigned by male (3.30) and female (2.89) respondents to the different items under curriculum are statistically similar thus the null hypothesis of no difference is accepted.

Table 6.4

Conformity of respondents' expectations to factors regarding curriculum according to gender

INDICATORS	GENDER		F-Value	Sig.	Null Hypothesis (Ho)
	MALE	FEMALE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			
CURRICULUM					
curriculum program is well-planned	3.20 U	3.54 A	3.16 ^{ns}	>.05	Accepts
curriculum is balanced in terms of subject offering	3.29 U	3.40 U	0.33 ^{ns}	>.05	Accepts
curriculum allows maximum experience to prepare students for the profession	3.33 U	1.19 D	2.81 ^{ns}	>.05	Accepts
curriculum is constantly reviewed for the purpose of updating	3.37 U	3.43 A	0.09 ^{ns}	>.05	Accepts
OVERALL	3.30 U	2.89 A	1.76 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Conformity of School Indicators to Students' Expectations According to Denomination

The students' assessments of the faculty capabilities, quality of instruction, physical facilities and the curriculum of a school according to denomination is presented in Table 7.

Faculty. The overall perceptions regarding faculty capabilities of Nazarene (3.68) and non-Nazarene (3.42) affiliated respondents did not differ significantly as evidently shown by the F-value which is equal to 3.60 ($p > 0.05$) as reflected in Table 7.1. This implies that there is no significant difference between the two groups and thus accepts the null hypothesis.

However, the teachers' emotional maturity on how to handle problems and the integration of biblical knowledge to the subjects taught were rated significantly higher by the Nazarene (4.03) affiliated respondents than the non-Nazarene (3.64) affiliated group. Though majority of the items under faculty were rated "Agree" by the Nazarene affiliated respondents and "Undecided" by the non-Nazarene affiliated respondents, the numerical ratings did not differ statistically. This implies that the qualities of the teachers conformed generally to the respondents' expectations.

Table 7.1

**Conformity of respondents' expectations to factors regarding
faculty capabilities according to denomination**

INDICATORS	DENOMINATION		F- Value	Sig.	Null Hypothesis (Ho)		
	Nazarene \bar{X} Adjectival Rating	Non-Nazarene \bar{X} Adjectival Rating					
possess the personal traits of professionals	3.51	A	3.33	U	0.95 ^{ns}	>.05	Accepts
possess the academic qualification to teach	3.6	A	3.44	U	0.86 ^{ns}	>.05	Accepts
are adequately prepared to teach	3.64	A	3.46	U	1.05 ^{ns}	>.05	Accepts
demonstrate the ability to teach	3.67	A	3.41	U	2.04 ^{ns}	>.05	Accepts
demonstrate emotional maturity on how they handle problems	3.68	A	3.18	U	6.65*	<.05	Rejects
possesses the value required of a professional	3.71	A	3.59	A	0.50 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	3.61	A	3.21	U	3.49 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	3.60	A	3.44	U	0.71 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	4.03	A	3.64	A	5.16*	<.05	Rejects
demonstrate Christian attitude in interpersonal skills	3.74	A	3.49	U	1.51 ^{ns}	>.05	Accepts
OVERALL	3.68	A	3.42	U	3.60^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A – Agree

Quality of Instruction. The Nazarene affiliated respondents rated all items under quality of instructions significantly higher than the non-Nazarene respondents ($F=7.57$, $p<0.01$) with regards to quality of instructions. This result indicates that the null hypothesis is rejected at the 0.05 level of significance as shown in Table 7.2. Significant

numerical differences were observed on the following items: 'relevance of teaching methods to the subject taught' and 'flexibility of the methods of teaching'. These results may imply that the Nazarene-affiliated respondents' expectations conformed more to the quality of instructions observed than the non-Nazarene affiliated respondents. On the other hand, both Nazarene and non-Nazarene respondents had similar degree of conformity in terms of lesson planning and systematic presentation of lesson.

Table 7.2

Conformity of respondents' expectations to factors regarding quality of instruction according to denomination

INDICATORS	DENOMINATION				F-Value	Sig.	Null Hypothesis (Ho)
	Nazarene		Non-Nazarene				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
QUALITY OF INSTRUCTION							
lessons are well planned	3.56	A	3.26	U	2.67 ^{ns}	>.05	Accepts
lessons are systematically presented	3.56	A	3.26	U	3.12 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	3.74	A	3.46	U	2.86*	<.05	Rejects
methods of teachings are relevant to the subject taught	3.86	A	3.44	U	6.69*	<.05	Rejects
methods of instructions are flexible	3.63	A	3.18	U	6.54*	<.05	Rejects
OVERALL	3.67	A	3.32	U	7.57**	<.01	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Physical Facilities. Table 7.3 reveals that the Nazarene respondents generally gave higher ratings on the different items under “physical facilities” than male respondents did ($F=5.41$, $p<0.05$), thus the null hypothesis of no difference is rejected at the 5% level of significance. This finding indicates that the Nazarene affiliated respondents’ perceived conformity of expectations regarding the adequacy of equipment quantitatively and qualitatively; equipment upgrading by acquisition and procurement and the facilities/equipment usefulness which allow optimum learning are better off than the non-Nazarene affiliated respondents’ perceptions.

Table 7.3

Conformity of respondents’ expectations to factors regarding physical facilities according to denomination

INDICATORS	DENOMINATION		F-Value	Sig.	Null Hypothesis		
	Nazarene	Non-Nazarene					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	(Ho)		
PHYSICAL FACILITIES							
facilities and equipment are qualitatively adequate	3.63	A	3.08	U	8.09**	<.01	Rejects
facilities and equipment are quantitatively adequate	3.14	U	3.54	A	0.65 ^{ns}	>.05	Accepts
facilities and equipment are continually serviced by technicians	3.60	A	3.40	U	1.84 ^{ns}	>.05	Accepts
facilities and equipment are updated by acquisition and procurement	3.55	A	3.10	U	6.63 ^{ns}	<.05	Rejects
facilities and equipment allow optimum learning to take place through their maximum use	3.52	A	3.41	U	0.40 ^{ns}	>.05	Accepts
OVERALL	3.49	A	3.31	U	5.41*	<.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Curriculum. Presented in Table 7.4 is the perceived conformity of curriculum to the respondents' expectations did not differ significantly between the Nazarene and non-Nazarene respondents ($F=1.76$, $p> 0.05$). This means that although the adjectival rating differ, the numerical rating assigned by Nazarene and non-Nazarene affiliated respondents to the different items under curriculum are statistically similar. Thus, the null hypothesis of no difference is accepted.

Table 7.4

Conformity of respondents' expectations to factors regarding curriculum according to denomination

INDICATORS	DENOMINATION		F-Value	Sig.	Null Hypothesis (Ho)
	Nazarene \bar{X} Adjectival Rating	Non-Nazarene \bar{X} Adjectival Rating			
CURRICULUM					
curriculum program is well-planned	3.40 U	3.36 U	0.04 ^{ns}	>.05	Accepts
balanced in terms of subject offering	3.44 U	3.18 U	1.73 ^{ns}	>.05	Accepts
allows maximum experience to prepare students for the profession	3.33 U	3.67 A	5.27*	<.05	Rejects
is constantly reviewed for the purpose of updating	3.37 U	3.43 U	0.94	>.05	Accepts
OVERALL	3.39 A	3.41 U	1.76	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Conformity of School Indicators to Students' Expectations According to Year Level

The students' assessments of the faculty capabilities, quality of instruction, physical facilities and the curriculum of a school according to year level is presented in Table 8.

Faculty. The respondents adjectival rating on the conformity of the different faculty indicators to the respondents expectations vary from "Undecided" to "Agree" as shown in Table 8.1. According to the first (3.93), second (3.73), third (4.05), and fourth (3.93) year students at the LNBC, 'integration of biblical knowledge to the subjects taught' was agreed to have conformed to their expectations. To the freshmen and third year, the first three items identified to have conformed to their expectations are: (1) demonstrate biblical knowledge in integrating it to the subjects they are teaching (2) demonstrate Christian attitudes in interpersonal skills and (3) possesses values required of a professional. To the sophomore and senior students, the first three items identified that have high conformity to their expectations are: (1) demonstrate biblical knowledge in integrating it to the subjects they are teaching (2) demonstrate Christian attitude in interpersonal skills and (3) demonstrate ability to teach. However, the overall equivalent numerical rating did not differ significantly ($F=0.94$, $p>0.05$). This result implies that the null hypothesis of no difference on the perceived rating among respondents is accepted

Table 8.1

Conformity to Expectations of Faculty Capabilities According to Year Level

INDICATORS	YEAR LEVEL								F-Value	Sig.	Null Hypothesis
	I		II		III		IV				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
FACULTY CAPABILITIES											
possess the personal traits of professionals	3.41	U	3.33	U	3.50	A	3.73	A	0.73 ^{ns}	>.05	Accepts
possess the academic qualification to teach	3.55	A	3.42	U	3.77	A	3.47	U	0.69 ^{ns}	>.05	Accepts
are adequately prepared to teach	3.64	A	3.48	U	3.50	A	3.73	A	0.39 ^{ns}	>.05	Accepts
demonstrate the ability to teach	3.57	A	3.61	A	3.64	A	3.74	A	0.11 ^{ns}	>.05	Accepts
demonstrate emotional maturity on how they handle problems	3.45	U	3.42	U	3.73	A	3.53	A	0.46 ^{ns}	>.05	Accepts
possesses the value required of a professional	3.67	A	3.48	U	3.91	A	3.73	A	1.07 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	3.43	U	3.24	U	3.86	A	3.53	A	1.40 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	3.48	U	3.39	U	3.81	A	3.67	A	0.95 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	3.93	A	3.73	A	4.05	A	3.93	A	0.65 ^{ns}	>.05	Accepts
demonstrate Christian attitude in interpersonal skills	3.67	A	3.40	U	3.91	A	3.80	A	1.24 ^{ns}	>.05	Accepts
OVERALL	3.58	A	3.45	U	3.77	A	3.69	A	0.94 ^{ns}	>.05	Accepts

ns – not significantns nns– not significant; * - significant at 5%; ** - significant at 1%

SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Quality of Instruction. The overall rating of the quality of instruction did not differ significantly among the students in the freshmen (3.55), sophomore (3.51), juniors (3.64) and the seniors (3.49) as evidently shown by the F-value of 0.24 with probability, $p=0.05$. This result indicates that the null hypothesis of no difference is accepted on the perceived rating among respondents. This implies that the perceived extent of conformity of the quality of instruction are similar to all year levels. It was further noted in Table 8.2 that the different items under quality of instruction were generally rated higher by the junior students than the other year level but the numerical differences between groups did not vary significantly at the 5 percent level of significance.

Table 8.2

Conformity to Expectations of Quality of Instruction According to Year Level

	YEAR LEVEL								F-Value	Sig.	Null Hypothesis (Ho)
	I	II	III	IV	I	II	III	IV			
	\bar{X} Adjectival Rating		\bar{X} Adjectival Rating		\bar{X} Adjectival Rating		\bar{X} Adjectival Rating				
QUALITY OF INSTRUCTION											
lessons are well planned	3.36	U	3.55	A	3.45	U	3.53	A	0.28 ^{ns}	>.05	Accepts
lessons are systematically presented	3.50	A	3.30	U	3.60	A	3.47	U	0.54 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	3.67	A	3.55	A	3.81	A	3.53	A	0.56 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	3.81	A	3.58	A	3.86	A	3.53	A	0.91 ^{ns}	>.05	Accepts
methods of instructions are flexible	3.43	U	3.55	A	3.50	A	3.40	U	0.14 ^{ns}	>.05	Accepts
OVERALL	3.55	A	3.51	A	3.64	A	3.49	U	0.24 ^{ns}	>.05	Accepts

ns - not significant; * - significant at 5%; ** - significant at 1%
 SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

Physical Facilities. It was revealed in Table 8.3 that the different items under physical facilities were generally rated higher by the junior respondents (3.52), followed by the freshmen (3.50), then by seniors (3.39) and the least by the sophomore students with mean rating of 3.32. However, statistical evidence showed that the degree of agreement on the conformity of the physical facilities indicators to the respondents' expectations did not differ among the four groups ($F=0.54$, $p > 0.05$). This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Curriculum. Table 8.4 presents that most items under the curriculum area were rated "undecided" by the respondents which means that the respondents are not sure whether or not the school curriculum is in conformity to their expectations. The overall mean rating of 3.50, 3.31, 3.49 and 3.30 obtained from the freshmen, sophomore, junior, and senior students, respectively revealed low and similar conformity of curriculum to students' expectations. Statistical analysis further reveals that the null hypothesis of no significant differences in the perceived ratings of respondents according to year level is accepted at the 0.05 level of significance ($F=0.54$, $p>0.05$).

Table 8.3

Conformity to Expectations of Physical Facilities According to Year Level

	YEAR LEVEL								F-Value	Sig.	Null Hypothesis (Ho)
	I	II		III		IV					
	\bar{X} Adjectival Rating		\bar{X} Adjectival Rating		\bar{X} Adjectival Rating		\bar{X} Adjectival Rating				
ACILITIES											
are qualitatively adequate	3.55	A	3.33	U	3.27	U	3.60	A	0.60 ^{ns}	>.05	Accepts
are quantitatively adequate	3.50	A	3.18	U	3.50	A	3.13	U	1.10 ^{ns}	>.05	Accepts
are continually serviced by technicians	3.60	A	3.39	U	3.55	A	3.20	A	0.70 ^{ns}	>.05	Accepts
are updated by acquisition and procurement	3.40	U	3.30	U	3.45	U	3.47	U	0.18 ^{ns}	>.05	Accepts
allow optimum learning to take place through their maximum use	3.41	U	3.36	U	3.77	A	3.53	A	0.13 ^{ns}	>.05	Accepts
OVERALL	3.50	A	3.31	U	3.51	A	3.39	U	0.54 ^{ns}	>.05	Accepts

ns- not significant; * - significant at 5%; ** - significant at 1%
 SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

Table 8.4

Conformity to Expectations of Curriculum According to Year Level

	YEAR LEVEL								F-Value	Sig.	Null Hypothesis (Ho)
	I	II		III		IV					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
CURRICULUM											
program is well planned	3.48	U	3.30	U	3.41	U	3.27	U	0.24 ^{ns}	>.05	Accepts
is balanced in terms of subject offering	3.42	U	3.27	U	3.36	U	3.33	U	0.13 ^{ns}	>.05	Accepts
allows maximum experience to prepare students for the profession	3.60	A	3.40	U	3.60	A	3.47	U	0.26 ^{ns}	>.05	Accepts
is constantly reviewed for the purpose of updating	3.50	A	3.27	U	3.60	A	3.13	U	1.04 ^{ns}	>.05	Accepts
OVERALL	3.50	A	3.31	U	3.49	U	3.30	U	0.44^{ns}	>.05	Accepts

ns- not significant; * - significant at 5%; ** - significant at 1%
 SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

Conformity of School Indicators to Students' Expectations According to Age Group

The students' assessments of the faculty capabilities, quality of instruction, physical facilities and the curriculum of a school according to denomination is presented in Table 9.

Faculty. Table 9.1 presents the degree of conformity of school indicators to the students' expectations. It was noted that the different items under faculty section were rated higher by the early and late 20's respondents than the early 10's (19 and below) respondents. The overall rating of 3.49 from 19 years old and below, 3.66 from 20-25 years old, and 3.77 from 26 and above years old of respondents reveal that the extent of conformity of faculty indicators to their expectations are perceived to be generally high and similar. Statistical evidence further revealed that the degree of agreement on the conformity of faculty indicators to the respondents' expectations did not differ among the three age groups ($F=0.96$, $p > 0.05$). This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Quality of Instruction. It was noted in Table 9.2 that the different items under quality of instruction were generally rated higher by the early (3.52) and late 20's (3.76) respondents than the late teens (19 and below) respondents. However, statistical evidence revealed that the degree of agreement on the conformity of the quality of instruction indicators to the respondents' expectations did not differ among the three

Table 9.1

Conformity to Expectations of Faculty Capabilities According to Age Group

INDICATORS	AGE GROUP						F-Value	Sig.	Null Hypothesis
	Early Teens		Early 20's		Late 20's				
	19 and below		20 -25		26 and above				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Ajectival Rating			
FACULTY CAPABILITIES									(Ho)
possess the personal traits of professionals	3.26	U	3.48	U	3.74	A	1.78 ^{ns}	>.05	Accepts
possess the academic qualification to teach	3.45	U	3.64	A	3.63	A	0.54 ^{ns}	>.05	Accepts
are adequately prepared to teach	3.58	A	3.52	A	3.84	A	0.87 ^{ns}	>.05	Accepts
demonstrate the ability to teach	3.53	A	3.62	A	3.58	A	0.11 ^{ns}	>.05	Accepts
demonstrate emotional maturity on how they handle problems	3.36	U	3.66	A	3.89	A	1.74 ^{ns}	>.05	Accepts
possesses the value required of a professional	3.59	A	3.75	A	3.79	A	0.37 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	3.30	U	3.64	A	3.74	A	0.52 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	3.45	U	3.66	A	3.74	A	0.74 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	3.89	A	3.90	A	3.95	A	0.65 ^{ns}	>.05	Accepts
demonstrate Christian attitude in interpersonal skills	3.50	A	3.76	A	3.84	A	0.96 ^{ns}	>.05	Accepts
OVERALL	3.49	A	3.66	A	3.77	A	0.96 ^{ns}	>.05	Accepts

ns – not significant * - significant at 5%; ** - significant at 1%
 SD - Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Table 9.2

Conformity to Expectations of Quality of Instruction According to Age Group

	AGE GROUP						F-Value	Sig.	Null Hypothesis (Ho)
	Late Teens		Early 20's		Late 20's				
	19 and below		20-25		26 and below				
	\bar{X} Adjectival Rating		\bar{X} Adjectival Rating	\bar{X} Adjectival Rating					
QUALITY OF INSTRUCTION									
lessons are well planned	3.34	U	3.36	U	3.95	A	3.17 ^{ns}	>.05	Accepts
lessons are systematically presented	3.32	U	3.48	U	3.58	A	0.65 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	3.63	A	3.56	A	3.89	A	1.11 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	3.76	A	3.68	A	3.84	A	0.27 ^{ns}	>.05	Accepts
methods of instructions are flexible	3.37	U	3.54	A	3.53	A	0.41 ^{ns}	>.05	Accepts
OVERALL	3.48	U	3.52	A	3.76	A	1.13^{ns}	>.05	Accepts

ns- not significant; * - significant at 5%; ** - significant at 1%

SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

age groups ($F=1.13$, $p > 0.05$). This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Physical Facilities. It was revealed in Table 9.3 that the different items under physical facilities were generally rated higher by the late 20's (26 and above) respondents (3.57) than the late teens (19 and below) students (3.46) and early 20's (20-25) respondents (3.38). However, statistical evidence showed that the degree of agreement on the conformity of the physical facilities indicators to the respondents' expectations did not differ among the three age groups ($F=1.13$, $p > 0.05$) except for the adequacy of facilities and equipment which was rated significantly highest by the early 20's respondents (4.00) then the early teens (3.42) and early 20's (3.28). Statistical evidence ($F=3.86$, $p < 0.05$) indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Curriculum. In almost all aspect of the curriculum, the respondents' ratings regardless of age grouping were all 'undecided' which means that the respondents are not sure whether or not the school curriculum is in conformity to their expectations. As reflected in Table 9.4, the overall ratings of 3.47 from the late teens, 3.49 from late 20's and 3.38 from early 20's reveals similarity of extent. Statistical analysis further reveals that the null hypothesis of no significant

Table 9.3

Conformity to Expectations of Physical Facilities According to Age Group

	AGE GROUP						F- Value	Sig.	Null Hypothesis
	Late Teens		Early 20's		Late 20's				
	19 and Below		20-25		26 and above				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
PHYSICAL FACILITIES									
are qualitatively adequate	3.42	U	3.28	U	4.00	A	3.86 ^{ns}	>.05	Accepts
are quantitatively adequate	3.53	U	3.16	U	3.58	U	2.13 ^{ns}	>.05	Accepts
are continually serviced by technicians	3.47	U	3.46	U	3.68	A	0.41 ^{ns}	>.05	Accepts
are updated by acquisition and procurement	3.45	U	3.30	U	3.63	A	0.98 ^{ns}	>.05	Accepts
allow optimum learning to take place through their maximum use	3.47	U	3.38	U	3.74	A	1.13 ^{ns}	>.05	Accepts
OVERALL	3.47	U	3.32	U	3.73	A	1.85 ^{ns}	>.05	Accepts

ns- not significant; * - significant at 5%; ** - significant at 1%
 SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A – Agree

Table 9.4

Conformity to Expectations of Curriculum According to Age Group

	AGE GROUP						F- Value	Sig.	Null Hypothesis (Ho)
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
CURRICULUM									
program is well planned	3.45	U	3.26	U	3.41	U	1.22 ^{ns}	>.05	Accepts
is balanced in terms of subject offering	3.32	U	3.42	U	3.36	U	0.18 ^{ns}	>.05	Accepts
allows maximum experience to prepare students for the profession	3.55	A	3.50	A	3.60	A	0.11 ^{ns}	>.05	Accepts
is constantly reviewed for the purpose of updating	3.53	A	3.36	U	3.60	A	0.35 ^{ns}	>.05	Accepts
OVERALL	3.46	A	3.39	U	3.49	U	0.33^{ns}	>.05	Accepts

ns- not significant; * - significant at 5%; ** - significant at 1%
 SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

differences in the perceived ratings of respondents according to age group is accepted at the 0.05 level of significance ($F=0.33$, $p>0.05$).

Conformity of School Indicators to Students' Expectations According to Parents' Monthly Income Bracket

The conformity of school indicators to students' expectations according to income bracket is presented in Table 10.

Faculty. Table 10.1 presents that majority of the respondents adjectival rating on the conformity of the different faculty indicators to the respondents expectations is equivalent to "agree" which indicates that the degree of agreement of the conformity of the faculty indicators to the respondents expectations is quite weak. The overall weighted mean ratings of 3.59, 3.67, 3.78, and 3.50 obtained from the first (P5,000 or less), second (P6,000-P7,000), third (P8,000-P9,000) and fourth (P10,000 or more) group of respondents, respectively, were considered to have weaker and similar degree of agreement on the conformity of faculty indicators to students expectations. An F-value of 0.31 ($>.05$) further confirms that the respondents did not differ in the perceived extent of conformity of faculty indicators to their expectations. This result implies that the null hypothesis of no difference on the perceived rating among respondents is accepted.

Quality of Instruction. The overall rating on the quality of instruction as to the extent of conformity to students expectations did not differ significantly as evidently shown by the F-value of 1.22 with

Table 10.1

Conformity to Expectations of Faculty Capabilities According to Parents' Monthly Income Bracket

INDICATORS	PARENTS' MONTHLY INCOME BRACKET								F-Value	Sig.	Null Hypothesis
	P5,000 or less		P6,000-P7,000		P8,000-P9,000		P10,000 or more				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
FACULTY CAPABILITIES											
possess the personal traits of professionals	3.43	U	3.62	A	4.20	A	3.25	U	1.75 ^{ns}	>.05	Accepts
possess the academic qualification to teach	3.49	U	3.69	A	3.80	A	3.58	A	0.35 ^{ns}	>.05	Accepts
are adequately prepared to teach	3.61	A	3.54	A	3.60	A	3.50	A	0.11 ^{ns}	>.05	Accepts
demonstrate the ability to teach	3.64	A	3.62	A	3.80	A	3.33	U	0.77 ^{ns}	>.05	Accepts
demonstrate emotional maturity on how they handle problems	3.50	A	3.70	A	3.40	U	3.46	U	0.18 ^{ns}	>.05	Accepts
possesses the value required of a professional	3.69	A	3.77	A	3.80	A	3.54	A	1.27 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	3.51	A	3.54	A	3.60	A	3.30	U	1.27 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	3.47	A	3.62	A	3.80	A	3.67	A	0.37 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	3.89	A	3.92	A	4.20	A	3.83	A	0.25 ^{ns}	>.05	Accepts
demonstrate Christian attitude in interpersonal skills	3.70	A	3.70	A	3.60	A	3.50	A	1.23 ^{ns}	>.05	Accepts
OVERALL	3.59	A	3.67	A	3.78	A	3.50	A	0.31 ^{ns}	>.05	Accepts

ns – not significant ns– not significant; * - significant at 5%; ** - significant at 1%
 SD – Strongly Disagree; D – Disagree; U – Undecided SA- Strongly Agree; A - Agree

Table 10.2

Conformity to Expectations of Quality of Instruction According to Parent's Monthly Income Bracket

	PARENTS' MONTHLY INCOME BRACKET								F-Value	Sig.	Null Hypothesis (Ho)
	P5,000 or less		P6,000-P7,000		P8,000-P9,000		P10,000 or more				
QUALITY OF INSTRUCTION											
lessons are well planned	3.47	U	3.54	A	4.20	A	3.21	U	1.64 ^{ns}	>.05	Accepts
lessons are systematically presented	3.47	U	3.69	A	3.40	U	3.30	U	0.60 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	3.67	A	3.62	A	3.80	A	3.54	A	0.20 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	3.81	A	3.77	A	3.60	A	3.42	U	1.35 ^{ns}	>.05	Accepts
methods of instructions are flexible	3.46	U	3.62	A	3.80	A	3.38	U	0.41 ^{ns}	>.05	Accepts
OVERALL	3.58	A	3.65	A	3.76	A	3.37	U	0.90 ^{ns}	>.05	

ns- not significant; * - significant at 5%; ** - significant at 1%
 SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

probability, $p > 0.05$ in Table 10.2. It was noted that the different items under quality of instruction were generally rated lowest (3.37) by those group whose monthly income bracket ranged from P10,000 or higher. However, their numerical rating did not differ significantly with the other groups at the 5 percent level of significance whose mean ratings were 3.58 for P5,000 or more; 3.65 for P6,000-P7,000; and 3.76 for P8,000-P9,000 income groups. This means that the null hypothesis of no difference is accepted at the 5 percent level.

Physical Facilities. High income bracket respondents had lowest numerical rating which ranged from 2.75 to 3.42 as noted in Table 10.3. On the other hand, respondents belonging to the P8,000-P9,000 income bracket had generally assigned highest numerical ratings from 3.60 to 4.40 to the different indicators of physical facilities. This means that the second to the last groups of respondents had high degree of perceived conformity of physical facilities particularly its adequacy to their expectations. However, statistical evidence showed that the degree of agreement on the conformity of the physical facilities indicators to the respondents' expectations did not differ among the four income bracket groups ($F=1.22$, $p > 0.05$). This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Curriculum. Most items under the curriculum area were rated "undecided" by the respondents whose income bracket ranged from P10,000 or more which means that the respondents are not sure whether

or not the school curriculum is in conformity to the their expectations. The obtained numerical ratings of 3.50, 3.65, 3.85, and 2.95 from the first to the fourth group of respondents, respectively reveal that the group with the highest income had the weakest degree of conformity. This implies that well-to-do respondents expect more than their counterparts. The overall F- test shows that the null hypothesis of no difference is rejected at 5 percent level of significance ($F=3.52$, $p<0.05$). This result implies that the null hypothesis of no significant differences in the perceived ratings of respondents according to income bracket is accepted at the 0.05 level of significance ($F=0.54$, $p>0.05$) as reflected in Table 10.4.

Table 10.3

Conformity to Expectations of Physical Facilities According to Parent's Monthly Income Bracket

	PARENTS' MONTHLY INCOME BRACKET								F-Value	Sig.	Null Hypothesis (Ho)
	P5,000 or less		P6,000-P7,000		P8,000-P9,000		P10,000 or more				
PHYSICAL FACILITIES											
are qualitatively adequate	3.50	A	3.00	U	4.40	A	3.29	U	2.69 ^{ns}	>.05	Accepts
are quantitatively adequate	3.49	U	3.54	A	4.40	A	2.75	U	4.93 ^{ns}	<.01	Rejects
are continually serviced by technicians	3.49	U	3.46	U	3.60	A	3.42	A	0.06 ^{ns}	>.05	Accepts
are updated by acquisition and procurement	3.44	U	3.31	U	3.60	A	3.25	U	0.40 ^{ns}	>.05	Accepts
allow optimum learning to take place through their maximum use	3.53	A	3.62	U	4.00	A	3.17	A	0.81 ^{ns}	>.05	Accepts
OVERALL	3.48	U	3.38	U	3.88	A	3.28	U	1.22 ^{ns}	>.05	Accepts

ns- not significant; * - significant at 5%; ** - significant at 1%
 SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

Table 10.4

Conformity to Expectations of Curriculum According to Parent's Monthly Income Bracket

	PARENTS' MONTHLY INCOME BRACKET								F-value	Sig	Null Hypothesis
	P5,000 or less		P6,000-P7,000		P8,000-P9,000		P10,000 or more				
CURRICULUM											
program is well planned	3.53	A	3.54	U	4.00	A	2.75	U	4.56*	<.01	Rejects
is balanced in terms of subject offering	3.46	U	3.46	U	3.60	A	2.92	U	2.15 ^{ns}	>.05	Accepts
allows maximum experience to prepare students for the profession	3.54	A	4.08	U	4.00	A	3.04	U	3.29 ^{ns}	>.05	Accepts
is constantly reviewed for the purpose of updating	3.44	U	3.54	A	3.80	A	3.13	U	1.14 ^{ns}	>.05	Accepts
OVERALL	3.50	A	3.65	A	3.85	A	2.96	U	3.52*	<.05	Rejects

ns- not significant; * - significant at 5%; ** - significant at 1%
SD - Strongly Disagree; D - Disagree; U - Undecided SA- Strongly Agree; A - Agree

Importance of School Indicators According to Course

Table 11 presents the importance of faculty capabilities, quality of instruction, physical facilities and curriculum according to course.

Faculty. Presented in Table 11.1 is the respondents' assessments of the importance of faculty indicators. The different faculty indicators were rated from "important" to "very important" by the respondents according to course. The AB Theology and BSRE students did not differ in assigning a numerical rating of 4.36 for the indicator "faculty members should possess the personal traits of professionals". Likewise, the two groups of respondents did not differ in the assigned numerical ratings for the other indicators shown in the table. Generally, the mean numerical ratings on the majority of the faculty indicators were quite lower for students taking up AB Theology than those taking up BSRE. An overall F-value of 0.64 with an associated probability higher than 0.05 indicates that the degree of importance of the different faculty indicators is similar for all students regardless of their pursued courses. The spiritual maturity, integrity, ability to integrate biblical knowledge in the subject taught, and the Christian attitude of teachers were rated very high from 4.52 to 4.68 with equivalent adjectival rating of "very important". It is therefore very important for the teachers to possess the above qualifications before they can teach in theological schools.

Table 11.1

Importance of Faculty Capabilities According to Course

INDICATORS	COURSE		F-Value	Sig.	Null Hypothesis (Ho)		
	AB Theology	BSRE					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
FACULTY CAPABILITIES							
faculty members possess the personal traits of professionals	4.36	Important	4.36	Important	0.00 ^{ns}	>.05	Accepts
faculty members possess the academic qualification to teach	4.34	Important	4.45	Important	0.41 ^{ns}	>.05	Accepts
faculty members are adequately prepared to teach	4.46	Important	4.55	Very Important	0.37 ^{ns}	>.05	Accepts
faculty member demonstrate the ability to teach	4.36	Important	4.57	Very Important	2.19 ^{ns}	>.05	Accepts
faculty members demonstrate emotional maturity on how they handle problems	4.45	Important	4.54	Very Important	0.36 ^{ns}	>.05	Accepts
faculty members possesses the value required of a professional	4.46	Important	4.61	Very Important	1.03 ^{ns}	>.05	Accepts
faculty members demonstrate spiritual maturity through their lifestyle	4.52	Very Important	4.63	Very Important	0.54 ^{ns}	>.05	Accepts
faculty members demonstrate integrity in words and in action	4.54	Very Important	4.57	Very Important	0.06 ^{ns}	>.05	Accepts
faculty members demonstrate biblical knowledge in integrating it to the subjects they are teaching	4.63	Very Important	4.64	Very Important	0.02 ^{ns}	>.05	Accepts
faculty members demonstrate Christian attitude in interpersonal skills	4.55	Very Important	4.68	Very Important	0.86 ^{ns}	>.05	Accepts
OVERALL	4.47	Important	4.56	Very Important	0.64 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5% ; ** - significant at 1%

Quality of Instruction Indicators. Table 11.2 presents the importance of the quality of instruction according to course. The relevance of teaching methods to the subject taught was given higher importance by the BSRE students than the AB Theology students ($F=3.71$, $p<0.05$) The planning and systematic presentation of lessons as well as the flexibility of teaching methods were given similar ratings by both groups of students. The overall F ratio of 0.14 with higher than 0.05 probability indicates that the null hypothesis of no difference in the respondents perceived ratings is accepted.

Table 11.2

Importance of Instruction Quality According to Course

INDICATORS	COURSE		F-Value	Sig.	Null Hypothesis (Ho)		
	AB Theology	BSRE					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
INSTRUCTION QUALITY							
lessons are well planned	4.55	Very Important	4.50	Very Important	0.13 ^{ns}	>.05	Accepts
lessons are systematically presented	4.39	Important	4.39	Important	0.00 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	4.52	Very Important	4.41	Important	0.66 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	4.36	Important	4.64	Very Important	3.71 ^{ns}	>.05	Accepts
methods of instructions are flexible	4.34	Important	4.45	Important	0.46 ^{ns}	>.05	Accepts
OVERALL	4.43	Important	4.48	Very Important	0.14 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5% ; ** - significant at 1%

Physical Facilities Indicators. The different indicators for physical facilities were perceived to have the same importance as evidently shown by the F-value of 0.00 with an associated probability greater than 0.05 as shown in Table 11.3. This result shows that the degree of importance of the adequacy (qualitative and quantitative); updating, and utility of equipment and other facilities of the school was significantly the same as perceived by both the AB Theology and BSRE students. Hence the null hypothesis of no difference in the perceived degree of importance on the physical facilities is accepted.

Table 11.3

Importance of Physical Facilities According to Course

INDICATORS	COURSE				F-Value	Sig.	Null Hypothesis (Ho)
	AB Theology		BSRE				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
PHYSICAL FACILITIES facilities and equipment are qualitatively adequate	4.45	Important	4.30	Important	0.85 ^{ns}	>.05	Accepts
facilities and equipment are quantitatively adequate	4.41	Important	4.34	Important	0.22 ^{ns}	>.05	Accepts
facilities and equipment are continually serviced by technicians	4.31	Important	4.52	Very Important	2.44 ^{ns}	>.05	Accepts
facilities and equipment are updated by acquisition and procurement	4.43	Important	4.38	Important	0.14 ^{ns}	>.05	Accepts
facilities allow optimum learning to take place through their maximum use	4.53	Important	4.38	Important	1.09 ^{ns}	>.05	Accepts
OVERALL	4.43	Important	4.38	Important	0.00 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5% ; ** - significant at 1%

Curriculum. Table 11.4 shows that both the AB Theology and BSRE students had the same rating of “very important” for two indicators: “program is well-planned” and “curriculum allows maximum experience to prepare students for the profession”. Likewise, both groups of students rated two curriculum indicators: “curriculum is balanced in terms of subject offering” and “curriculum is constantly reviewed for the purpose of updating”. However, the test for significant differences in the perceived rating between the AB Theology and BSRE students did not differ significantly ($F = 0.02$, $p > 0.05$), hence the null hypothesis is accepted.

Table 11.4

Importance of Curriculum According to Course

INDICATORS	COURSE		F-Value	Sig.	Null Hypothesis (Ho)	
	AB Theology	BSRE				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating		
CURRICULUM						
program is well-planned	4.52	Very Important	4.50	Very Important	0.01 ^{ns} >.05	Accepts
is balanced in terms of subject offering	4.35	Important	4.32	Important	0.02 ^{ns} >.05	Accepts
allows maximum experience to prepare students for the profession	4.55	Very Important	4.57	Very Important	0.00 ^{ns} >.05	Accepts
is constantly reviewed for the purpose of updating	4.38	Important	4.34	Important	0.06 ^{ns} >.05	Accepts
OVERALL	4.45	Important	4.43	Very Important	0.02 ^{ns} >.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

Importance of School Indicators
According to Gender

Table 12 presents the importance of faculty capabilities, quality of instruction, physical facilities and curriculum according to gender.

Faculty. The adjectival and the numerical rating given by the respondents according to sex differed significantly at the set level of significance ($F=6.83$, $p<0.05$) as shown in Table 12.1. Females numerical and adjectival ratings on all faculty indicators were significantly higher than their male counterparts, specifically, on the following indicators for faculty members: “preparedness to teach”, “ability to teach”, “integrity in words and in actions”, “ability to integrate biblical knowledge in the subject taught” and “demonstrate Christian attitude in interpersonal skills”. These results indicate that that the null hypothesis of no difference in the perceived rating on the different faculty indicators according to sex is rejected. On the other hand, both male and female respondents did not differ on their perceived degree of importance on the following indicators for faculty members: “should possess personal traits of professionals”, “should possess academic qualification to teach”, “should demonstrate emotional maturity”, “should possess the required value required of a professional”, and “should demonstrate spiritual maturity through their lifestyles”.

Table 12.1

Importance of Faculty Capabilities According to Gender

INDICATORS	GENDER		F- Value	Sig.	Null Hypothesis (Ho)
	MALE	FEMALE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			
FACULTY CAPABILITIES					
possess the personal traits of professionals	4.22 Important	4.48 Important	2.40 ^{ns}	>.05	Accepts
possess the academic qualification to teach	4.24 Important	4.52 Important	3.03 ^{ns}	>.05	Accepts
adequately prepared to teach	4.35 Important	4.64 Important	3.93*	<.05	Rejects
demonstrate the ability to teach	4.30 Important	4.61 Important	4.72*	<.05	Rejects
demonstrate emotional maturity on how they handle problems	4.35 Important	4.61 Very Important	2.97 ^{ns}	>.05	Accepts
possess the value required of a professional	4.39 Important	4.66 Very Important	3.54 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	4.47 Important	4.66 Very Important	1.62 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	4.31 Important	4.75 Important	9.83**	<.01	Rejects
demonstrate biblical knowledge in integrating it to the subjects they are teaching	4.47 Important	4.80 Very Important	8.38**	<.01	Rejects
demonstrate Christian attitude in interpersonal skills	4.43 Important	4.77 Very Important	6.59*	<.05	Rejects
OVERALL	4.35 Important	4.65 Important	6.83*	<.05	Rejects

ns - not significant; * - significant at 5% ; ** - significant at 1%

Quality of Instruction. Table 12.2 presents that the overall perceived rating of 4.58 given by the female respondents on the quality of instruction was significantly higher than the perceived rating of 4.32 given by male respondents ($F=3.94$, $p<0.05$). The big difference in the perceived rating by both male and female respondents is attributed to

their perceptions on the relevance of teaching methods to the subject taught and flexibility of the methods of instructions. Thus, the null hypothesis of no difference in the perceived degree of importance on instructional quality according to gender is rejected.

Table 12.2

Importance of Instruction Quality According to Gender

INDICATORS	GENDER		F-Value	Sig.	Null Hypothesis (Ho)		
	MALE	FEMALE					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
INSTRUCTION QUALITY							
lessons are well planned	4.45	Important	4.69	Very Important	0.91 ^{ns}	>.05	Accepts
lessons are systematically presented	4.27	Important	4.49	Important	1.82 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	4.39	Important	4.52	Very Important	1.00 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	4.31	Important	4.66	Very Important	5.35 [*]	<.05	Rejects
methods of instructions are flexible	4.20	Important	4.56	Very Important	5.46 [*]	<.05	Rejects
OVERALL	4.32	Important	4.58	Very Important	3.94 [*]	<.05	Rejects

ns – not significant; * - significant at 5% ; ** - significant at 1%

Physical Facilities. In Table 12.3, the indicators for physical facilities were rated highly by the female respondents (4.52) than male respondents (4.31). The F-value of 3.63 and an associated probability greater than 0.05 indicates that the null hypothesis of no difference in the perceived rating on the physical facilities attributes is accepted.

Table 12.3

Importance of Physical Facilities According to Gender

INDICATORS	GENDER		F-Value	Sig.	Null Hypothesis (Ho)		
	MALE	FEMALE					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
PHYSICAL FACILITIES are qualitatively adequate	4.31	Important	4.43	Important	0.52 ^{ns}	>.05	Accepts
are quantitatively adequate	4.24	Important	4.50	Very Important	2.86 ^{ns}	>.05	Accepts
are continually serviced by technicians	4.30	Important	4.52	Very Important	2.37 ^{ns}	>.05	Accepts
are updated by acquisition and procurement	4.37	Important	4.43	Important	0.14 ^{ns}	>.05	Accepts
allow optimum learning to take place through their maximum use	4.37	Important	4.51	Very Important	1.00 ^{ns}	>.05	Accepts
OVERALL	4.31	Important	4.49	Very Important	3.63 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5% ; ** - significant at 1%

Curriculum. The curriculum attributes such as: well-planned curriculum program and curriculum impact on students preparation for the profession were perceived by the female (4.61) respondents with higher degree of importance than their male (4.39) counterparts. However, the numerical rating did not differ significantly. The overall rating assigned by the female respondents (4.54) for curriculum indicators did not differ significantly to the overall rating assigned by the male respondents (4.31). Statistically the computed F-value (F=0.98, $p>0.05$) leads to the acceptance of the null hypothesis. This means that

the perceived degree of importance of the curriculum indicators listed in Table 12.4 is similar for both genders.

Table 12.4

Importance of Curriculum According to Gender

INDICATORS	GENDER		F-Value	Sig.	Null Hypothesis (Ho)
	MALE	FEMALE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			
CURRICULUM program is well-planned	4.39 Important	4.61 Very Important	2.11 ^{ns}	>.05	Accepts
is balanced in terms of subject offering	4.24 Important	4.42 Important	1.34 ^{ns}	>.05	Accepts
allows maximum experience to prepare students for the profession	4.50 Very Important	4.64 Very Important	1.08 ^{ns}	>.05	Accepts
is constantly reviewed for the purpose of updating	4.37 Important	4.34 Important	0.04 ^{ns}	>.05	Accepts
OVERALL	4.38 Important	4.50 Very Important	0.98 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

Importance of School Indicators According to Denomination

Table 13 presents the importance of faculty capabilities, quality of instruction, physical facilities and curriculum according to denomination.

Faculty Indicators. Table 13.1 shows that all faculty indicators received significantly higher numerical ratings from the Nazarene (4.65) than from the non-Nazarene (4.25) respondents. Each indicator received 'Very Important' adjectival rating from the Nazarene respondents and

hypothesis of no significant difference in the perceived degree of importance of the different faculty indicators or attributes is rejected at the 1% level of significance.

Table 13.1

Importance of Faculty Capabilities According to Denomination

INDICATORS	DENOMINATION		F-Value	Sig.	Null Hypothesis (Ho)		
	Nazarene	Non-Nazarene					
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
possess the personal traits of professionals	4.56	Very Important	3.97	Very Important	12.22**	<.01	Rejects
possess the academic qualification to teach	4.63	Very Important	3.95	Important	17.33**	<.01	Rejects
are adequately prepared to teach	4.63	Very Important	4.28	Important	5.38*	<.05	Rejects
demonstrate the ability to teach	4.62	Very Important	4.18	Important	8.75**	<.01	Rejects
demonstrate emotional maturity on how they handle problems	4.64	Very Important	4.21	Important	8.53**	<.01	Rejects
possesses the value required of a professional	4.64	Very Important	4.33	Important	4.54 ^{ns}	<.05	Rejects
demonstrate spiritual maturity through their lifestyle	4.73	Very Important	4.28	Important	9.12**	<.01	Rejects
demonstrate integrity in words and in action	4.62	Very Important	4.44	Important	1.40*	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	4.77	Very Important	4.44	Important	7.55**	<.01	Rejects
demonstrate Christian attitude in interpersonal skills	4.70	Very Important	4.46	Important	2.86 ^{ns}	>.05	Accepts
OVERALL	4.65	Very Important	4.25	Important	11.86*	<.01	Rejects

ns – not significant; * - significant at 5% ; ** - significant at 1%

Quality of Instruction. On the quality of instruction, Table 13.2 the Nazarene respondents assigned significantly higher ratings on all the indicators of instructional quality than the non-Nazarene respondents. The overall computed mean of 4.56 from the former and 4.25 from the latter was found significant at 5% level of significance ($F=6.34$, $p<0.05$), hence the null hypothesis of no difference is rejected. The results indicates that well-planned lessons, systematic presentation of lessons, adapted methods of instruction to the subject matter, relevance of the methods of teaching to the subject taught and flexibility of instructions are very much important among the Nazarene respondents than non-Nazarene respondents.

Physical Facilities. Table 13.3 reflects that on the physical facilities, the Nazarene respondents assigned significantly higher ratings on all the indicators of physical facilities than the non-Nazarene respondents. The overall computed mean of 4.53 from the former and 4.17 from the latter was found significant at 1% level of significance ($F=7.06$, $p<0.01$), hence the null hypothesis of no difference is rejected. The results indicates that adequacy of facilities and equipment both quantitatively and qualitatively, regular servicing of equipment by technicians, and maximum use of facilities and equipment are thus more important among the Nazarene respondents than non-Nazarene respondents.

Table 13.2

Importance of Instruction Quality According to Denomination

INDICATORS	DENOMINATION		F-Value	Sig.	Null Hypothesis (Ho)	
	Nazarene	Non-Nazarene				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating		
INSTRUCTION QUALITY						
lessons are well planned	4.62	Very Important	4.36	Important	2.89 ^{ns} >.05	Accepts
lessons are systematically presented	4.48	Very Important	4.23	Important	2.18 ^{ns} >.05	Accepts
methods of instruction are adapted to the subject matter	4.56	Very Important	4.26	Important	5.55* <.05	Rejects
methods of teachings are relevant to the subject taught	4.62	Very Important	4.28	Important	4.66* <.05	Rejects
methods of instructions are flexible	4.50	Very Important	4.13	Important	6.36* <.05	Rejects
OVERALL	4.66	Very Important	4.25	Important	6.34* <.05	Rejects

ns – not significant; * - significant at 5% ; ** - significant at 1%

Table 13.3

Importance of Physical Facilities According to Denomination

INDICATORS	DENOMINATION		F-Value	Sig.	Null Hypothesis (Ho)	
	Nazarene	Non-Nazarene				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating		
PHYSICAL FACILITIES						
are qualitatively adequate	4.67	Very Important	4.03	Important	12.0** <.01	Rejects
are quantitatively adequate	4.50	Very Important	4.10	Important	7.20** <.01	Rejects
are continually serviced by technicians	4.51	Very Important	4.26	Important	2.54 ^{ns} >.05	Accepts
are updated by acquisition and procurement	4.47	Very Important	4.28	Important	1.57 ^{ns} >.05	Accepts
allow optimum learning to take place through their maximum use	4.57	Very Important	4.18	Important	7.24** <.01	Rejects
OVERALL	4.51	Very Important	4.17	Important	7.06** <.01	Rejects

ns – not significant; * - significant at 5% ; ** - significant at 1%

Curriculum Indicators. Well-planned curricular program, balanced curriculum in terms of subject offering , maximum curriculum impact on students experience in preparation for the profession were rated “very important” by the Nazarene respondents and rated “important” by non-Nazarene respondents as shown in Table 13.4. This implies that both respondent groups are concerned on the curricula of the programs they are enrolled. The overall F-value of 4.98 with an associated probability of less than 0.05 indicates that the two groups of respondents differed in their perceived degree of importance of the curriculum. This indicates that the null hypothesis is rejected.

Table 13.4

Importance of Curriculum According to Denomination

INDICATORS	DENOMINATION		F-Value	Sig.	Null Hypothesis (Ho)	
	Nazarene	Non-Nazarene				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating		
CURRICULUM program is well-planned	4.60	Very Important	4.33	Important	3.07 ^{ns} >.05	Accepts
is balanced in terms of subject offering	4.50	Important	4.03	Important	8.58* <.05	Rejects
allows maximum experience to prepare students for the profession	4.66	Very Important	4.41	Important	2.76 ^{ns} >.05	Accepts
is constantly reviewed for the purpose of updating	4.42	Important	4.23	Important	1.53 ^{ns} >.05	Accepts
OVERALL	4.52	Very Important	4.25	Important	4.98* <.05	Rejects

ns – not significant; * - significant at 5%; ** - significant at 1%

Importance of School Indicators According to Year Level

Table 14 presents the importance of faculty capabilities, quality of instruction, physical facilities and curriculum according to age group.

Faculty Indicators. Generally, the third (4.73) and fourth (4.66) year students' numerical and adjectival ratings on the degree of importance of the different indicators of faculty were higher than those given by the second (4.46) and first (4.39). However, the statistical analysis revealed no significant differences among the four groups of respondents according to year level ($F=1.12$, $p>0.05$) as reflected in Table 14.1. This result implies that the null hypothesis of no difference on the perceived rating among respondents is accepted.

Quality of Instruction. The overall rating on the quality of instruction did not differ significantly among the respondents grouped according to year level as evidently shown by the F -value of 1.12 with probability, $p>0.05$ in Table 14.2. It was noted that the different items under quality of instruction were generally rated higher by the junior (4.62) and senior (4.60) students than by the freshmen (4.36) and sophomore (4.40) students but the numerical differences between groups did not differ significantly at the 5 percent level of significance. Hence the null hypothesis of no differences on the perceived importance on the quality of instruction is accepted.

Table 14.1
Importance of Faculty Capabilities According to Year Level

INDICATORS	YEAR LEVEL								F-Value	Sig.	Null Hypothesis (Ho)
	I		II		III		IV				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	F-Value		
FACULTY CAPABILITIES											
faculty members possess the personal traits of professionals	4.12	Important	4.42	Important	4.50	Very Important	4.67	Very Important	1.91 ^{ns}	>.05	Accepts
faculty members possess the academic qualification to teach	4.21	Important	4.39	Important	4.55	Very Important	4.67	Very Important	1.28 ^{ns}	>.05	Accepts
Faculty members are adequately prepared to teach	4.38	Important	4.48	Important	4.68	Very Important	4.67	Very Important	0.27 ^{ns}	>.05	Accepts
faculty member demonstrate the ability to teach	4.38	Important	4.36	Important	4.68	Very Important	4.60	Very Important	1.10 ^{ns}	>.05	Accepts
faculty members demonstrate emotional maturity on how they handle problems	4.29	Important	4.55	Very Important	4.77	Very Important	4.53	Very Important	2.04 ^{ns}	>.05	Accepts
faculty members possess the value required of a professional	4.48	Important	4.42	Important	4.77	Very Important	4.60	Very Important	1.11 ^{ns}	>.05	Accepts
The faculty members demonstrate spiritual maturity through their lifestyle	4.43	Important	4.52	Very Important	4.86	Very Important	4.67	Very Important	1.72 ^{ns}	>.05	Accepts
The faculty members demonstrate integrity in words and in action	4.48	Important	4.42	Important	4.77	Very Important	4.73	Very Important	1.33 ^{ns}	>.05	Accepts
The faculty members demonstrate biblical knowledge in integrating it to the subjects they are teaching	4.59	Very Important	4.58	Very Important	4.86	Very Important	4.67	Very Important	1.12 ^{ns}	>.05	Accepts
The faculty members demonstrate Christian attitude in interpersonal skills	4.52	Very Important	4.48	Important	4.86	Very Important	4.80	Very Important	1.86 ^{ns}	>.05	Accepts
OVERALL	4.39	Important	4.46	Important	4.73	Very Important	4.66	Very Important	1.12 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

Table 14.2

Importance of Instruction Quality According to Year Level

INDICATORS	YEAR LEVEL								F-Value	Sig.	Null Hypothesis
	I		II		III		IV				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
INSTRUCTION QUALITY											
lessons are well planned	4.45	Important	4.45	Important	4.64	Very Important	4.73	Very Important	0.73 ^{ns}	>.05	Accepts
lessons are systematically presented	4.29	Important	4.33	Important	4.59	Very Important	4.53	Very Important	0.80 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	4.36	Important	4.42	Important	4.59	Very Important	4.67	Very Important	1.03 ^{ns}	>.05	Accepts
methods of teaching are relevant to the subject taught	4.45	Important	4.42	Important	4.68	Very Important	4.52	Very Important	0.54 ^{ns}	>.05	Accepts
methods of instructions are flexible	4.24	Important	4.39	Important	4.59	Very Important	4.53	Very Important	1.04 ^{ns}	>.05	Accepts
OVERALL	4.36	Important	4.40	Important	4.62	Very Important	4.60	Very Important	1.12 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

Physical Facilities. It was revealed in Table 14.3 that the different items under physical facilities were generally rated higher with an adjectival equivalent of “very important” by the junior and senior student respondents than the freshmen and the sophomore student respondents with equivalent adjectival rating of “important” only. However, statistically, the differences between groups did not differ significantly ($F=1.24$, $p> 0.05$). This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Curriculum. Table 14.4 presents that junior and senior students rated the indicator “the curriculum program should be planned” as “very important” while the freshmen rated it as “important only”. “The curriculum must be balanced in terms of subject offering” was perceived by the sophomore students to be “very important”. The curriculum that allows maximum experience to prepare students for the profession was rated higher with an adjectival equivalent of “very important” by all year levels except freshmen who felt that it is only “important”. However, the statistical analysis for each indicator under curriculum did not differ significantly hence, the null hypothesis of no significant differences in the perceived ratings by year level is accepted at the 0.05 level of significance ($F=1.42$, $p>0.05$).

Table 14.3

Importance of Physical Facilities According to Year Level

INDICATORS	YEAR LEVEL								F-Value	Sig.	Null Hypothesis
	I		II		III		IV				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
PHYSICAL FACILITIES facilities and equipment are qualitatively adequate	4.36	Important	4.26	Important	4.55	Very Important	4.61	Very Important	0.84 ^{ns}	>.05	Accepts
facilities and equipment are quantitatively adequate	4.26	Important	4.33	Important	4.55	Very Important	4.53	Very Important	0.82 ^{ns}	>.05	Accepts
facilities and equipment are continually serviced by technicians	4.45	Important	4.24	Important	4.52	Very Important	4.60	Very Important	1.01 ^{ns}	>.05	Accepts
facilities and equipment are updated by acquisition and procurement	4.24	Important	4.45	Important	4.59	Very Important	4.47	Important	1.26 ^{ns}	>.05	Accepts
facilities and equipment allow optimum learning to take place through their maximum use	4.26	Important	4.48	Important	4.59	Very Important	4.73	Very Important	1.61 ^{ns}	>.05	Accepts
OVERALL	4.31	Important	4.35	Important	4.56	Important	4.59	Very Important	1.24 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

Table 14.4

Importance of Curriculum According to Year Level

INDICATORS	YEAR LEVEL				F-Value	Sig.	Null Hypothesis				
	I	II	III	IV							
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	(Ho)				
CURRICULUM curriculum program is well-planned	4.43	Important	4.45	Important	4.64	Very Important	4.67	Very Important	0.59 ^{ns}	>.05	Accepts
curriculum is balanced in terms of subject offering	4.20	Important	4.42	Important	4.32	Important	4.53	Very Important	0.81 ^{ns}	>.05	Accepts
curriculum allows maximum experience to prepare students for the profession	4.52	Very Important	4.42	Important	4.82	Very Important	4.67	Very Important	1.35 ^{ns}	>.05	Accepts
curriculum is constantly reviewed for the purpose of updating	4.19	Important	4.36	Important	4.73	Very Important	4.27	Important	2.37 ^{ns}	>.05	Accepts
OVERALL	4.34	Important	4.41	Important	4.63	Very Important	4.54	Very Important	1.00 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

Importance of School Indicators According to Age Group

Table 15 presents the importance of faculty capabilities, quality of instruction, physical facilities and curriculum according to age group.

Faculty Indicators. Presented in Table 15.1 are the perceptions on the degree of importance of faculty indicators. It was noted generally that the different items under faculty section were rated higher by the early (4.55) and late 20's (4.48) respondents than the early 10's (19 and below) respondents (4.44). However, statistical evidence revealed no significant differences in the perceived degree of importance of different faculty indicators as suggested by the computed F-value of 0.52 with probability higher than 0.05. This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Quality of Instruction. In Table 15.2, it was noted that the different items under quality of instruction were generally rated higher by the late 20's respondents (4.65) than the early 10's (19 and below) (4.40) and early 20's (20-25) respondents (4.39). However, statistical evidence revealed that the degree of importance of the instructional quality indicators did not differ among the three age groups ($F=1.37, p > 0.05$). This indicates that the null hypothesis of no difference is accepted.

Table 15.1
Importance of faculty capabilities according to age group

INDICATORS	AGE GROUP						F-Value	Sig.	Null Hypothesis
	19 and Below		20-25		26 and above				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
FACULTY CAPABILITIES									
possess the personal traits of professionals	4.08	Important	4.60	Very Important	4.26	Important	4.01*	<.05	Rejects
possess the academic qualification to teach	4.32	Important	4.48	Important	4.37	Important	0.40 ^{ns}	>.05	Accepts
are adequately prepared to teach	4.53	Very Important	4.42	Important	4.68	Important	0.83 ^{ns}	>.05	Accepts
demonstrate the ability to teach	4.47	Important	4.42	Important	4.63	Very Important	0.52 ^{ns}	>.05	Accepts
demonstrate emotional maturity on how they handle problems	4.39	Important	4.52	Important	4.68	Important	0.88 ^{ns}	>.05	Accepts
members possess the value required of a professional	4.50	Very Important	4.58	Very Important	4.47	Important	0.19 ^{ns}	>.05	Accepts
members demonstrate spiritual maturity through their lifestyle	4.53	Very Important	4.56	Very Important	4.68	Important	0.27 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	4.50	Very Important	4.60	Very Important	4.56	Very Important	0.19 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	4.56	Very Important	4.66	Very Important	4.79	Very Important	0.74 ^{ns}	>.05	Accepts
demonstrate Christian attitude in interpersonal skills	4.47	Important	4.66	Very Important	4.66	Very Important	1.01 ^{ns}	>.05	Accepts
OVERALL		Important	4.55	Very Important	4.58	Very Important	0.52 ^{ns}	>.05	Accepts

ns – not significant; ** - significant at 1%; * - significant at 5%

Table 15.2

Importance of Instruction Quality According to Age Group

INDICATORS	AGE GROUP						F-Value	Sig.	Null Hypothesis
	Late Teens		Early 20's		Late 20's				
	19 and below		20-25		26 and above				(Ho)
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
INSTRUCTION QUALITY									
lessons are systematically presented	4.37	Important	4.34	Important	4.58	Very Important	0.56 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	4.37	Important	4.44	Important	4.68	Very Important	1.31 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	4.52	Very Important	4.38	Important	4.74	Very Important	1.31 ^{ns}	>.05	Accepts
methods of instructions are flexible	4.32	Important	4.38	Important	4.58	Very Important	0.64 ^{ns}	>.05	Accepts
OVERALL	4.40	Important	4.39	Important	4.65	Important	1.37 ^{ns}	>.05	Accepts

ns- not significant; ** - significant at 1% ; * - significant at 5%

Physical Facilities. Table 15.3 reveals that the different items under physical facilities were generally rated higher by the late 20's (26 and above) respondents with an overall mean rating of 4.55 and adjectival rating of "very important" than the late 10's (19 and below) having an overall mean rating of 4.44 and adjectival rating of "important" and early 20's (20-25) respondents, mean rating of 4.42 and adjectival rating of "important". However, statistical evidence showed that the degree of importance of the physical facilities indicators did not differ among the three age groups ($F=0.33$, $p>0.05$). This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Curriculum. High ratings on the different indicators on the segment on curriculum ranging from 4.47 to 4.84 were observed among the late 20's group with an adjectival rating of "very important". The late teens and early 20's age groups have an almost similar overall mean rating of 4.39 and 4.38, respectively with equivalent adjectival rating of "important" for both groups. However, statistical analysis revealed no significant differences between the three groups ($F=1.42$, $p>0.05$), hence the null hypothesis of no significant differences in the perceived degree of importance is accepted at the 0.05 level of significance as revealed in Table 15.4.

Table 15.3

Importance of Physical Facilities According to Age Group

INDICATORS	AGE GROUP						F-Value	Sig.	Null Hypothesis
	Late Teens		Early 20's		Late 20's				
	19 and below		20-25		26 and above				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
PHYSICAL FACILITIES									
are qualitatively adequate	4.56	Very Important	4.66	Very Important	4.79	Very Important	0.74 ^{ns}	>.05	Accepts
are quantitatively adequate	4.42	Important	4.30	Important	4.47	Important	0.42 ^{ns}	>.05	Accepts
are continually serviced by technicians	4.49	Important	4.32	Important	4.47	Important	0.52 ^{ns}	>.05	Accepts
are updated by acquisition and procurement	4.34	Important	4.30	Important	4.47	Important	2.64 ^{ns}	>.05	Accepts
allow optimum learning to take place through their maximum use	4.39	Important	4.52	Very Important	4.53	Very Important	0.31 ^{ns}	>.05	Accepts
OVERALL	4.44	Important	4.42	Important	4.55	Very Important	0.33 ^{ns}	>.05	Accepts

ns- not significant; ** - significant at 1% ; * - significant at 5%

Table 15.4

Importance of Curriculum According to Age Group

INDICATORS	AGE GROUP						F-Value	Sig.	Null Hypothesis
	Late Teens		Early 20's		Late 20's				
	19 and below		20-25		26 and above				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			
CURRICULUM									
program is well-planned	4.42	Important	4.44	Important	4.84	Very Important	2.14 ^{ns}	>.05	Accepts
is balanced in terms of subject offering	4.27	Important	4.24	Important	4.68	Very Important	2.19 ^{ns}	>.05	Accepts
allows maximum experience to prepare students for the profession	4.54	Very Important	4.52	Very Important	4.68	Very Important	0.32 ^{ns}	>.05	Accepts
is constantly reviewed for the purpose of updating	4.34	Important	4.30	Important	4.47	Important	0.33 ^{ns}	>.05	Accepts
OVERALL	4.39	Important	4.38	Important	4.67	Very Important	1.42 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

**Importance of School Indicators
According to Parents' Monthly
Income Bracket**

The assessment of the student respondents on the importance of faculty capabilities, quality of instruction, physical facilities and curriculum according to parents' monthly income bracket is presented in Table 16.

Faculty Indicators. All indicators were rated very high by the respondents in the highest income bracket with an equivalent adjectival rating of "very important". However, the equivalent numerical rating assigned by the different group respondents to the different indicators revealed no significant differences ($F=1.50$, $p>0.05$) as reflected in Table 16.1. This result implies that the null hypothesis of no difference on the perceived rating among respondents is accepted.

Quality of Instruction. Table 16.2 presents that the overall rating of the quality of instruction did not differ significantly as evidently shown by the F -value of 1.10 with probability, $p>0.05$. It was noted that the different items under quality of instruction were generally rated lowest by those group whose income bracket is low (P5,000 or less) however, their numerical rating did not differ significantly with the other groups at the 5 percent level of significance. This means that the null hypothesis of no difference is accepted at the 5 percent level.

Physical Facilities. Respondents belonging to the low income bracket rated the different indicators under physical facilities lowest as

Table 16.1

Importance of faculty capabilities according to parents' monthly income

INDICATORS	PARENTS' MONTHLY INCOME BRACKET				F-Value	Sig.	Null Hypothesis
	P5,000 or LESS	P6,000- P7,000	P8,000- P9000	P10,000 or MORE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			(Ho)
FACULTY CAPABILITIES							
possess the personal traits of professionals	4.19 Important	4.69 Very Important	4.00 Important	4.75 Very Important	3.54 ^{ns}	>.05	Accepts
possess the academic qualification to teach	4.29 Important	4.46 Important	4.20 Important	4.71 Important	1.49 ^{ns}	>.05	Accepts
are adequately prepared to teach	4.41 Important	4.77 Very Important	4.40 Important	4.67 Very Important	1.22 ^{ns}	>.05	Accepts
demonstrate the ability to teach	4.41 Important	4.69 Very Important	4.40 Important	4.50 Very Important	0.50 ^{ns}	>.05	Accepts
demonstrate emotional maturity on how they handle problems	4.41 Important	4.46 Important	4.60 Important	4.70 Very Important	0.88 ^{ns}	>.05	Accepts
possess the value required of a professional	4.46 Important	4.77 Very Important	4.60 Important	4.63 Very Important	0.80 ^{ns}	>.05	Accepts
demonstrate spiritual maturity through their lifestyle	4.50 Important	4.70 Very Important	4.60 Important	4.71 Very Important	0.56 ^{ns}	>.05	Accepts
demonstrate integrity in words and in action	4.49 Important	4.38 Important	4.60 Important	4.83 Very Important	1.47 ^{ns}	>.05	Accepts
demonstrate biblical knowledge in integrating it to the subjects they are teaching	4.57 Very Important	4.61 Very Important	4.60 Very Important	4.92 Very Important	1.89 ^{ns}	>.05	Accepts
demonstrate Christian attitude in interpersonal skills	4.58 Important	4.46 Important	4.60 Very Important	4.83 Very Important	1.04 ^{ns}	>.05	Accepts
OVERALL	4.43 Important	4.60 Very Important	4.46 Importance	4.73 Very Important	1.50 ^{ns}	>.05	Accepts

Ns - not significant; ** - significant at 1%; * - significant at 5%

Table 16.2

Importance of quality of instructions according to parents' monthly income

INDICATORS	PARENTS' MONTHLY INCOME BRACKET				F-Value	Sig.	Null Hypothesis
	P5,000 or LESS	P6,000-P7,000	P8,000-P9000	P10,000 or MORE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			(Ho)
QUALITY OF INSTRUCTION							
lessons are well planned	4.46 Important	4.54 Very Important	4.60 Very Important	4.71 Very Important	0.64 ^{ns}	>.05	Accepts
Lessons are systematically presented	4.29 Important	4.46 Important	4.40 Important	4.67 Very Important	1.23 ^{ns}	>.05	Accepts
methods of instruction are adapted to the subject matter	4.43 Important	4.31 Important	4.60 Very Important	4.63 Very Important	0.76 ^{ns}	>.05	Accepts
methods of teachings are relevant to the subject taught	4.46 Important	4.46 Important	4.40 Important	4.67 Very Important	0.45 ^{ns}	>.05	Accepts
methods of instructions are flexible	4.30 Important	4.38 Important	4.60 Very Important	4.63 Very Important	1.02 ^{ns}	>.05	Accepts
OVERALL	4.39 Important	4.43 Important	4.52 Very Important	4.66 Very Important	1.10 ^{ns}	>.05	Accepts

ns – not significant; ** - significant at 1% ; * - significant at 5%

compared to the rating of the groups belonging to the other groups as presented in Table 16.3. However, statistical evidence showed that the degree of importance the physical facilities indicators did not differ among the four income bracket ($F=1.46$, $p>0.05$). This indicates that the null hypothesis of no difference is accepted at the 5% level of significance.

Curriculum Indicators. Table 16.4 shows that most items under the curriculum area were rated as "important" only by the low salaried group whereas the "can afford group" perceived that they must be treated critically or very importantly. Though the verbal ratings vary from "important" to "very important", the equivalent numerical ratings did not differ which is supported by the overall F- test of 1.58 ($p>0.05$). This result implies that the null hypothesis of no significant differences in the perceived ratings of respondents according to income bracket is accepted at the 0.05 level of significance ($F=0.54$, $p>0.05$).

Table 16.3

Importance of physical facilities according to parents' monthly income

INDICATORS	PARENTS' MONTHLY INCOME BRACKET								F-Value	Sig.	Null Hypothesis
	P5,000 or LESS		P6,000- P7,000		P8,000- P9000		P10,000 or MORE				
	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating	\bar{X}	Adjectival Rating			(Ho)
PHYSICAL FACILITIES are qualitatively adequate	4.34	Important	4.61	Very Important	4.62	Very Important	4.60	Very Important	2.33 ^{ns}	>.05	Accepts
are quantitatively adequate	4.27	Important	4.67	Very Important	4.60	Very Important	4.58	Very Important	1.10 ^{ns}	>.05	Accepts
are continually serviced by technicians	4.38	Important	4.54	Important	4.40	Important	4.50	Important	0.26 ^{ns}	>.05	Accepts
are updated by acquisition and procurement	4.34	Important	4.38	Important	4.60	Very Important	4.54	Very Important	0.55 ^{ns}	>.05	Accepts
allow optimum learning to take place through their maximum use	4.34	Important	4.31	Important	4.60	Very Important	4.83	Very Important	2.45 ^{ns}	>.05	Accepts
OVERALL	4.33	Important	4.50	Important	4.56	Very Important	4.61	Very Important	1.46 ^{ns}	>.05	Accepts

ns – not significant; ** - significant at 1% ; * - significant at 5%

Table 16.4

Importance of curriculum according to parents' monthly income

INDICATORS	PARENTS' MONTHLY INCOME BRACKET				F-Value	Sig.	Null Hypothesis
	P5,000 or LESS	P6,000-P7,000	P8,000-P9000	P10,000 or MORE			
	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating	\bar{X} Adjectival Rating			(Ho)
CURRICULUM program is well-planned	4.43 Important	4.61 Very Important	4.40 Important	4.71 Very Important	0.88 ^{ns}	>.05	Accepts
is balanced in terms of subject offering	4.20 Important	4.38 Important	4.40 Important	4.67 Very Important	1.96 ^{ns}	>.05	Accepts
allows maximum experience to prepare students for the profession	4.46 Important	4.77 Very Important	4.60 Very Important	4.79 Very Important	1.53 ^{ns}	>.05	Accepts
is constantly reviewed for the purpose of updating	4.27 Important	4.46 Important	4.60 Very Important	4.50 Very Important	0.76 ^{ns}	>.05	Accepts
OVERALL	4.34 Important	4.56 Very Important	4.50 Very Important	4.67 Very Important	1.58 ^{ns}	>.05	Accepts

ns – not significant; * - significant at 5%; ** - significant at 1%

Differences of Students' Perceived Degree of Expectations and Importance of the Faculty, Instructional Qualities, Physical Facilities and Curriculum Indicators

Table 17 presents the differences of the students' perceived degree of expectations and importance of the faculty capabilities, instructional qualities, physical facilities and curriculum.

Faculty Indicators. Table 17.1 presents the differences in the students' perceived degree of expectations and importance of faculty indicators. The faculty indicators: *faculty members demonstrate Christian attitude in interpersonal skills (3.65); faculty members possess the value required of a professional ((3.67); and faculty members demonstrate biblical knowledge in integrating it to the subjects they are teaching (3.89)* had received the first three highest ratings from the student respondents. It is expected that since the school involved in the study is a theological institution, therefore students expected high spiritual, moral and professional standards of their instructors. It follows that the above mentioned qualities of faculty members should be given higher importance by the administration.

Faculty members demonstrate spiritual maturity through their lifestyles(1.10); faculty members demonstrate integrity in words and in actions(1.02); and faculty members demonstrate emotional maturity on how they handle problems (0.98) were the first three faculty attributes with the highest mean deviations which are statistically significant.

Since the perceived expectations did not jibe with the perceived importance, it could be inferred that problems might have existed on how faculty members should be.

Significant relationships between students' expectations and perceived importance also exist on the following indicators: *faculty members possess the academic qualification (0.26); faculty members demonstrate the ability to teach (0.25); faculty members demonstrate emotional maturity on how they handle problems (0.31); faculty members possess the value required of a professional (0.32); faculty members demonstrate spiritual maturity through their lifestyles (0.21); faculty members demonstrate integrity in words and in actions (0.44); faculty members demonstrate ability to integrate biblical knowledge to the subjects they are teaching (0.29); and faculty members demonstrate Christian attitude in interpersonal skills (0.29)*. The above findings further reveal that the students' expectations and the importance of the faculty indicators were highly and significantly related ($r = 0.26, p = 0.01$).

Quality of instruction Indicators. The students perceived expectations on how lessons are planned did not jibe to the perceived importance of the well-planned lessons as presented in Table 17.2. The mean difference of 1.07 which is significant at 1% level of significance would imply that what the teachers are doing is not in consonance to what are expected of them. The average deviation of 0.91 with a

computed T-value of 9.36 indicates that the students' mean rating on the quality of instructions deviated significantly to the perceived importance of quality instruction. It could be inferred that there might be problems arising on the existing quality of instructions.

Significant relationships between students' expectations regarding quality of instructions and importance of the quality of instructions exist ($r = 0.25$, $p=0.01$). This implies that the students' expectations and the importance of the faculty indicators were highly and significantly related.

Physical facilities Indicators. Table 17.3 shows that the *facilities and equipment that would allow optimum learning to take place through their maximum use and equipment are continually serviced by technicians* had the first two highest ranked mean in both students' expectation rating and perceived importance.

The highest deviation of 1.07 was observed on the ratings assigned to *facilities and equipment that would allow optimum learning to take place through their maximum use*. The deviations between students' expectation and importance of the other physical facilities indicators differed significantly ($r = 0.13$, $p = 0.01$). It can be inferred that the existing facilities in the school are not in accordance with their importance.

Curriculum Indicators. Table 17.4 presents that *well-planned curriculum program* was rated the second highest in terms of importance

and rated the second lowest in terms of conformity to students' expectations but it had the highest deviation. *The curriculum allows maximum experience to prepare students for the profession* was ranked first in both perceived expectation and importance and rated second in deviation. This means high degree of problems might have been existing. Thus administrators should focus their attentions to problems such as these.

Table 17.1
Students perceived expectations and importance of the faculty capabilities indicators

INDICATORS	Expectation		Importance		Deviation		T-Value	Sig.	Corr Coef.	Sig.
	\bar{X}	Rank	\bar{X}	Rank	Dev.	Rank				
FACULTY CAPABILITIES										
The faculty members possess the personal traits of professionals	3.45	10	4.36	10	0.91	6	8.26**	0.00	0.15 ^{ns}	0.11
The faculty members possess the academic qualification to teach	3.54	7.5	4.39	9	0.85	9	8.22**	0.00	0.26**	0.01
Faculty members are adequately prepared to teach	3.58	4.5	4.51	6	0.93	5	8.83**	0.00	0.11 ^{ns}	0.22
The faculty member demonstrate the ability to teach	3.58	4.5	4.46	8	0.88	7	8.94**	0.00	0.25**	0.01
The faculty members demonstrate emotional maturity on how they handle problems	3.57	6	4.49	7	0.98	3	9.68**	0.00	1.31**	0.00
The faculty members possess the value required of a professional	3.67	3	4.54	5	0.87	8	9.61**	0.00	0.32**	0.00
The faculty members demonstrate spiritual maturity through their lifestyle	3.47	9	4.57	3	1.10	1	9.51**	0.00	0.21*	0.03
The faculty members demonstrate integrity in words and in action	3.54	7.5	4.55	4	1.02	2	11.19**	0.00	0.44**	0.00
The faculty members demonstrate biblical knowledge in integrating it to the subjects they are teaching	3.89	1	4.65	1	0.76	10	8.80**	0.00	0.29**	0.00
The faculty members demonstrate Christian Attitude in interpersonal skills	3.65	2	4.62	2	0.96	4	9.51**	0.00	0.29*	0.00
OVERALL	3.59		4.51		0.92		9.26*	0.00	0.26**	0.08

ns – not significant; * - significant at 5%;

** - significant at 1%

Table 17.2

Students perceived expectations and importance of the quality of instruction indicators

INDICATORS	Expectation		Importance		Deviation		T-Value	Sig.	Corr Coef.	Sig.
	\bar{X}	Rank	\bar{X}	Rank	Dev.	Rank				
QUALITY OF INSTRUCTION										
The lessons are well planned	3.45	5	4.53	1	1.07	1	10.12**	0.00	0.16 ^{ns}	0.09
The lessons are systematically presented	3.46	4	4.39	4.5	0.94	2	9.77**	0.00	0.31**	0.00
The methods of instruction are adapted to the subject matter	3.64	2	4.46	3	0.82	4	9.53**	0.00	0.30**	0.00
The methods of teachings are relevant to the subject taught	3.71	1	4.50	2	0.79	5	7.78**	0.00	0.16 ^{ns}	0.09
The methods of instructions are flexible	3.47	3	4.39	4.5	0.92	3	9.59**	0.00	0.32**	0.00
OVERALL	3.55		4.45		0.91		9.36**	0.00	0.25**	0.09

ns – not significant; * - significant at 5%; ** - significant at 1%

Table 17.3

Students perceived expectations and importance of the physical facilities indicators

INDICATORS	Expectation		Importance		Deviation		T-Value	Sig.	Corr Coef.	Sig.
	\bar{X}	Rank	\bar{X}	Rank	Dev.	Rank				
PHYSICAL FACILITIES										
The facilities and equipment are qualitatively adequate	3.44	3	4.38	4.5	0.94	5	8.25**	0.00	0.15 ^{ns}	0.11
The facilities and equipment are quantitatively adequate	3.36	5	4.38	4.5	1.02	2	8.70**	0.00	0.04 ^{ns}	0.72
The facilities and equipment are continually serviced by technicians	3.47	2	4.42	2	0.96	4	8.96**	0.00	0.16 ^{ns}	0.09
The facilities and equipment are updated by acquisition and procurement	3.39	4	4.40	3	1.01	3	9.61**	0.00	0.09 ^{ns}	0.37
The facilities and equipment allow optimum learning to take place through their maximum use	3.48	1	4.46	1	1.07	1	9.63**	0.00	0.21*	0.03
OVERALL	3.43		4.41		0.98		12.05**	0.00	0.12^{ns}	0.16

ns – not significant; * - significant at 5%; ** - significant at 1%

Table 17.4

Students perceived expectations and importance of the curriculum indicators

INDICATORS	Expectation		Importance		Deviation		T-Value	Sig.	Corr Coef.	Sig.
	\bar{X}	Rank	\bar{X}	Rank	\bar{X}	Rank				
CURRICULUM										
The curriculum program is well-planned	3.38	3	4.51	2	1.31	1	10.17**	0.00	0.19*	.04
The curriculum is balanced in terms of subject offering	3.35	4	4.33	4	0.98	3	8.32**	0.00	0.05 ^{ns}	.63
The curriculum allows maximum experience to prepare students for the profession	3.52	1	4.57	1	1.05	2	9.53**	0.00	0.22*	.02
The curriculum is constantly reviewed for the purpose of updating	3.40	2	4.36	3	0.96	4	8.79**	0.00	0.44**	.14
OVERALL	3.41		4.44		1.08		9.20**	0.00	0.23**	.21

ns – not significant; * - significant at 5%; ** - significant at 1%

CHAPTER 5

Summary, Conclusions and Recommendations

This chapter presents the findings of the study relative to the motivations and expectations of the student respondents. Furthermore, conclusions and recommendations are herein delineated.

Summary of Findings

The respondents of the study consisted of equal number of Bachelor of Arts in Theology (ABTh) and Bachelor of Science Religious Education (BSRE) students of the Luzon Nazarene Bible College. They are both males and females whose age ranged from 16 to 41 years. They are represented by all year levels and mostly belong to the Nazarene denomination with low economic status.

1. The respondents' chosen courses are gender-sensitive. The AB Theology degree was more preferred by males (41 or 73.2%) while BSRE by females (46 or 82.1%). Gender was perceived to have a significant effect on the respondents' choice of course having a χ^2 of 33.61 which indicates a high significance at 1% level. Denominational affiliation was also found to be significant in the choice of course with a χ^2 of 3.89 and significant at 5% level. However, age, year level, and economic status have no significant influence on the respondents' choice of course.

2.1a. The respondents' ambitions to become competent pastor and or Christian educator and their response to God's calling motivated them to take up AB Theology and BSRE courses. Family pressures such as parent's choice and parents' profession had no significant influence on the respondents' chosen courses. Pastor's recommendation had significant influence among BSRE students. Location and school accessibility and school being CHED accredited had greater influence on the respondents to take AB Theology and BSRE courses.

2.1b. The degree of agreement or disagreement on the possible factors that might have had influenced the respondents in choosing their course did not differ significantly between males and females. However, female respondents tended to agree while male respondents were undecided that economic factor caused some effect on their choice of their courses.

2.1c. The extent of agreement of the Nazarene affiliated respondents on the personal indicators as one of the factors that influenced them to take up religious courses was found to be higher than the non-Nazarene affiliated respondents. The extent of disagreement on family pressures and background as some of the factors that are influencing respondents' decision to take up theological or religious courses were stronger among the non-

Nazarene group than the Nazarene group. High school teachers, friends and religious affiliation were discredited strongly by the non-Nazarene group to have affected their decision to choose their present course.

2.1d. The extent of agreement on the personal motives as factors that influenced the respondents decision to take up theological courses differed significantly by age group. Older group of respondents strongly agreed that they were influenced by their desire to be exposed to the challenges of the religious ministry and of God's calling. Parental influence was negated similarly by all age groups to have significant effect on their choice of course. The economic and environmental effects on the respondents decision to take religious or theological courses did not differ according to age groups.

2.1e. The personal, parental, economic and environmental influence on students' desire to become religious leaders someday had similar effect among respondents in different year levels. However, those who are now in the fourth year level agreed that they were influenced by their pastor's recommendation.

2.1f. Economic status had no significant effect on the respondents' choice of course. The extent of agreement that the respondents' personal desire to become pastor or religious leader did not differ among respondents in the different income bracket.

Moreover, the respondents in all income bracket did not differ on their extent of disagreement that parental and environmental factors had influenced them in their choice of course.

2.2a. The desire to become pastor, self-fulfillment, interest and desire to grow spiritually had driven the respondents to pursue AB Theology and BSRE with similar extent. Family, economic and environmental factors were perceived to have similar effect according to course pursued.

2.2b. The respondents desire to become teacher/pastor and their ability to tackle the academic requirements had influenced more the female respondents than their counterpart to pursue religious vocation. The family, economic and environmental influence were found to have similar effect on both male and female respondents.

2.2c. The respondents' desire to grow spiritually had driven Nazarene affiliated group to pursue their chosen course. On the other hand, the family, economic and environmental influences on the respondents' chosen course did not differ according to denomination.

2.2d. The degree of agreement on the influence of personal desire to become pastor, the desire to grow spiritually and the desire to become self-fulfilled was higher among the older group of students than the younger group. Other factors such as family factor, economic and environmental factors did not significantly influenced the respondents according to age.

2.2e. The personal, family, economic and environmental factors were perceived by the respondents according to year level and according to income bracket to have similar effect on the choice of course pursued.

3.1a. The degree of conformity of the faculty, quality of instruction, physical facilities and curriculum to the students' expectations was higher among BSRE, female, and Nazarene affiliated than AB Theology, male, and non-Nazarene affiliated respondents, respectively. Conformity of respondents' expectations about faculty, quality of instruction, facilities and curriculum did not differ among respondents when grouped according to age, year level and income bracket.

3.1b. The perceived degree of importance of the faculty's positive qualities, quality instruction, maximum usage of updated facilities and well-planned curriculum did not differ among respondents by course but differed significantly by gender and religious denomination. Female and non-Nazarene affiliated respondents have significant higher perceptions on the importance of the quality of teacher, instruction, facilities and curriculum than the male and Nazarene affiliated respondents.

3.1c. The perceived degree of importance of quality of teacher, instruction, and curriculum did not differ among respondents by age groups, year levels and income brackets.

3.1d. The extent of deviations between students' perceived conformity to expectations and importance of quality teachers, quality instructions, quality physical facilities and quality curriculum differed significantly among respondents. The respondents had higher perceptions on the importance of quality teachers, instructions, physical facilities and curriculum than their perceived conformity to expectations.

Conclusions

In the light of the findings the following were deduced:

1. Course choice is significantly influenced by gender and denominational affiliation, however, age, year level, and economic status have no significant effect on the respondents' decision.

2a. Motivational factors ranging from a number of personally related factors to environmental factors affect the respondents on their choice of course. These have a certain degree of significance to the respondents according to course, gender, denomination and age. However, these have no significant effect on year level and economic status.

2b. The factors that motivated the students to pursue AB Theology or BS Religious Education are consistent with the factors that have motivated them to take these courses in the first place. Those that showed a high extent of motivational influence are the personal indicators such as "to become competent pastor",

“response to God’s calling”, “self-fulfillment”, and “interest and desire to grow spiritually.”

3a. The attributes of the faculty, instructional quality, facilities and curriculum considerably coincides with the expectations of the respondents according to course, gender, denomination and economic status, but the conditions somewhat coincides according to age and year level.

3b. Perceived importance of the respondents regarding the faculty, instructional qualities, facilities and curriculum exist and are considerably pervasive.

3c. Higher perceptions on the importance of quality teachers and instructions, facilities and curriculum than the perceived conformity to expectations indicates that problems exist and are perceived to be considerably pervasive.

Recommendations

Based on the above conclusions, the following are recommended:

1. For the Bible School to strengthen linkages on career opportunities and guidance counseling in high schools and local churches among young people, especially those in the fourth year high school. A program scheme to promote the school’s objectives, missions and visions through evangelism and career guidance in schools and local churches maybe done before the end of the school

year. These will enlighten young people's mind and to encourage those who have felt God's calling to enter into a theological institution.

2a. To further improve the quality of present faculty and instruction, existing conditions be evaluated based on the guidelines embodied in the Basic Accreditation for Nazarene World Area Theological Education Institutions (see Chapter 2, p. 53) and the Manual for Higher Education (see Appendix "C").

2b The school should develop a program for continuing education. This is to update the faculty not only in terms of recent trends of improving instructional technology but also towards the improvement of instructions by discovering alternative methodologies suited to the nature of the course and the needs of Bible School students.

2c. The administration should also come-up with a regular and consistent program that would enhance the spiritual, personal and emotional lives of the faculty e.g. faculty retreats, seminars, workshops and conferences.

2d. The school board should also look into the teaching loads of support staffs. Lessening the staffs' teaching loads while performing their appended duties on campus will greatly enhance their efficiency and effectivity both in their classroom and office responsibilities.

3. For the improvement of facilities and equipment, a scheme should be devised in order to have a periodic upgrading and constantly servicing of existing equipment to maintain their efficiency. Procurement of more laboratory equipment for biology, computer and speech courses should also be part of the program scheme. The building repair and development program is encouraged to be a continuous program to have a better and improved physical facilities.

4. Workshops on syllabus-making and curriculum development should be set periodically to review programs needed to sustain the various motivations of students to pursue and finish their course.

5. To sustain the interests and motivations of the students, further strengthening of curricular and co-curricular activities should be done by a regular evaluation of the programs. Since the students are the directly involved in these programs, consultation with the student body is recommended to know further their needs and interests.

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APPENDICES

APPENDIX "A"

Permission to conduct study

Republic of the Philippines
Asia Pacific Nazarene Theological Seminary
Kaytikling, Taytay, Rizal

February 5, 2002

REV. JOVEN R. LAROYA
President
Luzon Nazarene Bible College
Pico, La Trinidad, Benguet

Sir:

The undersigned would like to conduct a study on the motivations and expectations of students in your college.

In connection with this, the researcher would like to ask permission from your office to conduct her study. The respondents will be students enrolled in both AB Theology and BS Religious Education.

Thank you very much for your kind consideration.

Respectfully yours,

CAROLYN M. BESTRE
Researcher

APPENDIX "B"
QUESTIONNAIRE

Part I. PERSONAL INFORMATION

Course: _____ Sex: _____ Age: _____

Year Level : _____

Economic Status (Approximate monthly income of parents) (Please check)

- _____ P5,000 and below
 _____ P6,000 – P7,000
 _____ P8,000 – P9,000
 _____ P10,000 and above

Denominational Affiliation: _____

Present Address: _____

Provincial Address: _____

Part 2 MOTIVATIONS

2.1 Please rate the extent to which the following indicators motivated you to choose your present course. Please encircle the number to your answer.

- Legend: 5 - Strongly agree
 4 - Agree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

INDICATORS	EXTENT OF MOTIVATIONS				
1. location and accessibility of school	5	4	3	2	1
2. parents' choice	5	4	3	2	1
3. high school teachers	5	4	3	2	1
4. economic ability	5	4	3	2	1
5. pastor's recommendation	5	4	3	2	1
6. friends enrolled in it too	5	4	3	2	1
7. accidentally enrolled in it	5	4	3	2	1
8. parent's profession/vocation	5	4	3	2	1
9. parents attended this school	5	4	3	2	1
10. to become a more competent pastor/ Christian educator	5	4	3	2	1

11. denominational affiliation	5	4	3	2	1
12. to be exposed more to the challenges of the ministry	5	4	3	2	1
13. felt God's calling to enter in a theological school	5	4	3	2	1
14. school is CHED recognized	5	4	3	2	1
15. Other indicators that motivated you to choose your present career	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

2.1 To what extent do the following indicators actually motivate you at present to pursue your program/course? Please encircle the number corresponding to your answer.

Legend: 5 - Strongly agree 2 - Disagree
 4 - Agree 1 - Strongly Disagree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

<u>INDICATORS</u>	<u>EXTENT OF MOTIVATION</u>				
1. It has always been my desire to be a teacher.	5	4	3	2	1
2. I am quite capable of handling the academic requirements of the course.	5	4	3	2	1
3. I find AB Theology/AB Religious Education interesting and challenging.	5	4	3	2	1
4. school is geographically accessible	5	4	3	2	1
5. school provides the optimum opportunities for learning	5	4	3	2	1
6. school offers quality education	5	4	3	2	1
7. It has always been my parent's dream that I become a pastor/Christian Educator.	5	4	3	2	1
8. self-fulfillment	5	4	3	2	1

9. a means of spiritual growth and maturity	5	4	3	2	1
10. tuition fees are cheaper than other schools	5	4	3	2	1
11. other indicators that motivated you to pursue and finish your chosen course	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

Part 3 CONFORMITY TO EXPECTATIONS AND IMPORTANCE

In column A, please rate the following in terms of how they conform to your expectations. In column B, please rate the importance of these indicators to you. Please encircle the number corresponding to your answer.

Column A
Legend:
 5 - Strongly agree
 4 - Agree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

Column B
Legend:
 5 - Very Important
 4 - Important
 3 - Undecided
 2 - Unimportant
 1 - Not important at all

Conformity to Expectations

How important is this to you?

5	4	3	2	1	(1) The faculty members possess the personal traits of professionals.	5	4	3	2	1
5	4	3	2	1	(2) The facilities and equipment are qualitatively adequate.	5	4	3	2	1
5	4	3	2	1	(3) The faculty members possess the academic qualification to teach	5	4	3	2	1
5	4	3	2	1	(4) The lessons are well planned.	5	4	3	2	1

Column A

Column B

Legend:

- 5 - Strongly agree
 4 - Agree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

Legend:

- 5 - Very Important
 4 - Important
 3 - Undecided
 2 - Unimportant
 1 - Not important at all

Conformity
to ExpectationsHow important
is this to you?

5	4	3	2	1	(5) The curriculum program is well-planned.	5	4	3	2	1
5	4	3	2	1	(6) The faculty members are academically prepared to teach.	5	4	3	2	1
5	4	3	2	1	(7) The curriculum is balanced in terms of subject offering.	5	4	3	2	1
5	4	3	2	1	(8) The lessons are systematically presented.	5	4	3	2	1
5	4	3	2	1	(9) The faculty member demonstrate the ability to teach.	5	4	3	2	1
5	4	3	2	1	(10) The facilities and equip- ment are quantitatively adequate	5	4	3	2	1
5	4	3	2	1	(11) The curriculum allows maximum experience to prepare students for the profession.	5	4	3	2	1

Column A

Column B

Legend:

- 5 - Strongly agree
 4 - Agree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

Legend:

- 5 - Very Important
 4 - Important
 3 - Undecided
 2 - Unimportant
 1 - Not important at all

Conformity
to ExpectationsHow important
is this to you?

5	4	3	2	1	[12] The faculty members demonstrate emotional maturity on how they handle problems.	5	4	3	2	1
5	4	3	2	1	(13) The methods of instruction are adapted to the subject matter.	5	4	3	2	1
5	4	3	2	1	(14) The facilities and equipment are continually serviced by technicians.	5	4	3	2	1
5	4	3	2	1	(15) The faculty members possess the values required of a professional.	5	4	3	2	1
5	4	3	2	1	(16) The methods of instruction are relevant to the subjects taught.	5	4	3	2	1
5	4	3	2	1	(17) The curriculum is constantly reviewed for the purpose of updating.	5	4	3	2	1
5	4	3	2	1	(18) The faculty members demonstrate spiritual maturity through their lifestyle.	5	4	3	2	1

Column A

Column B

Legend:

- 5 - Strongly agree
- 4 - Agree
- 3 - Undecided
- 2 - Disagree
- 1 - Strongly Disagree

Legend:

- 5 - Very Important
- 4 - Important
- 3 - Undecided
- 2 - Unimportant
- 1 - Not important at all

Conformity
to ExpectationsHow important
is this to you?

5	4	3	2	1	(19) The facilities and equipment are updated by acquisition and procurement.	5	4	3	2	1
5	4	3	2	1	(20) The methods of instruction are flexible.	5	4	3	2	1
5	4	3	2	1	(21) The faculty members demonstrate integrity in words and in action.	5	4	3	2	1
5	4	3	2	1	(22) Facilities and equipment allow optimum learning to take place through their maximum use.	5	4	3	2	1
5	4	3	2	1	(23) The faculty members demonstrate biblical knowledge in integrating it to the subjects they are teaching.	5	4	3	2	1
5	4	3	2	1	(24) The faculty members demonstrate Christian attitude in interpersonal skills.	5	4	3	2	1

APPENDIX "C"

(Taken from the Manual of Regulations for Private Schools Annotated, Rev. ed., 1988)

Minimum requirements for Tertiary and post-graduate instructors/professors

College faculty members must have (1) at least a bachelor's degree; (2) a master's degree; or (3) a professional license.

Individuals who do not possess the minimum qualifications but display extraordinary competence and scholarship may still be allowed to teach subject to the approval of the DECS. However, it is the policy of the DECS to prevent individuals without the minimum qualifications from teaching health-related subjects (p. 235).

Section 47. Faculty Classification and Ranking

At the tertiary level, the academic and teaching positions shall be classified in accordance with academic qualifications, training and scholarship preferably into academic ranks of Professor, Associate Professor, Assistant Professors, and Instructor, without prejudice to a more simplified or expanded system of faculty ranking, at the option of the school.

Any academic personnel who does not fall under any of the classes of ranks indicated in the preceding paragraph shall be classified preferably as professorial lecturer, guest lecturer, or any other similar academic designation as the basis of his qualification.

College or university teachers must be assigned academic ranks corresponding to their scholastic training and academic maturity. As the provision states, these ranks are instructor, assistant professor, associate professor, and professor.

As a general rule, a new faculty member begins as an assistant instructor and is subsequently promoted as his teaching career progresses. However, new faculty members may be assigned the rank of associate professor or even or even professor if their training and maturity warrant it (p. 243).

Appendix "D"

Sample Computation for the Analysis of Variance (F-test)

Table 2.2 item : location and accessibility of school

X	X ²	Y	Y ²
193	791	250	1088

where x = responses of males
 y = responses of females
 n = 112

$$\bar{x}_m = 3.78$$

$$\bar{x}_f = 4.10$$

$$CF = \frac{(GT)^2}{n} = \frac{(443)^2}{112} = \frac{196249}{112} = 1752.2232$$

$$\begin{aligned} TSS &= \sum \sum x_j^2 - CF \\ &= 5^2 + 4^2 + \dots + 5^2 - CF \\ &= 1879 - 1752.2232 \\ &= 126.7768 \end{aligned}$$

$$\begin{aligned} \text{BetSS} &= \sum \frac{T_i^2}{n_i} - CF \\ &= \frac{193^2}{51} + \frac{250^2}{61} - 1752.2232 \\ &= (730.3725 + 1024.5902) - 1752.2332 \\ &= 1754.9627 - 1752.2232 \\ &= 2.7395 \end{aligned}$$

$$\begin{aligned} w/n \text{ SS} &= TSS - \text{BetSS} \\ &= 126.7768 - 2.7395 \\ &= 124.0373 \end{aligned}$$

$$\begin{aligned} \text{MSBet} &= \frac{\text{BetSS}}{g-1} = \frac{2.7395}{2-1} = 2.7395 \end{aligned}$$

$$\begin{aligned} \text{MSw/nSS} &= \frac{w/n\text{SS}}{g-1} = \frac{124.0373}{112-2} = \frac{124.0373}{110} \\ &= 1.1276 \end{aligned}$$

Mean Squares
 where g = # of groups
 = 2

$$\begin{aligned} \text{MSBet} &= \frac{\text{BetSS}}{g-1} \\ &= \frac{2.7395}{2-1} \\ &= 2.7395 \end{aligned}$$

$$\begin{aligned} \text{MSw/n} &= \frac{w/n\text{SS}}{n-g} \\ &= \frac{124.0373}{112-2} \\ &= \frac{124.0373}{110} \\ &= 1.1276 \end{aligned}$$

$$\begin{aligned} F &= \frac{\text{MSBet}}{\text{MSw/n}} \\ &= \frac{2.7395}{1.1276} \\ &= 2.43 \end{aligned}$$

Tabular Value (TV)

F_{.05}; df 1,110 = 3.94

F_{.01}; df 1,110 = 6.90

decision: F_c < TV

F_c < TV

accepts H₀

accepts H₀

APPENDIX "E"

Summary Tables of Frequency and Weighted Mean
N= 112

Table 1. Motivational indicators that influence the respondents to chose their present course

	5	4	3	2	1	Weighted Mean
Personal:						
Accidentally enrolled in it	4	15	21	21	51	2.11
To become a more competent pastor/Christian educator	59	23	14	9	7	4.05
To be exposed more to the challenges of the ministry	51	39	12	7	3	4.14
Felt God's calling to enter in a theological school	53	29	23	3	4	4.11
Overall						3.60
Family:						
Parent's choice	19	27	22	20	24	2.97
Parent's profession/vocation	7	28	22	16	39	2.54
Parents attended this school	7	16	16	12	61	2.07
Overall						2.53
Economic:						
Economic ability	11	44	23	15	19	3.12
Environmental:						
Location and accessibility of school	40	45	12	12	3	3.96
High school teachers	5	24	30	14	39	2.48
Pastor's recommendation	38	31	16	15	12	3.61
Friends enrolled in it too	12	26	15	20	39	2.57
Denomination/Religious Affiliation	26	29	22	15	20	3.23
School is CHED recognized	46	27	19	9	10	3.81
Overall						3.64

Legend: 5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

Table 2. Motivational indicators that influence the respondents to chose their present course

	5	4	3	2	1	Weighted Mean
Personal:						
It has been my desire to become a pastor/Christian Educator	43	31	30	4	4	3.94
I am quite capable of handling the academic requirements of the course	12	56	31	9	4	3.56
I find AB Theology/Religious Education interesting and challenging	40	52	15	4	1	4.12
Self-fulfillment	26	47	22	10	7	3.67
A means of spiritual growth and maturity	60	33	13	4	2	4.29
Overall						
Family:						
It has always been my parent's dream that I become a pastor/Christian Educator	19	26	29	14	24	3.02
Economic:						
Tuition fees are cheaper	38	37	15	6	16	3.67
Environmental:						
School is geographically accessible	28	41	33	5	5	3.73
School provides the optimum opportunities for learning	16	54	30	7	5	3.62
School offers quality education	17	42	41	10	2	3.55
Overall						

Legend: 5 - Strongly Agree
 4 - Agree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

Table 3. Conformity of respondents' expectations to factors regarding faculty capabilities, quality of instruction, adequacy of updated equipment, and well-planned curriculum

	5	4	3	2	1	Weighted Mean
FACULTY CAPABILITIES						
The faculty members possess the personal traits of professionals	12	43	42	13	2	3.45
The faculty members possess the academic qualification to teach	13	51	35	10	3	3.54
Faculty members are academically prepared to teach	13	53	36	6	4	3.58
The faculty members demonstrate the ability to teach	17	45	39	8	3	3.58
The faculty members demonstrate emotional maturity on how they handle problems	18	42	35	13	4	3.51
The faculty members possess the value required of a professional	18	49	37	6	2	3.67
The faculty members demonstrate spiritual maturity through their lifestyle	22	37	31	16	6	3.47
The faculty members demonstrate integrity in words and in action	20	38	41	9	4	3.54
The faculty members demonstrate biblical knowledge in integrating it to the subjects they are teaching	27	54	25	4	2	3.89
The faculty members demonstrate Christian attitude in interpersonal skills	24	44	29	11	4	3.65
OVERALL						3.59
QUALITY OF INSTRUCTION						
The lessons are well planned	13	44	40	11	4	3.46
The lessons are systematically presented	8	53	36	12	3	3.46
The methods of instruction are adapted to the subject matter	13	57	33	7	2	3.64
The methods of teaching are relevant to the subject taught	18	53	34	5	2	3.71
The methods of instruction are flexible	10	50	40	7	5	3.47
OVERALL						3.55

PHYSICAL FACILITIES						
The facilities and equipment are qualitatively adequate	14	46	31	17	4	3.44
The facilities and equipment are quantitatively adequate	9	48	33	18	4	3.36
The facilities and equipment are continually serviced by technicians	13	46	38	11	4	3.47
The facilities and equipment are updated by acquisition and procurement	9	44	45	10	4	3.39
The facilities and equipment allow optimum learning to take place through their maximum use	11	47	42	9	3	3.48
OVERALL						3.44
CURRICULUM						
The curriculum program is well-planned	16	38	34	21	3	3.38
The curriculum is balanced in terms of subject offering	12	39	39	18	3	3.35
The curriculum allows maximum experience to prepare students for the profession	21	41	29	17	4	3.52
The curriculum is constantly reviewed for the purpose of updating	9	50	35	13	5	3.40
OVERALL						3.42

Legend: 5 - Strongly Agree
 4 - Agree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

Table 4. Importance of faculty capabilities, quality of instruction, adequacy of updated equipment, and well-planned curriculum

	5	4	3	2	1	Weighted Mean
FACULTY CAPABILITIES						
The faculty members possess the personal traits of professionals	66	24	19	2	1	4.36
The faculty members possess the academic qualification to teach	62	34	12	4	0	4.39
Faculty members are academically prepared to teach	74	23	13	2	0	4.51
The faculty member demonstrate the ability to teach	69	28	13	2	0	4.46
The faculty members demonstrate emotional maturity on how they handle problems	72	25	14	1	0	4.49
The faculty members possess the value required of a professional	75	24	11	2	0	4.54
The faculty members demonstrate spiritual maturity through their lifestyle	80	19	10	3	0	4.36
The faculty members demonstrate integrity in words and in action	76	26	7	2	1	4.55
The faculty members demonstrate biblical knowledge in integrating it to the subjects they are teaching	81	24	6	1	0	4.65
The faculty members demonstrate Christian attitude in interpersonal skills	82	19	9	2	0	4.62
OVERALL						4.51
QUALITY OF INSTRUCTION						
The lessons are well planned	76	21	13	2	0	4.52
The lessons are systematically presented	67	26	15	4	0	4.39
The methods of instruction are adapted to the subject matter	64	37	10	1	0	4.46
The methods of teaching are relevant to the subject taught	74	23	12	3	0	4.50
The methods of instruction are flexible	64	32	13	2	1	4.39
OVERALL						4.46

PHYSICAL FACILITIES						
The facilities and equipment are qualitatively adequate	62	34	12	4	0	4.38
The facilities and equipment are quantitatively adequate	62	33	14	3	0	4.38
The facilities and equipment are continually serviced by technicians	64	32	13	2	0	4.42
The facilities and equipment are updated by acquisition and procurement	62	33	17	0	0	4.40
The facilities and equipment allow optimum learning to take place through their maximum use	69	29	11	2	1	4.46
OVERALL						4.43
CURRICULUM						
The curriculum program is well-planned	73	27	8	4	0	4.59
The curriculum is balanced in terms of subject offering	59	33	16	3	0	4.33
The curriculum allows maximum experience to prepare students for the profession	79	21	9	3	0	4.57
The curriculum is constantly reviewed for the purpose of updating	58	39	13	1	1	4.36
OVERALL						4.44

Legend: 5 - Strongly Agree
 4 - Agree
 3 - Undecided
 2 - Disagree
 1 - Strongly Disagree

CURRICULUM VITAE**I. Personal Background**

Name: Carolyn Morales Bestre

Address: #207 Micael Street, Lower Engineer's Hill
Baguio City

Date of Birth: March 25, 1960

Place of Birth: Baguio City

Parents: Toribio B. Morales (deceased)
Annette Alfredo

Spouse: Brandino P. Bestre

Children: Nathaniel Brian
Jonathan Carlo
Gabriel Nichol

II. Educational Background

Elementary: Quezon Elem. School, Baguio City

High School: Baguio City High School

College: Mountain State Agricultural College
La Trinidad, Benguet
(1977-1978)
Course: BS in Animal Technology
Gregorio Araneta University Foundation
Malabon, Metro Manila
(1978-1982)
Degree: Doctor of Veterinary Medicine

Graduate Study: Asia-Pacific Nazarene Theological Seminary
Degree: Master of Arts in Religious Education
Graduated Cum Laude
(1987-1989)
University of the Philippines, Quezon City
CPE leading to MAED
(1994-1995)

III. Civil Service Eligibility

CS Professional
 Doctor of Veterinary Medicine Board Exam

IV. Work Experience

Farm Veterinarian - Joliza Farms, Bulacan
 1982-1985

Small Animal Practitioner - Camdas Animal Clinic, Baguio City
 1985-1987

Free-lance veterinary Practitioner - 1987- present

Administrative Secretary - Asia Pacific Nazarene Theological
 Seminary
 1989-1992

Adjunct Instructor in Natural Sciences - APNTS
 1993-1994

Secretary/Receptionist - Asia Pacific Regional Office
 Mandaluyong City, Metro Manila
 1992-1993

Preschool Teacher - Nazarene Learning Center
 Cubao, Quezon City
 1993-1999

Preschool Directress - Nazarene Learning Center
 Cubao, Quezon City
 1996-1999

Preschool Teacher - Son Shine Learning Center
 Baguio City
 1999-2000

Part time Faculty - Baguio Arts Theological College
 Magsaysay Avenue, Baguio City
 June 2000- present

Officer-In-Charge - Baguio Arts Theological College
 November 2000-March 2001

Administrator - Baguio Arts Theological College
 April 2001 - present