
Motivational Factors and Teaching Philosophies of Education Students: Realizing the Vision of the Founder, Saint John Baptist de La Salle

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Introduction

Background of the Study

"To be entrusted with the teaching of the young is a great gift and grace of God."

- Saint John Baptist de La Salle

Founder of the Institute of the Brothers of the Christian Schools, Patron of Christian Teachers

Having been born at Rheims, France as the first son of affluent parents, Saint John Baptist de La Salle received the tonsure at age eleven and was named Canon of the Rheims Cathedral at sixteen. He completed his scriptural studies, was ordained a priest and received a doctorate in theology despite taking responsibility of running their family affairs after his parents died. During his time, the majority of the people were very poor and only few could send their children to school. Moved with pity for these less fortunate ones, Saint John Baptist de La Salle decided to dedicate his talents and enhance education at the service of the children by forming a community of teachers who became known as the **Brothers of the Christian Schools**.

Because of his way of life and inspiring writings which spread worldwide even after his death, he became known as an excellent innovator in education, moving others to teach and care for young people with compassion and affirmation and was made **Patron Saint of all those who work in the field of education**.²

At the present time there are De La Salle schools in eighty different countries around the globe. In the Philippines alone, there are sixteen (16) De La Salle schools and three (3) La Salle supervised schools nationwide.³ Located in Region IV-A, De La Salle Lipa is considered as a formidable educational institution that is at the forefront of innovating and providing relevant and quality education. It has been offering Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSE) major in English, Filipino, Mathematics and Social Studies since 1994 while Bachelor of Elementary Education major in Special Education was offered in 2010. The average number of enrollees in each of these programs has always been less than fifty students per semester which is relatively small compared with the other programs being offered in the College of Education, Arts and Sciences. Although the education graduates have been constantly performing well in the Licensure Examination for Teachers (LET), it is worth noting that there are relatively few students who enroll in the education programs offered by the school.

It is in this light that the researcher felt compelled to conduct a study on the motivational factors and philosophical frameworks of the aspiring teachers who enroll in DLSL Education Programs.

Problem Statement

This study seeks to explore the motivational factors and philosophies of teaching of DLSL education students. Specifically, it aims to answer the following questions:

1. What is the profile of pre-service teachers in terms of:
 - a. Fields of Specialization
 - b. Gender
 - c. Educational Support
2. What are the pre-service teachers' motivations for choosing teaching as a profession?
3. What are the pre-service teachers' philosophies of teaching?
4. What are the teaching philosophies of Saint John Baptist de La Salle?
5. Is there a significant relationship between the pre-service teachers' motivation for choosing teaching as a profession and their philosophies of teaching?
6. Are the pre-service teachers' motivation for and their philosophies of teaching aligned with Saint John Baptist de La Salle's teaching philosophies?

Literature Review

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors.⁴ In this study, pre-service teachers' motivation will be examined by looking into their individual reasons for choosing teaching as a profession. Lack of motivation for teaching on the part of teachers can be considered as one of the major factors behind failures of their students. Understanding pre-service teachers' previous practices, their inspirations in becoming a teacher, and their prospects from teacher education are some of the factors that need to be considered in order to improve teacher education programs.⁵

In the study of Ingiaimo⁶, data was gathered from fifteen decisively selected Tanzanian teachers employing a semi-structured interview, a survey and a focus group. According to the teachers' accounts, ancestral traditions were prevailing since parents choose the career paths of their children. There were social concerns noted including the demands for applied English language, respect for the teacher's role, supplies needed for teaching, better-quality of living for teachers, assured control from the government to eradicate sleaze and corruption, regular payment of basic pay, conveying efficiently a national syllabus to every school, and delivering fundamental essentials for teachers such as food, safety and health services. Necessities for additional pre- and in-service training opportunities as well as structured programs for teacher training are among the major educational innovation themes.

Canrinus and Bruinsma⁷ conducted a study involving fifty-eight pre-service teachers, which aimed to discern the existence or non-existence of alteration in their impetus to become an educator, their professional dedication and self-worth after a year of training. Results of the completed survey revealed that the pre-service teachers' self-efficacy regarding their tasks within

the broader school context significantly decreased during their training period. The change in the pre-service teachers' drive to become an educator, their professional dedication and self-worth appeared to be unconnected to their insights about their learning environment.

The study of Muqtadir, Haque & Anam⁸ involving fourteen teachers from distinct departments revealed that their motivation level spans moderate to high due mainly to intrinsic reward. Among the factors considered by these teachers to be very important are the opportunity to convey knowledge, being involved in the development of one's thought process, and rectifying flaws of the next generation. The students' ability to apply acquired learning to the real world seems to be immensely fulfilling to the teachers. Non-intrusion and truthfulness of the administration regarding monetary matters also constructively influences the motivation process of the faculty members.

Developing a solid personal teaching philosophy that is rooted in thorough contemplation about teaching and learning provides the strong foundation for teachers' basis of decision making regarding students, classroom and school practices⁹. In order to develop future teachers who are fervently dedicated to the service of education, universities and teacher education programs must offer, through instruction and practical experience, the guidance and assistance to the pre-service teachers in cultivating their own teaching philosophies.

The study of Minor, Onwuegbuzie, Witcher & James¹⁰ examined 134 pre-service teachers' views about the attributes of efficient teachers and probed if these perceptions are associated with their educational principles. Results showed that the characteristics the pre-service teachers considered to reflect effectual teaching include being a proficient mentor who is student-centered, moral and passionate about teaching, an effective classroom and behavior manager, enthusiastic about teaching, expert and erudite about the subject matter he is teaching.

The case study conducted by Lerseth¹¹ aimed to determine the factors that either further or impede the identity formation of four pre-service teacher candidates and examine how their professional identities improve through teaching experiences. Eight themes emerged after a scrutiny of the data which can be related unequivocally to students' previous experiences of the world, student erudition of subject matter, encounters and associations with teachers and mentors, teaching pedagogy, student acknowledgement of their personal characteristics, teacher temperaments, classroom supervision, and contradictory strains.

Kim & Cho¹² explored how 533 preservice teachers' motivation and their sense of teaching efficiency, impacts their anticipation about reality shock during the first year of professional teaching. The results revealed that the preservice teachers' expectation of reality shock was definitely linked to extrinsic motivation but is negatively connected to teacher efficiency. It was further noted that preservice teachers' sense of efficiency and extrinsic motivation were sound predictors of their expectation of reality shock. In order to attain educational excellence, it is imperative to maintain quality teachers. They also pointed out that in order to intensify the resilience of teachers, it is crucial to train them in facing problems associated with teaching and decreasing the neophyte teachers' experience of reality shock.

The study of Uzuno¹³ involving 206 preservice teachers and 32 in-service teachers explored and correlated their educational philosophical outlooks. Results revealed that for both groups, the most assumed educational philosophies were progressivism and existentialism whereas the least one was essentialism. It was further implied that the philosophical temperaments of preservice teachers do not align with those of the in-service teachers' and that gender is an important factor of both groups' philosophical dispositions.

Since researches involving motivational factors for teaching as well as philosophical dispositions, beliefs or orientations in education are considerably few, the present study aims to add to literature focusing on this area in education.

Theoretical Background

The theoretical framework of this study stems from the situational judgment test (SJT) designed by the Teacher Selection Project (2017) to develop a method for teacher selection that is evidence-based (see Figure 1). SJTs are established on the belief that situation-specific decisions and reactions mirror a teacher's non-intellectual proficiencies such as their motivations, principles and personalities, which have a contributory outcome on job performance (like teaching behaviors).

Three expounding theories are contained in this model, namely the self-efficacy theory, basic psychological needs mini-theory from self-determination theory, and teachers' goal orientation. According to these theoretical underpinnings, an individual's character qualities and motivation propensities are often implied, but articulated through behaviour in real-life scenarios that uncover implicit tendencies. As illustrated by the intersecting circles, implicit motives operate outside of conscious awareness, and may be more-or-less aligned with explicit (conscious) motives. An individual attains maximum advantage when both implicit and explicit motives, traits, beliefs and attitudes are closely aligned to endeavor on both the conscious and unconscious level towards common goals.¹⁴

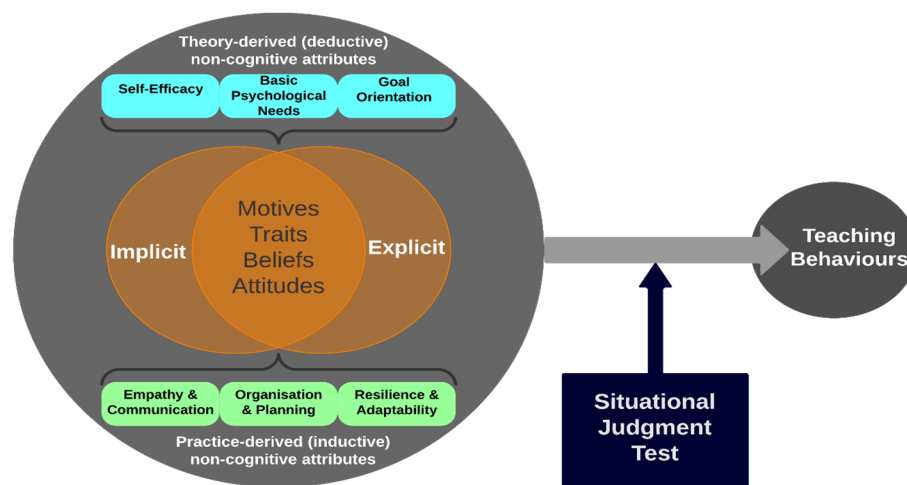


Figure 1. Evidence-Based Teacher Selection Model

This study is also anchored on the Factors Influencing-Teaching (FIT) choice theory¹⁵ regarding teachers' motivation to become a teacher. The literature on motivation to become a teacher generally distinguishes three types of motives: intrinsic motives, extrinsic motives and altruistic motives. The study developed a more detailed theoretical model and specified five constructs that are important to the decision to become a teacher: a) prior teaching and learning experiences, b) perceptions of the task, c) perceptions of one's abilities, d) values, and e) teaching as a fallback career.

This study will determine if there is a relationship between the motivational factors and teaching philosophies of the education students and if they are aligned with those of Saint John Baptist de La Salle's.

Following is the research framework used in the study:

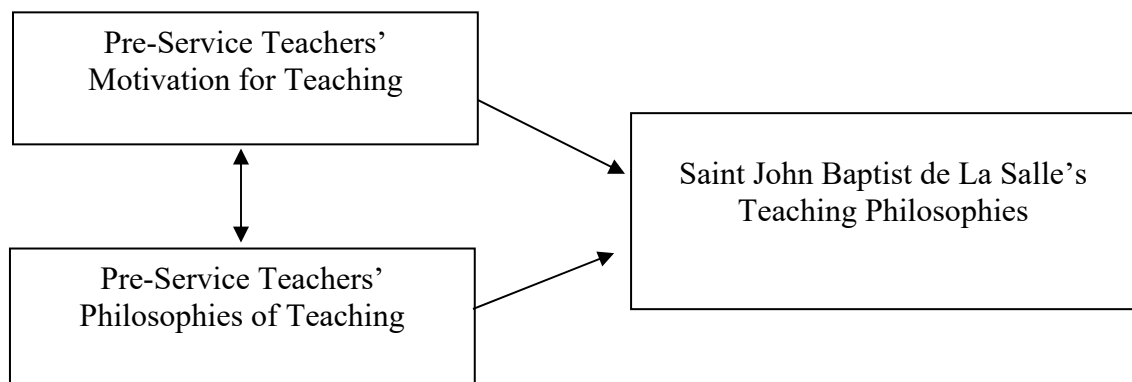


Figure 2. Relationship of Pre-Service Teachers' Motivation for and Philosophies of Teaching

Methods

The study involved all fourth year education students (31 BEED and 23 BSE) who have undergone their internship program during the first semester of SY 2016-2017. Quantitative data was gathered through validated survey questionnaires composed of two parts. The first one is an eight-item interest for teaching inventory, which looked into the pre-service teachers' motivation for choosing the profession. It also includes an open-ended question asking the participants to identify which among the eight factors they considered the top one and to explain why. The researcher drafted the questionnaire and pilot tested it with a group of thirty third year education students and was validated having a Cronbach Alpha value of 0.75.

The second part is a forty-item philosophy of education survey (adapted from the Philosophy chapter 13 in the Sadker & Sadker foundations text¹⁶), which aimed to verify how the pre-service teachers' beliefs fit into various educational philosophies. Pearson's Correlation Coefficient and Multiple Regression Analysis were employed in the treatment of data. Qualitative data was culled from the journals of the student teachers and verified through individual interviews with the pre-service teachers. A focus group discussion (FGD) was also carried out with the pre-service teachers using a coordinated interview which was video-recorded and translated for a more in-depth and accurate analysis of data.

In selecting the participants for the FGD, the researcher asked for volunteers from the fifty-four student teachers involved in the study. Two representatives each from the BEED and BSE major in English, Filipino, Mathematics and Social Studies expressed their willingness to share their insights regarding their internship experience and submitted their informed consent form. The FGD was scheduled during the semester break to ensure that all ten volunteers would be able to attend it. Discussion was done inside an air-conditioned room and snacks were served during the session to make sure that the participants were comfortable. A representative from the multi-media center was present to do the video recording while the researcher acted as the transcriptionist. The FGD was facilitated by the moderator, a full-time male faculty member from the College of Education, Arts and Sciences of De La Salle Lipa and an expert in Social Science research, following the guided questions formulated by the researcher. The researcher carefully transcribed and coded the responses of the participants to draw out the emerging themes to ensure proper analysis and interpretation of the qualitative data.

Results and Discussions

In order to explore the motivational factors and teaching philosophies of DLSL education students, results of their interest for teaching inventory and teaching philosophy survey, as well as other pertinent data, were tabulated and subjected to appropriate statistical treatment. The profile of the pre-service teachers considered in this study is presented below.

Table 1. Profile of DLSL Pre-service Teachers

Profile		Frequency	Percentage
Field of Specialization	BEED	17	31.5
	BSE-E	9	16.7
	BSE-F	2	3.7
	BSE-M	6	11.1
	BSE-S	6	11.1
	SPED	14	25.9
Gender	Male	11	20.4
	Female	43	79.6
Educational Support	Scholar	38	70.4
	Not a Scholar	16	29.6
Total		54	100.0

Table 1 shows that the majority of the pre-service teachers were female, taking elementary education as a major, followed in popularity by special education as a major. The combined number of secondary education students was less by eight compared to that of the elementary education. Most of them are scholars, either academic, athletic or working assistants who maintained good academic standing set by the Education Department to ensure the quality of their graduates. Most of them were academically qualified students from economically disadvantaged families who were entitled to free tuition and other fees.

In terms of their motivation for choosing teaching as a profession, the highest mean score reported from Table 2 that, the main reason they considered is “to be of some value or significance to society.” This is followed by “the opportunity for self-growth or personal development” and “the desire to work with young people.” However, their responses to the open-ended question on which they considered the top one motivation for teaching, slightly differ from the tabulated ones in the sense that the main reason was the same but the next one is “the desire to work with young people” followed by “family influence.”

Table 2. Pre-service teachers’ motivation for choosing teaching as a profession

Questions	Mean	Interpretation
1. A major reason I considered in becoming a teacher is job security.	4.93	Somewhat Agree
2. My family has strongly influenced my decision to become a teacher.	5.02	Somewhat Agree
3. Long summer vacation and other long breaks are very important to me in choosing to be a teacher.	3.67	Agree and Disagree
4. I have never really considered any other occupation besides teaching.	3.39	Somewhat Disagree
5. A major reason for my becoming a teacher is my desire to work with young people.	5.44	Agree
6. I want to be a teacher because I would like to be of some value or significance to society.	5.89	Agree
7. A major reason I chose to become a teacher is because of the influence of a former elementary/high school teacher.	4.48	Somewhat Agree
8. The opportunity for self-growth or personal development is a major reason I chose to be a teacher.	5.59	Agree
Overall Mean	4.80	Somewhat Agree

This is somehow related to the results of the study conducted by Muqtadir, Haque & Anam¹⁷ which revealed that owing basically to intrinsic reward, the teachers’ motivation level ranged mostly moderate to high and that the faculty experience a natural gratification knowing they contribute to the development of society by providing education to the workforce who will help build the nation and humanity.

The student teachers’ reflections, as stipulated in their synthesis about their internship experience, suggest that they view teaching as a noble profession – one that molds teachers into role models who are knowledgeable, reliable, effective communicators, quick problem-solvers,

and constant innovators that keep their students as active participants in the teaching-learning process.

Realizing that they need to practice their craft in order to master the different teaching strategies, these pre-service teachers believe that teaching is not an easy job and could be difficult at times but it becomes worthwhile as they see their students learn and appreciate what they do. Since they have come to love teaching, these student teachers resolved to continue to grow and become better in their chosen profession, to pursue teaching not because of the high paying salary, but for the love and joy, the satisfaction of knowing their students learned something others thought they would not.

Confident that they are being called by God to serve, these pre-service teachers believe that teaching requires devotion, giving themselves to the profession, to teach with a heart, to impart not just knowledge but also the values and the right application of concepts learned to real world.

Most of the responses of the pre-service teachers during the focus group discussion revealed that their primary motivation for choosing teaching as a profession is “to respond to a call or vocation”, considering it as “an opportunity to serve the community.” Imbued with the realization that life is about searching for and fulfilling their purpose of existence, these pre-service teachers believe that their mission is to develop their students holistically and to teach them authentic appreciation for learning.

When asked to describe how their internship course helped them prepare for their future career as teachers, most of them had positive views and agreed that they were able to apply all the knowledge and skills they learned in their pre-service training. Although there was one student teacher that expressed a sense of “burn-out” as he experienced “reality or culture shock” while teaching in a public school. He shared that he needed to “unlearn what he has learned in DLSL to cope with others’ culture.” He said that one enlightenment he had was that “teaching is like opening a gift” – he must be ready for whatever teaching has in store for him. In order to cater to the reality, he must do away with idealism and embrace the challenges he will meet.

This view is related to the findings of the study of Kim & Cho¹⁸, which revealed that in order to attain educational excellence, it is imperative to maintain quality teachers and to train them in facing problems associated with teaching and decreasing the neophyte teachers’ experience of reality shock.

Table 3. Pre-service Teachers' Philosophies of Teaching

Philosophy	Rank	Frequency	Percent
Essentialism	5	2	3.7
Perrenialism	5	2	3.7
Progressivism	1	35	64.8
Social Reconstructionism	3	4	7.4
Existentialism	2	5	9.3
Perrenialism and Progressivism	8.5	1	1.9
Progressivism and Social Reconstructionism	8.5	1	1.9
Essentialism and Social Reconstructionism	8.5	1	1.9
Progressivism and Existentialism	5	2	3.7
Existentialism, Progressivism and Existentialism	8.5	1	1.9
Total		54	100.0

An individual philosophy in teaching and learning is considered to be among the desired qualities of pre-service teachers since it embodies what they have faith in and value about teaching, as well as how students acquire learning most effectively¹⁹. Looking at Table 3, it could be ascertained that the most protuberant educational philosophies of pre-service teachers is progressivism followed by existentialism and social reconstructionism.

Uzunoz²⁰ pointed out that the influence of observation and practical teaching experiences is inextricably linked to the development of a teaching philosophy. A pre-service teacher's personal teaching philosophy, which they have actively defined, shapes how they will orchestrate their classroom in the future.

Progressivism is a student-centered teaching philosophy that emphasizes the importance of providing the learners with learning experiences in which they could try out concepts through dynamic experimentation. Curriculum content is derived from student interests and questions. Learning is entrenched in the queries of learners that stem from experiencing the world making them active thinkers and problem solvers. Progressivists believe that schools are miniscule societies where education revolves around genuine social activity and focus on real-life problems students face or will encounter in the future. As shown in Table 3, most of the pre-service view that, the best way to teach their students, is through experiential learning. They must get to know their students in order to address their individual needs and must act as facilitators of discovery learning.

Existentialism espouses methods that focus on the individual learner and give emphasis on developing not just the mind but also the whole person. Relating with each student approachably and truthfully, the teacher helps the students accept their uniqueness and value the sense of

taking full responsibility for their decisions. In an existentialist's classroom, teaching the subject matter is only secondary as the teacher's main role is to provide students with self-paced and self-directed learning by creating an environment where they are exposed to numerous paths they may freely choose to take in life. As revealed during the focus group discussion, the pre-service teachers believe that students should be directly involved in the learning process as they are given the opportunity to decide what and how to learn.

As a philosophy that accentuates addressing social problems and creating an improved democratic worldwide society, social reconstructionism is advocated by educators who highlight social reform as the fundamental aim of education. For social reconstructionists and analytical theorists, curriculum concentrates on student experience and taking social action on real problems, such as aggression, starvation, worldwide violence, price increases, and inequity. Along with inquest, discourse and manifold viewpoints, community-based learning and bringing the world into the classroom are among the strategies used by teachers for dealing with controversial societal issues. Looking at Table 3, it can be noted that the pre-service teachers also believed in the important role of teaching in solving real-world issues and problems. During the focus group discussion, they mentioned that the curriculum should be suited to the needs of the twenty-first century learners and must provide solutions to problems faced by the society.

Saint John Baptist de La Salle's Teaching Philosophies

During his time, Saint John Baptist de La Salle devoted much of his life to reducing the gap between the rich and the poor in terms of gaining access to education for the people of France and around the world. Having socially-motivated, spiritually guided educational goals and valuing the propagation of knowledge among people from all walks of life, Saint La Salle opted to train lay people to become well-prepared teachers who imparted Christian knowledge not only for the improvement of one's life but also for the uplifting of the society. "As he became aware, by God's grace, of the human and spiritual distress of the 'children of the artisans and the poor', he devoted himself to forming schoolmasters totally dedicated to teaching and to Christian education. He brought these teachers together in a community and subsequently founded with them the Institute of the Brothers of the Christian Schools."²¹

The learning theory of Saint La Salle is founded on the conviction that knowledge is acquired more successfully through genuine experience. Because he desired his students to be able to utilize in their communities what was acquired at home, he offered a very practical way of learning for his students and believed that they should be taught in the lingua franca rather than the language of the rich.

Saint La Salle believed that since knowledge was an instrument afforded by God to an individual in order to perform his spiritual duties, the learning and skills inculcated in the classroom should be channels for the students to become better Christians.

With God as the teacher, Saint La Salle lived and exhibited a life of poverty and obedience. In making God's word the most significant erudition, he asserted that the De La Salle Christian Brothers maintain the virtues of community, faith, zeal, realism and holiness. Teachers were

required to be models of virtue and to follow strict rules of conduct for themselves and their students.

Considered as dimensions of one spirit, the values of faith, zeal for service, and communion encapsulate an important dynamism that has given birth to the myriad of apostolic initiatives and innovations that have since grown out of Saint John Baptist de La Salle’s initial response to God’s call discerned in the needs of poor and abandoned youth.

The spirit of faith is a disposition of the mind and heart that (1) allows believers to elucidate, adjudicate and assess reality in the light of the Gospel; (2) persuades and drives them to promote dynamically the realization of God’s saving plan; (3) places the faithful’s trust in God’s providence to enable them to make necessary risks and act courageously in achieving what each situation necessitates.

Zeal is a fervent devotion to realize God’s will which in Lasallian terms is the integral deliverance and redemption of all especially youth and the poor. For Saint La Salle, faith and zeal are two indivisible dimensions of one spirit. Zeal is the expression of faith in service to human necessity.

Communion in mission refers to unity, co-responsibility and association aimed at fulfilling a common mission that is rooted in communion with God leading to communion with others in the mission of building communion in the world.

Saint John Baptist de La Salle’s teaching philosophies are rooted in faith, service to the poor, and communion in mission which are the core values that guide the Lasallian Brothers and lay partners in educating the youth.

Table 4. Relationship between the Pre-service teachers’ motivation for choosing teaching as a profession and their philosophies of teaching

Philosophies of Teaching			
Motivation for teaching	<i>Chi-square</i> value	<i>p</i> - value	Interpretation
	40.167	0.676	Not significant

Considering the responses of the fifty-four pre-service teachers, Table 4 shows that there is no significant association between their motivations for choosing teaching as a profession and their philosophies of teaching. This implies that no pattern can be established in determining the educational philosophies of the pre-service teachers based on their motivation for teaching. One cannot say, for instance, that “to be of some value or significance to society” as a motivation to engage in teaching springs forth from their social reconstructionist philosophy or that their “desire to work with young people” can be associated with progressivism.

The pre-service teachers' motivation for and their philosophies of teaching compared with Saint John Baptist de La Salle's teaching philosophies

The pre-service teachers considered “being of some value or significance to society” as their primary drive for preferring teaching as a profession. This is followed by “the opportunity for self-growth or personal development”, “the desire to work with young people and “family influence.” These are somehow aligned with Saint John Baptist de La Salle’s own motivation in the sense that during his time, since the majority of the people were very poor and only few could send their children to school, Saint John Baptist de La Salle was moved with pity and decided to dedicate his talents and enhance education at the service of the children by forming a community of teachers who became known as the **Brothers of the Christian Schools**.

The most prominent educational philosophical disposition of the pre-service teachers is progressivism followed by existentialism and social reconstructionism. These are also aligned with the founder’s own teaching philosophies particularly that of developing persons of faith and zeal who will make the redeeming compassion of God an incarnate and effectual reality in the lives of the poor and vulnerable in society.

As the pre-service teachers envision to make their students’ lives more meaningful by treating them according to their individual needs and contextualizing learning, they intend to expose their students to the persistent social needs to which they intend to provide a solution.

Conclusions and Recommendations

The aim of teacher education programs today is to edify and shepherd future teachers who possess the expertise, proficiencies and dispositions in order to become exceedingly competent and effective in their chosen field. The results of this study will be useful in strengthening the quality of DLSL teacher education graduates by making an alignment of the educational philosophies of pre-service teachers and their motivation for teaching with those of Saint John Baptist de La Salle. These factors are deemed to have important implications for their teaching practices in the future.

Since experiencing “reality or culture shock” is among the concerns of the pre-service teachers which is somehow a form of teaching anxiety, this might cause incompetence in the classroom that might lead to problems involving discipline and inferior student performance. Realizing pre-service teachers’ trepidations will allow the teacher education program chair to be cognizant of these discouraging factors and cultivate instructional strategies that will contribute to minimizing their concerns and empowering them to cope with such challenges.

It seems logical to consider the moral dimension of teaching, to embrace a curriculum that assists pre-service teachers to understand themselves and become more aware of their inner selfhood and their ultimate purpose of being a Lasallian educator.

Since there is not much emphasis given on the spiritual formation of the pre-service teachers to strengthen their faith and zeal for service, it is imperative that their training programs should be geared towards developing their personal educational philosophies, their innate devotion to the

Lasallian mission, and their skills in decision-making about students, the classroom, teaching, and the school.

Endnotes

1. Maria Theresa Bolo Kalaw is a full time faculty member and researcher in the Education and Mathematics departments at De La Salle Lipa College of Education, Arts and Sciences Philippines.

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