

Motivational Factors of Polytechnic University of the Philippines – Master in Physical Education and Sports Students in Pursuing the Degree

Kazel M. Dantes, MPES
Faculty, General Education,
Colegio de Muntinlupa, Muntinlupa City, Metro Manila, Philippines
Email – kazeldantes@yahoo.com

Abstract: All master's degree programs essentially strive toward the same goal: to provide students with the opportunity to supplement their undergraduate education. Generally speaking, undergraduate programs provide a solid foundation in core subjects and a student's major, while graduate programs allow students to pursue more advanced topics in a specific field, building on their bachelor's degree and professional experience. Earning a master's degree in physical education prepares you to help individuals maintain active lifestyles through careers in fields like teaching and athletic training.

Key Words: Motivational Factors, Polytechnic University of the Philippines, Master in Physical Education and Sports, Pursuing Degree

1. INTRODUCTION:

Master's degree programs are increasingly becoming professionalized, with a new focus on preparing graduates for careers in business, government, and non-profit settings. In the Polytechnic University of the Philippines, one of the offered graduate programs is the Master in Physical Education and Sports (MPES). The Master in Physical Education and Sports (MPES) envisions to competitively preparing its graduates in administrative leadership positions in physical education and sports in variety of settings, including private business, professional and college athletics, administration in higher education, research community services. The program's mission is to produce graduates for work in the sports industry, as well as in schools and colleges as teachers, coaches, administrators, and good servants of the community. The researcher aimed to identify the Motivational Factors of PUP- MPES students in pursuing the degree to come up with a strategy to encourage Physical Education teachers to take and finish their master's degree.

2. METHOD

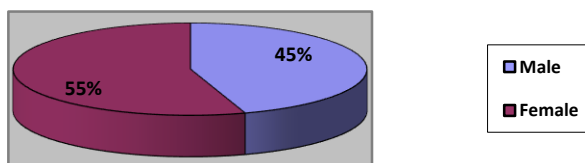
The study utilized the descriptive type of research. The reason for using this method is that, this study attempted to identify the Motivational Factors of PUP- MPES students in pursuing the degree which will be a basis in developing a strategy to encourage Physical Education teachers to take and finish their master's degree. This study was evaluated through survey questionnaires. It contains the fill-in-response (checked answer portion) that pertains to the respondents' profile; sex, age, years of teaching and institution/ university graduated. After basing from the data gathered, the researcher measured the evaluation from the survey questionnaire results.

3. RESULTS AND DISCUSSION:

The following tables, charts and figures present the needed data for better understanding of the findings of the study.

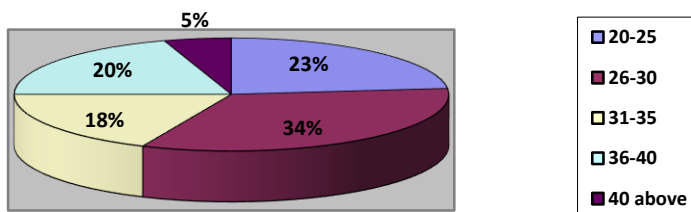
3.1. The profile of the respondents in terms of:

- Sex



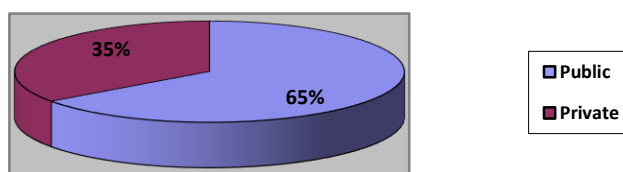
Out of 60 respondents, there are (27) or 45% male respondents and twenty seven (33) or 55% female respondents.

- Age



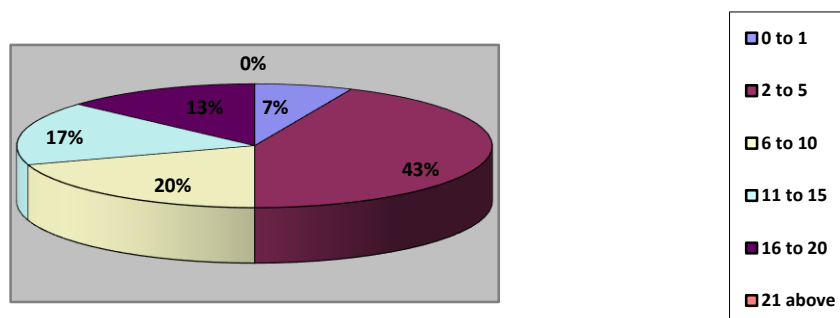
Out of 60 respondents, there are fourteen (14) or 23% of the respondents whose age range from 20 to 25 years old; twenty (20) or 34% of the respondents whose age range from 26 to 30 years old; eleven (11) or 18% of the respondents whose age range from 31 to 35 years old; twelve (12) or 20% of the respondents whose age range from 36 to 40 years old; three (3) or 5% of the respondents whose age is 41 years old and above.

- Institution/ University Graduated



Out of 60 respondents; thirty nine (39) or 65% graduated from a state college or university; and twenty one (21) or 35% graduated from a private college or university.

- Years of Teaching



Out of 60 respondents, there are four (4) or 7% of the respondents have zero to one year teaching experience; twenty six (26) or 43% of the respondents have two to five years teaching experience; twelve (12) or 20% of the respondents have six to ten years teaching experience; ten (10) or 17% of the respondents have eleven to fifteen years teaching experience; and eight (8) or 13% of the respondents have sixteen to twenty years teaching experience.

3.2. Identify the motivational factors of MPES students in PUP in pursuing the degree:

	Motivational Factors	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Remarks
1	Advancement: To expand my knowledge of fields related to my current areas of professional specialization	34	26	0	0	Score
		56.67	43.33	0.00	0.00	Percentage
2	Be More Prepared For My Field: To expand my knowledge of fields related to their current areas of professional specialization	14	37	9	0	Score
		23.33	61.67	15.00	0.00	Percentage
3	Earn More Money: Employer Incentives	22	34	3	1	Score
		36.67	56.67	5.00	1.67	Percentage
4	Challenge Myself: To have a sense of accomplishment	10	26	13	11	Score
		16.67	43.33	21.67	18.33	Percentage
5	New Options: To start a new career in a chosen professional field	24	21	15	0	Score
		40.00	35.00	25.00	0.00	Percentage
6	Be More Marketable: To gain recognition and credibility	54	6	0	0	Score
		90.00	10.00	0.00	0.00	Percentage
7	Experience: To acquire skills in new technologies and methods that have developed in my field	20	40	0	0	Score
		33.33	66.67	0.00	0.00	Percentage
8	To improve my career	52	8	0	0	Score
		86.67	13.33	0.00	0.00	Percentage
9	To increase my options and professional prospects	55	5	0	0	Score
		91.67	8.33	0.00	0.00	Percentage
10	To secure my career	58	2	0	0	Score
		96.67	3.33	0.00	0.00	Percentage

Legend:

	1 st Motivational Factor
	2 nd Motivational Factor
	3 rd Motivational Factor
	4 th Motivational Factor
	5 th Motivational Factor

3.3. Determine the benefits of having the degree:

	Benefits of Having Master's Degree	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Remarks
A. Securing Your Career						
1.	Become eligible for more jobs	52	8	0	0	Score
		86.67	13.33	0.00	0.00	Percentage
2.	Gives job security	53	7	0	0	Score
		88.33	11.67	0.00	0.00	Percentage
3.	Secure an entry on a higher level or position	58	2	0	0	Score
		96.67	3.33	0.00	0.00	Percentage
B. Professional Development						
1.	Master's degree programs combine discipline-specific, advanced coursework with skills like critical thinking, analytic ability, and time management that are easily transferred if your career path changes.	36	24	0	0	Score
		60.00	40.00	0.00	0.00	Percentage

2.	Earning a graduate degree is evidence of persistence, determination, intellectual prowess, and the ability to handle challenging environments.	33	17	3	2	Score
		55.00	28.33	5.00	3.33	Percentage
3.	Opens an excellent opportunity to explore options as a teacher and to learn more thoroughly.	50	10	0	0	Score
		83.33	16.67	0.00	0.00	Percentage
C. Personal Development						
1.	Greater recognition and credibility	53	7	0	0	Score
		88.33	11.67	0.00	0.00	Percentage
2.	Provides sense of accomplishment. The effort put forth to complete your studies, despite moments of doubt and uncertainty, will stand as a central character-building life experience.	50	10	0	0	Score
		83.33	16.67	0.00	0.00	Percentage
3.	It establishes a person as an expert teacher, and increases self-esteem and personality	24	16	15	5	Score
		40.00	26.67	25.00	8.33	Percentage

Legend:

	<i>benefit that most of the respondents on having a master's degree.</i>
--	--

4. FINDINGS:

Based on the objectives of the study, the results are:

4.1. The profile of the respondents in terms of:

- **Sex:** Out of 60 respondents, there are thirty three (33) or 45% male respondents and fifty seven (27) or 55% female respondents.
- **Age:** Out of 60 respondents, there are fourteen (14) or 23% of the respondents whose age range from 20 to 25 years old; twenty (20) or 34% of the respondents whose age range from 26 to 30 years old; eleven (11) or 18% of the respondents whose age range from 31 to 35 years old; twelve (12) or 20% of the respondents whose age range from 31 to 35 years old; and three (3) or 5% of the respondents whose age is 41 years old and above.
- **Institution/ University Graduated:** Out of 60 respondents; thirty nine (39) or 65% graduated from state college or university; and twenty one (21) or 35% graduated from a private college or university.
- **Years of Teaching:** Out of 60 respondents, there are four (4) or 7% of the respondents have zero to one year teaching experience; twenty six (26) or 43% of the respondents have two to five years teaching experience; twelve (12) or 20% of the respondents have six to ten years teaching experience; ten (10) or 17% of the respondents have eleven to fifteen years teaching experience; and eight (8) or 13% of the respondents have sixteen to twenty years teaching experience.

The motivational factors in taking masters degree are “to secure my career” with 56 or 96.67%; “to increase my options and professional prospects” with 55 or 91.67%; “Be more marketable: to gain recognition and credibility” with 54 or 90%; “to improved my career” with 52 or 86.67; and “to expand my knowledge of fields related to my current areas of professional specialization” with 34 or 56.67%. The respondents believed that the top benefits in taking masters degree are to “secure an entry on a higher level or position” with 58 or 96.67; “greater recognition and credibility” with 53 or 88.3% and “opens an excellent opportunity to explore options as a teacher and to learn more thoroughly ” with 50 or 83.3%

5. RECOMMENDATIONS:

The researchers strongly recommend that the following be considered:

- The institution should open windows to empower personal and professional development as benefits in pursuing masters degree focusing on earning a graduate degree is evidence of persistence, determination, intellectual prowess, and the ability to handle challenging environments;
- Enhance and upgrade graduate program based on the motivational factors and benefits needed by the students; and
- More specific research and studies on the similar topic should be done to give clearer outcome in providing a better graduate program.

6. CONCLUSIONS:

On the basis of the findings, the following conclusions were drawn:

- There are 60 respondents is composed of twenty seven (27) or 45% males and thirty three (33) or 55% females. Majority of there age range is 26-30 years old composed of twenty (20) or 34% of the respondents. Most of number of respondents graduated from a state college or university with thirty nine (39) or 63%. Most of the repondents have two to five years teaching experience with twenty six (26) or 43%
- Majority of the respondents have agreed that securing their career was the top motivational factor in taking the degree with 96.67%
- Likewise, with the same percentage of 96.67%, majority of the respondents believed that the benefits on having a masters degree is securing an entry on a higher level or position.

REFERENCES:

Books:

1. Pangrazi, Robert, A. *Dynamic Physical Education for Elementary School Children. 13th Edition.* Allyn and Bacon: A Pearson Education Company, 2001
2. Mood, Dale et al. *Sports and Recreational Activities for Men and Women. 10th Edition.* Mosby—Year Book, Inc, 1991

Theses:

3. Dimla, L.P. (2004). *Grade 1 pupils reading performance in midyear and final achievement test: Basis for development of supplementary reading materials.* Philippine Normal University- Manila.
4. Knutsen, David W. (2011). *Motivation to pursue higher education.* Olivet Nazarene University.
5. Teowkul, Kiatisak, et.al., *Motivational factors of graduate thai students pursuing masters and doctoral degree in business.* Institute of International Studies, Ramkhamhaeng University, Thailand.

Articles and Unpublished Materials:

6. July 2001, National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education, Recreation and Dance
7. Republic of the Philippines , Department of Education, K to 12 Curriculum Guide version as of September 10 2012 – Physical Education
8. July 2001, National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education, Recreation and Dance
9. Physical Education - OVERVIEW, PREPARATION OF TEACHERS by Murray Mitchell

Web References:

- The National Association for Sport and Physical Education (NASPE) Web site has physical education information, professional development opportunities, and the complete physical education standards document. www.aahperd.org/naspe
- The American Alliance for Health, Physical Education, Recreation and Dance, NASPE's parent organization, lists a number of health and fitness programs and provides links to its various subsidiaries. www.aahperd.org
- Physical Education Digest is a quarterly magazine that provides the latest ideas, tips, coaching cues, and research on sports, fitness, and physical education topics from around the world. www.pedigest.com
- The President's Council on Physical Fitness and Sports has a Web site that provides programs, publications, and resources. www.fitness.gov
- http://www.tahperd.org/LINKS/SUB_LINKS/RESOURCES/resources_pdf/NASPE_Guidelines_Elem_Facilities.pdf
- http://www.tahperd.org/LINKS/SUB_LINKS/RESOURCES/resources_pdf/NASPE_Guidelines_Elem_Facilities.pdf
- <http://www.wvdhhr.org/bph/oehp/hp/card/phyeddef.htm>
- Physical Education - OVERVIEW, PREPARATION OF TEACHERS - National, Health, Sport, and Programs - StateUniversity.com <http://education.stateuniversity.com/pages/2324/Physical-Education.html#ixzz2kKCCwpq4>
- <http://www.thesportjournal.org/article/results-and-recommendations-world-summit-physical-education>