European Online Journal of Natural and Social Sciences 2022;
Vol.11, No 2 pp. 316-335
ISSN 1805-3602

Academic Motivation and Multidimensional Constructs of Student Engagement and their Relationships to Performance in Professional Education Board Courses of Filipino Pre-Service Teachers

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Received for publication: 15 October 2021.
Accepted for publication: 17 December 2021.

Abstract

The interconnected elements of academic motivation, student engagement, and performance make up the central goal of a school-wide improvement effort of improving quality education. This study was conducted to 266 fourth year pre-service teacher-respondents who were enrolled during the 2nd semester of school year 2016-2017 in the Practice Teaching course of the Bachelor in Secondary Education (BSEd) program. The main objective of the study was to determine the relationship of academic motivation and the multidimensional constructs of student engagement to the performance of BSEd pre-service teacher-respondents in selected State Universities and Colleges in the National Capital Region. The research methodology used was the descriptive correlational method and the statistical treatment of data used in the study includes frequency, percentage, weighted mean, and the Pearson Product Moment. The findings indicated that there is a significant relationship between performances in the selected professional education board courses namely Child and Adolescent Development, The Teaching Profession, Principles of Teaching, Assessment of Student Learning, Educational Technology, and the factors of academic motivation specifically in extrinsic motivation namely, Authority Expectation, Peer Acceptance, Power Motivations, and Fear of Failure. Likewise, there is a significant relationship between performances in the selected professional education board courses and the multidimensional constructs of student engagement namely, Collaborative Learning, Student-Faculty Interaction, and Effective Teaching Practice. It is recommended that teacher educators must continue to foster student motivation through the use of intrinsic and extrinsic factors; teacher educators must, also, create teaching-learning environment in which engagement is the norm instead of the exception through the use of multidimensional constructs with emphasis on collaborative learning, effective teaching practices, and student-faculty interaction which were found to be significant to students' performance.

Keywords: Academic motivation, multidimensional constructs, pre-service teachers, student engagement, professional education board courses

Introduction

As stated in the Philippine Development Plan of 2011-2016, a country's vision of inclusive growth and development entails investment in human capital, particularly through the provision of quality basic education, competitive technical vocational skills training, and relevant and responsive higher education (NEDA, 2011). Thus, the national government has placed a high regard for education and has pushed for educational reforms that promote inclusive education, especially for the marginalized. To support this vision, the national government, through the Department of Budget and Management, apportioned P207 billion to the Department of Education in 2011, P238.8 billion in 2012, 292.7 billion in 2013, 309.43 billion in 2014, P319.2 billion in 2015, P410.4 billion in

2016, and P542.3 billion in 2017 (General Appropriation Act). This striking leap in Education budget shows the continuing effort of the government and all stakeholders to improve the public education system and build student capacities.

According to Guillermo M. Luz, private sector co-chairman for the National Competitiveness Council, the recent 2016 World Economic Forum Global Competitiveness Report (WEF-GCR) shows that the Philippines dropped 10 notches from where it landed in 57th place from 47th last year. The Global Competitiveness Report is a publication of the World Economic Forum which provides a comprehensive picture of productivity and competitiveness by gathering statistical and survey data on over 114 indicators grouped into 12 pillars across 138 countries, in its 2016 report, the Philippines dropped in eight of the 12 pillars of the survey. The largest drops were reported in Goods Market Efficiency (down 19, from 80th to 99th), Technological Readiness (down 15, from 68th to 83rd), Institutions (down 14, from 77th to 91st), Innovation (down 14, from 48th to 62nd), and Business Sophistication (down 10, from 42nd to 52nd). Results of the study indicated that the country showed gains in higher education and training up to five places from 63rd to 58th; health and primary education had gone to up to five places from 81st from 86th; and, macroeconomic environment, soared up to four places from 24th to 20th (VDS, 2016). These gains in the higher and primary education show the country's gradual improvement as an effect of the robust investment allocation in education. However, the increasing demand in global competitiveness must be given sufficient attention to ensure that education is the government's utmost priority and concern. Through conducting research, the best and effective educational practices, strategies, methods and other means to combat the predicament in education system, shall be identified. In this manner, all the doable measures addressing the problems shall be addressed properly.

Pre-service Teacher Education

In the Encyclopedia of Educational Research, Monroe (2005) defined teacher education as "The total education experiences which contribute to the preparation of a person." Be that as it may, the term is employed to designate the program for the courses and other experiences offered by an educational institution for the purpose of preparing individuals for teaching and other educational services and for contributing to their growth in competency. Such teacher education programs are offered in teacher colleges, normal schools, and regular colleges and universities. The pre- service teacher education is a type of teacher education program for the preparation of teachers provided to those eligible candidates before entering the profession of teaching and those who are not in the service.

The pre-service teacher education is provided to the new entrants to the teaching profession which includes theoretical instruction as well as practice teaching that aims to develop in them the required skills in doing the job effectively. It is provided to new prospect who is expected become a teacher before one joins the teaching profession.

Rotherham (2009) stated that greater emphasis on skills also has important implications for teacher training. The resolve to teach these skills to all students will not be enough. One must have a plan by which teachers can succeed where previous generations have failed. That is why advocates of 21st century skills favor student-centered methods—for example, problem-based learning and project-based learning—that allow students to collaborate, work on authentic problems, and engage with the community. These approaches are widely acclaimed and can be found in any pedagogical methods textbook; teachers know about them and believe they are effective. And yet, teachers do not use them. Recent data show that most instructional time is composed of seatwork and whole-class instruction led by the teacher.

Furthermore, Cheng (2005) ensured that today's generation can meet the challenges and needs of globalization and information technology, researchers, policy makers, and stakeholders in the Asia-Pacific region have urged a paradigm shift in learning and teaching. That as a result of globalization and international competition, this new wave of educational reforms is often driven by the notion of world-class education movements. It is thought that effectiveness and improvement of education should be defined by world-class standards and global comparability to ensure that the future developments of students and societies are sustainable in such a challenging era of globalization and competition.

It follows that the development of pre-service teacher education in the Asia-Pacific region and in other parts of the world has shifted to support the pursuit of new vision and aims of education such as lifelong learning, high level abilities for sustainable development, global networking, international outlook, and integration of IT in education. The new vision aims on pre-service teacher education reflects the perceived need to develop teachers to be facilitators who create unlimited opportunities for students' learning and multiple and sustainable development through "triplization in education", that is, as an integrative process of globalization, localization and individualization in education.

The new paradigm of triplized teaching are the following: In individualized teaching, the teacher is the facilitator or mentor to support students' learning; contextualized multiple intelligence teacher; individualized teaching style; arousing curiosity; teaching as facilitating process; sharing joy; and teaching as life-long learning. In localized and globalized teaching, the teacher is the multiple sources of teaching; does networked teaching and world-class teaching; provide unlimited opportunities in teaching; and does teaching with local and international outlook.

Academic Motivation

Cheng (2005) ensured that today's generation can meet the challenges and needs of globalization and information technology, researchers, policy makers, and stakeholders in the Asia-Pacific region have urged a paradigm shift in learning and teaching. That as a result of globalization and international competition, this new wave of educational reforms is often driven by the notion of world-class education movements. It is thought that effectiveness and improvement of education should be defined by world-class standards and global comparability to ensure that the future developments of students and societies are sustainable in such a challenging era of globalization and competition.

According to Burton (2012), a researcher in motivation, "The relationship between engagement and motivation is a two-way street; improve one and you also improve the other. The key to understanding how to benefit from improved levels of engagement is firstly to understand what motivates us – why do we really do the things we do?" For teachers, the task of motivating students and encouraging engagement is not an easy task. While a part of motivation is intrinsic to the student, teachers play a vital role in cultivating student engagement and must be proactive in doing so. Thus, increased motivation and student engagement is one of the keys to academic and behavioral success. In higher education, it is even suggested that student engagement could be used as an indicator of institutional teaching quality.

Irvin et al. (2007) underscored that motivating students is important—without it, teachers have no point of entry. However, it is engagement that is critical, because the level of engagement over time is the vehicle through which classroom instruction influences student outcomes. Engagement often depends on good instruction. Good instruction develops and refines important habits and skills. Gaining these improved skills leads to increased confidence and competence. Greater confidence motivates students to engage with and successfully complete increasingly complex tasks, and this positive experience leads to improved student learning and achievement.

That the interconnected elements of student motivation, engagement, and achievement make up the central goal of a school wide improvement effort. Motivation leads to engagement; motivation is where teachers need to begin. As humans, we are motivated to engage when we are interested or have real purpose for doing so. So motivation to engage is the first step on the road to improving academic habits and skills (Leadership Model for Improving Literacy).

Cited from the literature of Saeed (2012), Ryan and Deci (2000) expressed that to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. In the classroom setting, student motivation refers to the degree to which a student puts effort into and focus on learning in order to achieve successful outcomes. Motivation and engagement are very important for sound student learning.

Also, Sternberg (2005) believed that motivation is very important for school success, in its absence; the student never may make an effort to learn. Students not only have different quantities, but also different qualities of motivation that can vary from time to time depending on the learning and teaching context. If teachers have a sound understanding of the different types of student motivation possible in any given context, then they are in better position to provide a more conducive learning environment to students that better promotes their learning. Kohn (1999) contended that "the implicit premise of the words "intrinsic" and "extrinsic" is that there are qualitatively different kinds of motivation, and the kind matters more than the amount."

In addition, *Marsh (2000)* suggested that researchers in motivation and engagement have made an important contribution to the field of education by highlighting the importance of motivation and engagement in the learning process. They also have pointed out the ways in which students' intrinsic and extrinsic motivation and engagement can influence their learning outcomes. Motivation guides learners' interest into important learning activities. Motivation and engagement are important factors that guide behavior and as a result, it is very important for teachers to understand and use this knowledge in their teaching. By knowing how intrinsic and extrinsic motivations and engagement relate to students and their learning, the teacher is well placed to provide a more supportive environment for student learning and their own teaching.

Student Engagement

Trowler (2010) claimed that student engagement has become the latest focus of attention among those aiming to enhance learning and teaching in higher education. Student engagement is headlining meeting agendas and theming conferences in campuses around the world. Because of these, it is not difficult to understand why a sound body of literature has established robust correlations between student involvement in a subset of educationally purposive activities, and positive outcomes of student success and development, including satisfaction, persistence, academic achievement, and social engagement. With higher education institutions facing increasingly straitened economic conditions, attracting and retaining students, satisfying and developing them, and ensuring they graduate to become successful, productive citizens' matters more than ever.

Kuh and Coates (2010), the two most prolific authors in the topic of engagement in particular defined student engagement as the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and the reputation of the institution. Student engagement is widely recognized as an important influence on achievement and learning in higher education and as such is being widely theorized and researched.

In Kuh et.al. (2005) "what students do during college generally matters more to what they learn and whether they persist to graduation than who they are or even where they go to college".

High levels of student engagement are associated with purposeful student-faculty contact, active and collaborative learning, and inclusive and affirming institutional environments. These factors are related to student satisfaction, learning, and development. Thus, "high levels of student engagement are necessary for and contribute to collegiate success".

Pascarella and Terenzini (2005) concluded that the "impact of college is largely determined by individual effort and involvement in the academic, interpersonal, and extracurricular offerings on a campus" (p. 62), and that the best predictors of whether a student will graduate are academic preparation, motivation, and student engagement

Coates (2007) described engagement as "a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience" such as: (1) active and collaborative learning; (2) participation in challenging academic activities; (3) formative communication with academic staff; (4) involvement in enriching educational experiences; and (5) feeling legitimated and supported by university learning communities. These five facets form the basis of the National Survey of Student Engagement (NSSE), the annual survey conducted among public and private higher education institutions in the US and Canada and have been modified by adding a a sixth aspect into the Australasian Survey of Student Engagement (AUSSE), which defines student engagement as "students' involvement with activities and conditions likely to generate high-quality learning" (Coates, 2009), measured along six engagement scales: (1) academic challenge which is the extent to which expectations and assessments challenge students to learn; (2) active learning which refers to students' efforts to actively construct their knowledge (3) student and staff interactions which is the level and nature of students' contact with teaching staff (4) enriching educational experiences which refer to participation in broadening educational activities (5) supportive learning environment refers to feelings of legitimation within the university community; and (6) work-integrated learning (integration of employment-focused work experience into study)

Fredricks et al. (2004) identified three dimensions to student engagement: Behavioral engagement where students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior; Emotional engagement where students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging; and Cognitive engagement where cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge.

Coates (2007) proposed a typology of student engagement styles: Intense where students are highly involved with their university study. They tend to see teaching staff as approachable, and to see their learning environment as responsive, supportive and challenging; Independent style is characterized by a more academically and less socially oriented approach to study. They see themselves as participants in a supportive learning community. They see teaching staff as being approachable; they see their learning environment as responsive to student needs, and as encouraging and legitimating student reflection, and feedback. These students tend to be less likely, however, to work collaboratively with other students within or beyond class, or to be involved in enriching events and activities around campus; Collaborative style of engagement tend to favor the social aspects of university life and work, as opposed to the more purely cognitive or individualistic forms of interaction. High levels of general collaborative engagement reflect students feeling validated within their university communities, particularly by participating in broad beyond-class talent development activities and interacting with staff and other students; and Passive style that students whose response styles indicate passive styles of engagement rarely participate in the only or general activities and conditions linked to productive learning." Similarly, Axelson and Flick (2011) suggested that level

of student engagement at an institution of higher education is increasingly seen as a valid indicator of institutional excellence that is more meaningful than traditional education.

Barberos et al. (2014) focused their study on effective strategies and teaching methods that are proven to increase student motivation. This research confirms that not all students are motivated by the same desires, wants, and needs. Some students may simply just seek the approval of others when conquering a challenge. The authors explain that gender, culture, and ethnicity also affect as student's motivation in the classroom. It indicates that no single teaching method will motivate all students. The key motivator is to find a way to help students relate the content of the lesson to their own lives. Also, the research shows that when teachers often give positive support and feedback, student performance improves. Teachers should assign tasks that the students are able to perform without becoming overwhelmed. Instruction should be on their ability level, not too difficult, yet not too challenging. The study also showed an increase in student cognitive ability when teachers can identify strengths and weaknesses and build off of prior knowledge. The results also revealed that out of the students evaluated, the boys were more motivated by attitude, and the girls were more motived by wanting to please parents and/or the teacher.

Hussein (2005) in his study on proposed training program on certain components of academic intrinsic motivation concluded that motivation is innate, and could be acquired through study and research. Children are born with the motivation of the learning inheritance, which appears with all the individuals and in different cultures. Children may develop it by providing them the agitators and activities, because they directly affect them and play a major role in the pupils' learning process.

Friar (1995) sees that students with the high intrinsic motivation come to the educational work enthusiastically and actively, and that they put on their best efforts to gain the highest degrees. While Cloninger (1996) believes that students in the educational environments learn more with intrinsic motivation or in other words, when they enjoy they learn more. She adds that intrinsic motivation is the energy stemming from the curiosity; and that self-motivated students obtain higher degrees than the normal students in the examinations on the abilities, in spite of the fact that certain individuals are motivated by both internal and external factors, at the same time. Darwish (2002) indicate that the most determinants of the academic intrinsic motivation with the university students (of both genders) are: level of ambition, positive direction of learning, persistence, curiosity, self-efficiency, motivation for accomplishment, enjoyment during learning, fear of failure, and the cognitive motivation.

Al-Saheb et al. (2014) identified the relationship between the positive thinking, the intrinsic motivation, and the direction towards the teaching career. The study sample consisted of 344 male and female students of the education colleges at Baghdad and Al-Mustanssiriah Universities during the academic year 2012-2014. The researchers employed three instruments, the positive thinking scale, the academic intrinsic motivation scale and the direction toward the teaching profession scale. The results indicated a positive correlational and statistically significant relation between the positive thinking, the intrinsic motivation, and the direction toward the teaching career.

As per the relationship between the academic intrinsic motivation and the academic achievement, there is a direct correlational, statistically significant relationship between the students' academic intrinsic motivation and the academic achievement; and that there are differences between the students in the academic intrinsic motivation in favor of the high achievers. Meanwhile, the results did not show differences among the males and females in the academic intrinsic motivation; and indicated that we may predict the students' achievement through our knowledge of their academic intrinsic motivation (Al-Alwan et al., 2010)

Bensimon (2009), in his study on engagement shows that students develop feelings about their peers, professors, and institutions that give them a sense of connectedness, affiliation, and belonging, while simultaneously offering rich opportunities for learning and development. In a similar study of Korobova (2012), results indicated that the NSSE benchmarks of effective educational practices such as academic challenge, learning with peers, experiences with faculty, and campus environment show the following: Challenging intellectual and creative work is critical to student learning and collegiate quality. High expectations for student performance and emphasis on importance of academic effort promote high levels of student achievement. Such activities include time spent preparing for class; number of assigned textbooks, books, papers, and reports; and coursework emphasizing analyzing, synthesizing, making judgments and applying theories.

As a faculty member of a teacher education institution, the researcher was inspired to proceed and develop this study in order to determine the relationship of academic motivation and the multidimensional constructs of student engagement to the performance of Bachelor in Secondary Education (BSEd) pre-service teacher-respondents in selected state, universities, and colleges (SUCs) in the National Capital Region (NCR) in the Philippines. The need to look into the condition of classrooms and seek answers to the following research questions is that high: (1) how do the pre-service teacher-respondents best describe their academic motivation in terms of intrinsic motivation and extrinsic motivation? (2) what is the occurrence, quality, and extent of student engagement of the pre-service teacher-respondents in terms of academic challenge, learning with peers, experience with faculty, and campus environment; (3) what is the performance of the pre-service teacher-respondents in their professional education board courses; and, finally, (4) is there a significant relationship between the performance of the pre-service teacher-respondents in their professional education board courses and their academic motivation and multidimensional construct of student engagement?

The abovementioned questions need to be addressed to ensure that the robust budget in education is effectively and efficiently used to improve the public education system and build student capacities. Results of this study shall provide significant information on the progress of students which is valuable in providing appropriate intervention, government investments, and ensuring appropriate accountability, and for policymakers is to make greater investments in measuring students' success which have potential meanings beyond just increasing degree attainment.

Methodology

This study used a descriptive correlational method which aimed to gather information about the present condition, status or trend, and dealing with what was prevailing (Adanza, Bermundo, and Rasonabe, 2009). Moreover, "descriptive research may be characterized as simply the attempt to determine, describe, or identify the existing condition or characteristics and/or behaviors of a sample population which", in this case, is the pre-service student respondents. This study described the existing *academic motivation* of the pre-service teacher-respondents based on two dimensions, namely intrinsic motivation with two factors: mastery goals and need for achievement and extrinsic motivation with four factors: authority expectation, peer acceptance, power motivations, and fear of failure. Also, *student engagement* and its four themes, namely academic challenge with four indicators: *higher-order learning, reflective and integrative learning, learning strategies, and quantitative reasoning;* learning with peers with two indicators: *collaborative learning and discussion with diverse others*; experience with faculty with two indicators: *student-faculty interaction and effective teaching practices*; and campus environment with two indicators: *quality of interaction and supportive environment*.

The descriptive correlational research design was used to determine the existing relationships among the factors of academic motivation, multidimensional constructs of student engagement and performance in selected professional education board courses.

Participants of the Study

Participants of this study are comprised of 266 Bachelor in Secondary Education fourth year pre-service teachers four State Universities and Colleges in the National Capital Region of the country. Among the participants, 44 are between 18-19 years old, 179 are between 20-21 years old, 29 are between 22-23 years old, 14 are 24 years old and above, where 53 are male and 213 are female.

Research Instrument

A benchmarking on the Academic Intrinsic Motivation (AIM) Questionnaire by Regina M. Shia of Wheeling Jesuit University and the National Survey of Student Engagement (NSSE) instrument by Indiana University was undertaken. Permission to carry out the benchmarking activity was sought and granted by the proper officers. The research questionnaire used in this study has four parts: Part 1 dealt on student profile which elicited information on the pre-service teacher-respondents name, student number, age, gender, academic status, name of SUCs, and specialization; Part 2 dealt with the factors of academic intrinsic motivation inventory where the pre-service teacher respondents rated themselves based on the two dimensions of motivation such as intrinsic motivation with two factors: mastery goals and need for achievement; extrinsic motivation with four factors: authority expectation, peer acceptance, power motivations, and fear of failure. Each factor had ten-item statements that total to 60 items. This instrument on academic motivation was anchored on the Self-Determination Theory of Deci & Ryan (2000); Part 3 was the multidimensional constructs of student engagement checklist where the pre-service teacher-respondents described the experiences they gained in college based on its frequency of occurrence, quality and extent of engagement. The checklist was composed of four themes, namely: academic challenge with four indicators - higher-order learning, reflective and integrative learning, learning strategies, and quantitative reasoning; learning with peers with two indicators – collaborative learning and discussion with diverse others; experience with faculty with two indicators – student-faculty interaction and effective teaching practice; and campus environment with two indicators – quality of interaction and supportive environment. Each engagement indicator had ten-item statements that total to 100 items. This instrument on student engagement was anchored on the Student Involvement Theory of Astin (1984) and Theory of Student Engagement by Appleton et al. (2006); and Part 4 on student performance. In this section, the final grades of the pre-service teacher-respondents' in selected professional education board courses namely Child and Adolescent Development, The Teaching Profession, Principles of Teaching, Assessment of Student Learning, and Educational Technology were used.

Results and Discussions

The intrinsic motivation of pre-service teacher-respondents' in terms of their mastery goals were evaluated and results revealed the innate nature of the respondents to use deep cognitive process in learning.

Table 1 shows the results which indicate that it is the nature of the respondents to take it upon themselves to exercise persistence, initiative, and self-regulation in the performance of their student duties in college. As Pascarella and Terenzini (2005) pointed out, that impact of college is largely determined by individual effort and involvement in the academics. That when learners feel competent, autonomous and self-determined, they will freely seek what interests them. Intrinsically motivated learning can only occur when an individual feels freedom to make choices in the process, when the activity is challenging, and when the challenge can be conquered.

Table 1. Weighted Mean Distribution of Intrinsic Motivation of Pre-Service Teacher-Respondents in terms of their Mastery Goals

1.1.1 Intrinsic Motivation - Mastery Goals		
Indicators	**Weighted Mean**	**Verbal Interpretation**
I try to learn from a class, no matter how much I like or dislike it.	4.25	Very Likely Me
I feel that challenging assignments can be of great learning experiences.	4.05	Very Likely Me
I gain valuable knowledge in college work.	4.35	Very Likely Me
I perform better to get better learning experiences.	4.28	Very Likely Me
I learn simply for the sake of learning.	3.68	Very Likely Me
I see myself as well-informed in many academic areas.	3.68	Very Likely Me
I do more than I have to for an assignment to help me understand the course material better.	3.80	Very Likely Me
I enjoy learning about various academic disciplines.	4.12	Very Likely Me
I like to spend time reading about things that interest me.	4.28	Very Likely Me
I try to do my best on every assigned task.	4.35	Very Likely Me
General Weighted Mean	***4.08***	***Very Likely Me***

Legend: "4.51 – 5.00 (Completely Likely Me)", 3.51 – 4.50 (Very Likely Me)", "2.51 – 3.50 (Moderately Likely Me)", "1.51 – 2.50 (Slightly Likely Me)", "1.00 – 1.50 (Not At All Likely Me)"

Table 2. Weighted Mean Distribution of Intrinsic Motivation of Pre-Service Teacher-Respondents in terms of their Need for Achievement

1.1.2 Intrinsic Motivation – Need for Achievement		
Indicators	**Weighted Mean**	**Verbal Interpretation**
I want to learn everything I need to learn.	4.52	Completely Like Me
I work best when doing individual task instead of group task.	4.17	Very Likely Me
I do all that I can to make my assignments turn out perfectly.	4.02	Very Likely Me
I sign up for the classes that will help me attain my goal in the future.	3.95	Very Likely Me
I have high expectations of myself.	3.89	Very Likely Me
I feel good when I find out that I am well-prepared for an examination.	4.56	Completely Like Me
I complete my school work in advance.	3.54	Very Likely Me
I would sign up for a club if it helped me reach a long-term goal.	3.44	Moderately Likely Me
I feel good about myself when I finish a difficult task.	4.58	Completely Like Me
I set high goals for myself.	4.14	Very Likely Me
General Weighted Mean	***4.08***	***Very Likely Me***

Legend: "4.51 – 5.00 (Completely Likely Me)", 3.51 – 4.50 (Very Likely Me)", "2.51 – 3.50 (Moderately Likely Me)", "1.51 – 2.50 (Slightly Likely Me)", "1.00 – 1.50 (Not At All Likely Me)"

Meanwhile Table 2 presents that the intrinsic motivation of pre-service teacher-respondents' in terms of the respondents' need for achievement shows that this motive is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action. As Saeed (2012) expressed that to be motivated means to be moved to do something. Hence, the responses of the pre-service teacher-respondents on "Need for Achievement" illustrated their innate desire to achieve, be competent, and be moved to do something good in their studies and for themselves, in general. Likewise, Friar (1995) and Cloninger (1996) believed that students in the educational environments learn more with intrinsic motivation and come to the educational work enthusiastically and actively and that they put on their best efforts to obtain higher degrees than the normal students in the performance of their studies.

Table 3. Weighted Mean Distribution of Extrinsic Motivation of Pre-Service Teacher-Respondents in terms of their Authority Expectation

1.2.1 Extrinsic Motivation – Authority Expectation		
Indicators	**Weighted Mean**	**Verbal Interpretation**
I consult my parents for advice, when I have to make an academic choice.	3.71	Very Likely Me
I prefer to impress my family and professors.	3.49	Moderately Likely Me
I display utmost enthusiasm proving to my family that I can achieve something by being in college.	3.84	Very Likely Me
I can open-up my feelings to my parents that I received a failing mark on an exam.	3.60	Very Likely Me
I am influenced by family and others in my academic interests.	3.60	Very Likely Me
I accomplished fully-well an assigned task the way that my professor would want it accomplished.	3.74	Very Likely Me
I feel that I let my professor down when I do poorly on an exam.	3.49	Moderately Likely Me
I try to live up to my professor's expectations of me in the classroom.	3.46	Moderately Likely Me
I feel that I should be recognized by my professors when I demonstrate my abilities in the classroom.	3.52	Very Likely Me
I take initiative in doing tasks without being told by my professor.	3.64	Very Likely Me
General Weighted Mean	***3.61***	***Very Likely Me***

Legend: "4.51 – 5.00 (Completely Likely Me)", 3.51 – 4.50 (Very Likely Me)", "2.51 – 3.50 (Moderately Likely Me)", "1.51 – 2.50 (Slightly Likely Me)", "1.00 – 1.50 (Not At All Likely Me)"

On the other hand, Table 3 shows the respondents' extrinsic motivation in terms of their authority expectation suggested that majority of the pre-service teacher respondents highly considered and value the expectations set by their family and teachers in their college studies. This interpretation was supported by the study of Reyes and Galang (2009) where the findings was that parents and

family are a main source of motivation and positive relationships with peers and teachers are major facilitators of learning. Whereas, the study on teacher's expectations about student's motivation suggested that in essence supportive teachers are responsive (e.g. praise the quality of performance), explicative (e.g. provide a rationale for tasks and limits), and provide choice and opportunities for initiative taking and independent work.

Table 4. Weighted Mean Distribution of Extrinsic Motivation of Pre-Service Teacher-Respondents in terms of their Peer Acceptance

1.2.2 Extrinsic Motivation – Peer Acceptance		
Indicators	**Weighted Mean**	**Verbal Interpretation**
I sign up for the same classes that my friends sign up for.	3.47	Moderately Likely Me
I talk first of academics when hanging out with my friends.	3.35	Moderately Likely Me
I try to hide it from others when I received a low grade on an exam.	2.89	Moderately Likely Me
I feel more accepted by others when I receive a good grade on an examination.	3.26	Moderately Likely Me
I like to be one of the most recognized students in the classroom.	3.01	Moderately Likely Me
I have the same attitude toward college as my friends.	3.48	Moderately Likely Me
I study best when I am with the company of other people.	3.26	Moderately Likely Me
I want to go to class when my friends go.	2.97	Moderately Likely Me
I feel that the smarter I am the more accepted I will be by other students.	2.94	Moderately Likely Me
I earn a grade point average which is near the grade point average as my friends.	3.21	Moderately Likely Me
General Weighted Mean	***3.18***	***Moderately Likely Me***

Legend: "4.51 – 5.00 (Completely Likely Me)", 3.51 – 4.50 (Very Likely Me)", "2.51 – 3.50 (Moderately Likely Me)", "1.51 – 2.50 (Slightly Likely Me)", "1.00 – 1.50 (Not At All Likely Me)"

Looking at Table 4, the respondents' extrinsic motivation in terms of peer acceptance, the study revealed that there is a need of pleasing other peer to be socially accepted. Relative to this, Francisco et al. (2015) study revealed that contextual factors such peers as motivators in scholastic achievement relate to affective and cognitive engagement of students. That peers participate in influencing building skills that assist students in their plans for the future. According to Hamm and Zhang (2010) peer relationships in school are an integral feature of students' learning environment. Peers make students' time at school tolerable and enjoyable. They provide companionship, entertainment, feeling of belonging, help, personal validation, and emotional support. One way in which peers may benefit students is by promoting their academic motivation.

In terms of student engagement, the pre-service teacher respondents frequently experience higher order learning in college. They were frequently provided coursework that emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis. This suggested that the pre-service teacher respondents were very much engaged in their higher order learning coursework that

emphasized challenging cognitive tasks such as application, analysis, judgment, and synthesis in college. Henceforth, the pre-service teacher-respondents' assessment of their college experiences in higher order learning indicators were they were frequently provided, with very satisfactory quality, and to a very much extent learning experiences reflective of coursework that emphasized challenging cognitive tasks such as application, analysis, judgment and synthesis. This illustrates the findings of Pike and Kuh (2005) where they identified an intellectually stimulating institution as colleges where students are engaged in a variety of academic activities and have a great deal of interaction with faculty inside and outside the classroom. They also tend to engage in higher-order thinking and work with their peers on academic matters.

Thus, the pre-service teacher-respondents' assessment of their college experiences in student engagement was that they were provided with learning experiences that applied reflective and integrative learning frequently, of very satisfactory quality, and to a very much extent. They enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success.

Results of the study shows that the pre-service teachers' responses in learning with peers allowed them to work on group projects, asked others to help with difficult material or explained it to others, and worked through course materials in preparation for exams. Thus, the pre-service teacher-respondents' assessment of their college experiences in student engagement was that they were provided with learning experiences that applied collaborative learning frequently, of very satisfactory quality, and to a very much extent. This illustrates Coates (2007) description of engagement as "a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience", comprised of active and collaborative learning and Korobova (2012) study that cited intense involvement and collaboration with peers facilitates and enhances student learning. This includes asking questions in class, contributing to class discussions, making class presentations, working with peers during and outside of class, and tutoring. Interaction with peers has a direct effect on students' academic achievement. Further, Pike and Kuh (2005) described a collaborative institution where peers rely on and are generally supportive of one another for learning, mediated somewhat by technology. Although there are few opportunities for experiences with diversity, students have a reasonable amount of contact with faculty, who along with other dimensions of the campus climate, are viewed as supportive.

The pre-service teacher-respondents' assessment of their college experiences in student engagement was that their student-faculty interaction was occasional, satisfactory, and to a moderate extent especially when the students talk about their career plans with the teacher, sharing course topics and ideas outside class hours, and working with the faculty members with school activities aside from course requirements. The study of Kuh et al. (2005) served as a reminder of the value of student-faculty interaction and it states that "what students do during college generally matters more to what they learn and whether they persist to graduation than who they are or even where they go to college". High levels of student engagement are associated with purposeful student-faculty contact, active and collaborative learning, and inclusive and affirming institutional environments. These factors are related to student satisfaction, learning, and development. Thus, "high levels of student engagement are necessary for and contribute to collegiate success". In addition, the study of Korobova (2012) further confirms the importance of student-faculty interaction where by observing faculty inside and outside the classroom students see how experts solve real-life problems; thereby, faculty

become role models, mentors, and guides for continuous learning. Activities include discussing grades, ideas from readings, and career plans with an instructor; receiving prompt feedback; and working on a research project with a faculty member. Student involvement with faculty overall has a direct effect on their academic achievement.

College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them. To support the results of this study, Korobova (2012) concluded that a campus environment should provide support needed to succeed academically, non-academically, and socially. In addition to relationships with peers and faculty members, relationships with staff and administration affect students' academic achievement. The study found that a positive perception of administration produced a number of direct positive effects on academic outcomes and that institutional staff members shape students' perceptions of an overall campus climate; particularly valuable were support and encouragement from administrators, advisers, and academic counselors. Further, institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. This Engagement Indicator summarizes students' perceptions of how much an institution emphasizes services and activities that support their learning and development. In this regard, according to Kuh et al. (2005) "what students do during college generally matters more to what they learn and whether they persist to graduation than who they are or even where they go to college". High levels of student engagement are associated with purposeful student-faculty contact, active and collaborative learning, and inclusive and affirming institutional environments. These factors are related to student satisfaction, learning, and development. Thus, "high levels of student engagement are necessary for and contribute to collegiate success".

In terms of the pre-service teacher-respondents' performance in their professional education board courses, results show that they did 'good' in Child and Adolescent Development course; 'very good' in The Teaching Profession course; 'very good' in Principles of Teaching course; and very good' in Educational Technology course. Personally, connecting with course material requires students to relate their understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, re-examining their own beliefs and considering issues and ideas from others' perspectives.

Table 5. Significant Relationship between Performance in Child and Adolescent Development Course and the Factors of Intrinsic Motivation

Performance (Child and Adolescent Development) Versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.1. Intrinsic Motivation					
4.1.1 Mastery goals	0.05	VW	0.450	Accept Ho	Not Significant
4.1.2 Needs for achievement	-0.08	VW	0.221	Accept Ho	Not Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))"Level of Significance = 0.05

Moreover, Table 5 revealed that there was no significant relationship between the performance in Child and Adolescent Development course of the pre-service teacher respondents and the intrinsic motivation – mastery goals and needs for achievement was accepted.

Table 6. Significant Relationship between Performance in Child and Adolescent Development Course and the Factors of Extrinsic Motivation

Performance (Child and Adolescent Development) Versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.2 Extrinsic Motivation					
4.2.1 Authority Expectation	0.15	VW	0.016	Reject Ho	Significant
4.2.2 Peer Acceptance	0.27	W	0.000	Reject Ho	Significant
4.2.3 Power Motivation	0.20	W	0.001	Reject Ho	Significant
4.2.4 Fear of failure	0.16	VW	0.009	Reject Ho	Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))" Level of Significance = 0.05

As shown on Table 6, there is a significant relationship between the performance in professional education board course, Child and Adolescent Development, of the pre-service teacher-respondents and their extrinsic motivation – authority expectation, peer acceptance, power motivation, and fear of failure. Extrinsically motivated students tend to focus on earning higher grades, obtaining rewards and acceptance from peers. Researchers Biehler & Snowman, (1990) believe that extrinsic motivational factors diminish students' intrinsic motivation. However, students' extrinsic motivational factors combined with positive future goals can actually facilitate their present value and intrinsic motivation. When teachers are caring and supportive and emphasize the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success.

Table 7. Significant Relationship between Academic Performance in the Teaching Profession Course and the Factors of Intrinsic Motivation

Performance (The Teaching Profession) versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.1. Intrinsic Motivation					
4.1.1 Mastery goals	0.00	VW	0.991	Accept Ho	Not Significant
4.1.2 Needs for achievement	-0.07	VW	0.273	Accept Ho	Not Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))"Level of Significance = 0.05

Table 7 shows that there is no significant relationship between the performance in The Teaching Profession course of the pre-service teacher-respondents and their intrinsic motivation was

revealed as well while there is a significant relationship between the performance in the professional education board course.

Table 8. Significant Relationship between Academic Performance in the Teaching Profession Course and the Factors of Extrinsic Motivation

Performance (The Teaching Profession) versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.2 Extrinsic Motivation					
4.2.1 Authority Expectation	0.09	VW	0.135	Accept Ho	Not Significant
4.2.2 Peer Acceptance	0.27	W	0.000	Reject Ho	Significant
4.2.3 Power Motivation	0.22	W	0.000	Reject Ho	Significant
4.2.4 Fear of failure	0.22	W	0.000	Reject Ho	Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))" Level of Significance = 0.05

Table 8 shows that the Teaching Profession, of the pre-service teacher-respondents and their extrinsic motivation – peer acceptance, power motivation, and fear of failure. The findings support the significance of extrinsic motivation to performance in the professional education board course, The Teaching Profession. The results have implications for the University teachers that they should try as much as they could to motivate their students during the course of instructions by providing learning experiences influenced by extrinsic motivational factors such as the learner's acceptance of their peer, the learners need to control their environment for the purpose of their personal aggrandizement, and the learners capacity to react with shame and embarrassment when the outcome of an achievement task is unsuccessful. By observing these, students tend perform positively in academic courses.

Table 9. Significant Relationship between Academic Performance in Principles in Teaching Course and the Factors of Intrinsic Motivation

Performance (Principles of Teaching) versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.1. Intrinsic Motivation					
4.1.1 Mastery goals	0.00	VW	0.982	Accept Ho	Not Significant
4.1.2 Needs for achievement	-0.03	VW	0.596	Accept Ho	Not Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))" Level of Significance = 0.05

Meanwhile, Table 9 demonstrated that there was no significant relationship between the performance in Principles of Teaching course of the pre-service teacher-respondents and their intrinsic motivation – mastery goals and needs for achievement.

In terms of the Principles of Teaching, Table 10 shows that there was a significant relationship between the performance in professional education board course, Principles of Teaching, of the pre-service teacher-respondents and in their extrinsic motivation, peer acceptance. Many students

see their peers as role models. These models can be a source of motivation for students to emulate. Thus, peer acceptance as oppose to rejection can influence students to obtain positive results in their professional education board course academic performance.

Table 10. Significant Relationship between Academic Performance in Principles in Teaching Course and the Factors of Extrinsic Motivation

Performance (Principles of Teaching) versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.2 Extrinsic Motivation					
4.2.1 Authority Expectation	0.07	VW	0.284	Accept Ho	Not Significant
4.2.2 Peer Acceptance	0.17	VW	0.005	Reject Ho	Significant
4.2.3 Power Motivation	0.11	VW	0.083	Accept Ho	Not Significant
4.2.4 Fear of failure	0.05	VW	0.373	Accept Ho	Not Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))" Level of Significance = 0.05

Table 11. Significant Relationship between Academic Performance in Assessment of Student Learning Course and the Factors of Intrinsic Motivation

Performance (Assessment of Student Learning) versus	Pearson r	VI	p-value	Decision	Remarks
4.1. Intrinsic Motivation					
4.1.1 Mastery goals	0.00	VW	0.982	Accept Ho	Not Significant
4.1.2 Needs for achievement	-0.08	VW	0.187	Accept Ho	Not Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))" Level of Significance = 0.05

Table 11 revealed that there was no significant relationship between the performance in the professional education board course, Assessment of Student Learning, of the pre-service teacher-respondents and their intrinsic motivation – mastery goals and needs for achievement.

Meanwhile, Table 12 shows that there is a significant relationship between the performance in professional education board course, Assessment of Student Learning, and in the extrinsic motivation – peer acceptance, power motivation, and fear of failure. In this professional education board course, students are trained in test construction, measurement, and evaluation of test results in relation to instructional objectives. Students are taught on the qualities of good tests and on basic statistical procedures in treating scores and interpretation of test results. The results were significant because the very nature of the course allow students to work on class drills and exercises that are influenced by extrinsic motivators such as peer acceptance where students need to work collaboratively with fellow students, power motivation where students need to challenge themselves in achieving the goals, and fear of failure where students hope to get less difficult tasks in the course.

Table 12. Significant Relationship between Academic Performance in Assessment of Student Learning Course and the Factors of Extrinsic Motivation

Performance (Assessment of Student Learning) versus	Pearson r	VI	p-value	Decision	Remarks
4.2 Extrinsic Motivation					
4.2.1 Authority Expectation	0.09	VW	0.165	Accept Ho	Not Significant
4.2.2 Peer Acceptance	0.25	W	0.000	Reject Ho	Significant
4.2.3 Power Motivation	0.15	VW	0.018	Reject Ho	Significant
4.2.4 Fear of failure	0.13	VW	0.030	Reject Ho	Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))"Level of Significance = 0.05

Table 13. Significant Relationship between Academic Performance in Educational Technology Course and the Factors of Intrinsic Motivation

Performance (Educational Technology) versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.1. Intrinsic Motivation					
4.1.1 Mastery goals	-0.04	VW	0.469	Accept Ho	Not Significant
4.1.2 Needs for achievement	-0.06	VW	0.345	Accept Ho	Not Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))" Level of Significance = 0.05

Results of the study also revealed that there is no significant relationship between the performance in professional education board course, Educational Technology, of the pre-service teacher-respondents and their intrinsic motivation – mastery goals and needs for achievement.

Table 14. Significant Relationship between Academic Performance in Educational Technology Course and the Factors of Extrinsic Motivation

Performance (Educational Technology) versus	Pearson r	VI	p-value	Decision	Remarks
Academic Motivation					
4.2 Extrinsic Motivation					
4.2.1 Authority Expectation	0.06	VW	0.325	Accept Ho	Not Significant
4.2.2 Peer Acceptance	0.14	VW	0.028	Reject Ho	Significant
4.2.3 Power Motivation	0.16	VW	0.010	Reject Ho	Significant
4.2.4 Fear of failure	0.07	VW	0.288	Accept Ho	Not Significant

Legend: "±0.80-±1.00(Very Strong (VS))","±0.60-±0.79(Strong (S))", "±0.40-±0.59(Moderate (M))", "±0.20-±0.39(Weak (W))" "±0.00-±0.19(Very Weak (VW))" Level of Significance = 0.05

Table 14 shows that there is significant relationship between the performance in Educational Technology course and the pre-service teacher-respondents' extrinsic motivation, authority expectation and fear of failure. As mentioned earlier, extrinsically motivated students have the tendency to focus on earning higher grades, obtain rewards and to be accepted by peers. Especially so in a professional education board course like Educational Technology where students have to design, develop, implement, and evaluate instructional aids using educational technology. Peer acceptance and power motivation are significant in students' performance because the course allows the students to work with peers in the conceptualization of design and eventually hope that their output will be recognized by the teachers and peers for their personal aggrandizement. Thus, there was no significant relationship between the grand mean of the performance in the professional education board courses of the pre-service teacher-respondents and their intrinsic motivation – mastery goals and needs for achievement. Meanwhile, there is a significant relationship between the grand mean of the performance in professional education board courses and extrinsic motivation. This indicated that extrinsic motivation significantly influenced the pre-service teacher-respondents to earn higher grades, obtain rewards, and be accepted by peers and authorities. As mentioned, students' extrinsic motivational factors combined with positive future goals can actually facilitate their present value and intrinsic motivation. Extrinsically motivated students tend to focus on earning higher grades, obtaining rewards and acceptance from peers. Researchers believe that extrinsic motivational factors diminish students' intrinsic motivation. Students' extrinsic motivational factors combined with positive future goals can actually facilitate their present value and intrinsic motivation.

Finally, a no significant relationship between the performance in the professional education board course, Child and Adolescent Development, of the Bachelor in Secondary Education pre-service teacher-respondents and their learning with peers—discussion with diverse others was revealed. Thus, a significant relationship exists between the performance in professional education board course, Child and Adolescent Development, of the Bachelor in Secondary Education pre-service teacher-respondents and their experience with faculty, student-faculty interaction. This means that students in this professional education board course find student-faculty interaction as significantly beneficial to college students' engagement and success. To students' performance, faculty plays an essential role in influencing them engage through their interactions with students both inside and outside of classrooms. These students find meaning in student-faculty activities such as academic advising, faculty members providing prompt and extensive feedback on student work, faculty members working closely with students in scholarly projects, and faculty members utilizing electronic technology to interact with students.

Conclusions and Recommendation

Connecting with course material requires students to relate their understandings and experiences to the content at hand. This study concludes that the pre-service teacher respondents determined the qualitative descriptions of their academic motivations in the two dimensions: Intrinsic and extrinsic motivations. "Very Likely Me" was the qualitative description they attributed to intrinsic motivation and "Moderately Likely Me" for extrinsic motivation. Among the multidimensional constructs of student engagement, the BSEd pre-service teacher-respondents cited "Effective Teaching Practice" as No. 1 indicator of student engagement followed by "Reflective and Integrative Learning" and "Learning Strategies". Pre-service teacher-respondents received the highest rating in the course Educational Technology, followed by The Teaching Profession, Principles of Teaching, Assessment of Student Learning, and Child and Adolescent Development. There is a significant relationship between performances in the selected professional education board courses:

Child and Adolescent Development. The Teaching Profession, Principles of Teaching, Assessment of Student Learning, Educational Technology and the factors of academic motivation specifically in extrinsic motivation of pre-service teachers namely, Authority Expectation, Peer Acceptance, Power Motivations, and Fear of Failure. Likewise, there is a significant relationship between performances in the selected professional education board courses: Child and Adolescent Development, The Teaching Profession, Principles of Teaching, Assessment of Student Learning, Educational Technology and the multidimensional constructs of student engagement of pre-service teachers namely, Collaborative Learning, Effective Teaching Practices, and Student-Faculty Interaction.

On a final note, the researcher would like to recommend the following: (1) that teacher educators must continue fostering student motivation through the use of intrinsic motivation and extrinsic motivation; (2) that teacher educators must create teaching-learning environment in which engagement is the norm instead of the exception through the use of the multidimensional constructs such as collaborative learning, effective teaching practices, and student-faculty interaction; (3) that school heads and teacher educators must empower pre-service teachers with competitive instructional skills by providing and organizing trainings, seminars and conferences dealing on the themes of academic motivation and student engagement; (4) that policymakers must prioritize the following concerns in the preparation of rules and regulations in administration and governance of schools in terms of curriculum and instruction, opportunities for students in developing their technological, pedagogical content knowledge, skills and attitudes, and decision-making process; and (5) that future researchers to consider studying the student engagement study in other fields of specialization, impact of Instructional practices and student engagement to learning outcome, and teaching strategies and student engagement that lead to increase student achievement.

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