

THE EFFECTS OF TRAINING TIME LAPSE DUE TO THE COVID-19 PANDEMIC ON THE MOTIVATION OF TESDA BAKING SCHOLARS

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INTRODUCTION

Motivation is considered one of the most important factors to support the learning process since it enhances personal growth and lifelong learning skills (Genc & Kaya, 2010). In the technical vocational education and training (TVET) sector, students have various motives for acquiring vocational skills. There has been a great deal of research on motivation in educational settings but not much investigation has been done yet on the learning motivation of TVET scholars during the Covid-19 pandemic. The motivational profiles of students enrolled in the scholarship program during the pandemic are particularly interesting and important to study because of the impact of training time lapse brought about by the imposition of various quarantine levels in the Philippines. Motivational profiles can give us a better understanding of how and why students participate in free training programs.

The outbreak of the COVID-19 pandemic brought significant challenges to technical vocational institutions (TVIs) in providing hands-on practical training (Ryotaro, et al., 2021) due to class suspensions. In an effort to help in the economic recovery, TESDA (Technical Education and Skills Development Authority), the agency in the Philippines tasked to manage the TVET sector, amended its scholarship programs under the new normal by providing additional scholarship benefits to its beneficiaries. This includes a Training Support Fund of Php160.00 per day, a Php1,000.00 allowance for Health/Personal Protective Equipment (H/PPE) and for internet connection, aside from the 1-year accident insurance, free training and assessment, and starter toolkits, if applicable (TESDA Circular No. 078, 2020). Given these

benefits, prospective trainees were motivated to enroll in the scholarship program of the qualification of their choice.

One of the most popular qualification titles under the TESDA scholarship program is the baking course, Bread and Pastry Production National Certification Level II (BPP NC II). Program applicants believe that the short-term TESDA scholarship is a welcome opportunity to acquire skills in baking bread, cakes, and pastries. The varying quarantine measures in the National Capital Region (NCR) imposed by the government to prevent the spread of the virus disrupted the training schedule. The students' learning was interrupted after finishing the online modality. There was an unknown timeline when they can safely return for practical training because the resumption of classes greatly depended on the easing of quarantine restrictions. After the training, students had to wait again for the assessment schedule. In some instances, the student was no longer available to finish the program due to the several time lapses in training until assessment. This study, therefore, aims to determine the effects of these training time lapses on the learning motivation of the students.

Problem statement

To accomplish the purpose of this study, the research questions are as follows:

1. What are the motivational orientations of TESDA scholars towards learning a baking skill?
2. Is there a change in the motivation of TESDA scholars from training to assessment due to the effect of the Philippine quarantine measures on the conduct of the training program?
3. Are TESDA graduates motivated to undergo competency assessment after the training?

Research justification

The present study will look closely at how the pandemic situation affected the learning motivation of TESDA scholars, particularly those enrolled in Bread and Pastry Production NC II, in terms of finishing the course program. SDT offers great promise to help advance understanding of motivational issues surrounding scholarship participation during the pandemic. This study will significantly contribute to the body of knowledge on learning motivation, particularly to technical vocational education and vocational pedagogy. Also, this research will be relevant to TESDA in analyzing the training output in the TVET statistics of graduates of qualifications using the blended learning approach during the Covid-19 crisis. Likewise, the study's findings may provide vital insights into the motivational processes that might be employed in future policies of TESDA in line with adapting to the changing needs of the TVET sector. The researchers believe it will also help the TVET trainers in developing motivational strategies to help the students achieve their goals. The study shall also be of importance to TESDA scholars in determining their priorities in life in terms of learning and achievement.

Purposes of the study

The general objective of the study is to determine the effects of the length of the time lapse brought about by the Philippine quarantine measures on the student's motivation to finish a TESDA scholarship program in Bread and Pastry Production (BPP) NC II. Using self-determination theory, the major focus of the study is based on the following objectives: (1) To investigate if the motivation of TESDA scholars of BPP NC II is affected by the length of time lapses in training during the Covid-19 pandemic; (2) To identify the effects of the length of time lapse on the student's motivation to undergo assessment; and (3) To analyze if the motivational orientation of TESDA graduates is linked to assessment outcome.

LITERATURE REVIEW

Theoretical background

Self-determination theory (SDT) is a meta-theory of human motivation, emotion, and personality

that addresses autonomous behaviors and the conditions and processes that support voluntary participation. The theory adopts a multidimensional approach, distinguishing among reasons as to "why" individuals are encouraged to act. The aspect of quality of motivation is reflected by the level of a person's self-determination, which is defined as the extent to which a behavior is freely endorsed by individuals (Ratelle, Guay, Vallerand, Larose, & Senecal, 2007). It considers that motivation can be expressed through a continuum of increasing self-determination with three fundamental positions reflecting the degree of autonomy on which behaviors are based: amotivation, extrinsic motivation, and intrinsic motivation. Within this continuum lies the regulations of extrinsic motivation, namely identified, introjected, and external regulation. SDT has thus proposed three categories of motivation that lie on a continuum of self-determination, namely autonomous regulation (intrinsic motivation and identified regulation), controlled regulation (introjected and external regulation), and amotivation (lack of autonomous and controlled regulation). In short, SDT posits that autonomous motivation reflects the highest quality of regulation, whereas controlled motivation and amotivation reflect the intermediate and lower ends of the quality continuum.

When applied to the realm of education, this theory is concerned primarily with promoting in students an interest in learning, a valuing of education, and confidence in their own capacities and attributes (Deci & Ryan, 1985); (Deci, Vallerand, Pelletier, & Ryan, 1991). The theory focuses primarily on basic psychological needs that are inherent in human life: the needs for competence, relatedness, and autonomy. Assumed to be innate and universal, these needs are motivating forces that, if satisfied, lead to personal growth and well-being. In this respect, when the person satisfies his needs for competence, autonomy, and relatedness, his self-determined motivation will rise. On the contrary, if these needs are not satisfied, this will lead to less self-determined forms of motivation (Vallerand & Rousseau, 2001).

Conceptual development

The conceptual framework depicting the relationship of learning and assessment motivation to time-lapse and motivation outcome is shown in Fig.

1. As mentioned, the study will seek to determine the motivational orientation of the students at the start of training. It is expected that there are students who derive their motivation from their inherent interest to learn the baking skill and are therefore most self-determined (autonomous). It is also envisaged that the majority of the enrollees would like to become beneficiaries to the scholarship program due

to the monetary benefits that they will be receiving, thus their motivation is controlled by the external rewards. There are also those who manifest amotivation because of absence of purpose for continuing the training and drop out at an early stage. Crucial to the study is the impact of time lapse on the student's motivation. The final outcome is their motivation to undergo assessment.

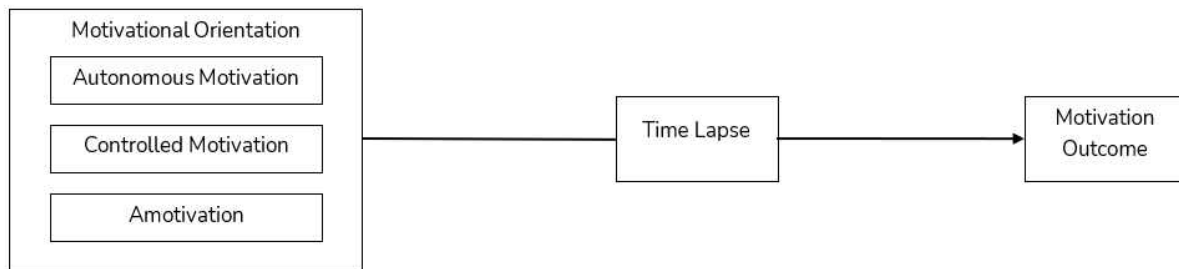


Fig. 1 Conceptual Framework: Relationship of student's motivation, time lapse and motivation outcome

Research model

After clearly reviewing the theoretical framework and research findings from previous related literature, we propose the following null hypotheses and its corresponding alternative hypothesis:

H1₀: The length of academic disruption has no

effect on the motivation level of TESDA scholars.

H1a: As the length of academic disruption from online learning to practical demonstration increases, the motivation level in learning decreases.

H1b: As the length of academic disruption from training to competency assessment increases, the motivation level in assessment decreases.

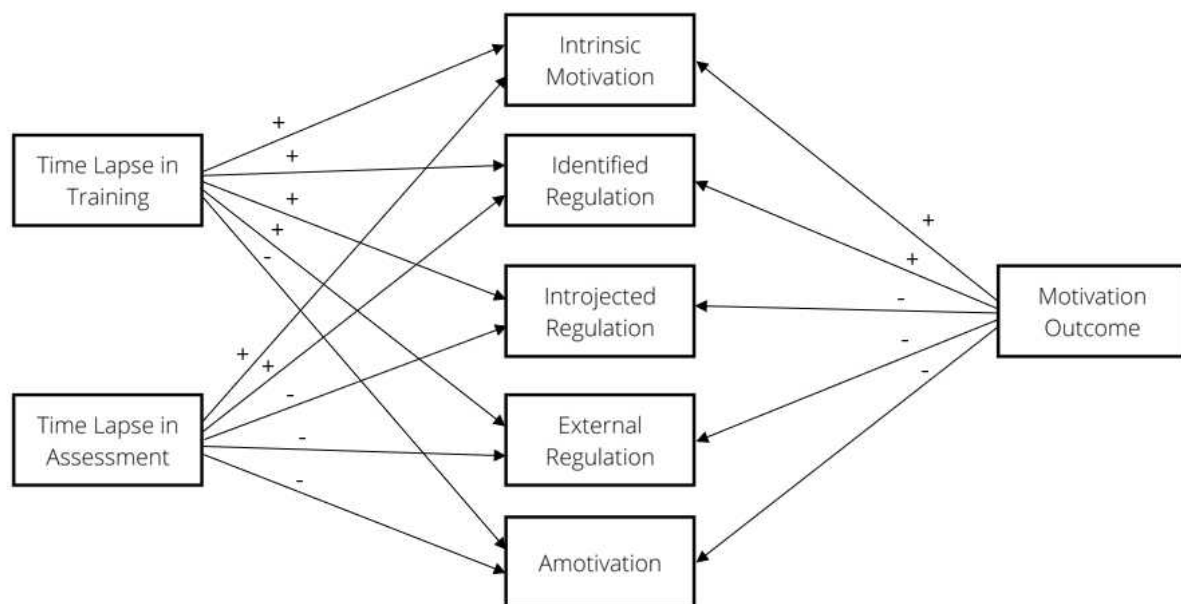


Fig. 3.2: Hypothesized model of motivational processes

The independent variables are time lapse (in training and assessment) and motivation outcome. The dependent variables are the motivation types (intrinsic, extrinsic, and amotivation) and extrinsic

regulations (identified, introjected, and external) that are expected to change as a result of experimental manipulation of the independent variables.

PROPOSED METHODOLOGY

To achieve the objectives of the study, the paper will use the mixed method approach in data gathering, specifically quantitative and qualitative methods. An estimated 225 TESDA alumni in BPP NC II from nine (9) technical vocational institutions (TVIs) centers in the National Capital Region (NCR) will be recruited by convenience sampling to participate in the study. The respondents will comprise those who participated in a TESDA scholarship program using the blended learning approach from September 2020 to May 2022. Two measurement scales will be administered to the subjects. The Academic Motivation Scale (AMS) adapted from Tanaka (2017) will be used to determine the type and level of motivation of the scholars. Past research has provided support for the validity and reliability of AMS in different academic settings (Ratelle, Guay, Vallerand, Larose, & Senecal, 2007). Another measurement scale to be used in this study is the Basic Psychological Needs in the Classroom Scale (BPN-CS), adapted from the validated instrument by Conesa and Duñabeitia (2021) to measure the level of satisfaction of autonomy, competence, relatedness, and novelty in the classroom. The inclusion of the need for novelty is particularly relevant for this study because students experience learning new skills that have been claimed to be critical for the development of internal motivation. To provide the qualitative data, participants from the online survey will be selected through purposive sampling to participate in a virtual focus group discussion which will be guided by a developed questionnaire. Questions were validated through pilot testing. Participants will be given modest monetary tokens for their time and effort. For both research approaches, an online informed consent form was developed to ensure voluntary participation and to guarantee anonymity.

THEORETICAL AND PRACTICAL IMPLICATIONS

Past researches on Self Determination Theory clearly support the idea that individuals have different motivational orientations. The findings in this study will reveal the impacts of training time lapse on the learning motivation of TESDA scholars

in the blended learning environment.

For the practical implications, if the findings of this study will prove that time lapse has a negative effect on the motivation level of scholars, then it would imply that training gaps cause anxiety that would eventually lead to low levels of self-determination. Based on insights from research examining the impact of academic disruptions on students, Grubic, et.al (2020) ventured that students may experience reduced motivation toward studies, increased pressures to learn independently, abandonment of daily routines, and potentially higher rates of dropout as direct consequences of these measures.

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