
MOTIVATIONS AND EXPECTATIONS OF STUDENTS IN LUZON NAZARENE BIBLE COLLEGE

Carolyn M. Bestre

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

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

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

The survey revealed that the respondents' chosen courses are gender sensitive, ABTh being preferred more by males and BSRE by females. Denominational affiliation was also found to have significant effect on the choice of course of the respondents. However, year level, age and economic status of parents showed no significant influence on the respondents' choice of course. The extent of personal indicators as "to become a competent pastor," "response to God's calling," "self-fulfillment," and "interest and desire to grow spiritually" have a high extent of motivational influence on the respondents' choice and in pursuing chosen course. However, the respondents have higher perceptions on the importance of quality teachers, instructions, physical facilities and curriculum than the perceived expectation to conformity.

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