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FACTORS AFFECTING STUDENTS' INTEREST IN LEARNING TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) COMPETENCIES IN THE JUNIOR HIGH SCHOOLS IN ECHAGUE, ISABELA

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Abstract

The Philippine K-to-12 Education Program offers optional courses in Technology and Livelihood Education subject, but factors hinder students' ability to concentrate on specific subcomponents. This study was conducted to identify factors affecting students' interest in learning TLE competencies in Junior High Schools in Echague, Isabela. The study analyzed 297 Grade 8 students taking TLE exploratory courses. Despite having weak interests, students still were interested in learning various subcomponents of various skills in TLE. Salient findings yielded that learners are more interested in learning about TLE competencies despite their perceptions of it being difficult. They are more likely to be interested when they believe they are good at the subject, have the knowledge, and can succeed despite the practical works involved in the TLE subject. They are more likely to be interested in learning its competencies when they enjoy activities, love their practicum, are motivated internally, and prefer TLE over other subjects. Students are more interested in learning competencies when teachers possess adequate materials and necessary competencies to teach the subject. Worst finding, study revealed that they were more interested in studying other subjects than TLE. Stakeholders in the education industry should design a curriculum with specific specialization for incoming Grade 9 learners, providing facilities and equipment for practical works, while being considerate to their interests. Conducting surveys to identify the best TLE specialized courses can increase interest and sustain it. The importance of TLE in students' lives must be emphasized by educators by teaching practical competencies in Home Economics, Agri-fishery Arts, Industrial Arts, and Information and Communication Technology.

Keywords: Learner's Interest, Technology and Livelihood Education, TLE Learning Competencies, TLE Subcomponent, Specialized Courses, Exploratory Courses.

Introduction

Currently, the K to 12 Education Program incorporates the provision of Career Pathways or optional courses within the framework of the Technology and Livelihood Education (TLE) subject. Within this academic domain, a wide spectrum of courses is made available, resulting in distinct learning competencies. Nonetheless, it is important to acknowledge that not all students may be equally interested in all the lessons embedded in the subject. This variance in interest level could potentially be linked to variations in individual learning preferences spanning the diverse subcomponents of the TLE.

To note, Grades 7 and 8 students immerse themselves in exploratory subjects through the completion of four distinct Technology and Livelihood Education (TLE) courses for each respective grade level. Upon progressing to Grades 9 and 10, students are afforded the opportunity to select TLE specializations.

Nonetheless, as indicated by educators, including the author of this study, the primary concern is not always the students' levels of interest in learning. Although the K-12 Program presents optional courses enabling Grade 9 students to select a particular subcomponent for specialization, this optimal situation may not be universally feasible due to pragmatic constraints. Factors such as the accessibility of TLE resources and facilities, along with the proficiency of teachers in technical aspects, can influence decisions on which to be kept in line the subcomponents' offerings.

Observations by Ariaso & Tancinco (2016) reveal that the subject is often ignored and taken-for-granted subject by many students today without realizing the significant contribution of it to their life and never been properly recognized. This subject's crucial role in equipping students with practical skills and knowledge is sometimes overshadowed. It is evident that TLE subjects are not always prioritized. But TLE is a means to enhance the quality of life, as it imparts essential skills and knowledge to the youth, fostering a positive work attitude and responsible resource utilization.

The study emerges from the premise that no prior research has specifically examined the contemporary students' interests in learning various TLE competencies. But as indicated by Mandernach et al. (2011) and mentioned by Gray and DiLoreto (2016) in a published journal, that when students are motivated to do well in their courses, involved or invested in their desire to learn, and willing to exert the effort expected by their teachers, they are more likely to be engaged in their education. In addition, O'Connor (2009) found out that when students have

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a choice, they are more likely to engage wholeheartedly and view their tasks as valuable.

Given this circumstance, the primary focus of this study is to scrutinize the factors that impact students' interest in learning the competencies within the domain of Technology and Livelihood Education (TLE) of the junior high schools situated in Echague, Isabela.

Theoretical Framework

Drawing insights from established theory of Expectancy-Value Model, this study seeks to provide a comprehensive understanding of the intricate variables that contribute to the varying degrees of learning interest exhibited by students within the TLE subcomponents' competencies. This theory would suggest that students' interest in learning TLE competencies is influenced by their expectations of success and the perceived value of TLE education. When students believe they can excel in TLE subjects and perceive the value of the skills they gain from the subject, their interest of learning is likely to increase.

The inception of the Expectancy-Value Theory (EVT) can be traced back to Atkinson's work in 1964, which was subsequently advanced and applied in educational psychology by Eccles and more recently by Wigfield (Atkinson, 1964; Eccles, 1984; Wigfield & Eccles, 2000). The theory defines motivation by two main factors: expectancy, which refers to individuals' expectations of success (example: the degree to which they believe they will be successful) and value, which refers to individuals' perceived value or interests in completing tasks (Cook & Artino Jr, 2016). In the context of this study, interest is a specific component of motivation and Harackiewicz, et. al. (2016) emphasized that it is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success.

Nevertheless, this study interplay between students' profiles and other predominant factors that impact their level of learning interest within the context of Technology and Livelihood Education (TLE).

Conceptual Framework

Figure 1 shows the relationship between students' profile and the prevailing factors affecting the students and the level of learning interest of these students in terms of the seven enumerated TLE lessons.

The researcher contends that students' interest for acquiring specific TLE competencies is linked to their individual profiles. It is believed that students' gender significantly influences their interest for studying. For instance, Adigun et al.'s (2015) asserts that certain vocations are perceived as more suitable for men (engineering, arts and crafts, agriculture) or women (catering, typing, nursing). In addition, what are regarded as complex and difficult tasks are allocated to boys whereas girls are expected to handle the relatively easy and less demanding tasks. Consequently, this aspect is viewed as a determinant of learning interest, given that TLE subjects encompass a wide range of trade tasks. Other finding revealed that by overall performance, male students performed much better as compared to their female counterparts (Wangu, 2014).

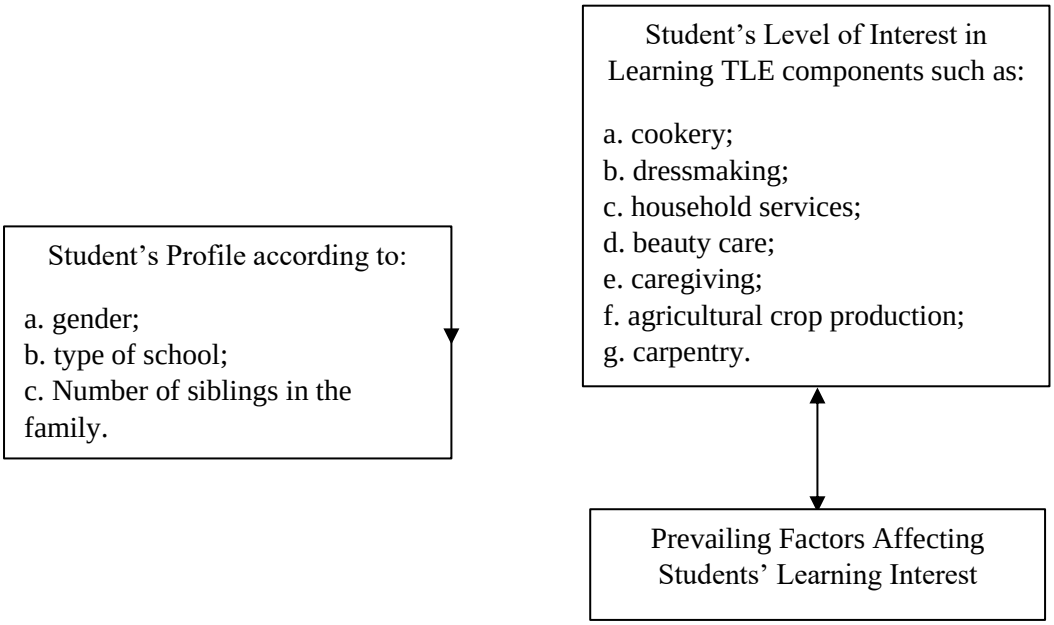

Figure 1: Conceptual Paradigm of the Study

Also, some literature reveals that the number of siblings impacts students' interest in learning. Numerous research studies suggest that the number of siblings a child has can adversely affect their education, as seen in studies by Li et. al. (2008) and Lee (2008). However, contrasting findings by Black et. al. (2005) and De Haan (2010) suggest no influence, while research by Qian (2009) even indicates a potential positive effect. Added in this study was the type of school students were attending to. In most cases, public and private schools have always been in competition and that many sources show that the academic gains in public school often beat the private schools (Scheper, 2013). While school type is presumed to influence learning interest, this study only differentiates these two types of school based on the level of interest of students from private and public institutions in learning TLE competencies.

The figure shows that students' level of learning interest is likely influenced by their diverse profiles and the ways in which prevailing circumstances affect them. Furthermore, these predominant elements from similar studies are believed to be the reasons why students lose interest in learning TLE works and why students differ in their level of learning interest.

Statement of the Problem

The primary impetus behind this research was to investigate the factors influencing students' interest to acquire competencies in Technology and Livelihood Education (TLE) within junior high schools in Echague, Isabela. With this objective in mind, the study formulated the subsequent research inquiries:

1. What is the profile of the Grade 8 students when it comes to the following:
    a. gender;
    b. type of school; and,
    c. number of siblings in the family?
2. What is the level of learning interests of students in the TLE competencies specifically as follows:
    a. cookery;
    b. dressmaking;
    c. housekeeping;
    d. beauty care;
    e. carpentry;
    f. agricultural crop production, and,
    g. caregiving?
3. What are the most prevailing factors affecting the students' level of interests in learning the different competencies in TLE?
4. What is the level of interest of the students when grouped according to their profiles?
5. What is the relationship between respondents' perception on the factors affecting the level of learning interest and their level of interest in learning the TLE competencies specified?

Scope and Delimitation

This research was conducted exclusively among grade 8 students enrolled in junior high schools in the locality of Echague, Isabela, during the academic year 2018-2019. In order to ensure the specificity of findings, the study deliberately focused on grade 8 students (encompassing males, females, and LGBT individuals) within seven public schools and two private schools.

The findings pertaining to the extent of grade 8 students' interest in the TLE subject were confined to seven prevalent TLE subcomponents. These subcomponents encompassed cookery, dressmaking, household services, beauty care, caregiving, agricultural crop production, and carpentry. Moreover, the scope of this study was limited to establishing a correlation between students' interest and the predominant factors affecting the level of their learning interest in the specified subject.

Methodology

Research Design

The descriptive correlational research method was employed in this study to investigate the potential relationships between students' profiles (gender, type of school, number of siblings) and their levels of interest in learning TLE competencies. The study aimed to provide insights into whether certain profiles were associated with higher or lower levels of interest, allowing for a deeper understanding of the factors influencing students' engagement towards the subject. In addition, the same design was used to explore the relationship between respondents' perceptions regarding factors influencing their level of learning interest and their actual level of interest in learning specific Technology and Livelihood Education (TLE) competencies. The study sought to reveal whether there was a discernible pattern of correlation between these variables.

Participants/Respondents of the Study

Among the total populace of 1,315 students enrolled in Grade 8 across both private and public target schools, the respondents consisted of 297 students.

Instrument/s of the Study

The primary tool employed in the research was the survey questionnaire. A significant portion of the questionnaire was derived from the competencies outlined in the K-to-12 Curriculum Guide (CG) formulated by the Department of Education (DepEd) in 2016 to encompass all the needed statement indicators for measuring the level of interest of the students. Furthermore, a distinct

section of the questionnaire regarding the prevailing factors affecting students' interest underwent validation by five (5) TLE teachers in secondary schools prior to its utilization. This part underwent a pilot testing to thirty (30) students taking TLE exploratory subjects to ascertain its effectiveness in eliciting accurate and meaningful responses from participants. Adjustments were made based on feedback received during this testing phase, thereby enhancing the questionnaire's validity and reliability. This specific segment was self-designed to encompass the essential variables and facets relevant to the research focus.

Data Collection and Analysis

The collected data was processed on a computer using the Statistical Package for Social Sciences (SPSS). The mean, frequency counts, and percentages were utilized to describe the findings such as the respondents' profile and the most prevailing factors affecting interest. Furthermore, the Kruskal Wallis H Test and the Mann-Whitney Test were used to determine the link between respondents' perceptions of the factors influencing students' learning interest and their level of interest in the various TLE competencies included in the seven subcomponents analyzed in the study.

Ethical Considerations

The researcher worked in conjunction with DepEd officials and acquired authorization from relevant bodies. Through letters of intent, informed consent was secured from all participants, guaranteeing the protection of their privacy and the confidential handling of the data collected for the completion of the data collection process.

Results and Discussion

This provides a synopsis of the research findings, enabling readers to grasp the importance of the study's results in connection to the research objectives and questions.

Profile of the Grade 8 Students

A significant proportion of the total 297 student-respondents, specifically 181 individuals or 60.94 percent, were females, whereas 106 students or 35.69 percent were males. LGBTQ+ respondents constituted a minor fraction, accounting for ten individuals or 3.37 percent of the total. The majority of students, amounting to 244 or 82.15 percent, were enrolled in public schools, while a smaller contingent of 53 students or 17.85 percent attended private schools. Regarding the number of siblings, the prevailing pattern was that 135 students or 45.45 percent had three to four siblings. Additionally, 91 students or 30.64 percent came from families with one to two siblings, and 56 students or 18.86 percent had five to six siblings. A minority of 9 students or 3.03 percent had seven or more siblings, and a mere 6 students or 2.02 percent were only children in their families.

Over-all Level of Learning Interests of Students in the TLE Competencies of the 7 Subcomponents

Table 1: Over-all Level of Learning Interests of Students in Learning the Competencies

TLE Subcomponents	No. of Competencies	Weighted Mean	Description
1. Cookery	10	3.24	Lightly Interested
2. Beauty Care	11	3.14	Lightly Interested
3. Dressmaking	10	3.31	Lightly Interested
4. Caregiving	13	3.24	Lightly Interested
5. Household Services	13	3.24	Lightly Interested
6. Carpentry	8	3.34	Lightly Interested
7.Agricultural-crop Production	7	3.32	Lightly Interested

Note: No. of competencies can be reviewed from K-to-12 CG 2016

Table 1 shows mean ratings from 3.14 to 3.34 indicating that the Grade 8 respondents were just lightly interested in learning the number of competencies reflected in the K-to-12 Curriculum Guide (CG) developed way back in 2016. By analysis, the students' learning interest on the various TLE subcomponents were not interpreted as highly interesting to be learned. The overall result, however, demonstrates that students who were only mildly interested in the stated number of TLE competencies still nonetheless value what the subject is designed for them to study.

Most Prevailing Factors Affecting the Students' Level of Interests in Learning the Different Competencies in TLE

Table 2 presents the viewpoints of the participants regarding the most prevailing factors affecting the students' level of interests in learning the different competencies in TLE.

Table 2: Most Prevailing Factors Affecting the Students' Level of Interests in Learning the Different Competencies in TLE

Factors	Weighted Mean	Interpretation
1. TLE class activities are not enjoyable.	2.45	Agree
2. Studying TLE is more difficult compared to other subjects.	2.32	Agree
3. Preferred other subjects than TLE.	2.37	Agree
4. Studying TLE is not important.	3.44	Slightly disagree
5. There's no good reason to study TLE.	3.16	Slightly disagree
6. Bit lazy to study the subject.	3.31	Slightly disagree
7. The TLE subject is not relevant to future.	3.23	Slightly disagree
8. Not having the knowledge required to succeed in the subject.	3.39	Slightly disagree
9. Not good at TLE subject.	3.44	Slightly disagree
10. Hate practicum because of school's lack of facilities and equipment.	2.71	Slightly disagree
11. The TLE teacher has no instructional materials when teaching.	2.91	Slightly disagree
12. Too much practical work TLE subject involves.	2.85	Slightly disagree
13. Not being motivated internally.	3.16	Slightly disagree
14. Lack of qualified teachers/lecturers to teach the subject.	3.52	Slightly disagree
15. Studying TLE is boring.	3.61	Disagree
16. TLE is always the same thing every day.	3.60	Disagree
17. Lack of energy to study.	3.60	Disagree

The dominant factors affecting students' interest in learning TLE competencies are evident in the mean scores ranging from 2.32 to 2.45. These scores indicate their agreement with the notions that TLE class activities are not enjoyable for them and studying TLE is comparatively harder than studying other subjects. These findings resonate with the insights provided by Riaz (2011), who underscores that students' commitment and acceptance of tasks play a pivotal role in the learning process. The agreement on TLE's less enjoyable aspects could be attributed to students' differing levels of interest and acceptance of the subject matter because in addition, they acknowledge their preference of other subjects than TLE.

But they expressed a level of slight disagreement with mean scores ranging from 2.71 to 3.44 regarding the lack of relevance of the TLE subject to their future, their perceived inadequacy of the necessary knowledge for success in the subject, their internal motivation, and their capacity to put in the required effort due to too much practical works the subject involves. They also slightly disagreed that they hated practicum because of school's lack of facilities and equipment, that their TLE teacher had unavailability or simple lack of instructional materials when teaching. This slightly aligned with Gregorio's (2016) discovery that one primary issue commonly perceived was the insufficiency of facilities and equipment due to budget constraints and that the existing tools, equipment, materials and facilities do not conform to the recommended numbers which are required to support the needs of the students who enrolled in the TLE subject. Similarly, the slight disagreement expressed by the respondents regarding the lack of qualified teachers supports the idea of Muzenda (2013) that teachers must regularly assess their teaching abilities in terms of subject knowledge, teaching skills, and teacher attitude to increase students' interest in studying.

Lastly, the mean ratings from 3.52 to 3.61 demonstrated that they disagreed; that they found studying TLE uninteresting, that the lessons are always the same thing every day, and that they lack the energy to study. These three possible factors are evidently not influencing their level of interest in learning TLE competencies.

Students' Level of Interest When Grouped According to Respondents' Profiles

Table 3 illustrates the differences in the levels of interest in learning TLE competencies according to different profiles.

Table 3: Summary of the Differences in the Level of Interest of Students in Learning TLE Competencies According to Profile

TLE Subcomponents	Gender		Type of School		Number of Siblings	
	Chi-square	Sig.	Z-scores	Sig.	Chi-square	Sig.
1. Cookery	1.11 ns	0.60	1.20 ns	0.35	1.90 ns	0.75
2. Beauty Care	0.92 ns	0.68	0.87 ns	0.51	3.16 ns	0.55
3. Dressmaking	1.45 ns	0.55	0.84 ns	0.43	2.32 ns	0.69
4. Caregiving	0.91 ns	0.68	1.06 ns	0.42	2.31 ns	0.68
5. Household Services	1.27 ns	0.58	0.95 ns	0.47	1.64 ns	0.79
6. Carpentry	1.07 ns	0.63	1.01 ns	0.46	2.03 ns	0.73
7. Agricultural-crop Production	0.24 ns	0.89	1.35 ns	0.28	2.43 ns	0.66

Note: Significant if the Sig. level is < .05

Cookery Learning Interest Differences According to Profile. When it comes to the Cookery subcomponent, there were no significant differences in respondents' levels of interest. As a result, male, female, and LGBTQ+ respondents show equivalent interest in all needed cooking learning competencies. It was drawn further that respondents studying in private schools were more interested in this particular competency than those learning in public schools. But specific results implied that regardless of the number of siblings the respondents had, their level of interest in the various cooking competences was significantly the same.

Beauty Care Learning Interest Differences According to Profile. According to the findings, there were no significant variations in male, female, or LGBTQ+ respondents' interest levels in all learning competencies in this area. It was also demonstrated that the level of interest in one competency in Beauty Care differed significantly between those who studied TLE in private schools and those who studied in public schools, with respondents in private schools having a higher level of interest than those in public schools. Finally, it was implied that there was no substantial difference based on the number of siblings in the family. As a result, regardless of the number of siblings the respondents have, their degrees of learning interest in the various competencies are the same.

Dressmaking Learning Interest Differences According to Profile. When it came to this subcomponent, there were no significant differences in respondents' levels of interest in Dressmaking when they were divided by gender. This meant that regardless of where they were studying, public or private, their degrees of interest in the various Dressmaking competences were the same. Similarly, regardless of the number of siblings the respondents had, their degrees of interest in the various Dressmaking talents were significantly the same, as demonstrated by the data analysis.

Caregiving Learning Interest Differences According to Profile. According to the interpretation, regardless of the respondents' gender, their level of interest in the various competences in Caregiving was equal. Whereas individuals who attended private schools had a lesser interest in studying the subcomponent, those who attended public schools had a higher interest. Furthermore, the findings indicated that regardless of the number of siblings the respondents had, their level of interest in the various competences in caregiving was significantly the same.

Household Services Learning Interest Differences According to Profile. Derived from the results, there were no significant differences in the level of interest in the various abilities in the Household Services subcomponent based on the respondents' gender. In addition to where they were studying, the data shows a considerable disparity. Clearly, it was also revealed that individuals who attended private schools had a far higher level of interest than those who attended public schools. Respondents from private schools were generally more eager to learn this subcomponent. Furthermore, regardless of the number of siblings the respondents had, their level of interest in the various Household Services competences was significantly the same.

Carpentry Learning Interest Differences According to Profile. As obtained, it was seen that there were no significant differences in the interest level of the male, female or LGBTQ+ respondents on all learning competencies in this aspect. While as regards to where they were studying, the respondents who came from private schools had a higher level of learning interest compared to the respondents who were studying in public

institutions. Lastly, the result conveyed that regardless of the number of siblings the respondents have, their level of interest in the different competencies in Carpentry were comparable.

Agricultural Crop Production Learning Interest Differences According to Profile. It was perceived that the level of interest in the different competencies in Agricultural Crop Production did not differ significantly among male, female and LGBTQ+ respondents. Nonetheless, when it comes to what school they were attending, the ones who were in private schools had a higher level of interest from those who came from the public schools. The data also revealed further that the respondents' level of interest in the different competencies in this subcomponent were significantly the same regardless of the number of siblings they have.

Relationship Between Respondents' Perception on the Factors Affecting the Level of Interest in Learning and their Level of interest in the TLE Subcomponents

Table 4 displays a summary of correlation coefficients and their associated levels of significance. These correlations reflect the connection between how respondents perceive various factors influencing their interest in learning and their actual interest levels in learning the TLE subcomponents.

Table 4: Relationship Between Respondents' Perception on the Factors Affecting the Level of Interest in Learning and their Level of interest in the TLE Subcomponents

TLE Subcomponents	Correlation Values	Sig.	Interpretation
1. Cookery	0.15*	0.01	Significant
2. Beauty Care	0.15*	0.02	Significant
3. Dressmaking	0.17*	0.02	Significant
4. Caregiving	0.16*	0.02	Significant
5. Household Services	0.21*	0.03	Significant
6. Carpentry	0.14*	0.01	Significant
7.Agricultural-crop Production	0.19*	0.02	Significant

Note: Not significant if the Sig. level is > .05; Factors can be seen in Table 2.

On Cookery. A significant correlation is established between students' desire to acquire Cookery competencies and their perspectives on influencing factors. This connection is becoming evident through a correlation coefficient of 0.15, signifying its strength, along with a low significance level of 0.01. When students perceive the subject as engaging rather than boring, relevant, and offering good reasons to study, their interest is notably heightened. Particularly, participants are displaying increased interest for learning as they engage in practical works such as utilizing kitchen tools, equipment, and materials, as well as performing tasks like cost measurement and tool maintenance. Moreover, their enjoyment of TLE class activities is playing a pivotal role in shaping their interest, notably in areas like creating kitchen layouts, understanding occupational health and safety protocols, hazard identification, and risk management. The presence of a qualified teacher is further bolstering students' interest, especially in the context of identifying workplace hazards. The acquisition of Cookery competencies can be as interesting as students perceive the subject is relevant to their future and have strong belief in their abilities.

On Beauty Care. Regarding the level of students' interest in learning Beauty Care, the study's findings reveal a significant correlation between respondents' interest for acquiring Beauty Care competencies and their inclination to engage in specific practical activities supported by a correlation coefficient of 0.15, denoting its significance, alongside a low significance level of 0.02. Notably, this correlation is observed with activities such as applying hand treatments, conducting foot spa procedures, cleaning finger and toe nails, and executing basic nail designs. The more pronounced the respondents' interest is in these particular competencies, the stronger their perception becomes that TLE holds importance for them. Moreover, they perceive TLE as engaging and possessing valid reasons for study. This positive outlook is further reflected in their heightened excitement toward learning, their belief in the variability of lessons, and their conviction that the subject is relevant to their future pursuits. Furthermore, the connection between respondents' interest in applying hand treatments and their enjoyment of TLE class activities becomes evident.

On Dressmaking. The analysis of the data indicates a noteworthy connection between respondents' interest to learn Dressmaking Competencies and their perception on the factors affecting their interest. This is shown by a correlation of 0.17 with sig. value of 0.02. Those who exhibit higher levels of interest are inclined to show a heightened interest

in various specific aspects of dressmaking, including utilizing measuring tools, understanding client preferences, obtaining accurate body measurements, and making choices concerning design and fabric selection. Additionally, this group of more interested respondents is less prone to laziness and more motivated in their engagement with TLE. This motivation is particularly influenced by their belief in the subject's relevance to their future endeavors.

On Caregiving. The correlation coefficient of 0.16 with sig. value of 0.02 reveals that there is a noteworthy correlation between respondents' interest in acquiring Caregiving competencies and their perception on the factors affecting their interest. The data indicates that a higher interest specifically in caregiving tools and equipment is linked to a greater likelihood of overall interest in the subject. This implies that when students are enthusiastic about the practical aspects and tools involved in caregiving, their interest in the subject as a whole is also positively impacted. Respondents are more likely to express interest in caregiving tasks when they perceive the subject of TLE to be highly relevant to their future needs. This indicates that the perception of practical applicability and real-world relevance enhances their interest to engage with the subject. The result further suggests that the level of interest in caregiving tasks is influenced by the perceived level of challenge. When these tasks are perceived as less challenging, students are more likely to exhibit interest.

On Household Services. A correlation value of 0.21 and a significance level of 0.03 signifies a clear connection between students' interest in acquiring Household Services competencies and their perception of the factors influencing their level of interest. The finding indicates that students are more likely to show heightened interest in learning Household Services competencies when they hold the belief that these competencies are important, offer variety, and hold importance for their future. It reveals that students who find the study of TLE easier are more inclined to express interest in specific Household Services tasks like cleaning and ironing. This finding emphasizes that students' interest is not only influenced by the subject matter itself but also by their perception of its importance, relevance, practicality, and ease of learning. These factors collectively contribute to shaping their overall level of interest in learning the competencies of TLE.

On Carpentry. The correlation between respondents' interest in learning Carpentry Lessons (TLE) and their level of interest in the subject is significant with correlation values of 0.14 and significance value of 0.01. In simple terms, the study found that students are more likely to be really interested in certain skills when they believe that learning those skills in Technical and Livelihood Education (TLE) is very important. They also show more interest when they think TLE is engaging and not repetitive. Moreover, if they always have good reasons to learn TLE, feel energetic, and don't feel lazy about studying, their interest increases even more. Likewise, when students are good at TLE and believe it's important for their future, they become more interested in specific tasks like identifying materials and tools for construction, doing basic maintenance work, and using measuring tools. Their excitement for TLE activities also adds to their interest in doing maintenance tasks. Lastly, when they consistently put effort into practical TLE tasks, their interest in identifying materials and tools for construction becomes stronger. These findings show that students' beliefs, motivations, energy levels, skills, and hands-on experience all play a role in making them really interested in certain TLE skills. This mix of factors influences how much they enjoy and engage with Technical and Livelihood Education.

On Agricultural Crop Production. There is a substantial association between respondents' interest in learning Agri-crop Production competencies and their perception on the factors affecting their learning interest as revealed by the correlation value of 0.19 with significance level of 0.02. These include competencies like selecting and using farm tools, planning garden layouts, practicing safety measures while working, preparing materials and tools for gardening, cleaning up after work, and following directions for nursery work. The data indicates that the respondents are more likely to become highly interested in these competencies under certain conditions. These conditions include having a strong belief in the importance of studying TLE, finding the subject engaging and not repetitive, and consistently having valid motivations for studying TLE. Moreover, maintaining a high energy level and actively engaging in learning (rather than being lazy) enhances their interest. Additionally, the respondents' inclination to excel in TLE and their confidence in the subject's relevance to their future play a significant role in boosting their interest in these specific competencies. Their interest is further influenced by their belief in their own capabilities and in the practical importance of TLE.

Conclusion

Private school students have higher learning interests compared to public school students, and gender and siblings' profiles do not affect their interest in TLE competencies. It was also found out that their interests were not highly because their mean responses ranges from the level that they are lightly interested to the level of being quite but they were still interested in studying the different

competencies of the subject despite their perceptions on some factors included in the study. It further shows that there were prevailing factors affecting their level of interest both positively and negatively. In brief, the conclusion that can be drawn were as follows: there is a greater possibility that the level of interest of the respondents will become higher when they perceive that studying the subject is important, had good reason to study the subject, not boring, relevant to their future and that it's not always the same thing every day. More so, their interest will be heightened if they believe that they are very good at the subject, have the knowledge and can provide the effort needed to succeed in the subject despite too much practical work the subject involves. Furthermore, a higher chance that they become very interested when they seem to always enjoy TLE activities, love their practicum even though there is lack of facilities and equipment, were motivated internally, have the energy to study the subject, and when they prefer TLE just how they are interested in studying other subjects.

Addition to that, there is a higher tendency for them to become more interested in learning the competencies when they have a good observation that their TLE teacher has adequate availability of instructional materials when teaching and are inclined to believe more that their TLE teacher possesses the needed competencies to teach the subject. By understanding these dynamics, educators can better tailor their approaches to inspire students for learning TLE competencies with high level of interest.

Recommendations

1. It would be preferable if stakeholders in the education sector designed a curriculum with the same specific specialization for alignment, taking into account the TLE subcomponent that entering Grade 9 learners are interested to specialized.
2. Before the end of the school year, the school may also run an annual survey to determine the best TLE lesson desired to study by incoming Grade 9 students to guarantee that they enroll in the specialization that interests them.
3. It is encouraged to implement project-based learning approaches in TLE subjects that allow students to apply the technical skills they are learning in meaningful ways.
4. It is strongly advised that concerned school administrators, school authorities, teachers, and parents offer the facilities and equipment required for practical work engaged in the subject to increase student enthusiasm in learning.
5. Provide chances for TLE teachers to participate in professional development to improve their teaching methods and to stay current on advancements in their disciplines to ensure that schools maintain having trained and more qualified TLE teachers.
6. In order to acquire a better understanding of the factors that influence students' interest in TLE, future researchers may undertake in-depth interviews with students, teachers, and parents.

Conflict of Interest

The author declares that there is no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript. The study involves only human participants who volunteered for this study and informed consent was obtained from them.

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