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MOTIVATING FACTORS IN SELECTING TLE SPECIALIZATION AND LEARNING OUTCOMES AMONG GRADE 9 STUDENTS

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ABSTRACT

This study aimed to determine the motivating factors in selecting TLE specialization and learning outcomes among grade 9 students. The descriptive method of research was utilized in this study. A researcher-made questionnaire was the main data gathering instrument. Respondents were 157 Grade 9 students of Calatagan National High School. The statistical tools that were used by the researchers throughout the study were simple frequency, percentage, weighted mean, Pearson Product Moment Correlation, and Coefficient at a .05 level of significance. The respondents perceived motivating factors in selecting TLE Specialization and learning outcomes in terms of personal traits, parents' influence, and per influence is into a great extent while the indicators in motivating factors include expectancy-value, self-efficacy, attribution, interest, skills, parents' influence, and peer influence are all in great extent. Based on the findings it was concluded there is no significant relationship between the respondent's perception of personal related factors and the respondents' learning outcomes in terms of Performance (Cognitive, Affective, and Psychomotor) and there is no significant relationship between the respondent's perception on motivating factors in selecting TLE specialization and the respondents' learning outcomes in the performance of Grade 9 students. Based on these results, it was recommended that the Department of Education may consider the findings of this study to set a higher standard skilled base subject, and an adequate number of tools and equipment may be provided. School administrators, curriculum planners, and teachers may find ways to implement the K to 12 enhanced programs effectively and religiously by providing the necessary skills that the students wish to take. In addition, standard laboratories and lecture areas are highly needed to achieve the skills needed by the students for future use. Teachers and parents may continue to establish strong communication to help learners in selecting a specialization. Further studies like this may be conducted to determine other variables related to the present study.

Keywords: Motivating Factors, Specialization, Learning Outcomes, Performance, TLE

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1. Introduction

In the Philippine culture, gender has been a factor affecting students learning outcomes based on their physical capabilities, interest, and motivation. Traditionally boys are given a heavy manual and more physical work for they find a challenge to it and the societal culture believes that boys will do better than girls. Girls are given light and easy tasks where physical effort is limitedly utilized based on the belief that women are said to be weak. At present, gender-stereotype are being defied by women by doing tasks that man traditionally do like welding, carpentry, and driving. Now, even men do feminine tasks like cooking, baking, and housekeeping and they are not afraid anymore to do such tasks for they know that their sexual orientation will not be compromised. Doing or performing the task is gender sensitive to both sexes.

Gender-motivated subjects might be the cause of the poor performance of male students in home economics and female students in Industrial Education. Based on Attribution Theory, attributing success to one's ability and effort, and failure to either lack of effort or external unstable forces is often associated with high motivation. The opposite case with external unstable attribution to success, and internal attribution for because one's own ability in lower motivation. If children incorporate gender-stereotyped beliefs about their innate abilities and appropriate roles, then boys will show higher degrees of motivation in Industrial Education in which they believe they are naturally talented, while girls would show higher motivation to put effort into cooking and other Home Economics topics. (Bleeker, 2005)

The gender gap in learning shows that pupils' perception of the subject is a key factor in the learning process. late studies about gender differences in learning math, science, and literature indicate that men are more inclined in mathematics and science subjects and courses, while girls perform well in literature subjects like reading and writing. But, based on a recent study of gender differences, the gender gap in learning math and English can be eliminated since it never occurs until high school.

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But then, do gender-motivated subjects and gender differences affect the learning performance in any subject? Do they perform better in subjects where they believe they are good? How is gender motivation related to the attributing factors to their learning performances? Aside from mathematics and English-related subjects wherein the gender gap is a never-ending debate, how about Home Economics and Industrial Education subjects wherein gender differentiated lessons, skills, and roles were being taught?

Through finding the effects of gender-motivated subjects-related factors and learning performance of both sexes, hindrances in achieving favorable outcomes in Home Economics and Industrial Education will be defined. Problems in so-called "gender-bias" subjects will be entertained and find an appropriate action to eliminate these problems in the field of education. This will help many educators, educational institutions, and students regarding their course choices and wrong perceptions about their abilities, gender stereotyping, and social-cultural influences about the things that they can and cannot do.

2. Literature Review

Eccles (2019) in her article about **Expectancy-Value theory**, discussed the essential question that measures one's capability to perform well, which are "Can I do the task?" and "Do I want to do the task?". This theory linked achievement-related beliefs, outcomes, and goals to interpretative systems such as causal attributions and other meaning-making beliefs linked to achievement-related activities and events, to the input of parents, peers, and teachers, to various social roles and other culturally based beliefs about both the nature of various tasks in a variety of achievement domains and the appropriateness of participation in such tasks, to self-perceptions and self-concepts, to perceptions of the task itself, and the processes and consequences associated with identity formation. She illustrates the expectancy component through this question Can I do this. If students answer no to this question, then they will be unlikely to fully engage in the learning opportunities provided in school. But even if the answer to this question

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is yes, full, and sustained engagement in school learning depends on the answer to the question "Do I want to do the task?" This question illustrates the value component of the model. If the answer to this question is no, then it is also unlikely that the students will engage in the learning opportunities at school. School environments must provide students will the kinds of experiences that will allow them to answer yes to both questions.

Weiner's model of **attributions** is that learners are affected by both environmental factors (e.g., characteristics of the student's home or school) and by personal factors (e.g., prior experiences and prior knowledge). These background variables affect the types of attributions that individuals are likely to make. In addition to the effect of individuals' motivation and expectations on future success, Weiner's model also indicates that certain emotional responses are associated with various causal dimensions. Consideration of emotional outcomes is rare in the study of academic motivation, given that most current motivation theories do not examine emotions. Weiner and others have demonstrated that the locus dimension is related to feelings of pride and self-esteem: People are more likely to experience a sense of pride in accomplishment if they believe that the cause is due to an internal characteristic or behavior. Types of attributions of individuals influence their subsequent behaviors in predictable ways. Both the expectancy beliefs and the emotions that individuals experience as a result of the attribution process tend to determine future behaviors. Academic achievement is improved and enhanced when learners attribute academic outcomes to factors such as effort and the use of appropriate study strategies; in contrast, academic achievement is hindered when learners attribute their failure to factors such as lack of ability or chronic health problems and attributes their success to luck (Anderson & Anderson, 2019).

Academic **self-efficacy** influences cognitive strategy use and self-regulation using metacognitive strategies, and self-efficacy is associated with in-class seatwork and homework, exams and quizzes, and essays and reports. The success or failure that people experience as they engage in the myriad tasks that comprise their life naturally influence the many decisions they

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must make. Also, the knowledge and skills they possess will certainly play critical roles in what they choose to do and do not do. Self-efficacy beliefs also influence an individual's thought patterns and emotional reactions. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-efficacy may believe that things are tougher than they are, a belief that poster anxiety, stress, depression, and a narrow vision of how best to solve a problem (Pajares, 2019).

Dixon, 1997; Gong et al., 2009; Lankau and Scandura, 2002; as cited by Parker and Collins, (2010) stated that a **lifelong learning** mindset may enhance objective career success because of its positive influence on performance at work. Organizational literature regarding strategic thinkers. He suggests that lifelong learners set strategic learning-oriented goals and direct action towards achieving those goals. This strategic orientation likely means that lifelong learners learn how to perform successfully.

Kirby et al., 2010; Wielkiwiecsz and Meuwissen, (2014) explained that Lifelong learners are also proactive, especially regarding learning new things. Proactive strategies for learning can facilitate a deeper understanding of new material. In organizational settings, this proactive learning approach enhances performance. Indeed, proactivity seems to be an important antecedent to career success in general. Resilience, too, is essential to high performance, because those who persevere through difficulties in learning new things are ultimately more successful than those who do not persevere. Superior performance is itself a form of career success and is also associated with other forms of career success such as promotions. This suggests that a lifelong learning mindset can facilitate greater learning at work and ultimately greater objective career success.

The development of a lifelong learning mindset may also be linked with subjective career success. This may be the case because most jobs offer constant opportunities to learn and because lifelong learners take pleasure in those opportunities throughout their careers. While

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some individuals find learning at work daunting, lifelong learners find the chance to learn at work intrinsically pleasurable.

Deakin Crick et al., as cited by Kirby et al., (2010) Lifelong learners are deeply curious about learning new things and they are likely to orient themselves toward learning opportunities. For instance, those with a lifelong learning mindset are expected to set learning-oriented goals rather than performance-oriented ones. In organizational settings, setting and achieving learning-oriented goals can be a source of job satisfaction. The literature provides some support for a connection between a lifelong learning mindset and career success. However, an empirical investigation of this connection is warranted.

Ismail & Idris, (2009) view **verbal communication** as among the most important skills for educators to possess. This is because effective classroom communication ensures that teaching and learning take place. Therefore, during lessons, students will benefit from the teachers' good verbal. Teachers and students can become frustrated when there is a communication breakdown. The negative impact would be that the students may begin to play truant by skipping uninspiring lessons and in the classroom, they would become a problem to the teachers and other students. Teachers too would feel the pressure when the students lose interest in their lessons and start to lose concentration in class. He also forwards three main aspects that contribute to quality teaching: teachers' personality, knowledge, and communication skills.

Norazila (2010) conceptualized communication skills as the exchange of information, facts, feelings, and emotions between individuals which results in achieving a certain objective. Successful communication occurs when the receiver perceives the meaning of the message as being like the intended meaning of the source. It has been said that the communication and oral presentation skills of undergraduates acquired during their studies have positive effects on their later work performance (Mason, Williams, & Cranmer, 2009).

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3. Methodology

Research Design

The research utilized the descriptive-correlation type of research wherein the dependent and independent variables were tested if a significant relationship between the two variables exists. The descriptive design identified the profile of the students, while the correlation method determined the interrelationship between and among the profiles considered and the learning performance of the students in Technology and Livelihood Education. The comparison between the motivating factors and the learning performance of the students was included in the investigation. The results of correlational research also have implications for decision-making, as reflected in the appropriate use of actuarial prediction. The greatest limitation of correlational research is the problem of interpreting causal relationships.

Respondents of the study

The research revolves around the responses of Grade 9 students of Calatagan National High School in Calatagan District, Province of Batangas during the school year 2021-2022. The study involved one hundred fifty-seven (157) Grade 9 students. There were three hundred ten (310) Grade 9 students in Calatagan National High School.

Research Instruments

The research instrument that was used to collect data for this study was a researcher-made questionnaire. This questionnaire was used as a reference by the researcher to elicit relevant information. It is composed of two parts.

The first part of the questionnaire gathers personal information about the respondent's age, year level, gender, parent's income, and educational background. The second part of the

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questionnaire is a motivating factor that includes the following the expectancy-value theory, attribution theory, self-efficacy theory, interest, skills, the parents, and peer influence types of questions and the third part is the general examination that was test their knowledge, understanding, and the performance in the specialization the respondent's select this school year.

The questionnaire was validated in two ways, which are the initial validation of the research adviser, and the mock administration of the questionnaire on the groups of respondents who are not the target respondents of the study. The result of the mock administration was used to revise the questionnaire based on the comments and problems met. The questionnaire was then validated by experts in the field.

The researcher explained the motivating factors through a simple lecture for more understanding and the students answer the questions with right and honest answers.

K-12 curriculum content in teaching TLE was the basis of the research's teaching content and modules from the Department of Education were used for all the students. The basis of the students' grades was computed based on the Written Output of 30% and the Performance Output of 70% this was to measure the performance level of the students in Technology and Livelihood Education.

Data Gathering Procedure

The questionnaire was presented to the T.L.E. teachers, and the Department Head The comments were followed and used in modifying the said questionnaire. Moreover, a grammarian asked for assistance with the proper statement of each questionnaire item to avoid misinterpretation. Preliminary pilot testing was also conducted on a small group of different respondents by answering the survey in Google Forms to know if there is confusion about any items and whether respondents had suggestions for possible improvements. To test the reliability, a statistician was consulted.

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Ethical Consideration

The research was asked for the permission of the School Principal of Calatagan National High school by forwarding a letter of request to administer the questionnaire to the target respondents. When the request of the researcher has been approved, the researcher will be administering and surveying the grade 9 students of Calatagan National High School enrolled in the Academic year 2021-2022. The researcher sought the help of the respondents' teachers in the distribution and retrieval of the questionnaire.

Third grading was the basis of the research. The grades of the students in the said grading period reveal students' performance in Technology and Livelihood Education. K-12 grading systems were utilized in computing the students' grades.

The distribution of the questionnaire was facilitated, gathered, tabulated, and will be statistically treated.

Statistical Treatment

Frequency and Count were used to determine the number of respondents as part of their profile variables. On the other hand, the Mean was employed to determine the overall perception of respondents regarding different variables used in the study. Finally, the Pearson Product Moment Correlation Coefficient was to determine the significant relationship between independent variables and dependent variables testing its significance at the .05 level.

4. Findings and Discussion

The discussion was divided into five parts. Part 1 discusses the motivating factors in selecting TLE specialization, Part 2 discusses the level of performance of Grade 9 students in TLE, Part 3 discusses the perception of respondents on learning outcomes, Part 4 discusses the significant relationship of the personal related factors of the respondents, and Part 5 discusses the significant relationship of the motivating factors of the respondents.

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Table 1.1 Motivating factors in selecting TLE Specialization in terms of Expectancy Value

Indicators	Mean	SD	Interpretation
1. produce creative works.	3.89	0.85	Great Extent
2. use materials, tools, and equipment correctly	3.98	0.79	Great Extent
3. develop products.	3.83	0.93	Great Extent
4. work in the real world through adopting knowledge, skills, and attitudes.	4.17	0.83	Great Extent
5. use different highly equipped laboratories.	3.54	0.92	Great Extent
Overall	3.88	0.70	Great Extent

Table 1.2 Motivating factors in selecting TLE Specialization in terms of Self Efficacy

Indicators	Mean	SD	Interpretation
1. collect and recycle materials for valuable items.	4.18	0.89	Great Extent
2. manipulate tools and equipment.	3.94	0.89	Great Extent
3. follow instructions in performing various technical skills.	4.31	0.80	Great Extent
4. enhance critical and creative thinking.	4.16	0.85	Great Extent
5. measure and calculate accurately.	3.91	0.89	Great Extent
Overall	4.10	0.72	Great Extent

Table 1.3 Motivating factors in selecting TLE Specialization in terms of Attribution

Indicators	Mean	SD	Interpretation
1. I identify the present and future needs of the people and observe the environment for ideas that can be transformed into profits.	4.06	0.86	Great Extent
2. I always make decisions to improve products and create new products or services.	4.10	0.84	Great Extent
3. I do all the tasks at the right time with excellence; one accepts and completes the job or services right on schedule.	3.99	0.86	Great Extent

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4. I take responsibility for what is needed to achieve goals and objectives.	4.10	0.81	Great Extent
5. I set clear and specific short-term goals.	4.05	0.86	Great Extent
Overall	4.06	0.72	Great Extent

Table 1.4 Motivating factors in selecting TLE Specialization in terms of Interest

Indicators	Mean	SD	Interpretation
1. layout creation and design	3.90	0.88	Great Extent
2. Practice desirable expanding habits	3.91	0.74	Great Extent
3. Pay high regard to cut and shaping materials accurately	3.82	0.89	Great Extent
4. Hands-on application of elements of design for better art works	3.92	0.92	Great Extent
5. Improve knowledge and skills in making plans and budgeting	4.14	0.92	Great Extent
Overall	3.94	0.74	Great Extent

Table 1.5 Motivating factors in selecting TLE Specialization in terms of Skills

Indicators	Mean	SD	Interpretation
1. Practice occupational health and safety procedures	4.28	0.76	Great Extent
2. Participate in workplace communication	4.09	0.90	Great Extent
3. Provide and maintain effective client relations	3.95	0.87	Great Extent
4. Manage own performance	4.17	0.79	Great Extent
5. Develop creative and artistic skills and cultural awareness	4.13	0.87	Great Extent
Overall Mean	4.12	0.70	Great Extent

Table 1.6 Motivating factors in selecting TLE Specialization in terms of Parent Influence

Indicators	Mean	SD	Interpretation
In line with my parent's works	3.62	1.10	Great Extent
What do my parents want me to do as my source of living.	3.66	1.03	Great Extent
Based on my parents' moral support	3.98	1.00	Great Extent

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Based on my parents' perception of my future career	3.86	1.06	Great Extent
Based on my parents' financial capability in financing materials, tools and equipment needed.	4.00	0.97	Great Extent
Overall	3.83	0.83	Great Extent

Table 1.7 Motivating factors in selecting TLE Specialization in terms of Peer Influence

Indicators	Mean	SD	Interpretation
Consult my friends before selecting a specialization.	3.78	0.97	Great Extent
Go by the trend in class in selecting a specialization.	3.54	1.15	Great Extent
I and my peer group share thoughts and opinions in selecting a specialization	3.94	0.83	Great Extent
My peer group recommend I take his/her specialization	3.66	1.04	Great Extent
My friends will acknowledge me if I select the specialization same with them	3.72	1.07	Great Extent
Overall	3.73	0.85	Great Extent

Table 1.1 to 1.7 presents the factors that motivated students in selecting the field of specialization of the respondents. It also shows that all indicators are in great extent. According to Eccles (2019) in her article about Expectancy-Value theory, discussed the essential question that measure one's capability to perform well, which are "Can I do the task?" and "Do I want to do the task?". This theory linked achievement-related beliefs, outcomes, and goals to interpretative systems such as causal attributions and other meaning-making beliefs linked to achievement-related activities and events, to the input of parents, peers, and teachers, to various social roles and other culturally based beliefs about both the nature of various tasks in a variety of achievement domains and the appropriateness of participation in such tasks, to self-perceptions and self-concepts, to perceptions of the task itself, and to the processes and consequences associated with identity formation.

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Self-efficacy beliefs also influence an individual's thought patterns and emotional reactions. High self-efficacy helps create feelings of serenity in approaching difficult task and activities. Conversely, people with low self-efficacy may believe that things are tougher than they really are, a belief that poster anxiety, stress, depression, and a narrow vision of how best to solve a problem (Pajares, 2019).

Interest describes the cognitive and affective relationship between a student and particular classes of subject matter. It can also hold student's attention, encourage effort, and support learning. It also has been found to enhance strategic processing. Furthermore, students can experience more than one type of interest concurrently. Regarding engagement in school learning, they believe people will be most likely to engage fully in school-based learning activities if they have confidence in their ability to do well and place high value on doing well in school. Parental education shapes child outcomes and perceptions towards learning. As a role model children look up to their parents on what they would want to be in the future.

Table 2.1 Level of Performance of Grade 9 Students in TLE in Terms of Cognitive

Scores	Frequency	Percentage	Interpretation
13 – 15	92	58.6	Outstanding
10 – 12	53	33.8	Very Satisfactory
7 – 9	8	5.1	Satisfactory
4 – 6	3	1.9	Fairly Satisfactory
1 – 3	1	0.6	At risked
Total	157	100.0	

Table 2.2 Level of Performance of Grade 9 Students in TLE in Terms of Affective

Scores	Frequency	Percentage	Interpretation
13 – 15	75	47.8	Outstanding
10 – 12	74	47.1	Very Satisfactory
7 – 9	5	3.2	Satisfactory
4 – 6	2	1.3	Fairly Satisfactory
1 – 3	1	0.6	At risked

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Total	157	100.0

Table 2.3 Level of Performance of Grade 9 Students in TLE in Terms of Psychomotor

Scores	Frequency	Percentage	Interpretation
13 – 15	82	47.8	Outstanding
10 – 12	70	47.1	Very Satisfactory
7 – 9	5	3.2	Satisfactory
4 – 6	0	0	Fairly Satisfactory
1 – 3	0	0	At risked
Total	157	100.0	

In this table, it presents the perceptions of performance of Grade 9 in TLE in terms of three (3) domain: the Cognitive, effective, and Psychomotor. It shows that most of the respondents were able to follow the flow of discussion and their learning styles is applicable in the current set up of education. It is assumed that learners were able to perform the required skill competencies in their chosen specialization. Thus, learners seem to enjoy the life-long skills being offered in their specialization.

Table 3.1 Perception of Respondents on learning outcomes in terms of Resiliency and Lifelong Learning

Indicators	Mean	SD	Interpretation
Try to figure out things that do not understand.	4.10	0.91	Great Extent
Can express opinions when in a group.	4.10	0.86	Great Extent
confident that can handle whatever comes their way.	3.89	0.94	Great Extent
able to connect with others in college.	3.96	0.95	Great Extent
Look for appropriate resources to apply to solve problems.	4.11	0.89	Great Extent
Overall	4.03	0.75	Great Extent

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Table 3.2 Perception of Respondents on learning outcomes in terms of Verbal Communication

Indicators	Mean	SD	Interpretation
deliver and understand information quickly and accurately	4.05	0.86	Great Extent
learning goals are clearly stated	4.10	0.88	Great Extent
nature of specialization is clearly explained	4.03	0.83	Great Extent
helps in increasing productivity	4.04	0.86	Great Extent
nurtures the process of socialization	4.05	0.84	Great Extent
Overall	4.05	0.72	Great Extent

Legend: 4.50-5.00- Very Great Extent 3.50-4.49- Great Extent 2.50-3.49- Moderate Extent 1.50-2.49- Lesser Extent 1.00-1.49- Never Observed

Table 3.1 to 3.2 shows the perception of respondents regarding the learning outcomes in selecting the field of specialization. It shows that all indicators are in great extent.

Dixon, 1997; Gong et al., 2009; Lankau and Scandura, 2002; as cited by Parker and Collins, (2010) stated that a lifelong learning mindset may enhance objective career success because of its positive influence on performance at work. Organizational literature regarding strategic thinkers. He suggests that lifelong learners set strategic learning-oriented goals and direct action towards achieving those goals. This strategic orientation likely means that lifelong learners learn how to perform successfully.

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Table 4. A significant relationship between the Personal Related Factors to Students 'Performance in TLE

Personal Related Factors	Cognitive	Affective	Psychomotor	Resiliency and Lifelong Learning	Verbal Communication
Gender	-	-	-	**.193***	-
Age	-	-	-	-	-
Fathers' Occupation	-	-	-	-	-
Mothers' Occupation	-	-	-	-	-
Fathers' educational attainment	-	-	-	-	-
Mothers educational attainment	-	-	-	-	-
Parents' Income	-	-	-	-	-

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

It appeared that the cognitive, affective, and psychomotor measures of performance have no significant relationship with the identified independent variables which are the Personal Related Factors that include, age, parent's occupation, parents' educational background, and parents' monthly income while gender has a significant relationship in Resiliency and Lifelong Learning.

Pitcher (2012) concluded that a probable reason for inequality in sex selection in some sex-dominated subjects could be adduced to mere cultural and social orientation from parents and the entire society. However, arguing along the same line, assert sex is not a good predictor of academic skills, interest, or even emotional characteristics. It asserted that the evidence relating to gender is not strong to any motivating outcome.

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Table 5. A significant relationship between the Motivating factors of the Respondents and Students' Performance in TLE

Personal Related Factors	Cognitive	Affective	Psychomotor	Resiliency and Lifelong Learning	Verbal Communication
Expectancy Value	-	-	-	**0.66****	**0.69****
Self-Efficacy	-	-	-	-	-
Attribution	-	-	-	-	-
Interest	-	-	-	**0.72****	**0.74****
Skills	-	-	-	**0.78****	**0.75****
Parents' Influence	-	-	-	**0.54****	**0.52****
Peer Influence	-	-	-	-	-

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

There is significant relationship between expectancy-value and resiliency and lifelong learning. Acquiring new knowledge and developing new skills is connected in real life situations and by means of these students often see these as an opportunity in preparing their self in selecting the skills or specialization that they want to develop.

The interests and needs of each learner were unique and determined by their background and status, which include the stage in their life course when they participate in learning. Students want to improve the course or specialization where students find this course or specialization hard for them. This manifest that students want to develop the skills and become competent to the field the students want to.

In addition, Hidi and Renninger (2016) assert that "the level of a person's interest has repeatedly been found to be a powerful influence on learning" the powerful influence of interest on learner motivation is captured. Xiang et al. (2015) reported that interest emerged as the most important intrinsic motivation construct for predicting future intention". Individual interest refers

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to an individual's relatively enduring psychological predisposition to re-engage classes of objects, events, or ideas over time.

It is also observable that even skills is significantly related in both resiliency and lifelong learning and verbal communication. Students has most likely engage fully in school based learning activities if they have confidence in their ability to do well and if students are good in verbal communications where they will deal in they chosen path.

Also, parents influence is significantly related with both resiliency and lifelong learning and verbal communication. The financial and moral supports of the family have positive effects on the students' grades in school. Students who are financially supported by parents promptly prepare their projects and assignments. On the other hand, financial problems oftentimes hinder students to fulfill requirements thus affecting academic performance in school. This may even lead to discouragement and loss of interest in their studies (Victorino, 2021)

Bloom's taxonomy new version (2001) focused on describing levels of attainments rather than process skills and did not substantially address the way the learner proceeds from one level to the next. The cognitive domain includes skill clusters that organize a complete, concise, and complementary listing of the learning skills most critical for each process.

Wielkiwiecsz and Meuwiseen (2014) explained that development of a lifelong learning mindset may also be linked with subjective career success. This may be the case because most jobs offer constant opportunities to learn, and because lifelong learners take pleasure in those opportunities throughout their careers. While some individuals find learning at work daunting, lifelong learners find the chance to learn at work intrinsically pleasurable.

Mason, Williams & Cranmer (2009) stated that, it has been said that communication and oral presentation skills of undergraduates acquired during their studies have positive effects on their later work performance.

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5. Conclusion

Based on the findings of the study, these conclusions were derived:

The null hypothesis stating that there is no significant relationship between the respondent's perception of personal related factors and the respondents' learning outcomes is ***partially sustained*** in this study.

The null hypothesis states that no significant relationship between the respondent's perception of motivating factors in selecting TLE specialization and the respondents' learning outcomes is ***partially sustained*** in this study.

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