

Influences on Motivation and Learning Outcomes in Home Economics: A Pathway to Enhanced TVET Competency Development

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DOI: <https://doi.org/10.30880/jtet.2025.17.04.020>

Article Info

Received: 8th April 2025
Accepted: 8th December 2025
Available online: 30th December 2025

Keywords

Home economics, curriculum-based competencies, lifelong learning, motivation, TVET

Abstract

Technical-Vocational Education and Training (TVET) skills are embedded in the basic education curriculum, progressing spirally from basic competencies in elementary and common competencies in Junior High School (JHS) to a more specialized skills in Senior High School (SHS) and beyond. Early competency formation, particularly in Home Economics (HE) is crucial for preparing learners for advanced Technical-Vocational and Livelihood (TVL) specializations, national certification, and career development. As students move through this continuum, motivation becomes a key driver of how foundational skills are acquired and applied. Yet limited empirical research examines how motivation translates into real-life skill use and how this relationship varies across socio-demographic contexts which are essential for designing responsive and contextualized learning strategies. This study investigated the relationship between students' motivation to learn HE and two outcome indicators: frequency of application (FOA) and self-reported competence (SRC) within the family setting. It also examined the moderating influence of students' socio-demographic backgrounds. A validated quantitative survey was administered to 200 JHS students. Linear regression tested the associations, while moderation analyses identified contextual variations. Results showed that motivation significantly predicted HE outcomes, with family structure, birth order, family income, and TLE grades moderating the motivation–outcome link, whereas religion, gender, and parents' occupation did not. These findings offer practical insights for strengthening HE curriculum in JHS by recognizing how motivation and learner contexts shape early competency formation which enhance students' readiness for SHS TVL coursework and supports smoother progression into higher-level TVET programs and future technical-vocational pathways.

1. Introduction

1.1 The Education System in the Philippines

The Philippine education system operates under a trifocal structure managed by three key government agencies: the Commission on Higher Education (CHED) for tertiary and graduate education, the Department of Education (DepEd) for basic education, and the Technical Education and Skills Development Authority (TESDA) for technical-vocational education (TVE) and middle-level skills development. As the national government positions education at the center of its development agenda, these agencies collectively contribute to the country's pursuit of poverty reduction, national competitiveness, and alignment with the Sustainable Development Goals (SDGs). All three institutions implement programs related to TVET, with DepEd embedding basic and common competencies in the curriculum, CHED offering TVE-related higher education programs, and TESDA providing national qualifications for various occupational fields (CHED, n.d.).

Under Republic Act (RA) 7722 or the Higher Education Act of 1994, CHED is mandated to promote relevant and globally competitive higher education, including the delivery of TVE programs that cultivate responsive and innovative graduates. TESDA, through RA 7796 or the Technical Education and Skills Development Act of 1994, supervises quality technical education and skills development and administers competency-based training and national certification. Meanwhile, DepEd, guided by RA 9155 or the Governance of Basic Education Act of 2001, oversees kindergarten, elementary, JHS, SHS, and alternative learning systems, ensuring the provision of a complete, equitable, culture-based, and learner-centered basic education system (CHED, n.d.; DepEd, n.d.-b; TESDA, n.d.).

1.2 The Position of TVET in the DepEd's Curriculum Framework

In 2025, DepEd, CHED, and TESDA formalized a historic partnership that harmonizes the Philippine education system through joint agreements on data sharing and enhancing the TVL track. This collaboration aims to address persistent skills mismatches and strengthen the country's performance in SDG 4: Quality Education, where the Philippines continues to face challenges (Sachs et al., 2024; Sustainable Development Report, n.d.; The Second Congressional Commission on Education [EDCOM2], 2025). The agreement mandates DepEd to ensure that teachers possess appropriate competencies and certifications to deliver quality TVET instruction, while TESDA provides training and technical guidance to align DepEd's curricula with national Training Regulations—a TESDA-promulgated document that serves as basis for which the competency-based curriculum and instructional materials and competency assessment tools are developed. Through shared standards and coordinated processes, the partnership seeks to equip learners with industry-aligned foundational and technical skills that enhance employability and support smooth transitions into further education or work. However, this initiative primarily focuses on the SHS TVL track, leaving competencies developed in JHS less emphasized despite their foundational role in the learning continuum (EDCOM2, 2025; DepEd, n.d.-a).

Furthermore, national assessments, particularly the Programme for International Student Assessment, highlight ongoing concerns in the basic literacies among young Filipinos. These skills are necessary for applying knowledge to real-world problems (Philippine Institute for Development Studies [PIDS], 2024; United Nations Children's Fund [UNICEF], 2024). Literacies such as Reading, Math, and Science can be strengthened through early exposure to applied learning contexts in basic education, including TVL-related subjects such as Edukasyong Pantahanan at Pangkabuhayan (EPP) in Grades 4–5, Technology and Livelihood Education (TLE) in Grades 6–10, and TVL track in SHS (Dossey et al., 2024; Fooladi et al., 2023; McCloat, A. & Caraher, M., 2016).

1.3 The Early Competency Formation in Home Economics

HE, a core component of the EPP–TLE–TVL learning continuum, is introduced as early as Grade 4, where learners begin developing essential life skills in clothing care, meal preparation, cookery, household management, and food preservation, alongside foundational concepts in entrepreneurship. In Grades 7 and 8, students' progress to exploratory TVL courses such as caregiving, dressmaking, cookery, handicraft production, nail care service, and front office service, offering early exposure to industry-aligned competencies. This progression continues through SHS and, for many learners, into higher TVET programs (DepEd, 2016).

In the early stages of competency formation, the home serves as the primary environment where HE skills are first practiced and reinforced (Pendergast, 2015). As emphasized by International Federation for Home Economics [IFHE] (2024), the household is a critical setting where school-acquired competencies translate into value formation, responsible behavior, and sustainable living. Strengthening these foundations equips learners to build healthy families, contribute to community well-being, and support broader national and global development goals (Erjavšek, 2021). Because these early applications occur outside the formal classroom, students' willingness to apply what they have learned depends heavily on personal motivation.

Motivation therefore becomes a pivotal factor in transforming HE instruction into meaningful real-life practice. Students apply HE skills not for external rewards but out of personal interest, satisfaction, and a sense of responsibility—an intrinsic orientation that drives sustained engagement. Biggs' Presage–Process–Product (3P) model highlights how learner characteristics, particularly motivation, shape learning processes and influence outcomes (University of Cambridge, n.d.). See appendix A. Likewise, the Home Economics Literacy Model explains how transformative action emerges when academic knowledge intersects with everyday living to address individual and family needs (Pendergast, 2015, 2021; McGregor, 2022a; IFHE, 2024). See appendix B.

Despite growing research on pedagogy and technology in higher-level TVET, studies seldom address the early stages of skill formation in primary and JHS. This leaves a gap in understanding how learners actually apply emerging competencies in their everyday environments which may vary from their socio-demographic backgrounds. Recognizing student backgrounds can provide insight in making instruction more responsive and inclusive, yet this dimension is often overlooked. Likewise, examining real-life skill application within the home and community remains an underutilized but valuable source of information. These early contexts provide authentic opportunities to observe how foundational HE skills are practiced and strengthened. Using this perspective allows educators and policymakers to draw more meaningful conclusions that support the DepEd's mission of delivering quality, equitable, and culture-based education.

1.4 Rationale of the Study

To address this gap, this study examines the relationship between JHS students' motivation to learn HE and their HE outcomes—FOA and SRC at home—and investigates whether socio-demographic factors—gender, religion, family structure, birth order, parents' occupation, family income, and TLE grades—moderate these relationships. Understanding these dynamics provides evidence-based insights that can strengthen foundational TVL instruction, inform context-sensitive pedagogies, and support the continuity of learning from JHS to SHS TVL and beyond. While not all students will pursue TVET pathways, cultivating competency development in basic education remains central to personal growth, family welfare, societal well-being, and gender-equitable skill formation.

2. Methodology

2.1 Research Design

The study employed a predictive correlational design with a purposive sampling technique. The natural classroom setting was maintained and not manipulated; data collection took place during regular school days.

2.2 Research Instruments

The survey questionnaire consisted of three main sections. Part 1 collected demographic information, including the moderating variables summarized in Table 1. Part 2 presented HE competencies from Grades 4 to 8 based on the DepEd curriculum guide, which students used to assess their FOA and SRC at home. These competencies were organized into subdomains: home management, meal preparation, clothing care, sewing, handicrafts, food preservation, and cookery. Part 3 measured students' motivation to learn HE, as reflected in Table 2. A 5-point Likert scale was employed, with motivation items, created based on the criterion of the study.

To establish content validity, the instrument underwent expert review by three HE specialists—one with a doctoral degree and two with master's degrees. Two experts were faculty members in tertiary HE programs, while the third taught HE at their college's laboratory school in secondary level. Their feedback informed necessary revisions prior to pilot testing.

The pilot test, conducted with 52 Grade 8 students, produced a Cronbach's alpha of 0.909, indicating high reliability and excellent internal consistency. This confirmed that the items were appropriate, clear, and comprehensible for the target respondents. After final refinements, the questionnaire was administered to the full sample of 200 students, excluding those who took part in the pilot test.

2.3 Data Gathering Procedure

This study underwent ethical review by the university's ethics committee to ensure that the research design and procedures complied with established ethical standards. Permission was likewise secured from the Schools Division Office (SDO) to administer the survey in selected public national high schools in the city, with three schools agreeing to participate. Prior to data collection, an orientation was conducted to explain the study's purpose and distribute consent and assent forms. Only class sections that returned duly signed forms were included. The survey was administered in the respondents' classrooms, where students were given 30 minutes to answer the questionnaire independently. Completed forms were then collected for data analysis.

2.4 Data Analysis

Frequencies, means, and percentages were computed to summarize students' motivation to learn HE and their corresponding outcomes at home. Linear regression was then used to examine and explain the predictive relationship between motivation and these outcomes. Furthermore, moderation analyses were conducted to determine which socio-demographic variables shaped or influenced the motivation–outcome link.

3. Results and Discussion

Below are the tables and figures of the results of the study.

Table 1 shows that most of the students are 13 years old (69%), with an almost equal distribution of females (52.5%) and males (47.5%). The majority identify as Roman Catholic (61%), and followed by Islam (21.5%). Nearly half come from nuclear families (48%), while others belong to extended family (21%) which reflects the collective culture and religiousness of Filipino Family (AFS-USA, 2024).

In terms of birth order, middle children make up the largest group (35.5%), followed by the youngest (29%), eldest (28%), and only children (7.5%). Parental unemployment is notable, with 24.5% of fathers and 43.5% of mothers not engaged in formal work. Among employed fathers, crafts and related trades (21.5%) and service and sales work (18.5%) are the most common occupations; for mothers, service and sales roles predominate (27.5%).

Most respondents come from low-income households, classified as poor (60%), low-income but not poor (21%), or lower-middle income (12%). Regarding academic performance in TLE, 43.5% earned outstanding grades, 36% achieved very satisfactory marks, and 14% performed satisfactorily.

Table 1 Frequency distribution of respondents' socio-demographic profile

Demographic Factors	Category	Frequency	Percent %
Age	12 years	7	3.5
	13 years	138	69
	14 years	47	23.5
	15 years	4	2
	16 years	4	2
Gender	Female	105	52.5
	Male	95	47.5
Religion	Roman Catholic	122	61
	Islam	43	21.5
	Evangelical Christian	22	11
	Iglesia ni Cristo	5	2.5
	Seventh Day Adventist	3	1.5
	Baptist	3	1.5
	Methodist	1	0.5
	Jehova's witness	1	0.5
Family structure	Nuclear Family	96	48
	Blended Family	14	7
	Extended Family	42	21
	Living with Single Parent	30	15
	Living with no parents but a guardian/relative	18	9
Birth order	Eldest	56	28
	Middle	71	35.5
	Youngest	58	29
	Only child	15	7.5
Father's Occupation	Managers	7	3.5
	Professionals	6	3
	Technicians and Associate Professionals	7	3.5

Demographic Factors	Category	Frequency	Percent %
	Clerical Support Workers	7	3.5
	Services and Sales Workers	37	18.5
	Skilled agricultural, forestry and fishery workers	5	2.5
	Craft and related trades workers	43	21.5
	Plant and machine operators, and assemblers	28	14
	Elementary occupations	4	2
	Armed forces occupations	4	2
	Unemployed	49	24.5
	Deceased	3	1.5
Mother's Occupation	Managers	3	1.5
	Professionals	17	8.5
	Technicians and Associate Professionals	7	3.5
	Clerical Support Workers	10	5
	Services and Sales Workers	55	27.5
	Skilled agricultural, forestry and fishery workers	3	1.5
	Craft and related trades workers	12	6
	Elementary occupations	6	3
	Unemployed	86	43
	Missing	1	0.5
Family Income (per month)	Poor (Less than 12,030)	120	60
	Low Income (but not poor) (12,030-24,060)	42	21
	Lower Middle Income (24,060-48,120)	24	12
	Middle Middle Class (48,120-84,210)	9	4.5
	Upper Middle Income (84,210-144,360)	2	1
	Upper Income (but not rich) (144,360-240,600)	1	0.5
	Rich (atleast 240,600)	2	1
TLE Grade	Did not meet expectation (below 75)	3	1.5
	Fairly Satisfactory (75-79)	10	5.0
	Satisfactory (80-84)	28	14.0
	Very Satisfactory (85-89)	72	36.0
	Outstanding (90-100)	87	43.5

N= 200

Note: All monetary values are expressed in Philippine peso (₱).

Table 2 shows that motivation significantly predicts both FOA and SRC, but its influence is slightly stronger on students' actual behaviour than on their perceived competence. Motivation explains 14.7% of the variance in FOA ($\beta = 0.431, p = 0.000$), compared to 11.7% in SRC ($\beta = 0.397, p = 0.000$). This suggests that motivated students tend to apply HE skills at home a bit more frequently than they view themselves as competent, but the gap is minimal—implying that action and confidence generally develop together. Although motivation is not the sole

determinant of these outcomes, its statistically significant contribution underscores its essential role in shaping both skill use and perceived competence among learners (University of Cambridge, n.d.).

Table 2 Students' motivation to lean HE predicts HE outcomes in family settings

	Frequency of application			Self-reported competency level			Interpretation
	Coefficients	Sig.	Model R ²	Coefficients	Sig.	Model R ²	
A. Individual effect							
Student's level of motivation to learn HE	.431	.000	.147	.397	.000	.117	Significant

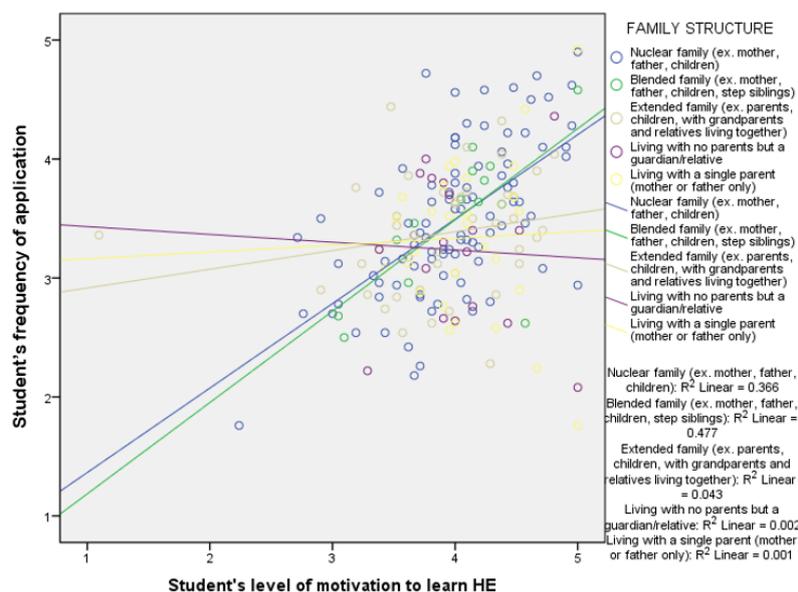
Table 3 shows that the relationship between motivation and HE outcomes is moderated by several socio-demographic factors. For FOA, motivation's effect significantly differs across family structure ($p = 0.0001$), birth order ($p = 0.0303$), family income ($p = 0.0131$), and TLE grade ($p = 0.0167$), indicating that these contextual factors shape how frequently students apply HE skills at home. In contrast, for SRC, only family structure ($p = 0.0159$) significantly moderates the motivation–SRC link. This underscores that HE learning is inseparable from the household environment. To support all learners, teachers must consider diverse family structures when designing tasks, assessing real-world application, or interpreting students' confidence.

Table 3 Moderation analysis of socio-demographic factors

Moderation Analysis of	HE Outcomes In Family Settings			
	Frequency of Application		Self-Reported Competency	
	coefficient	Sig.	coefficient	Sig.
Motivation (IV)	0.9056	0.0000	0.7126	0.0000
Family Structure (Mod)	0.7887	0.0003	0.5322	0.0241
Motivation * Family Structure	-0.2088	0.0001	-0.1394	0.0159
Model R ²	0.2297	0.0000	0.1492	0.0000
R ² increase due to interaction	0.0614	0.0001	0.0257	0.0159
Motivation (IV)	0.3040	0.0283	0.1779	0.2188
Religion (Mod)	-0.2581	0.4110	-0.5194	0.1152
Motivation * Religion	0.0781	0.3141	0.1405	0.0848
Model R ²	0.1638	0.0000	0.1380	0.0000
R ² increase due to interaction	0.0043	0.3141	0.0132	0.0848
Motivation (IV)	0.5959	0.0000	0.4024	0.0021
Gender (Mod)	1.0580	0.0900	0.0417	0.9495
Motivation * Gender	-0.2933	0.0574	-0.0439	0.7871
Model R ²	0.1719	0.0000	0.1287	0.0000
R ² increase due to interaction	0.0154	0.0574	0.0003	0.7871
Motivation (IV)	0.1082	0.5061	0.1790	0.2990
Birth Order (Mod)	-0.5825	0.0426	-0.3801	0.2095
Motivation * Birth Order	0.1553	0.0303	0.1039	0.1692
Model R ²	0.1697	0.0000	0.1276	0.0000
R ² increase due to interaction	0.0202	0.0303	0.0085	0.1692
Motivation (IV)	0.5539	0.0041	0.6763	0.0009
Mother's Occupation (Mod)	0.0527	0.5553	0.1425	0.1292
Motivation * Mother's Occupation	-0.0159	0.4674	-0.0347	0.1319
Model R ²	0.1537	0.0000	0.1273	0.0000
R ² increase due to interaction	0.0023	0.4674	0.0102	0.1319

Motivation (IV)	0.5950	0.0041	0.4352	0.0450
Father's Occupation (Mod)	0.0876	0.4301	0.0261	0.8235
Motivation * Father's Occupation	-0.0240	0.3789	-0.0052	0.8570
Model R2	0.1523	0.0000	0.1177	0.0000
R2 increase due to interaction	0.0034	0.3789	0.0001	0.8570
Motivation (IV)	0.1300	0.3563	0.2138	0.1528
Family Income (Mod)	-0.5905	0.0166	-0.4022	0.1217
Motivation * Family Income	0.1539	0.0131	0.0929	0.1551
Model R2	0.1742	0.0000	0.1304	0.0000
R2 increase due to interaction	0.0264	0.0131	0.0090	0.1551
Motivation (IV)	-0.3910	0.2429	-0.0273	0.9393
TLE grade (Mod)	-0.6650	0.0337	-0.3847	0.2493
Motivation * TLE grade	0.1914	0.0167	0.1019	0.2309
Model R2	0.1855	0.0000	0.1237	0.0000
R2 increase due to interaction	0.0242	0.0167	0.0065	0.2309

The analysis in Figure 1 shows that the relationship between students' motivation to learn HE and their outcomes at home varies across family structures. Motivation predicts both FOA and SRC, with a moderate effect observed for students from blended families (FOA $R^2 = 0.477$; SRC $R^2 = 0.411$) and a slightly lower effect for those from nuclear families (FOA $R^2 = 0.366$; SRC $R^2 = 0.293$). In contrast, the relationship is minimal for learners from extended families, single-parent households, and guardian-led homes, with the FOA trend even showing a slight negative slope, indicating that motivation translates less effectively into skill application in these contexts. These patterns reflect the diverse household environments Filipino students' experience. In blended families, motivation more readily translates into action as students navigate new roles and relationships (Asi, 2024; Pardee, 2024). In nuclear families, parents may limit children's involvement in housework to prioritize academics, although regular participation in household tasks can enhance learning outcomes (Wang et al., 2022). In extended households, shared responsibilities often reduce individual engagement (McGregor, 2022b), while single-parent families may face emotional or financial constraints that diminish the influence of motivation (Pineda, 2025). Students living with guardians frequently carry heavier obligatory chores, leading to fatigue and reducing the alignment between motivation and skill application (Scroope, 2017). Overall, the findings show that motivation alone does not uniformly drive HE behavior; socio-demographic factors significantly shape the FOA and SRC in different levels. These insights underscore the need for HE instruction and support systems that are sensitive to different family structures to better facilitate skill application and competency development.



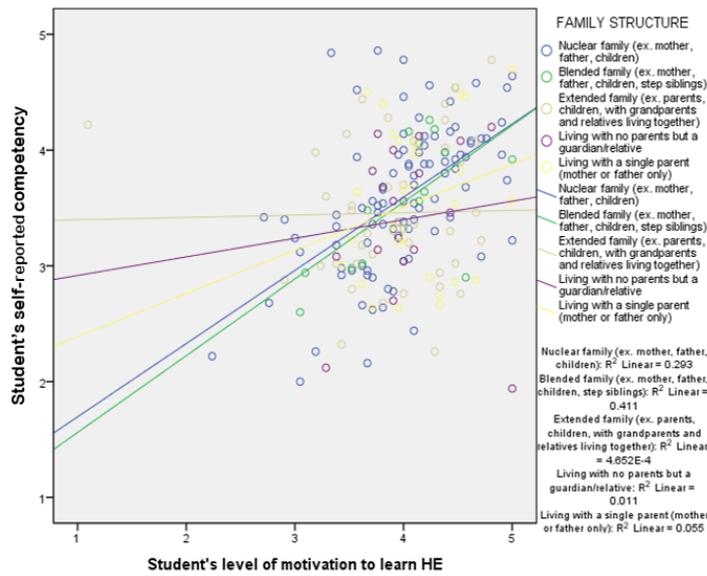


Fig. 1 Family structure moderates the motivation-outcome (FOA and SRC) link in family setting

Legend:	R ² Range	Scale	Description	Interpretation
	0-0.2	1	Very low	Negligible explanatory power
	0.2-0.4	2	Low	Weak explanatory power
	0.4-0.6	3	Moderate	Moderate explanatory power
	0.6-0.8	4	High	Strong explanatory power
	0.8-1.0	5	Very high	Very strong to near-perfect fit

Figure 2 illustrates how birth order moderates the relationship between students' motivation to learn HE and their FOA. The regression lines show that this relationship is strongest among only children ($R^2 = 0.486$), followed by youngest children ($R^2 = 0.277$), indicating moderate and weak associations, respectively. Middle children ($R^2 = 0.102$) and eldest children ($R^2 = 0.074$) demonstrate the weakest relationships. These results suggest that motivation translates into HE application differently across birth-order positions, with only children being the most responsive and eldest children the least. This findings is in contrast with Schulz (2021) who reported that older daughters generally perform more housework and that boys with sisters contribute more than those with only brothers, regardless of birth order. Overall, the findings highlight the need for instructional approaches that recognize students' varied family roles, integrating differentiated activities, adaptable assessments, and meaningful real-world tasks to support HE skill application across all birth-order groups.

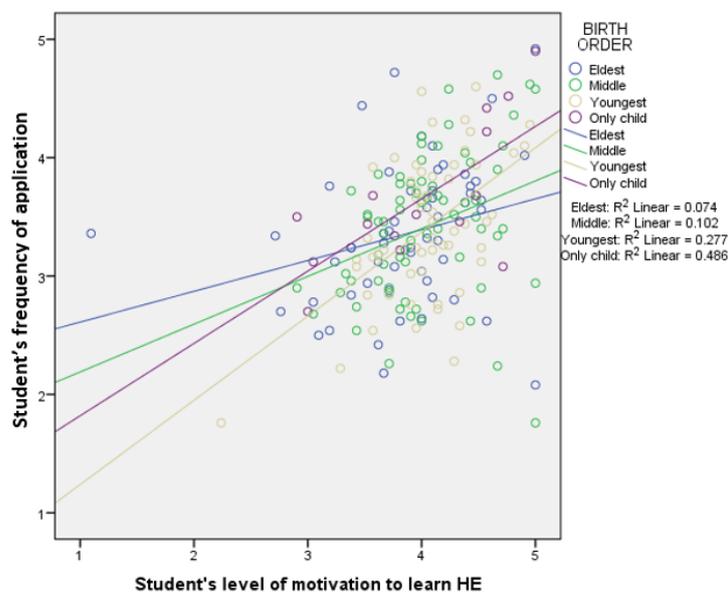


Fig. 2 Birth order moderates the motivation-FOA link in family setting

Figure 3 presents the relationship between students' motivation to learn HE and their FOA, moderated by family income. The regression lines indicate that this relationship is strongest among students from rich and upper middle-income households, both with an R^2 of 1, followed by middle-middle income students with $R^2 = 0.928$, given their small sample size. No measurable relationship appears among those in the upper income but not rich bracket. A moderate relationship emerges for lower-middle income students ($R^2 = 0.393$), while the weakest associations are found in the lower income but not poor ($R^2 = 0.159$) and poor households ($R^2 = 0.040$). These patterns suggest that students from higher-income families may have greater resources and support to apply HE skills when motivated, whereas those from lower-income households may face constraints that limit their ability to translate motivation into practice. This aligns with Li and Qiu (2018) and Shah and Hussain (2021), who note that economic and social disparities shape learning outcomes and reflect household realities—such as limited tools (e.g., kitchen equipment, sewing materials), economic pressures, parental absence or low involvement, and the emotional strain of financial hardship. Such conditions can hinder students' ability to apply HE knowledge, even when motivation is high. Consequently, teachers are encouraged to implement inclusive, resource-sensitive instructional strategies—such as school-based simulations, community-driven tasks, and differentiated home activities—to ensure that learners across all economic backgrounds can meaningfully practice and demonstrate HE competencies.

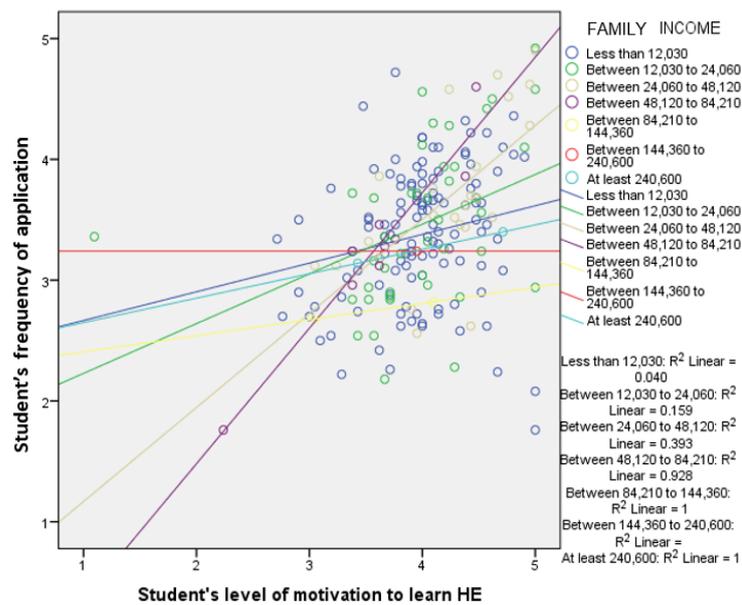


Fig. 3 Family income moderates the motivation-FOA link in family setting

Figure 4 shows that the relationship between students' motivation to learn HE and their FOA remains weak across most TLE grade levels—outstanding ($R^2 = 0.253$), very satisfactory ($R^2 = 0.060$), satisfactory ($R^2 = 0.109$), and fairly satisfactory ($R^2 = 0.005$)—indicating that motivation contributes little to explaining their actual behavior, while students who did not meet expectations show a negative trend ($R^2 = 0.197$). These findings suggest that high academic performance does not automatically translate to strong motivation or real-life application of HE skills, as many students may be driven more by external pressures such as grades, expectations, or test-taking skills rather than genuine interest (Howley-Rouse, 2023). Conversely, students with failing grades may value HE but lack confidence, resources, or opportunities needed to apply their skills—consistent with Wigfield and Eccles (2000), which posits that both expectancy and value must be high for motivation to result in action. Their situation parallels Azubuike's (2011) observation of low TVL enrollment despite students' interest in hands-on learning. Overall, these results highlight a motivation-application gap that calls for inclusive, empathetic, and context-responsive HE instruction that supports diverse learner needs and home realities.

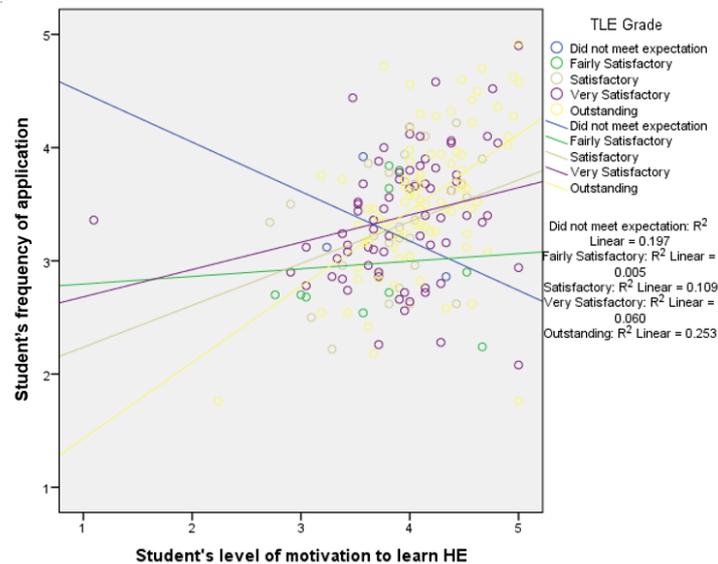


Fig. 4 TLE grade moderates the motivation-FOA link in family setting

Interestingly, gender did not emerge as a significant moderator in this study, despite traditional gender orientations in HE (Pendergast, 2021; PIDS, 2023). This suggests that young students may hold more contemporary and egalitarian views on gender roles when performing HE-related household tasks at home (Pace & Sciotto, 2021; UNICEF, 2024). While previous studies have reported gender differences in HE performance within school settings (Pregoner et al., 2020; Alinea & Reyes, 2023), the current findings indicate that gender does not significantly affect students' motivation, real-life application, or self-perceived competence based on their home experiences. Similarly, other factors such as religion and parents' occupation also do not alter the strength or direction of the relationship between motivation and HE outcomes (Cultural Atlas, 2017).

Using the 3P's model, educators can distinguish between deep, meaningful learning activities and surface or inappropriate ones (University of Cambridge, n.d.). This enables the design of context-relevant, culture-based, and learner-centered approaches that reinforce real-life practices and values, empower students, reduce inequalities and biases, and foster stronger partnerships with parents in supporting their children's learning. Although not all students may pursue TVL programs, ensuring the development of foundational competencies remains a key responsibility of TVE educators. Moreover, cultivating these skills may spark interest in TVL pathways, promoting personal growth and preparing learners for future-ready technical-vocational opportunities.

4. Conclusion

The findings provide valuable insights into the strength of foundational Home Economics/TLE competencies among Junior High School learners. The results indicate that students are generally motivated to learn these foundational skills, are able to apply them in authentic home settings, and perceive themselves as competent in essential HE/TLE areas. These basic and common competencies form the critical foundation required for engaging in more advanced, specialized TVL skills and for pursuing potential NC I qualifications by Grade 10.

Moreover, the study highlights the moderating role of socio-demographic factors—particularly family structure, birth order, family income, and TLE grades—in shaping how motivation translates into real-life application and self-perceived competence. Recognizing these contextual influences enables educators and curriculum developers to design more responsive instruction, create inclusive learning opportunities, and provide targeted support for students at the early stages of skill progression.

In the broader TVET learning continuum, these insights emphasize that strengthening foundational competencies in JHS is essential for smoother transitions into SHS-TV L programs, enhanced personal and familial outcomes, and the development of employable, industry-ready skills. By focusing on motivation, real-life application, and contextual factors at this early stage, the study contributes evidence-based guidance for curriculum enhancement, ensuring that learners are better prepared to advance through higher-level TVL competencies and future technical-vocational pathways.

Finally, despite its contributions, the study is limited by its reliance on self-reported data and its focus on a specific population, which may affect generalizability. Future research could incorporate observational or performance-based assessments, employ mixed-methods designs to explore gaps between competency and application, and track HE skills development longitudinally.

Acknowledgement

The authors sincerely thank the students, parents, and teachers for their participation and invaluable contributions, which made this study possible..

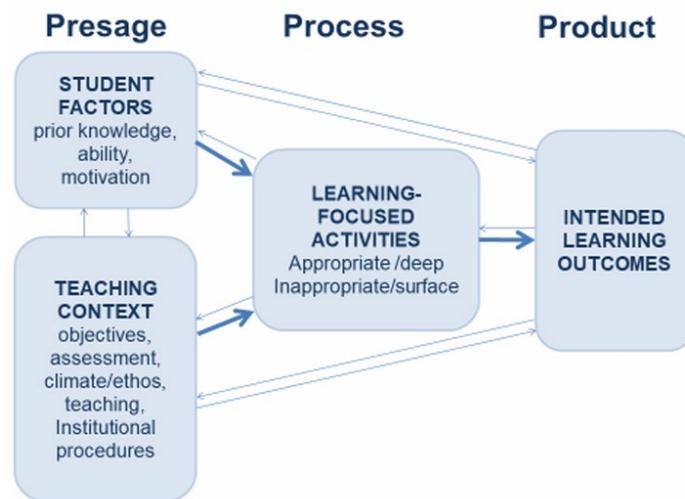
Conflict of Interest

The authors affirm that there are no conflicts of interest concerning the publication of this paper. Their participation in this research and its publication was entirely voluntary and with full consent. This study was conducted purely for academic purposes in the field of HE, with no external affiliations providing financial support that could influence or compromise the integrity of the data.

Author Contribution

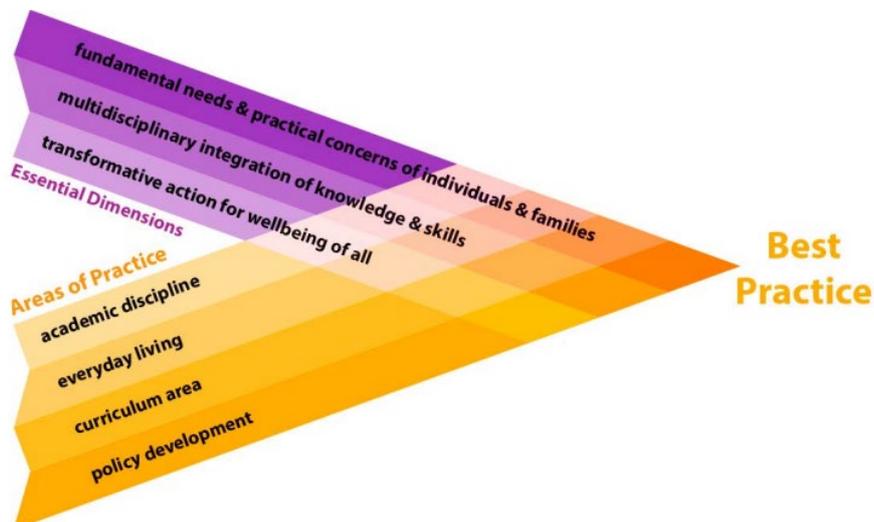
The author confirms responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation. All authors reviewed the results and approved the final version of the manuscript.

Appendix A: 3P's Model of Teaching and Learning



Activate Win
Classroom

Appendix B: Home Economics Literacy Model



Graphic Design: Joy Reynolds
Pendergast, D. (2015). *Home economics Literacy: A vision for the field*. Keynote address presented at: Action for family and consumer well being - Home economics literacy bringing skills to life. University of Malta - IFHE Conference, March 19-21, Malta.

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