

## Preference-Motivating Factors in Promoting Academic Performance in Technology and Livelihood Education among Grade 10 Students

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### Abstract

This study aimed to determine the preference-motivating factors in promoting academic performance in Technology and Livelihood Education among Grade 10 students. The Descriptive -Correlational method of research design was adopted, and statistical tools such as Pearson r correlational analysis were utilized to test the relationship of independent and dependent variables. The findings of this study were summarized such as: the students' perception about preference-motivating factors such as social, physical, community, and financial to have significant relationship with the students' TLE second quarter grade. This shows that students' academic performance is associated with those preference-motivating factors. Therefore, it is concluded that the hypothesis is not sustained. However, the results for TLE competencies such as skill 1, 2 and 3 appeared having a significant and insignificant relationship with the students' preference-motivating factors, therefore the null hypothesis is not supported by the evidences, hence partially sustained. Having these findings, the following recommendations are given: social factor could positively help the learner to prefer the most suitable field or area of specialization. State of the art tools and equipment and machineries could attract the learners' decisions, it is therefore to add tools and equipment that are upgraded. Students may encourage to make use of their skills in order to perform various hands on activities and for them to experience real life situations since TLE is considered as a skill subject. The cheaper the project or method of motivation and teaching, the better to encourage the students to take practicum classes. So, financial status of the students and family must be considered.

*Keywords: Motivating Factors, Academic Performance, Technology and Livelihood Education*