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# LEARNING COMPETENCIES INFLUENCE ON THE WORK BEHAVIOR AND PERFORMANCE OF TECHNOLOGY AND LIVELIHOOD EDUCATION STUDENTS

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**ABSTRACT**

*This descriptive study aimed to determine the learning competencies, the work behavior and performance of Technology and Livelihood Education students. Specifically, it determined the level of the students' learning competencies in cognitive, technical, work, entrepreneurial, and interpersonal skills; extent of students' work behavior and work habits, responsibilities, teamwork, commitment, and initiative; level of students' performance in the practical tests; the relationship between students' learning competencies and work behavior; and the effect of students' learning competencies on students' performance in the practical tests.*

*This study employed a quantitative correlational research design. A questionnaire was developed, tested for reliability and validity, and administered to two hundred Grade 9 students from Pag-asa National High School selected using simple random sampling. The questionnaire consisted of two parts that assess the level of students' learning competencies and the extent of their work behavior. Students' performance was evaluated using a standard rubric from the DepEd learning module in practical tests. Responses were scored using the Five-Point Likert scale and were tabulated, analyzed, and interpreted using the mean and standard deviation.*

*Salient findings revealed a high level of students' learning competencies in cognitive, technical, work, entrepreneurial, and interpersonal skills. Additionally, the extent of students' work behavior in terms of work habits, responsibility, teamwork, commitment, and initiative were high students' performance in the practical test was marked high. Moreover, a significant relationship existed between students' learning competencies and work behavior. Lastly, the effect of students' learning competencies on their performance in practical tests had a significant effect on cognitive skills, while their learning competencies in technical, work, entrepreneurial, and interpersonal skills did not have a significant effect.*

*It is concluded that positive work behavior is crucial for students to apply academic knowledge effectively, create a conducive learning environment, and prepare for success in the workforce. The students' learning competencies significantly affect their cognitive skills in practical tests, but not in technical, work, entrepreneurial, and interpersonal skills. This implies that these skills may not be directly reflected in standardized assessments used in practical tests; thus, the research hypothesis was accepted.*

**KEYWORDS:** *learning competencies; work behavior; performance*

## 1. INTRODUCTION

The rapid advancement of new and advanced technology globally has led to a growing demand for highly skilled students at applying job-related technologies and having technical and livelihood learning competencies to gain knowledge and introduce creative solutions.

Additionally, to be globally competitive, learners must not only be equipped with fundamental learning competencies but must also possess behavioral competencies to build the skills necessary to prepare students for later grade levels and, finally, for lifelong learning. An effective Technology and Livelihood Education (TLE) program enhances students' competence by focusing on knowledge, entrepreneurial concepts, work ethics, and life skills. The TLE course is said to be founded on the cognitive, affective, behavioral, psychomotor, and affective dimensions of human development. Therefore, focusing solely on the mastery of processes and abilities without the proper work behavior is useless and meaningless.

The examination of disciplinary behaviors and academic achievement in a school setting has become a key issue within the educational community (Claver et al., 2020). Likewise, Valera (2015) believed that education and performance of the workforce, which is dominated by a set of behaviors, attitudes, practices, skills, and social ties, are essential to the country's aspirations for advancement and development.

Understanding the relationship between how learners behave and their learning competencies is essential for both their overall academic success and personal growth, as revealed in the study of Real and Bermio (2016), which emphasizes that work attitudes greatly impact students' performance.

The researcher seems to believe that work behavior and competencies are critical concepts for students to perform well, successfully, efficiently, and consistently. Therefore, it is relevant to look at the behavior manifesting during students' hands-on activities guided by the implementation of the Republic Act No. 10533, also referred to as Enhanced Basic Education Act of 2013, to prepare students to become globally competitive with their acquired skills.

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From the above information, it was therefore imperative for the researcher to conduct a study on learning competencies related to the work behavior and performance of TLE students, with the view that research findings would be of great value to principals, teachers, students, and future researchers.

### *1.1 Statement of the Problem*

Significantly, it aimed to answer the following questions:

1. What is the level of students' learning competencies in terms of:
   - 1.1 cognitive skills
   - 1.2 technical skills
   - 1.3 work skills
   - 1.4 Entrepreneurial Skills and
   - 1.5 interpersonal skills?
2. What is the extent of students' work behavior in terms of:
   - 2.1 work habits
   - 2.2 responsibility
   - 2.3 teamwork
   - 2.4 commitment
   - 2.5 initiative?
3. What is the level of students' performance in terms of practical tests?
4. Is there a significant relationship between students' learning competencies and work behavior?
5. Is there a significant effect of students' learning competencies on students' performance?

## 2. METHODOLOGY

This study employed a quantitative, correlational research design. Correlational research is a quantitative method that involves analyzing two or more quantitative variables within the same group of subjects. Quantitative research involves quantifying and analyzing variables to obtain results by utilizing and analyzing numerical data with specific statistical techniques (Apuke, 2017).

This design is suitable for the above topic as it requires the researcher to collect data based on the participants' learning competencies and work behavior when conducting the study. Statistical analysis was applied to interpret the numbers obtained from the data.

## 3. RESULTS AND DISCUSSION

This chapter presents the gathered data in tabular presentation, analysis, and interpretation of findings based on the results of the statistical treatment applied. The data are organized in sequential order based on the statement of the problem in Chapter 1.

The following tabular presentations and discussions characterizes the level of students learning competencies in terms of: cognitive skills; technical skills; work skills; entrepreneurial skills; and interpersonal skills; the extent of students work behavior in terms of work habits; responsibility; teamwork; commitment; and initiative; the level of students' performance in practical test; the significant relationship between students' learning competencies and work behavior; and the effect of students' learning competencies on their performance in practical test.

The analysis and interpretation of data is carried out in two phases. The first part, which is based on the results of the self-made questionnaire, deals with a quantitative analysis of data.

The second part is based on the results of the students in practical test.

**Level of Students Learning Competencies**

Table 1 shows the level of students learning competencies in cognitive, technical, work, entrepreneurial, and interpersonal skills.

The data were treated statistically using mean and standard deviation.

**Table 1** ***Level of Students Learning Competencies in Terms of Cognitive Skills***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Participate in classroom presentations or discussions actively without being distracted from other things.* | 3.93 | 0.91 | Agree |
| *Explore and understand how ideas are connected.* | 3.97 | 0.87 | Agree |
| *Justify and explain own knowledge about the certain lesson and/or topic.* | 3.75 | 0.97 | Agree |
| *Apply learned concepts* | 4.06 | 0.88 | Agree |
| *Learn different concepts independently.* | 3.82 | 0.91 | Agree |
| ***Weighted Mean*** | **3.90** | | |
| ***SD*** | **0.91** | | |
| ***Verbal Interpretation*** | **high** | | |

The statement "Applied learning concepts" yielded the highest mean score (M = 4.06 and SD = 0.88) on the other hand, the statement "Justify and explain own knowledge about the certain lesson and/or topic received the lowest mean score (M = 3.75 and SD = 0.97) yet it still indicates a high level of students learning competencies in terms of cognitive skills by the learners. This implies that students need to enhance their skills in articulating their ideas to overcome obstacles that hinder their ability to explain concepts clearly.

The level of students learning competencies in terms of

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cognitive skills attained a weighted mean score of 3.90 and a standard deviation of 0.91 and was verbally interpreted as *high* among the respondents. Clearly this shows that students benefit from hands-on activities by applying learned concepts in real-world scenarios thus, improving students understanding and retention of knowledge.

**Table 2** ***Level of Students Learning Competencies in Terms of Technical Skills***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Plan and organize a project and its resources.* | 4.08 | 0.90 | Agree |
| *Focus attention to detail resulting in stronger and effective understanding of the topic.* | 3.95 | 0.98 | Agree |
| *Write on a specific topic with guidance, instruction, and explanation* | 3.69 | 1.00 | Agree |
| *Collect, examine, and analyze large amount of data insights.* | 3.62 | 1.00 | Agree |
| *Accomplish complex action, tasks and processes.* | 3.95 | 0.93 | Agree |
| ***Weighted Mean*** | **3.86** | | |
| ***SD*** | **0.96** | | |
| ***Verbal Interpretation*** | **HIgh** | | |

Table 2 shows the level of students learning competencies in technical skills. It also shows mean and standard deviation.
The statement "Plan and organize a project and its resources" yielded the highest mean score of (M = 4.08 and SD = 0.90). However, "Collect, examine, and analyze large amount of data insights obtained the lowest mean score (M = 3.62 and SD = 1.00) yet it still indicates a high level of students learning competencies in terms of technical skills by the learners.

The level of students learning competencies in terms of technical skills attained a weighted mean score of 3.86 and a standard deviation of 0.96 and was verbally interpreted as *high* among the respondents. This further means that students have developed time management skills, task prioritization, and efficient resource utilization through Technology and Livelihood Education subject.

**Table 3** ***Level of Students Learning Competencies in Terms of Work Skills***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Work effectively either individual or with a team.* | 4.27 | 0.92 | Strongly Agree |
| *Act according to the needs and nature of the work.* | 4.06 | 0.91 | Agree |
| *Engage in various kinds of work and enthusiastically learned skills from it.* | 3.99 | 0.92 | Agree |
| *Build connection among other person involve in the group and show leadership skills.* | 4.02 | 0.95 | Agree |
| *Solve real-life problems according to own knowledge, skills and capabilities.* | 4.15 | 0.94 | Agree |
| ***Weighted Mean*** | **4.10** | | |
| ***SD*** | **0.93** | | |
| ***Verbal Interpretation*** | **High** | | |

Table 3 shows the level of students learning competencies in terms of work skills. Also shows the statements, mean, standard deviation and remarks.

The statement "Work effectively either individual or with team" obtained the highest mean (M = 4.27 and SD = 0.92) with the verbal interpretation of "Strongly Agree". On the other hand, the statement "Engage in various kinds of work and enthusiastically learned skills from it" got the lowest mean (M = 3.99 and SD = 0.92). While the mean is slightly lower (M = 3.99 and SD=0.92), it still indicates a high level of students learning competencies in terms of work skills by the learners.

The level of students learning competencies in terms of work skills attained a weighted mean score of 4.10 and a standard deviation of 0.93 and was verbally interpreted as *high* among the respondents. This implies a high level of students work efficiency alone or with other members in the classroom.

**Table 4** ***Level of Students Learning Competencies in Terms of Entrepreneurial Skills.***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Improve literacy in terms of finances and budgeting.* | 3.83 | 0.92 | Agree |
| *Willingness to take risk and able to be resilient in times of challenges.* | 3.96 | 0.96 | Agree |
| *Enhance communication and networking strategies.* | 3.95 | 0.95 | Agree |
| *Enhance creative and critical thinking skills.* | 3.93 | 0.93 | Agree |
| *Think strategically and plan according to what is needed on the workplace.* | 4.16 | 0.87 | Agree |

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| | |
|---|---|
| ***Weighted Mean*** | **3.96** |
| ***SD*** | **0.92** |
| ***Verbal Interpretation*** | **High** |

Table 4 shows the level of students learning competencies in terms of entrepreneurial skills. Also shows the statements, mean, standard deviation and remarks.

The statement "Think strategically and plan according to what is needed on the workplace" received the highest mean (M = 4.16 and SD = 0.87). However, "Improve literacy in terms of finances and budgeting" obtained the lowest mean (M = 3.83 and SD = 0.92). While the mean is slightly lower it still indicates a high level of students learning competencies in terms of entrepreneurial skills.

The level of students learning competencies in terms of entrepreneurial skills attained a weighted mean score of 3.96 and a standard deviation of 0.92 and was verbally interpreted as high among the respondents. Students demonstrate a high level of strategic planning skills for positive outcomes. They understand the importance of planning to manage their time, set goals, and stay organized. On the other hand, learners still need improvement in balancing finances for better outcome as financial worries and time constraints hinder their ability to focus on studies.

**Table 5** ***Level of Students Learning Competencies in Terms of Interpersonal Skills***

| ***STATEMENTS*** | ***MEAN*** | ***SD*** | ***REMARKS*** |
|---|---|---|---|
| *Listens with other people's opinion and perspectives.* | 4.47 | 0.76 | Strongly Agree |
| *Make a healthy and effective conversation with other people.* | 4.25 | 0.85 | Strongly Agree |
| *Share knowledge and ideas with the people around.* | 4.11 | 0.91 | Agree |
| *Provide positive useful response for every situation.* | 4.02 | 1.00 | Agree |
| *Give constructive feedback and resolve conflicts whenever it is needed.* | 3.96 | 0.95 | Agree |
| ***Weighted Mean*** | **4.16** | | |
| ***SD*** | **0.89** | | |
| ***Verbal Interpretation*** | **high** | | |

Table 5 shows the level of students learning competencies in terms of interpersonal skills. Also shows the statements, mean, standard deviation and remarks.

The statement "Listens with other people's opinion and perspectives" obtained the highest mean (M = 4.47 and SD = 0.76). On the other hand, "Give constructive feedback and resolve conflicts whenever it is needed" received slightly lower mean (M = 3.96 and SD = 0.95). This implies that students exhibit strong communication skills by actively listening to others' opinions and perspectives, which is essential for effective collaboration and mutual understanding. However, there is room for improvement in providing constructive feedback that is both honest and supportive, which is crucial for personal and peer development indicating a need for enhancement in interpersonal skills.

The level of students learning competencies in terms of interpersonal skills attained a weighted mean score of 4.16 and a standard deviation of 0.89 and was verbally interpreted as *high* among the respondents.

**Extent of Students' Work Behavior**

The extent of students' work behavior in terms of work habits, responsibility, teamwork, commitment, and initiative was treated statistically using the mean and standard deviation.

Table 6 shows the extent of students work behavior in terms of work habits. Also shows the statements, mean, standard deviation and remarks.

**Table 6** ***Extent of Students' Work Behavior in Terms of Work Habits***

| ***STATEMENTS*** | ***MEAN*** | ***SD*** | ***REMARKS*** |
|---|---|---|---|
| *Anticipate the needs in the work and be proactive.* | 3.92 | 0.88 | Agree |
| *Seek new opportunities and be persistent on achieving goals.* | 4.09 | 0.91 | Agree |
| *Demand for efficiency and quality and work for it.* | 4.03 | 0.84 | Agree |
| *Manage time effectively and ensure the organizational skills are being practice.* | 3.88 | 0.91 | Agree |
| *Demonstrate accountability and results orientation.* | 3.78 | 0.96 | Agree |
| ***Weighted Mean*** | **3.94** | | |
| ***SD*** | **0.90** | | |
| ***Verbal Interpretation*** | **High** | | |

The statement "Seek new opportunities and be persistent on achieving goals" obtained the highest mean (M = 4.09 and SD=0.91) indicates a high extent of students' persistence in seeking new and potential opportunities in achieving goals. On the other hand, learners still need to demonstrate accountability for the quality and result of work. While the mean is slightly lower (M = 3.78 and SD=0.96), it still indicates a high extent of students work behavior in terms of work habits by the learners.

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The extent of students work behavior in terms of work habits attained a weighted mean score of 3.94 and a standard deviation of 0.90 and was verbally interpreted as *high* among the respondents.

**Table 7** ***Extent of Students' Work Behavior in Terms of Responsibility***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Ensure expectations are clear and maintain accountability.* | 4.05 | 0.89 | Agree |
| *Offer help for the one who needed it and take on volunteer opportunities.* | 4.13 | 0.90 | Agree |
| *Learn new skills and apply it in the work setting.* | 4.39 | 0.82 | Strongly Agree |
| *Be flexible and provide needed supports and resources.* | 3.99 | 0.91 | Agree |
| *Prioritize doing task and practice time management.* | 4.09 | 0.89 | Agree |
| ***Weighted Mean*** | **4.13** | | |
| ***SD*** | **0.88** | | |
| ***Verbal Interpretation*** | **High** | | |

Table 7 shows the extent of students work behavior in terms of responsibility. Also shows the statements, mean, standard deviation and remarks.

The statement "Learn new skills and apply it in the work setting" obtained a high mean (M = 4.39 and SD=0.82) indicates a high extent of students' persistence to learn new things and apply them in the classroom, be flexible and ensures that expectations are clear for the tasks assigned. On the other hand, the statement "Be flexible and provide needed supports and resources" gained a slightly lower mean (M = 3.99 and SD=0.91), indicating that learners still need to demonstrate flexibility by providing supports and resources when needed. While the mean is slightly lower it still indicates a high extent of students work behavior in terms of responsibility by the learners.

The extent of students work behavior in terms of work habits attained a weighted mean score of 4.13 and a standard deviation of 0.88 and was verbally interpreted as *high* among the respondents. Learning new skills and applying them in a work setting helps students develop a sense of responsibility.

**Table 8** ***Extent of Students' Work Behavior in Terms of Teamwork***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Collaborate with every person involve and show the importance of teamwork.* | 4.33 | 0.80 | Strongly Agree |
| *Share enthusiasm and positivity with every people around.* | 4.08 | 0.96 | Agree |
| *Build diverse and inclusive teams and establish trust among them.* | 3.88 | 0.92 | Agree |
| *Encourage clear, frequent and effective communication.* | 4.04 | 0.94 | Agree |
| *Allow everyone to have autonomy in decision making.* | 4.15 | 0.90 | Agree |
| ***Weighted Mean*** | | **4.09** | |
| ***SD*** | | **0.91** | |
| ***Verbal Interpretation*** | | **High** | |

Table 8 shows the extent of students work behavior in terms of teamwork. Also shows the statements, mean, standard deviation and remarks.

The statement "Collaborate with every person involve and show the importance of teamwork" obtained highest mean (M = 4.33 and SD=0.80) indicates a high extent of students' collaboration with other members of the group. They also understand the importance of teamwork in achieving the goal in every assigned tasks. On the other hand, the statement "Build diverse and inclusive teams and establish trust among them" gained a slightly lower mean (M = 3.88 and SD=0.92) indicates that learners still need to promote diversity and inclusivity among the group to build trust and have better and effective communication. While the mean is slightly lower, it still indicates a high extent of students work behavior in terms of teamwork by the learners.

Students' teamwork behavior was rated as high by the respondents, with a weighted mean score of 4.09 and a standard deviation of 0.91. This indicates that students demonstrate a high level of teamwork in their work behavior, as they actively strive to foster cooperation among their classmates.

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**Table 9** ***Extent of Students' Work Behavior in Terms of Commitment***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Commit with any kind of work and task assigned.* | 4.19 | 0.87 | Agree |
| *Participate in various assessment programs to improve own's capabilities.* | 4.01 | 0.97 | Agree |
| *Allow self to take every chance to learn as part of a positive challenge.* | 4.20 | 0.88 | Agree |
| *Finish every work that are being started.* | 4.25 | 0.88 | Strongly Agree |
| *Inculcate a positive and productive work environment.* | 4.10 | 0.88 | Agree |
| ***Weighted Mean*** | **4.15** | | |
| ***SD*** | **0.90** | | |
| ***Verbal Interpretation*** | **High** | | |

Table 9 shows the extent of students work behavior in terms of commitment. Also shows the statements, mean, standard deviation and remarks.

The statement "Finish every work that are being started" obtained the highest mean (M=4.25 and SD=0.88) indicates a high extent of students' commitment to finish every work assigned to them. They also understand necessity to grasp all the opportunity to learn new things from the tasks assigned to them. On the other hand, the statement "Participate in various assessment programs to improve own's capabilities" received a slightly lower mean of (M = 4.01 and SD=0.97), this indicates that the students still need to understand the importance of self-assessment to better contribute for the success of their group. While the mean is slightly lower it still indicates a high extent of students work behavior in terms of commitment by the learners.

The extent of students work behavior in terms of commitment attained a weighted mean score of 4.15 and a standard deviation of 0.90 and was verbally interpreted as *high* among the respondents. This further means that consistently completing their work helps students develop a strong work ethic and reliability, qualities highly valued in academic and professional settings.

**Table 10** ***Extent of Students' Work Behavior in Terms of Initiative***

| *STATEMENTS* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *Build self-confidence and develop persistence.* | 4.09 | 1.03 | Agree |
| *Spot opportunities and potential improvements.* | 4.09 | 0.88 | Agree |
| *Help everyone in their work enable for the task to become more successful.* | 4.26 | 0.81 | Strongly Agree |
| *Analyze and communicate risks in common situations and initiate actions for solution.* | 4.01 | 0.91 | Agree |
| *Identify improvement opportunities and anticipate workplace issues.* | 4.08 | 0.97 | Agree |
| ***Weighted Mean*** | **4.10** | | |
| ***SD*** | **0.92** | | |
| ***Verbal Interpretation*** | **High** | | |

Table 10 shows the extent of students work behavior in terms of initiative. Also shows the statements, mean, standard deviation and remarks.

The statement "Help everyone in their work enable for the task to become more successful" received the highest mean (M=4.26 and SD=0.81) implies a high extent of students' initiative to share knowledge and skills to finish every work assigned to them more successful. On the other hand, the statement "Analyze and communicate risks in common situations and initiate actions for solution" obtained a slightly lower mean (M = 4.01 and SD=0.91). This implies that learners still need to analyze and communicate risks in any situation and give potential solution to the problem presented. While the mean is, slightly lower it still indicates a high extent of students work behavior in terms of initiative by the learners.

The extent of students work behavior in terms of initiative attained a weighted mean score of 4.10 and a standard deviation of 0.92 and was verbally interpreted as *high* among the respondents. Extending assistance with classroom activities not only helps accomplish tasks successfully but also showcases students' initiative and proactive attitude towards learnings.

**Level of Students' Performance**

The level of students' performance in terms of practical test was treated statistically using the mean and standard deviation.

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**Table 11** ***Level of Students' Performance in Terms of Practical Test***

| Criteria | Mean | SD | VI |
|---|---|---|---|
| Use of tools and equipment | 3.63 | 0.55 | Excellent |
| Application of procedures | 3.48 | 0.64 | Very Satisfactory |
| Safety work habits | 3.49 | 0.58 | Very Satisfactory |
| Completeness of tasks | 3.39 | 0.57 | Very Satisfactory |
| Time management | 3.31 | 0.50 | Very Satisfactory |
| ***Weighted Mean*** | **3.46** | | |
| ***SD*** | **0.57** | | |
| ***Verbal Interpretation*** | **high** | | |

Table 11 shows the level of students' performance in practical test. Also shows the Criteria, Mean, SD, and VI.

The table shows students' performance levels in a practical test assessed using a standard rubric from the Technology and Livelihood Education Learning Module. The criteria "Use of tools and equipment" obtained the highest mean (M = 3.63 and SD = 0.55) indicates that students demonstrate high level of proficiency in utilizing TLE tools and equipment. The criteria "Application of procedures" obtained (M=3.48 and SD = 0.64) indicates that students are knowledgeable in terms of applying what they have learned. The "Safety work habits" received (M=3.49 and SD = 0.58) indicating that students are prioritizing safety in workplace. The criteria "Completeness of task" received (M=3.39 and SD = 0.57) indicates that students performed and submit output on time. On the other hand, criteria on "Time management" received slightly lower mean (M = 3.31 and SD = 0.50) indicating students to develop effective time management skills and improve their ability to meet deadlines. While the mean is slightly lower, it still indicates a high extent of students work behavior in terms of initiative by the learners.

The level of students' performance in practical test is high showed in the weighted mean (M = 3.46 and SD = 0.57) with the verbal interpretation of "hgh". This further means that students are already familiar with the use and functions of specific tools and equipment according to Technology and Livelihood Education specialization, enhancing their learning experience. This familiarity helps them develop practical skills and competencies, leading to higher quality workmanship and greater confidence in their abilities.

**Test of Relationship between Students' Learning Competencies and Work Behavior**

To test the relationship between students' learning competencies and work behavior in work habits, responsibility, teamwork, commitment and initiative was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Table 12 shows the Significant Relationship between Students' Learning Competencies and Work Behavior

**Table 12** ***Test of Relationship Between Students' Learning Competencies and Work Behavior***

| Students' Learning Competencies (IV) | Work Behavior (DV) | | | | |
|---|---|---|---|---|---|
| | **Work Habits** | **Responsibility** | **Teamwork** | **Commitment** | **Initiative** |
| Cognitive : | | | | | |
| Pearson Correlation | 0.62** | 0.65** | 0.54** | 0.65** | 0.63** |
| Significance(2-Tailed) | <.001 | <.001 | <.001 | <.001 | <.001 |
| N | 200 | 200 | 200 | 200 | 200 |
| Technical: | | | | | |
| Pearson Correlation | 0.63** | 0.63** | 0.58** | 0.61** | 0.60** |
| Significance(2-Tailed) | <.001 | <.001 | <.001 | <.001 | <.001 |
| N | 200 | 200 | 200 | 200 | 200 |
| Work: | | | | | |
| Pearson Correlation | 0.72** | 0.71** | 0.67** | 0.74** | 0.70** |
| Significance(2-Tailed) | <.001 | <.001 | <.001 | <.001 | <.001 |
| N | 200 | 200 | 200 | 200 | 200 |
| Entrepreneurial: | | | | | |
| Pearson Correlation | 0.70** | 0.64** | 0.58** | 0.61** | 0.66** |
| Significance(2-Tailed) | <.001 | <.001 | <.001 | <.001 | <.001 |
| N | 200 | 200 | 200 | 200 | 200 |
| Inter-Personal: | | | | | |
| Pearson Correlation | 0.61** | 0.70** | 0.73** | 0.67** | 0.64** |
| Significance(2-Tailed) | <.001 | <.001 | <.001 | <.001 | <.001 |
| N | 200 | 200 | 200 | 200 | 200 |

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

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Correlations were computed among five students' learning competencies on data for 200 students. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.54 to 0.73, indicating a moderate to strong positive relationship between the students' learning competencies and work behavior. As students' learning competencies increase, there is a corresponding improvement in their work behavior. This indicates a strong relationship between students' learning competencies and work habits, responsibility, teamwork, commitment, and initiative.

**Test of Significant Effect of Students' Learning Competencies to Students' Performance**

To test the significant effect of students' learning competencies on students' performance in terms of practical test was treated statistically using Minitab v.16 using the regression analysis.

**Table 13** ***Significant Effect of Students' Learning Competencies to Students' Performance in Terms of Practical Test***

| | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | **B** | **Std. Error** | **Beta** | **t** | **Sig.** |
| (Constant) | 11.957 | 1.199 | | 9.969 | <.001 |
| *Cognitive Skills* | 0.994 | 0.423 | 0.260 | 2.348 | .020 |
| *Technical Skills* | 0.447 | 0.409 | 0.124 | 1.098 | .276 |
| *Work Skills* | -0.098 | 0.447 | -0.027 | -0.219 | .827 |
| *Entrepreneurial Skills* | -0.675 | 0.380 | -0.191 | -1.775 | .078 |
| *Interpersonal Skills* | 0.662 | 0.367 | 0.173 | 1.802 | .073 |

$R = .351$; $R^2 = .123$; Adj. $R^2 = 0.100$ $F(5, 194) = 2.09$; $p<.001$

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: cognitive skills, technical skills, work skills, entrepreneurial skills and interpersonal skills.

The results further showed that 1.23% of the variance is explained by the three predictors, $F$ (5, 32) =0.610, $p$.611. Specially, cognitive skills ($B$=.26, $t$=2.35, $p$.020) is positively affect with students' performance in terms of practical test. On the other hand, technical skills ($B$=.12, $t$=1.10, $p$.276), work skills ($B$=-.03, $t$=0.22, $p$.827), entrepreneurial skills ($B$=-.19, $t$=1.78, $p$.078) and interpersonal skills ($B$=.17, $t$=1.80, $p$.073) are not significantly affected the outcome variable.

Learning competencies in terms of cognitive skills has significant effect on students' students' performance in practical test. This implies that students possess a strong cognitive skill such as critical thinking, problem-solving, decision-making, and information manipulation.

## 4. CONCLUSION AND RECOMMENDATIONS

Based on the preceding findings, the following conclusion was drawn.

1. There is a significant relationship between learning competencies and the work behavior of students. This further implies that positive work behavior is essential to students' competencies as it enables them to apply their academic knowledge effectively, fosters a conducive learning environment, and prepares them for success in the workforce. By nurturing positive work behavior alongside academic learning, teachers can help students develop into well-rounded individuals equipped with the skills, attitudes, and attributes necessary for lifelong success. Thus, the null hypothesis is rejected.
2. There is a significant effect on students' learning competencies in terms of cognitive skills in practical test performance. However, no significant effect is seen in technical, work, entrepreneurial, and interpersonal skills. This implies that these skills may not directly align with standardized assessments of learning competencies in practical tests. As a result, the null hypothesis is accepted.

In view of the findings and conclusions of the study, the following recommendations are given.

1. The School Administrator may encourage the teacher to craft a performance rubric that objectively and accurately measures students' learning competencies in technical, work, entrepreneurial, and interpersonal skills supporting meaningful assessment and facilitating growth and development.
2. It is recommended that educational institutions implement comprehensive training programs to upskill TLE teachers and better prepare students with the necessary learning competencies.
3. TLE teachers may provide project-based activities and emphasize personalized learning approaches to create conducive learning environments to cultivate desired work behaviors among students.

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