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The Role of Learning Engagement Factors in Transferring Home Economics Skills to Practical Use at Home

Sigritch C. David*¹, Vanessa B. Zabala¹, Irish C. Achondo¹, Shelanee Theresa P. Ruales²

¹ Department of Technology Teacher Education, Mindanao State University- Iligan Institute of Technology, Iligan City, Philippines, ² Department of Professional Education, Mindanao State University- Iligan Institute of Technology, Iligan City, Philippines

*Corresponding Author email: sigritch.david@g.msuiit.edu.ph

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Abstract

Aim: This study investigates the role of students' engagement factors—attitude and motivation—in influencing the transfer of Home Economics (HE) skills to the home settings. HE outcomes at home are measured through frequency of application (FOA) and self-reported competency (SRC). Studies revealed that attitude and motivation are key determinants to student engagement in classroom learning, yet their influence beyond academic outcomes—particularly in real-life applications—remains underexplored. HE, a skill-based component of the Technology and Livelihood Education (TLE) subject in the K-12 curriculum, aims to equip learners with essential life skills for daily living. However, despite its objectives, there is limited empirical evidence on the extent to which these skills transfer to students' home environments.

Methodology: The study employed a predictive-correlational research design with a quantitative approach. Using an adapted and validated survey questionnaire, data were collected from 200 Junior high school (JHS) students who have undergone HE classes from Grades 4 to 8 in three public national high schools in Iligan City. Linear regression analysis was used to determine the link between engagement factors and outcomes in home settings. Frequency distribution was used to determine the attitude and motivation levels of the students.

Results: The findings revealed that student engagement factors in HE classes at school significantly influence their real life application of skills at home. It was also found that attitude is the most consistent and significant predictor of life skill transfer. While motivation showed a positive individual effect, its influence diminished when attitude was included in the model.

Conclusion: Findings suggest that attitude plays a more central role in facilitating the application of HE skills beyond the classroom, thereby, highlighting the importance of fostering a positive attitude toward HE to enhance students' practical skill use at home. Curriculum strategies should prioritize attitude development, with motivation serving as a reinforcing factor. This approach supports deeper student engagement and promotes the real-world application of classroom learning, aligning with the goals of transformative education.

Keywords: attitude and motivation; Home Economics curriculum; life skills transfer at home

INTRODUCTION

Student engagement is widely recognized as a critical factor in achieving various educational outcomes (Cents-Boonstra et al., 2020). These outcomes include improved class attendance (Istijanto & Nathalie, 2024), enhanced perceived learning (Navarro et al., 2024), academic success (Quynh et al., 2021), and greater student satisfaction (Wang & Kou, 2024). Engagement is a multidimensional construct, encompassing behavioral, emotional, cognitive, and social dimensions. Behavioral engagement refers to students' active participation in class activities and adherence to school expectations. Emotional engagement captures students' affective responses—such as interest,

1121



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enjoyment, and a sense of belonging. Cognitive engagement involves their investment in learning and the mental effort exerted to master content. Social engagement describes interactions with peers and teachers, fostering collaboration and a sense of community within the learning environment (Mohamed Mohamed Bayoumy & Alsayed, 2021; Navarro et al., 2024).

Building on this framework, Li and Xue (2023) distinguished between promoting and hindering factors of student engagement. According to a scoping review by Subramanian and Mahmoud (2020), key promoting factors include teacher-student interaction, the quality of the learning environment, student characteristics, parental involvement, classroom management, emotional support, and peer relationships. These factors manifest through observable behaviors, student motivation, and participation (Embodo & Alonzo, 2024). The positive influence of engagement on academic achievement is thus well-established in literature.

However, a notable gap persists: much of the research on student engagement remains confined to classroom settings and subject-specific contexts. While valuable, this limited scope risks overlooking engagement's broader impact on students' lives beyond school walls. As Reupert et al. (2022) explain, the holistic development of learners cannot be cultivated solely within formal education but must also be nurtured within the broader learning ecosystem—home, and community, where real-life experiences happen. This raises an essential question for curriculum designers: how can schools enhance student engagement that foster authentic, lifelong learning, by which translates into practical life skills?

In response, recent discourse has emphasized the development and transfer of life skills as foundational to career readiness and the well-being of emerging adults (Tanious et al., 2023; United Nations Children's Fund [UNICEF], 2021). These skills prepare learners to navigate real-world challenges with confidence and competence, aligning with 21st-century educational goals. Within the Philippine K–12 curriculum, all subject areas aim to develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Presidential Communications Development and Strategic Planning Office, 2025). In this landscape, Home Economics (HE), a component under the Technology and Livelihood Education (TLE) subject, plays a vital role in translating theoretical knowledge into practical life applications. Rooted in the study of family dynamics and resource management, HE equips students with skills to meet basic needs in changing social and economic environments (College of Home Economics – University of the Philippines Diliman, 2024; Erjavšek, 2021). As a skill-oriented subject, it empowers learners toward personal independence, family and community well-being (Pendergast 2021).

Despite these objectives, limited empirical evidence exists on how student engagement—particularly in terms of attitude and motivation—facilitates the transfer of HE competencies to home settings. While existing literature has thoroughly examined the relationship between engagement and academic success (Cents-Boonstra et al., 2020; Quynh et al., 2021; Subramanian & Mahmoud, 2020), fewer studies have explored its role in supporting real-life applications, especially in hands-on, practical subjects like HE (Tanious et al., 2023).

This study is grounded in the Theory of Planned Behavior (TPB), which posits that behavior is influenced by one's attitude toward the behavior, perceived social norms, and sense of control (Brookes, 2023). Within this framework, attitude refers to a student's disposition toward the subject which influences their willingness to engage and apply what they have learned (Chen & Slade, 2024). Motivation is the internal drive to pursue goals and sustain learning. It is used to explain the increase or decrease in the frequency and/or intensity of an individual's goal-seeking behavior (Dryankova, 2022; Hawthorne, 2024). While both factors are known to influence academic achievement, their impact on life skills transfer remains underexplored (Tanious et al., 2023).

Addressing this research gap, the present study investigates how student engagement—specifically attitude and motivation—predicts the application of HE competencies in the home setting. Two indicators are used to measure these real-life outcomes: frequency of application (FOA) and self-reported competency (SRC) in everyday tasks (e.g., home management, meal preparation, clothing care). It aims to examine how classroom engagement extends beyond academic boundaries to influence meaningful life practices, thereby contributing to the broader body



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of research on the transformative impact of student engagement on learners' overall development and serving as a valuable indicator of curriculum effectiveness.

Ultimately, this research sought to provide empirical insights that can inform both curriculum designers for curriculum development, and educators for their teaching practices. By highlighting the role of engagement in facilitating the transfer of life-relevant skills, it advocates for a more holistic, transformative approach to education—one that empowers students not just to succeed in school, but to thrive in life.

Objectives

The primary objective of this research is to determine the role of student engagement factors on students' real-life application of HE skills in home settings.

The research sought to answer the following research questions:

1. What is the attitude of students towards HE in terms of:
 - a. Content
 - b. Pedagogy
 - c. Assessment
2. What is the level of students' motivation to learn HE in terms of:
 - a. Improving family situations
 - b. Applying life skills
 - c. Achieving HE skills
3. Is there a significant relationship between student engagement factors and HE outcomes in home settings?

Hypothesis

Given the stated research problems, the following hypotheses were tested at 0.05 level of significance:

H_0 : There is no significant relationship between student engagement factors and HE outcomes in home settings.

H_a : There is a significant relationship between student engagement factors and HE outcomes in home settings.

METHODS

Research Design

The study used a quantitative, predictive-correlational design to examine and describe the relationship between student engagement factors and HE outcomes in home settings.

Population and Sampling

This study was carried out in three public national high schools in Iligan City, involving a total of 200 Junior high school participants who have undergone HE classes from Grades 4 to 8. The respondents were selected through cluster sampling with two to three class sections per school.

Instrument

The survey questionnaire had four parts. Part 1 gathered demographic data, including age and gender. Part 2 assessed students' HE outcomes at home—FOA and SRC—based on the Department of Education's (DepEd) Most Essential Learning Competencies (MELCs), covering areas like home management, meal preparation, clothing care, sewing, handicrafts, food preservation, and cookery. Part 3 measured motivation across three areas: improving family situations, applying life skills, and achieving HE skills. Part 4 evaluated attitudes toward HE content, pedagogy, and assessment. Selected items from Parts 3 and 4 were adapted from Aguilana (2019) and modified to suit Grade 8 learners as the questionnaire was originally used for college students. The questionnaire was validated by three HE experts—two teaching at the tertiary level and one at the secondary level. After revisions, a pilot test with 52 Grade 8 students yielded a Cronbach's Alpha of 0.909, indicating high reliability. The finalized questionnaire was then administered to 200 students, excluding pilot participants.



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Data Collection

The study received approval from the university ethics committee and authorization from the Schools Division Office in Iligan, with principals' consent from the three participating schools. An orientation explained the study's purpose before distributing consent and assent forms. The following day, only students who returned signed forms were included in the actual survey. Questionnaires were completed in the classroom during regular class hours for 30 minutes, depending on students' own pace. Upon completion, the data were collected for analysis.

Treatment of Data

The gathered data were subjected to a quantitative analysis by using count, frequency, and percentage distribution as well as the mean scores to analyze the demographic profile of the students, and their attitude towards HE and their level of motivation to learn HE. Regression analysis was used for predicting the relationship between engagement factors and HE outcomes.

Ethical Considerations

The researchers obtained approval from the ethics committee chair of the university. This was to ensure that all ethical guidelines were followed according to the university ethics committee, including the use of informed consent from participants and assent forms from their parents or guardians, ensuring the confidentiality and privacy of their responses throughout the study.

RESULTS and DISCUSSION

This section provides an overview of the respondents' profiles, their attitude and level of motivation, and the relationship between engagement factors and HE outcomes.

Demographic Profile of the Respondents

The first section presents the data of the demographic profile of the respondents in terms of age and gender.

Table 1. Frequency and Percentage Distribution of Respondents in Terms of Age and Gender

<i>Demographic Factors</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
Age	12	7	3.5
	13	138	69
	14	47	23.5
	15	4	2
	16	4	2
Gender	Female	105	52.5
	Male	95	47.5
<i>N=200</i>			

Majority of the 200 respondents who took the survey in the study were 13 years old (69%), with a nearly balanced gender distribution of females (52.5%) and males (47.5%).



Students' Engagement factors

This section shows the students' attitude towards HE and level of motivation to learn HE.

Table 2. Frequency Distribution and Mean Scores of Engagement Factors

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean Average	General Mean	Interpretation
	f	%	f	%	f	%	f	%	f	%			
A. Attitude													
• Content	2	1	4	2	69	35	112	56	13	7	3.65	3.61	Positive
• Pedagogy	1	0.5	6	3	88	44	95	47.5	10	5	3.535		
• Assessment	1	0.5	6	3	71	35.5	106	53	16	8	3.65		
B. Motivation													
• Improving family situations	1	0.5	3	1.5	77	38.5	109	54.5	10	5	3.62	3.58	High
• Applying life skills	1	0.5	8	4	65	32.5	112	56	14	6	3.60		
• Achieving HE skills	3	1.5	9	4.5	81	40.5	95	47.5	12	6	3.52		

Mean Score Range

4.21 – 5.00
3.41 – 4.20
2.61 – 3.40
1.81 – 2.60
1.00 – 1.80

Mean Rating

Strongly Agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree

Attitude Interpretation

Very positive
Positive
Neutral
Negative
Very negative

Motivation Interpretation

Very high
High
Moderate
Low
Very low

Table 2 presents the frequency distribution of respondents' engagement factors—attitude and motivation. The results indicate that students generally exhibit a positive attitude towards HE and demonstrate high levels of motivation in learning the subject with mean scores of 3.61 and 3.58, respectively. The three attitude indicators—Content (3.65), Pedagogy (3.535), and Assessment (3.65)—fall within the upper-mid range, suggesting that students value and appreciate the relevance of the course content, the teaching methods, and the varied assessments within the curriculum. Similarly, the motivation indicators—Improving family situations (3.62), Applying life skills (3.60), and Achieving HE skills (3.52)—are all within the high category, reflecting students' intrinsic drive to apply HE knowledge and skills in real-life contexts.

When the mean scores are compared and ranked, it becomes clear that students place significant value on the subject's content, particularly in terms of its applicability to life skills. This aspect seems especially motivating to them. However, it is evident from the data that the pedagogy, specifically how lessons are taught, appears to be the least in the rank and may link to slightly lower achievement of HE skills (e.g., home management, meal preparation, clothing care), though interpreted positively.

Upon closer examination of the frequency distribution across all attitude and motivation components, it is notable that students rarely express extreme opinions. Very few students strongly disagree (0.5% to 1.5%) or strongly agree (5% to 8%) with the statements, indicating minimal dissatisfaction, but also a lack of strong conviction in fully internalizing the subject matter. This is consistent with the findings of Aguilana (2019) where students have high level of motivation in studying HE but low strong agreements. Conversely, the majority of students (47.5% to 56%) agree with the statements, while a substantial portion (32.5% to 44%) remain neutral, particularly in the case of pedagogy, where 44% of students neither agree nor disagree. This suggests that a significant portion of students may feel uncertain or ambivalent about their engagement in this area.



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Overall, this pattern suggests that while most students are positively engaged and motivated, the relatively high neutrality toward pedagogical approaches points to an area that requires improvement. Targeted interventions—such as experiential and contextualized learning, family-involved assignments, and innovative teaching strategies—could help convert neutral attitudes and motivations into deeper engagement.

Relationship between Student Engagement and HE Outcomes

This final section of the chapter presents the predictive-correlation between student engagement factors—attitude and motivation—and HE outcomes—FOA and SRC in the home settings. The engagement variables were analyzed in two ways: individual and combined effects.

Table 3. The Regression Analysis of Learning Engagement Factors in Predicting Students’ HE Outcomes in Home Settings

<i>Home Economics Outcomes in Home Setting</i>							
	<i>Frequency of application</i>			<i>Self-reported competency level</i>			<i>Interpretation</i>
	<i>Coefficients</i>	<i>Sig.</i>	<i>Model R²</i>	<i>Coefficients</i>	<i>Sig.</i>	<i>Model R²</i>	
A. Individual effect							
<i>Student’s attitude towards HE</i>	.513	.000	.202	.489	.000	.172	<i>Significant</i>
<i>Student’s level of motivation to learn HE</i>	.431	.000	.147	.397	.000	.117	<i>Significant</i>
B. Combined effect							
<i>Student’s attitude towards HE</i>	.405	.000	.212	.405	.000	.178	<i>Significant</i>
<i>Student’s level of motivation to learn HE</i>	.153	.125		.119	.257		<i>Not significant</i>
Note: All coefficients are unstandardized.							

Table 3 shows the regression analysis results examining how two key learning engagement factors—students’ attitude and motivation—predict HE outcomes in home settings—FOA and SRC. It highlights both the individual and combined effects of these engagement factors on the predicted outcomes.

When analyzed independently, students’ attitude towards HE, and their motivation to learn HE emerge as significant predictors of both outcomes. Students with a more positive attitude are more likely to apply HE skills frequently in everyday life (coefficient = 0.513, p = 0.000), with attitude explaining 20.2% of the variance in FOA. Similarly, attitude has a strong and significant positive relationship with SRC levels (coefficient = 0.489, p = 0.000), accounting for 17.2% of the variance. Moreover, motivation also shows a significant and positive relationship with both outcomes, though its effects are slightly weaker than those of attitude. Motivation explains 14.7% of the variance in FOA (coefficient = 0.431, p = 0.000) and 11.7% of the variance in SRC levels (coefficient = 0.397, p = 0.000).

When both factors were considered together, the combined influence slightly increases the variance explained and the attitude remains significant while motivation becomes insignificant. In attitude, the coefficient is 0.405 in both outcomes, indicating a moderate positive relationship. This means that a 1-unit increase in attitude toward HE leads to a 0.405-unit increase in both outcomes. The results are statistically significant with a significance level of .000 (p < .001), showing strong evidence that a positive attitude toward HE is linked to higher application and competency at home. Meanwhile, the R² values of 0.212 (21.2% of variation) in students’ FOA and 0.178 (17.8% of variation) in students’ SRC imply that there is a relatively modest R² value, indicating that while attitude is a significant predictor of how often students apply HE skills and their SRC, it explains only a portion of the variation. In contrast, the students’ level of motivation to learn HE had a smaller, non-significant impact on both outcomes, with coefficients of 0.153 (p = 0.125) for FOA and .119 (p = 0.257) for SRC.



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These findings suggest that students' attitudes are the strongest predictors of their outcomes within home settings. Therefore, fostering a positive attitude toward HE is essential in promoting the effective transfer of life skills, with motivation acting as a secondary but supportive factor. As highlighted by Remoroza (2023), attitude stands out as a key predictor of students' technical proficiency in TLE. A negative attitude often results in diminished motivation and a greater likelihood of failure, while a positive attitude tends to enhance motivation and improve success rates (Dryankova, 2022). According to Brookes (2023), students' outcomes at home reflect the combined influence of their attitudes and motivation—shaped by their beliefs and perceptions of the importance of studying HE at school, and their learning experiences (Howley-Rouse, 2023). When students recognize the relevance of HE to their personal and family lives, the transfer of life skills from the classroom to the household becomes more apparent (Whitehurst, 2024).

However, despite the significance of these two factors, the low R^2 values indicate that other variables may also contribute to HE outcomes, as attitude and motivation explain only about one-fifth of the result. This implies that although the subject holds a degree of relevance and is generally acceptable to most students, it has not yet reached its full potential as a transformative learning experience. There could be gaps in instructional delivery, such as outdated materials, limited practical application, or less engaging pedagogy. Students might value HE personally, but systemic factors (e.g., school facilities, societal perceptions, limited integration with real-life experiences) limit deeper appreciation. Nonetheless, this indicates a promising foundation for guiding HE education toward a more meaningful and impactful direction.

Conclusions

This study presents compelling evidence that students' learning engagement—particularly their attitudes and motivation in learning the subject—plays a pivotal role in the transfer of life skills from HE classes to the home environment. Of the two factors, students' attitude toward the subject emerged as the most consistent and significant predictor of both the frequency with which HE competencies are applied at home and students' self-assessed proficiency in these skills. While motivation also demonstrated a positive independent effect, its predictive strength diminished when analyzed alongside attitude, indicating that attitude serves as a more fundamental driver of meaningful engagement and application.

These emphasize the importance of affective dimensions in shaping educational outcomes beyond traditional academic performance, particularly within skill-oriented disciplines like HE. They affirm that the success of HE in cultivating life-ready learners depends not only on curriculum design and instructional methods but also—crucially—on how students perceive, relate to, and value the subject.

In light of this, curriculum developers and educators are urged to prioritize the cultivation of positive student attitudes toward HE through learner-centered approaches, real-world contextualization, and authentic engagement strategies. Motivation should be nurtured not in isolation, but as a complementary force that thrives on perceived relevance, autonomy, and tangible impact.

Ultimately, this study advocates for a transformative reimagining of HE—not merely as a content area, but as a vital platform for lifelong skill development. Central to this vision is the emotional and motivational investment of learners, which is essential for translating classroom instruction into practical, real-world application. Such an approach is both timely and necessary for advancing the broader aims of education for sustainable living and responsible citizenship.

Recommendations

In light of the key findings and conclusions, the study recommends that curriculum and instructional design in HE prioritize the development of positive student attitudes toward the subject, with motivation serving as a secondary yet supportive factor in enhancing the transfer of life skills. In terms of pedagogy, teachers are encouraged to develop innovative teaching strategies that promote meaningful and contextually relevant learning experiences, with a particular emphasis on the affective domain of student learning. Further research is needed to explore the current factors that shape students' attitudes and how these can be effectively integrated into classroom instruction. Additionally, given that attitude accounted for only one-fifth of the variance in the model, future studies

1127



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are recommended to investigate other potential variables that may influence the real-life application of HE skills. Recognizing the complexity of human behavior in the context of student learning, it is also recommended to examine additional dimensions of student engagement—such as behavioral, cognitive, and social aspects—to gain a more comprehensive understanding of how HE skills are internalized and applied.

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