

# Agricultural Curriculum Program on the Interest, Engagement and Aspirations of TLE Students

Wiljohn Francia Comendador

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: comendadorwiljohn@gmail.com

**Abstract**—This study was conducted to determine the relationship between the Agricultural Curriculum Program and the interest, engagement, and aspirations of TLE students in agriculture. Specifically, it aimed to assess the level of the Agricultural Curriculum Program in terms of content of the lesson, availability of agricultural resources, school partnerships with agricultural industries, and practical exposure; determine the level of students' interest in terms of entrepreneurial mindset, learning commitment, and hands-on participation; evaluate the level of students' engagement in terms of participation in agricultural activities, agricultural initiatives, and passion in agribusiness; and identify the level of students' aspirations in terms of career preparation and agricultural advocacy. It also sought to determine the significant relationship between the Agricultural Curriculum Program and the students' interest, engagement, and aspirations in agriculture. The study employed the quantitative method of research, specifically the descriptive-correlational design. The respondents consisted of 180 TLE students from different Integrated National High School in Laguna that offers Agriculture track, who were selected through purposive sampling. A researcher-made questionnaire was utilized as the primary instrument for data gathering. The data collected were statistically treated using the weighted mean and standard deviation and Pearson Product-Moment Correlation Coefficient. The findings revealed that the Agricultural Curriculum Program was rated High across lesson content, resources, industry partnerships, and practical exposure. TLE students showed High interest, with strong entrepreneurial mindset, learning commitment, and hands-on participation. They were Highly Engaged in agricultural activities, initiatives, and agribusiness passion, while their aspirations were High in career preparation and agricultural advocacy. Furthermore, all dimensions of the Agricultural Curriculum Program were found to have a significant relationship with the students' interest, engagement, and aspirations in agriculture, with practical exposure emerging as one of the strongest correlates. Based on the statistical analysis, the null hypotheses that there is no significant relationship between the Agricultural Curriculum Program and students' interest, engagement, and aspirations were rejected, confirming that the program positively influences these student outcomes. Based on the findings, it is recommended that schools further strengthen experiential, resource-supported, and industry-linked agricultural learning opportunities to enhance students' agricultural development and prepare them for future careers in the sector.

**Keywords**— Agricultural Curriculum, TLE students, Interest, Engagement, Aspirations.

## I. INTRODUCTION

Agriculture remains a crucial sector for food security, rural development, and national economic growth. However, despite its importance, many young students exhibit a declining interest in pursuing careers in agriculture. This issue

stems not only from limited exposure but also from shifting aspirations and perceptions regarding future career opportunities. A growing preference for modern, technology-driven professions has led to a decrease in interest and engagement in agriculture-related subjects (Agumin, 2018). Within this context, the Technology and Livelihood Education (TLE) curriculum offers a structured opportunity to address these challenges. Through the Agricultural Curriculum Program, the TLE framework aims to cultivate students' interest in agriculture, promote active engagement in hands-on activities, and influence their long-term aspirations toward agricultural careers (Damola & Castino, 2025).

The Agricultural Curriculum Program in TLE provides students with the practical knowledge and technical skills necessary to succeed in the agricultural sector, while also fostering an appreciation for agriculture's significance in society. This program is designed not only to enhance students' technical competencies but also to stimulate their interest in agriculture by involving them in real-world farming tasks and agricultural projects. Interest, in this context, refers to students' enthusiasm and motivation to engage with agricultural subjects, including their entrepreneurial mindset and learning commitment. The program also seeks to increase engagement, defined as students' active participation in both classroom lessons and practical agricultural activities, such as farm work, gardening, and agribusiness ventures. However, despite these efforts, the effectiveness of the program in cultivating a sustained interest, deep engagement, and clear aspirations in agriculture has not been sufficiently explored. Many students still perceive agriculture as outdated or less attractive, which diminishes their motivation and engagement in agricultural lessons (Tejaswini, 2025).

Furthermore, aspirations referring to students' career goals and their desire to pursue agriculture or agribusiness as a lifelong profession play a pivotal role in shaping their educational experience. The Agricultural Curriculum Program is instrumental in fostering these aspirations by providing students with the knowledge, skills, and real-world exposure needed to consider agriculture as a viable and rewarding career path. This study aims to examine the relationship between the Agricultural Curriculum Program and the interest, engagement, and aspirations of TLE students in agriculture. By understanding the impact of the curriculum on students' enthusiasm, participation, and career goals, this research seeks to provide insights for improving agricultural education and promoting greater youth involvement in the sector.

As the demand for agricultural professionals continues to grow, it is essential that educational systems adapt to better prepare students for these challenges.

*1.1 Statement of the Problem*

*Problem/s which were addressed by the research*

This study aims to identify the relationship of agricultural curriculum programs towards the interest, engagement, and aspiration of TLE students.

Specifically, it seeks to answer the following questions:

1. What is the level of agricultural curriculum program in terms of;
  - 1.1 Content of the lesson;
  - 1.2 Availability of resources;
  - 1.3 School partnerships with industries and
  - 1.4 Practical exposure?
2. What is the level of interest of TLE students in agriculture in terms of;
  - 2.1 Entrepreneurial mindset;
  - 2.2 Learning commitment;
  - 2.3 Hands-on participation?
3. What is the level of engagement of TLE students in agriculture in terms of;
  - 3.1 Participation in agricultural activities;
  - 3.2 Agricultural initiatives;
  - 3.3 Passion in agribusiness?
4. What is the level of aspiration of TLE students in agriculture in terms of;
  - 4.1 Career preparation;
  - 4.2 Agriculture advocacy?
5. Is there a significant relationship between agricultural curriculum program and the interest of TLE students?
6. Is there a significant relationship between agricultural curriculum program and the engagement of TLE students?
7. Is there a significant relationship between agricultural curriculum program and the aspirations of TLE students?

II. METHODOLOGY

The study employed the quantitative method of research, specifically the descriptive-correlational design. The respondents consisted of 180 TLE students from different Integrated National High School in Laguna that offers Agriculture track, who were selected through purposive sampling. A researcher-made questionnaire was utilized as the primary instrument for data gathering. The data collected were statistically treated using the weighted mean and standard deviation and Pearson Product-Moment Correlation Coefficient.

III. RESULTS AND DISCUSSION

This chapter discusses the results that were yielded from the treatment of the data that was gathered in this study.

The following tabular presentations and discussions will further identify the relationship of agricultural curriculum programs towards the interest, engagement and aspiration of TLE students.

*Level of Agricultural Curriculum Programs*

In this study, the level of Agricultural Curriculum Programs was described in terms of the content of lessons, availability of resources, school partnerships with industries, and practical exposure. These indicators were used to evaluate how agricultural education is implemented in the selected schools and how it supports students' learning experiences in the field of agriculture.

The levels of these curriculum components were determined using mean scores and standard deviations, which provided a quantitative measure of the extent to which agricultural curriculum programs are implemented. This statistical analysis helped determine how respondents perceived the effectiveness of the curriculum in delivering agricultural knowledge and skills.

The tables that follow present the results of the data analysis, highlighting the respondents' assessment of each component of the agricultural curriculum program. These results provide insights into how well the curriculum supports students' learning, participation, and development of competencies related to agricultural education.

Furthermore, the analysis of these indicators helps identify the strengths and areas for improvement in the implementation of agricultural curriculum programs. The findings may serve as a basis for enhancing instructional strategies, improving resource availability, and strengthening industry partnerships to better support the interest, engagement, and aspirations of TLE students in agriculture.

Table 1. Level of Agricultural Curriculum Programs in terms of Content of the Lesson

Statements	Mean	SD	Remarks
<i>As an Agriculture student, I...</i>			
...find the lessons connected to real-life farming situations I can relate to.	4.36	0.74	Strongly Agree
...believe the topics in the lessons make me feel more prepared for real-world farming tasks.	4.06	0.81	Agree
...feel that the materials used in the lessons (e.g., videos, presentations, field trips) help me understand farming better.	4.01	0.81	Agree
...find the lessons interesting and they capture my attention throughout the class.	3.87	0.75	Agree
...feel confident in discussing farming topics with others based on what I've learned in class.	3.89	0.78	Agree
Weighted Mean	4.04		
SD	0.80		
Verbal Interpretation	High		

Table 6 illustrates the level of Agricultural Curriculum Programs in terms of content of the lesson.

The respondents strongly agree that as an agriculture student, they find connection of the lessons to real-life farming situations. They are also in agreement and belief that they can relate to the topics which made them feel more prepared for real-world farming tasks. The use materials like videos and presentations, taking day trips on farm, help them understand farming better and become more confident in discussing learned farming topics with others.

The level of Agricultural Curriculum Programs in terms of content of the lesson attained the overall weighted mean of 4.04 with a standard deviation of 0.80, verbally interpreted as

High, indicates that respondents consistently perceive the lessons are relevant, practical, and supportive of real-life farming.

The results imply that the lessons are meaningfully connected to real-life farming situations which help students feel more prepared for practical agricultural work. The use of multimedia resources and experiential learning activities further strengthens understanding and confidence. These results mean that the curriculum is successfully supporting students' readiness for real farming applications.

Table 2. Level of Agricultural Curriculum Programs in terms of Availability of Agricultural Resources

Statements	Mean	SD	Remarks
As an Agriculture student, I...			
...have access enough tools and equipment to do hands-on activities.	3.81	0.82	Agree
...can access well-maintained agricultural facilities like gardens and animal pens for learning.	3.82	0.73	Agree
...find it easy to get the supplies needed for lessons, like seeds and fertilizers.	3.73	0.77	Agree
...have access to good resources, like agricultural books and materials in the library.	3.69	0.83	Agree
...have access to demonstration farms and experimental plots that help me learn.	3.98	0.79	Agree
Weighted Mean	3.81		
SD	0.80		
Verbal Interpretation			High

Table 2 illustrates the level of Agricultural Curriculum Programs in terms of availability of agricultural resources.

The respondents agree that, as agriculture students, they have access to the necessary tools, equipment, and facilities to support hands-on learning. They are able to use well-maintained gardens, animal pens, and demonstration farms for practical activities. Students also reported that they can obtain lesson supplies, such as seeds and fertilizers, and access useful resources like agricultural books and library materials, which help them better understand the lessons.

The respondents agree that, as agriculture students, they have access to the necessary tools, equipment, and facilities to support hands-on learning. They are able to use well-maintained gardens, animal pens, and demonstration farms for practical activities. Students also reported that they can obtain lesson supplies, such as seeds and fertilizers, and access useful resources like agricultural books and library materials, which help them better understand the lessons.

The overall weighted mean of 3.81 with a standard deviation of 0.80, verbally interpreted as High, indicates that respondents consistently perceive the availability of resources as sufficient and supportive of their agricultural learning.

The results shows that students generally have access to the tools, facilities, and materials needed for practical agricultural activities. These resources contribute to effective learning experiences, although there is room to further enhance the variety and accessibility of materials to strengthen hands-on engagement and learning outcomes.

Table 3 illustrates the level of Agricultural Curriculum Programs in terms of school partnerships with agricultural industries.

The respondents agree that, as agriculture students, the school provides opportunities to learn through partnerships with agricultural industries. They enjoy the real-world learning experiences offered through school collaborations with local farms and agribusinesses.

Table 3. Level of Agricultural Curriculum Programs in terms of Availability of School Partnership with agricultural industries

Statements	Mean	SD	Remarks
As an Agriculture student, I...			
...feel that the school provides opportunities to learn through partnerships with agricultural industries.	3.94	0.80	Agree
...enjoy the real-world learning experiences offered through school collaborations with local farms and agribusinesses.	4.05	0.83	Agree
...think the school's field trips, internships, and expert talks from industry partners help me understand farming better.	3.97	0.83	Agree
...believe the school's connection with agricultural institutions helps me stay updated on new farming tools and information.	3.85	0.76	Agree
...find it valuable to learn from professionals in the agricultural industry during school activities.	4.01	0.81	Agree
Weighted Mean	3.96		
SD	0.81		
Verbal Interpretation			High

Students also believe that field trips, internships, and expert talks from industry partners help them better understand farming. They perceive the school's connections with agricultural institutions as helpful in staying updated on new farming tools and information and find it valuable to learn directly from professionals in the agricultural industry.

The overall weighted mean of 3.96 with a standard deviation of 0.81, verbally interpreted as High, indicates that respondents consistently perceive school partnerships as supportive and beneficial to their agricultural learning.

The findings shows that school collaborations with agricultural industries provide meaningful, practical learning experiences. These partnerships help students gain hands-on exposure, understand real-world farming practices, and connect classroom lessons to professional agricultural applications, strengthening their preparedness for future work in the field.

Table 4 illustrates the level of Agricultural Curriculum Programs in terms of practical exposure.

The respondents agree that, as agriculture students, they regularly engage in hands-on activities that reinforce what they learn in class. They report having enough time to practice tasks such as planting and animal care, and find farm work and experiments to be exciting and enjoyable. Students also feel that hands-on farming experiences make lessons easier to understand, and that these activities help them discover their strengths and interests in agriculture. The overall weighted mean of 3.93 with a standard deviation of 0.79, verbally interpreted as High, indicates that respondents consistently perceive practical exposure as an important and effective part of their learning experience.

Table 4. Level of Agricultural Curriculum Programs in terms of Practical Exposure

Statements	Mean	SD	Remarks
As an Agriculture student, I...			
...regularly do hands-on activities that help reinforce what I learn in class.	3.85	0.80	Agree
...get enough time to practice tasks like planting and animal care.	3.85	0.73	Agree
...find farm work and experiments exciting and fun.	3.98	0.81	Agree
...feel that hands-on farming experiences make lessons easier to understand.	3.99	0.79	Agree
...discover my strengths and interests in agriculture through hands-on activities.	3.97	0.82	Agree
Weighted Mean	3.93		
SD	0.79		
Verbal Interpretation	High		

Based on the findings that practical, hands-on activities are meaningfully integrated into the curriculum, enhancing understanding, engagement, and skill development. These experiences provide students with real-world applications of agricultural knowledge, supporting both competence and confidence in performing farming tasks.

*Level of Interest of TLE Students in Agriculture*

This study presents the level of students' interest in agriculture, focusing on their attitudes, motivation, and engagement in learning activities related to the field. Students' interest was examined in terms of entrepreneurial mindset, learning commitment, and hands-on participation. Entrepreneurial mindset reflects students' curiosity and willingness to explore agribusiness opportunities, while learning commitment indicates their dedication to completing both theoretical and practical agricultural tasks. Hands-on participation measures students' eagerness to actively engage in farming tasks and experiential learning activities. The level of interest was determined using mean scores and standard deviations, providing insights into how curriculum programs and learning experiences influence students' passion and involvement in agriculture.

Table 5 illustrates the level of interest of TLE students in agriculture in terms of entrepreneurial mindset.

The respondents agree that, as individuals pursuing agriculture, they are interested in starting their own farm or agribusiness in the future. They enjoy thinking creatively about farming and new agricultural ideas and recognize that agricultural skills can provide opportunities to earn money and achieve self-employment. Students are also open to taking calculated risks in agriculture to try new ventures and are excited about managing a business through agricultural projects.

The respondents agree that, as individuals pursuing agriculture, they are interested in starting their own farm or agribusiness in the future. They enjoy thinking creatively about farming and new agricultural ideas and recognize that agricultural skills can provide opportunities to earn money and achieve self-employment. Students are also open to taking calculated risks in agriculture to try new ventures and are excited about managing a business through agricultural projects.

Table 5. Level of Interest of TLE Students in Agriculture in terms of Entrepreneurial mindset

Statements	Mean	SD	Remarks
As an individual pursuing a agriculture, I...			
...am interested in starting my own farm or agribusiness someday.	3.93	0.84	Agree
...enjoy thinking creatively about farming and new agricultural ideas.	3.86	0.79	Agree
...see agricultural skills as a way to earn money and become self-employed.	4.01	0.77	Agree
...am open to taking risks in agriculture to try new things.	3.90	0.86	Agree
...am excited about the idea of managing a business through agricultural projects.	3.94	0.83	Agree
Weighted Mean	3.93		
SD	0.82		
Verbal Interpretation	Highly Interested		

The overall weighted mean of 3.93 with a standard deviation of 0.82, verbally interpreted as Highly Interested, indicates that respondents consistently perceive agriculture as a field that supports entrepreneurial thinking and self-reliance. In conclusion, the interest of TLE students in agriculture is strongly aligned with the development of an entrepreneurial mindset, motivating them to apply creativity, innovation, and business-oriented thinking in their agricultural learning and future career pursuits.

Table 6. Level of Interest of TLE Students in Agriculture in terms of Learning Commitment

Statements	Mean	SD	Remarks
As an individual pursuing a agriculture, I...			
...make an effort to complete both theoretical and practical agricultural tasks to the best of my ability.	3.90	0.81	Agree
...regularly set aside time to review agricultural lessons and improve my practical skills.	3.86	0.74	Agree
...actively participate in class and fieldwork because I'm genuinely interested in agriculture.	3.92	0.75	Agree
...take my responsibilities in agricultural projects seriously and aim to do my best.	3.88	0.83	Agree
...am dedicated to excelling in agriculture-related subjects by consistently putting in effort to learn more.	3.95	0.74	Agree
Weighted Mean	3.90		
SD	0.78		
Verbal Interpretation	Highly Interested		

Table 6 illustrates the level of interest of TLE students in agriculture in terms of learning commitment.

The respondents agree that, as individuals pursuing agriculture, they make a consistent effort to complete both theoretical and practical tasks to the best of their ability. They regularly set aside time to review lessons and improve practical skills, and actively participate in class and fieldwork because of their genuine interest in agriculture. Students also take their responsibilities in agricultural projects seriously and are dedicated to excelling in agriculture-related subjects by consistently putting in effort to learn more.

The overall weighted mean of 3.90 with a standard deviation of 0.78, verbally interpreted as Highly Interested, indicates that respondents consistently demonstrate strong commitment to learning and engagement in agricultural studies.

As a summary of the results imply that interest of TLE students in agriculture is reinforced by a high level of personal commitment, motivating them to actively participate, improve their skills, and achieve excellence in both classroom and practical agricultural activities.

Table 7 illustrates the level of interest of TLE students in agriculture in terms of hands-on participation.

Table 7. Level of Interest of TLE Students in Agriculture in terms of Hands-on Participation

Statements	Mean	SD	Remarks
As an individual pursuing agriculture, I...			
...participate in farming tasks because I find them interesting.	4.03	0.82	Agree
...enjoy attending lessons where we do physical tasks like planting or animal care.	3.98	0.73	Agree
...am eager to do hands-on tasks because they help me learn more about farming.	3.94	0.77	Agree
...feel that active participation in farming tasks helps me stay engaged with the subject.	3.98	0.83	Agree
...feel more interested in farming and agribusiness through hands-on activities.	3.88	0.79	Agree
Weighted Mean	3.96		
SD	0.76		
Verbal Interpretation			Highly Interested

The respondents agree that, as individuals pursuing agriculture, they actively participate in farming tasks because they find them interesting. They enjoy attending lessons that involve physical tasks such as planting and animal care, and are eager to perform hands-on activities as these help them learn more about farming. Students also perceive that active participation in practical tasks keeps them engaged with the subject, and that hands-on experiences increase their overall interest in farming and agribusiness.

The overall weighted mean of 3.96 with a standard deviation of 0.76, verbally interpreted as Highly Interested, indicates that respondents consistently perceive hands-on activities as an important and engaging part of their agricultural learning.

In conclusion, the findings indicate that practical, hands-on participation is a key driver of interest of TLE students in agriculture, enhancing engagement, understanding, and enthusiasm for both learning and future agricultural endeavors.

*Level of Engagement of TLE Students in Agriculture*

This section presents the level of engagement of TLE students in agricultural learning, highlighting how actively they participate and involve themselves in various farming activities. Engagement was assessed in terms of participation in agricultural activities, agricultural initiatives, and passion in agribusiness. Participation in agricultural activities measures students' involvement in hands-on tasks and school-based programs, while agricultural initiatives reflect their willingness to plan, organize, and contribute to agricultural projects. Passion in agribusiness indicates students' motivation and enthusiasm toward pursuing a career or future in agriculture-related fields.

The level of engagement was determined through mean scores and standard deviations, offering insights into how

agricultural curriculum programs inspire active learning and commitment among students.

Table 8 illustrates the level of engagement of TLE students in agriculture in terms of participation in agricultural activities.

Table 8. Level of Engagement of TLE Students in Agriculture in terms of Participation in Agricultural activities

Statements	Mean	SD	Remarks
As an active participant in agricultural learning, I...			
...enjoy taking part in agricultural activities with excitement.	4.00	0.78	Agree
...am a member of agricultural groups or clubs in school.	3.83	0.93	Agree
...regularly attend demonstrations and hands-on learning sessions related to farming.	3.87	0.77	Agree
...willingly participate in school-based agricultural events and programs.	4.00	0.82	Agree
...feel that taking part in agricultural activities helps me learn more about farming.	4.04	0.77	Agree
Weighted Mean	3.95		
SD	0.82		
Verbal Interpretation			Highly Engaged

The respondents agree that, as active participants in agricultural learning, they enjoy taking part in agricultural activities with excitement. They are members of agricultural groups or clubs in school and regularly attend demonstrations and hands-on learning sessions related to farming. Students also willingly participate in school-based agricultural events and programs, and perceive that taking part in these activities helps them learn more about farming.

The overall weighted mean of 3.95 with a standard deviation of 0.82, verbally interpreted as Highly Engaged, indicates that respondents consistently perceive active participation as a key component of their agricultural learning experience.

The results demonstrate that active involvement in agricultural activities strengthens engagement and learning, allowing students to apply theoretical knowledge in practical settings, collaborate with peers, and gain meaningful experiences that enhance their understanding of farming and agribusiness.

Table 9 illustrates the level of engagement of TLE students in agriculture in terms of agricultural initiatives.

The respondents agree that, as active participants in agricultural learning, they regularly help maintain the school's gardens or farms and actively participate in planning and organizing agricultural campaigns or events. They volunteer to assist with community outreach programs such as tree planting or agricultural awareness activities, and enjoy regularly helping care for crops and livestock on school premises. Students also attend agricultural training, seminars, or workshops that promote innovation in farming.

The overall weighted mean of 3.97 with a standard deviation of 1.31, verbally interpreted as Highly Engaged, indicates that respondents consistently perceive participation in agricultural initiatives as meaningful and beneficial to their learning.

The findings imply that student involvement in agricultural initiatives fosters engagement, responsibility, and practical skills, allowing students to contribute actively to school and community programs while enhancing their understanding and application of agricultural knowledge.

Table 9. Level of Engagement of TLE Students in Agriculture in terms of Agricultural Initiatives

Statements	Mean	SD	Remarks
As an active participant in agricultural learning, I...			
...regularly help maintain the school's gardens or farms.	4.18	2.43	Agree
...actively participate in planning and organizing agricultural campaigns or events.	3.94	0.82	Agree
...volunteer to assist with community outreach programs like tree planting or agricultural awareness activities.	3.81	0.80	Agree
...enjoy regularly helping care for crops and livestock on school premises.	3.96	0.75	Agree
...attend agricultural training, seminars, or workshops that promote innovation in farming.	3.97	0.82	Agree
Weighted Mean	3.97		
SD	1.31		
Verbal Interpretation			Highly Engaged

Table 10 illustrates the level of engagement of TLE students in agriculture in terms of passion in agribusiness. The respondents strongly agree that, as active participants in agricultural learning, they are interested in learning about agribusiness concepts and practices.

Table 10. Level of Engagement of TLE Students in Agriculture in terms of Passion in Agribusiness

Statements	Mean	SD	Remarks
As an active participant in agricultural learning, I...			
...am interested in learning about agribusiness concept and practices.	3.92	0.78	Strongly Agree
...participate actively in discussions and activities related to agricultural marketing and entrepreneurship.	3.93	0.77	Strongly Agree
...enjoy being creative and coming up with new ideas for agricultural products or businesses.	3.95	0.78	Strongly Agree
...feel motivated to pursue a future career in agribusiness.	3.84	0.77	Strongly Agree
...see agribusiness as a rewarding and meaningful career path.	3.90	0.74	Strongly Agree
Weighted Mean	3.91		
SD	0.77		
Verbal Interpretation			Highly Engaged

They actively participate in discussions and activities related to agricultural marketing and entrepreneurship, and enjoy being creative by generating new ideas for agricultural products or businesses. Students also feel motivated to pursue a future career in agribusiness and perceive agribusiness as a rewarding and meaningful career path.

The overall weighted mean of 3.91 with a standard deviation of 0.77, verbally interpreted as Highly Engaged, indicates that respondents consistently perceive passion for agribusiness as an important driver of their engagement in agricultural learning.

In conclusion, the results imply that interest of TLE students and motivation in agribusiness enhance active participation, creativity, and career-oriented thinking, fostering meaningful engagement that prepares them for future opportunities in the agricultural sector.

*Level of Aspiration of TLE Students in Agriculture*

This study presents the level of students' aspiration in agriculture, reflecting their goals, future plans, and long-term interest in pursuing careers in the field. Students' aspiration was assessed in terms of career preparation and agricultural advocacy. Career preparation measures how students perceive the relevance of agricultural learning experiences in preparing them for future careers, while agricultural advocacy reflects their willingness to promote and support agriculture within their school and community.

The level of aspiration was determined using mean scores and standard deviations, providing insights into how curriculum programs and learning experiences shape students' future goals and commitment to agriculture. This also helps identify whether students view agriculture as a viable and meaningful career path in the long term. High levels of aspiration indicate that learners are more likely to pursue further studies or employment in agriculture-related fields. Ultimately, understanding students' aspirations provides valuable input for improving curriculum design and strengthening agricultural education programs.

Table 11 illustrates the level of students' aspiration in agriculture in terms of career preparation.

Table 11. Level of Aspiration of TLE Students in Agriculture in terms of Career Preparation

Statements	Mean	SD	Remarks
As a student with a strong passion for agriculture, I...			
...see career preparation activities as a way to help me pursue a future in agriculture.	4.00	0.82	Agree
...take part in training or seminars seriously because they help me get ready for a career in agriculture.	3.89	0.77	Agree
...think my agricultural experiences help guide my future career choices..	3.93	0.81	Agree
...feel ready to enter agriculture or agribusiness after graduation.	3.93	0.85	Agree
...believe the agricultural curriculum gives me the knowledge I need for a successful career in farming or a gribusiness.	3.96	0.82	Agree
Weighted Mean	3.94		
SD	0.81		
Verbal Interpretation			High

The respondents agree that, as students with a strong passion for agriculture, they see career preparation activities as essential for pursuing a future in the agricultural field. They take part in trainings, seminars, and related activities seriously, recognizing that these experiences help them prepare for a career in agriculture. Students also believe that their agricultural experiences guide their future career choices, and t-they feel ready to enter agriculture or agribusiness after graduation. Additionally, they perceive that the agricultural curriculum provides the knowledge and skills needed for a successful career in farming or agribusiness.

The overall weighted mean of 3.94 with a standard deviation of 0.81, verbally interpreted as High, indicates that respondents consistently perceive career preparation as an important aspect of their agricultural education.

Based on the findings that engagement of TLE students in career preparation activities strengthens their aspirations in agriculture, equipping them with the knowledge, skills, and confidence needed to pursue future opportunities in farming and agribusiness.

Table 12. Level of Aspiration of TLE Students in Agriculture in terms of Agricultural Advocacy

Statements	Mean	SD	Remarks
As a student with a strong passion for agriculture, I...			
...actively promote the importance of agriculture within my school and community.	3.93	0.79	Agree
...take part in campaigns or events that raise awareness about agricultural issues.	3.87	0.81	Agree
...encourage my peers to appreciate and support agricultural programs.	3.92	0.77	Agree
...use social media or school platforms to share agricultural knowledge with others.	3.94	0.85	Agree
...address agricultural concerns through creative projects like posters, articles, or presentations.	3.89	0.89	Agree
Weighted Mean	3.91		
SD	0.82		
Verbal Interpretation	High		

Table 12 illustrates the level of students' aspiration in agriculture in terms of agricultural advocacy.

The respondents agree that, as students with a strong passion for agriculture, they actively promote the importance of agriculture within their school and community. They take part in campaigns or events that raise awareness about agricultural issues and encourage their peers to appreciate and support agricultural programs. Students also utilize social media and school platforms to share agricultural knowledge and address concerns through creative projects such as posters, articles, or presentations.

The overall weighted mean of 3.91 with a standard deviation of 0.82, verbally interpreted as High, indicates that respondents consistently perceive agricultural advocacy as a meaningful way to apply their learning and promote awareness.

In results conclude that engagement of TLE students in agricultural advocacy strengthens their aspiration to contribute positively to the field, developing leadership, communication, and social responsibility while reinforcing their commitment to agriculture and agribusiness.

*Significant Relationship between Agricultural Curriculum Program and Interest of TLE Students in Agriculture*

In this study, the significant relationship between the Agricultural Curriculum Program and the interest of TLE students in agriculture was analyzed using the Pearson Product-Moment Correlation Coefficient through Minitab 14. The analysis was conducted to determine whether the different components of the curriculum are significantly associated with the students' level of interest in agriculture. This statistical

treatment made it possible to examine the strength and direction of the relationship between the identified variables.

The components of the Agricultural Curriculum Program included content of the lesson, availability of resources, school partnerships with industries, and practical exposure. On the other hand, the interest of TLE students in agriculture was measured in terms of entrepreneurial mindset, learning commitment, and hands-on participation. These indicators were used to determine how the curriculum influences students' curiosity, motivation, and willingness to participate actively in agricultural learning experiences.

The results provide important insights into the aspects of the curriculum that most strongly contribute to the development of students' interest in agriculture. In particular, they highlight the value of relevant lesson content, sufficient learning resources, meaningful industry linkages, and practical learning opportunities in strengthening students' interest in the field. Hence, the findings emphasize the importance of a well-structured and experience-based agricultural curriculum in promoting students' positive disposition toward agriculture.

Table 13 illustrates the significant relationship between Agricultural Curriculum Programs and interest of TLE students in agriculture.

Table 13. Significant Relationship between Agricultural Curriculum Programs and Interest of TLE Students in Agriculture

Agricultural Curriculum Programs	Interest of TLE students in Agricultural Curriculum Program			
	Entrepreneurial mindset	Learning commitment	Hands-on participation	
Content of the Lesson	Pearson Correlation Sig. (2-tailed) N	0.472* .000 180	0.512* .000 180	0.606* .000 180
Availability of resources	Pearson Correlation Sig. (2-tailed) N	0.450* .000 180	0.587* .000 180	0.647* .000 180
School partnerships with industries	Pearson Correlation Sig. (2-tailed) N	0.526* .000 180	0.630* .000 180	0.671* .000 180
Practical exposure	Pearson Correlation Sig. (2-tailed) N	0.680* .000 180	0.737* .000 180	0.744* .000 180

Note \* p < .05

The results show that all dimensions of the agricultural curriculum—content of the lesson, availability of resources, school partnerships with industries, and practical exposure—have a significant positive relationship with students' interest in agriculture. Specifically, the Pearson correlation values indicate that practical exposure has the strongest relationship with entrepreneurial mindset (r = 0.680), learning commitment (r = 0.737), and hands-on participation (r = 0.744). This means that students who engage in practical, hands-on activities tend to demonstrate higher levels of creativity, dedication, and active participation in agriculture. Similarly, content relevance, availability of resources, and industry partnerships

all show moderate to strong correlations, suggesting that meaningful lessons, access to learning materials, and exposure to real-world agricultural experiences significantly enhance student interest.

All relationships are statistically significant at  $p < 0.05$ , indicating that these curriculum programs reliably contribute to fostering interest of TLE students in agriculture.

*Significant Relationship between Agricultural Curriculum Programs and Engagement of TLE Students in Agriculture*

In this study, the significant relationship between the Agricultural Curriculum Program and the engagement of TLE students in agriculture was analyzed using the Pearson Product-Moment Correlation Coefficient through Minitab 14. The analysis was conducted to determine whether the different components of the curriculum are significantly associated with the students’ level of engagement in agricultural learning. This statistical treatment helped identify the strength and direction of the relationship between the variables under study.

The components of the Agricultural Curriculum Program included content of the lesson, availability of resources, school partnerships with industries, and practical exposure. Meanwhile, the engagement of TLE students in agriculture was measured in terms of participation in agricultural activities, agricultural initiatives, and passion in agribusiness. These indicators were used to determine how the curriculum supports students’ active involvement, motivation, and enthusiasm in agricultural learning experiences.

The results provide important insights into the curriculum areas that most strongly contribute to student engagement in agriculture. In particular, they underscore the value of relevant lesson content, sufficient resources, meaningful industry linkages, and practical learning opportunities in promoting sustained participation and interest among students. Hence, the findings highlight the importance of a well-designed and experience-based agricultural curriculum in fostering meaningful engagement in agricultural education.

Table 14 illustrates the significant relationship between Agricultural Curriculum Programs and engagement of TLE students in agriculture.

The results show that all components of the agricultural curriculum—content of the lesson, availability of resources, school partnerships with industries, and practical exposure—have a significant positive relationship with the engagement of TLE students in agriculture. Practical exposure exhibits the strongest correlations with participation in agricultural activities ( $r = 0.665$ ), agricultural initiatives ( $r = 0.567$ ), and passion in agribusiness ( $r = 0.721$ ). This indicates that students who engage more in hands-on farming tasks and experiential learning are more active, contribute to agricultural initiatives, and demonstrate greater enthusiasm for agribusiness. Other curriculum components, such as content relevance, access to resources, and industry partnerships, also show moderate to strong positive correlations, highlighting their role in promoting active student engagement.

All relationships are statistically significant at  $p < 0.05$ , confirming that these curriculum programs consistently influence student engagement.

Table 14. Significant Relationship between Agricultural Curriculum Programs and Engagement of TLE Students in Agriculture

Agricultural Curriculum Programs		Engagement of TLE students in Agricultural Curriculum Program		
		Participation in agricultural activities	Agricultural initiatives	Passion in agribusiness
Content of the Lesson	Pearson Correlation	0.564*	0.410*	0.563*
	Sig. (2-tailed)	.000	.000	.000
	N	180	180	180
Availability of resources	Pearson Correlation	0.648*	0.494*	0.626*
	Sig. (2-tailed)	.000	.000	.000
	N	180	180	180
School partnerships with industries	Pearson Correlation	0.646*	0.486*	0.622*
	Sig. (2-tailed)	.000	.000	.000
	N	180	180	180
Practical exposure	Pearson Correlation	0.665*	0.567*	0.721*
	Sig. (2-tailed)	.000	.000	.000
	N	180	180	180

Note \*  $p < .05$

The findings suggest that curriculum programs enriched with meaningful content, adequate resources, industry exposure, and practical experiences significantly enhance the engagement of TLE students, fostering active participation, initiative, and passion for agricultural learning and agribusiness.

*Significant Relationship between Agricultural Curriculum Programs and Aspirations of TLE Students in Agriculture*

This study examined the relationship between agricultural curriculum programs and the aspirations of TLE students toward careers in agriculture, employing the Pearson Correlation Coefficient with Minitab 14 for statistical analysis. The investigation focused on how various components of the curriculum—such as lesson content, availability of instructional resources, collaboration with industry partners, and opportunities for practical exposure—are associated with the aspirations of TLE students to pursue agricultural careers. Aspirations of TLE students were assessed through their career ambitions, interest in agricultural innovation, and motivation to contribute to the development of the agricultural sector.

The findings reveal the extent to which different elements of the agricultural curriculum influence students’ future career aspirations. Specifically, the results highlight that well-structured curriculum components promote the development of meaningful and aspirational goals related to agriculture. These components foster a sense of purpose and motivation among students, thereby supporting the cultivation of a committed and future-oriented workforce in the agricultural industry.

Table 15 illustrates the significant relationship between Agricultural Curriculum Programs and the aspirations of TLE students in agriculture.

The results indicate that all dimensions of the agricultural curriculum—content of the lesson, availability of resources, school partnerships with industries, and practical exposure—have a significant positive relationship with students’ career

preparation and agriculture advocacy. Among these dimensions, practical exposure demonstrates the strongest correlations with career preparation ( $r = 0.567$ ) and agriculture advocacy ( $r = 0.691$ ), suggesting that students who actively participate in hands-on farming activities and real-world agricultural tasks are more likely to develop stronger readiness for agricultural careers and a deeper commitment to promoting agriculture. Likewise, the relevance of lesson content, the availability of learning resources, and partnerships with agricultural industries show moderate positive correlations. This implies that meaningful instruction, adequate learning materials, and opportunities to engage with agricultural professionals play important roles in preparing students for future agricultural careers while also strengthening their advocacy and appreciation for the agricultural sector.

All relationships are statistically significant at  $p < 0.05$ , confirming that these curriculum programs reliably influence students' aspiration.

In summary, the findings imply that comprehensive agricultural curriculum programs that integrate practical exposure, resource access, industry partnerships, and relevant content play a crucial role in fostering students' long-term aspirations in agriculture, encouraging them to actively pursue careers, initiatives, and entrepreneurial opportunities in the field.

Table 15. Significant Relationship between Agricultural Curriculum Programs and Aspirations of TLE Students in Agriculture

Agricultural Curriculum Programs	Aspirations of TLE students in Agricultural Curriculum Program	
	Career Preparation	Agriculture Advocacy
Content of the Lesson	Pearson Correlation 0.415*	Pearson Correlation 0.563*
	Sig. (2-tailed) .000	Sig. (2-tailed) .000
	N 180	N 180
Availability of resources	Pearson Correlation 0.475*	Pearson Correlation 0.626*
	Sig. (2-tailed) .000	Sig. (2-tailed) .000
	N 180	N 180
School partnerships with industries	Pearson Correlation 0.436*	Pearson Correlation 0.622*
	Sig. (2-tailed) .000	Sig. (2-tailed) .000
	N 180	N 180
Practical exposure	Pearson Correlation 0.567*	Pearson Correlation 0.691*
	Sig. (2-tailed) .000	Sig. (2-tailed) .000
	N 180	N 180

Note \*  $p < .05$

#### IV. CONCLUSION AND RECOMMENDATIONS

The study found a significant positive relationship between the Agricultural Curriculum Program and the interest of TLE students in agriculture. Specifically, all components of the program—lesson content, availability of resources, school partnerships with agricultural industries, and practical exposure—were significantly associated with students' entrepreneurial mindset, learning commitment, and hands-on participation. Among these, practical exposure had the strongest relationship, highlighting the importance of hands-on experiences in fostering students' interest in agriculture. Therefore, the null hypothesis stating that there is no

significant relationship between the Agricultural Curriculum Program and the interest of TLE students is rejected.

There is a significant positive relationship between the Agricultural Curriculum Program and the engagement of TLE students in agriculture. The findings showed that all components of the program were significantly related to students' participation in agricultural activities, agricultural initiatives, and passion in agribusiness. This means that when students are exposed to relevant lesson content, sufficient resources, industry partnerships, and especially practical exposure, they become more actively involved and emotionally invested in agricultural learning. Therefore, the null hypothesis stating that there is no significant relationship between the Agricultural Curriculum Program and the engagement of TLE students is rejected.

Finally, the study concludes that there is a significant relationship between the Agricultural Curriculum Program and the aspirations of TLE students in agriculture. The results confirmed that all dimensions of the program were significantly related to students' career preparation and agricultural advocacy. Practical exposure again emerged as the strongest correlate, suggesting that meaningful hands-on experiences greatly influence students' readiness to pursue agricultural careers and to promote agriculture in their communities. Therefore, the null hypothesis stating that there is no significant relationship between the Agricultural Curriculum Program and the aspirations of TLE students is rejected.

Based on the drawn conclusions resulted to the following recommendations:

Curriculum Planners should revisit the content of the lessons within the agricultural curriculum, ensuring that the topics are more relevant, engaging, and connected to real-life agricultural practices. Integrating modern agricultural trends, sustainable farming techniques, and innovative technologies can make lessons more dynamic and aligned with students' future career aspirations. Real-world examples, case studies, and interactive discussions can further enrich the curriculum and increase student interest in agriculture.

School Administrators should work closely with local agricultural industries, agribusinesses, and agricultural professionals to enhance industry-relevant lesson content. Industry partnerships can provide students with access to internships, workshops, field trips, and guest speakers, thereby strengthening students' real-world exposure. These partnerships can also facilitate co-teaching opportunities and project-based learning activities, bridging the gap between theory and practice, which is crucial for increasing student engagement and better preparing them for future agricultural careers.

Teachers should incorporate multimedia resources such as videos, interactive simulations, and field trips that align with students' interests and real-world applications. Hands-on activities, such as virtual farm tours, farm management simulations, and guest lectures from industry professionals, should be regularly integrated into lessons. These activities will not only enhance students' practical skills but also make

learning more interactive and applicable to the agricultural industry, thereby boosting engagement and aspirations.

Future Research could explore how teaching strategies and curriculum design influence students' interest and engagement in agriculture. Research could focus on the impact of problem-based learning, flipped classrooms, and digital simulations in agricultural education, as well as how family support and community involvement affect students' career aspirations and engagement with agriculture. These insights can provide valuable guidance for further enhancing agricultural education and better preparing students for careers in the sector.

#### REFERENCE

- [1]. Agumin (2018) Effectiveness of Practical Agriculture to the Performance Task of the Grade 8 Junior High School Students in Technology and Livelihood Education (TLE): Basis for Instructional Supervision <https://www.ijams-bbp.net/archive/vol-4-issue-4-april/effectiveness-of-practical-agriculture-to-the-performance-task-of-the-grade-8-junior-high-school-students-in-technology-and-livelihood-education-tle-basis-for-instructional-supervision>
- [2]. Damola and Castino (2025) Feasibility Study on Establishing a Rural Farm School at Baluan National High School <https://rsisinternaional.org/journals/ijriss/articles/feasibility-study-on-establishing-a-rural-farm-school-at-baluan-national-high-school>
- [3]. Tejaswini (2025) How Students Can Support Agriculture? <https://timesofagriculture.org/how-students-can-support-agriculture.html>