

# Teachers' Intention and Engagement on Pedagogical Approach in Technology and Livelihood Education

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## Abstract

. This study focuses on the Technology and Livelihood Education Teachers' Intention and Engagement on Pedagogical Approach in Technology and Livelihood Education. Specifically it answer the following: what are the Teachers Intentions in TLE in terms of resiliency; preparedness; and positive transformation; what are the Teachers Engagement in TLE in terms of: education technology integration;, modular Learning; and career progression; what are the Pedagogical Approach in TLE in terms of Skills: critical and creative thinking; ability to manage; develop cooperation with the students; motivate students to do their best ; and able to deal with conflict; What are the Pedagogical Approach in TLE in terms of values/ attitudes: implement peer learning; conduct a non-violence environment; practice honesty and integrity, envision and expect good things for all; and Genuine, caring, and kindness must possess total; Do the teachers' intentions and engagement have significant relationship on the pedagogical approach in TLE secondary Teachers in the District of Victoria, Laguna.

The level of teachers' intentions in technology and livelihood education in terms of resiliency, preparedness, and transformation was -Very Highll.

The Level of Teachers Engagement in Technology and Livelihood Education in terms of Education Technology Integration, Modular Learning and Webinars was -Very Highll.

The Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Critical and Creative Thinking, Ability to Manage, Develop Cooperation with the Student, Motivate Students to do their Best, and Able to Deal with Conflict was -Very Highll.

Therefore, the hypothesis stating that the there is no significant relationship between Teachers' Intention and Engagement on Pedagogical Approach in Technology and Livelihood Education to the TLE secondary Teachers in the District of Victoria, Laguna was rejected.

Based on the conclusions drawn from the study, the researcher suggests that teacher may use the different Teachers' Intention and Engagement that can motivate them and improve their performance and also to help the students in the teaching learning process. The researcher also recommends using the Teachers' Intention and Engagement in the appropriate usage so that the teachers do not find difficulties in the teaching learning process.

*Keywords:* Curriculum and Instruction; Instructional Skills; Instruction in Education; Improved Learning; Teaching and Learning; Technology Effectiveness.

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## 1. Main Text

### Introduction

Education has become, and it is obvious now that it is a shared responsibility. We call for the involvement of all sectors of society, in addition of course to the Ministries of Education who are leading these efforts. It is a shared responsibility because we all play a vital role in shaping the lives of our learners, Secretary Briones said during the celebration of the 6th anniversary of Sustainable Development Goals (DepEd 2021)

The Department of Education (DepEd) through the International Cooperation Office, together with the Philippine National Commission for UNESCO (UNACOM) and United Nations Association of the Philippines (UNAP), held virtually the SDGs amid the Global Pandemic. The department along with its partner agencies discussed the negative effects of the pandemic in the progress made towards the SDGs. The activity also called for stronger cooperation of stakeholders to mitigate the impact of the pandemic in education and the realization of the Sustainable Development Goals (SDGs)

Technology and Livelihood Education (TLE) teachers can have a central role in teaching sustainable development (SD) to young adolescents through everyday household management and the promotion of personally and globally sustainable well-being. How well the teachers cope with this task is not well known. The objective of this study was to survey Finish TLE teachers' perceptions of their current practice, coping, and future intentions in terms of teaching SD. Enablers and inhibitors to carrying out this task were further investigated. Findings from this survey suggest that TLE teachers have adopted sustainability at a personal level, but often lack the resources and incentives to teach it. Ways to promote cross-curricular projects and wider integration of SD into TLE is discussed (Haapala et al 2020)

Complementary to the UNESCO guidance document - Education for Sustainable Development Goals - Learning Objectives, this resource bank has been designed for educators, education planners, and practitioners. It offers hundreds of pedagogical ideas for classroom activities and multimedia resources detailing how best to integrate Educational Sustainable Development ESD into teaching and learning, from early childhood care through secondary education.

The researcher chose to do the study for the reason to distinguish the advantage and disadvantage of teacher's intention and engagement on pedagogical approach in teaching technology and livelihood education. This will help teachers enhance their pedagogical approach. With such interest, they must successfully use it to determine their level of teacher's intention and engagement in teaching technology and livelihood education. Most of the teachers in high school are having difficulties in teaching technology and livelihood education. This trend also exists, specifically, in Victoria, Laguna where this study will be conducted.

The researcher experienced this kind of problem and decided to conduct a study on effectiveness of teacher's intention and engagement on pedagogical approach, specifically, Technology and Livelihood Education Teachers of District of Victoria, Victoria Laguna. This does not only help the respondents but also other teachers who have difficulties in teaching Technology and Livelihood Education subject.

### Theoretical Framework

Theories help the researchers in understanding the things which are unusual and cannot be explained explicitly. Through these, researchers were able to learn things.

The Theory of Herbartianism by Johann Friederich Herbart (2018) focuses and identified the five components of pedagogy which are preparation, presentation, association generalization and application. Herbart advocated five formal steps in teaching; preparation—a process of relating new material to be learned to relevant past ideas or memories in order to give the pupil a vital interest in the topic under consideration; presentation—presenting new material by means of concrete objects or actual experience; association—thorough assimilation of the new idea through comparison with former ideas and consideration of their similarities and differences in order to implant the new idea in the mind;

generalization—a procedure especially important to the instruction of adolescents and designed to develop the mind beyond the level of perception and the concrete; application—using acquired knowledge not in a purely utilitarian way but so that every learned idea becomes a part of the functional mind and an aid to a clear, vital interpretation of life. This step is presumed possible only if the student immediately applies the new idea, making it his own.

Society today requires professionals to constantly adapt their knowledge and skills to the ever-changing environment they act in. This also holds for the professionals that work in school environments as teachers. Teachers are expected to deal with changing pupil populations, expanding knowledge fields, new responsibilities, and higher social expectations of schools (OECD, 2018). According to Guskey (2020, p. 381) "policymakers increasingly recognize that schools can be no better than the teachers and administrators who work within them". To ensure an effort towards the best possible education for their students, teachers are thus required to invest time in continuous professional learning. We define teacher professional learning (TPL) under Hoyle and John (2018) as the process by which teachers acquire the knowledge, skills, and values that will improve the service they provide to their students.

TPL (Teacher professional learning) inevitably involves teachers being engaged in learning activities, both formal and informal. Learning activities are considered formal when they involve prescribed learning frameworks, organized events, teacher presence, the award of credit, or an external specification of outcomes (Eraut, x2020). Informal learning is typically not highly structured and the control of the learning lies with the learner. This study focuses on deliberative informal learning (i.e. learning for which time is specifically set aside), even though much informal learning is unintentional or implicit (Eraut,2020,Tynjälä,2018). What is meant by informal education?

Informal education refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. Informal learning has been shown to affect teachers' knowledge, beliefs, and (intentions for) practices (Bakkenes, Vermunt, & Wubbels, 2020).

Kwakman (2020) found that teachers do not always make full use of the possibilities for learning provided by their environment. She suggested that this finding could be explained by schools not fulfilling the required conditions that stimulate teachers to engage in TPL. Further, knowledge sharing in teacher collaboration activities is beneficial for improving teachers' practice. The explorative analyses show that teachers who are not participating in collaboration activities are less likely to use teaching practices like clear instruction and cognitive activation. Another possibly related explanation is that teachers are not motivated enough or experience a non-optimal type of motivation to ensure continuous TPL (cf. Gagné & Deci, 2019). However, empirical evidence for these explanations is lacking.

Shelley McLaren (2022) you can keep on learning as a teacher, and you'll have opportunities to add to your professional skills and expertise. As well as building on your experience, over time you'll not just develop as a teacher – you may also be able to realise your professional and personal goals and ambitions. You'll find there are clear pathways for promotion open to you, allowing you to progress with your career, and also increase your salary. Teaching can provide opportunities to enhance your roles and responsibilities, pursue leadership opportunities, and gain a real sense of achievement.

In education, technology is generally characterised as equipment or tool that is utilised to improve instruction. Education changes as humans' progress technologically. As a result of these changes, the teaching-learning process faces new challenges. These problems eventually lead to the development of more effective pedagogical techniques. Additional technological resources such as projectors, virtual laboratories, and other tools, serve to broaden the scope of the teaching-learning process. Such instructional materials keep students attentive and learning sessions interesting.

Based on the theories above, through the use of appropriate teacher's intention and engagement in teaching Technology and Livelihood Education can affect teachers' pedagogy in teaching and values. Through these, teachers can learn from simple before going to complex and are more likely to increase their performance in teaching Technology and Livelihood Education. The theories above prove that through teacher's intention and engagement can improve the pedagogical approach and values of teachers in teaching Technology and Livelihood Education.

### **Statement of the Problem**

This Research titled Teacher's Intentions and Engagement on Pedagogical Approach in Technology and Livelihood Education specifically sought answer to the following questions:

1. What are the Teachers Intentions in Technology and Livelihood Education in terms of:
  - 1.1 resiliency;
  - 1.2 preparedness; and
  - 1.3 positive transformation?
2. What are the Teachers Engagement in Technology and Livelihood Education in terms of:

- 2.1 education technology integration;
- 2.2 modular Learning monitoring; and
- 2.3 career progression?
- 3. What are the Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to:
  - 3.1 critical and creative thinking;
  - 3.2 ability to manage;
  - 3.3 develop cooperation with the students;
  - 3.4 motivate students to do their best ; and
  - 3.5 Able to deal with conflict?
- 4. What are the Pedagogical Approach in Technology and Livelihood Education in terms of values/ attitudes as to:
  - 4.1 implement peer learning;
  - 4.2 conduct a non-violence environment;
  - 4.3 practice honesty and integrity;
  - 4.4 envision and expect good things for all; and
  - 4.5 genuine, caring, and kindness must possess total?
- 5. Do the teachers’ intentions and engagement have significant relationship on the pedagogical approach in technology and Livelihood Education?

**Research Methodology**

This study used the Descriptive Research Design, which aimed to accurately and systematically describe a population or situation it was used to describe characteristics of the population of the phenomenon being studied. Besides answering the question of when why the characteristics occurred. It is also the process of collecting and analysing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships and generalize the result to a wider population. The descriptive research design will help the researcher to find out the Teachers’ Intention and Engagement on Pedagogical Approach in Technology and Livelihood Education in the District of Victoria, Laguna.

The research instrument used for this study was a quantitative research to gather data from the respondents. The questionnaire consists of these parts: What are the Teachers Intentions in Technology and Livelihood Education in terms of Resiliency, Preparedness, and positive transformation, What are the Teachers Engagement in Technology and Livelihood Education in terms of Education Technology Integration, Modular Learning, and Career progression, What are the Pedagogical Approach in Technology and Livelihood Education in terms of skills; What are the Pedagogical Approach in Technology and Livelihood Education in terms of values and attitudes; Critical and Creative thinking, Ability to manage, Develop cooperation with the students, Motivate students to do their best, Able to deal with conflict, Values and attitudes, Implement peer learning, Conduct a non-violence environment, Practice honesty and integrity, Envision and expect good things for all, Genuine, caring, and kindness must possess total, Do the teachers’ intentions and engagement have significant relationship on the pedagogical approach in technology and Livelihood Education?

The statistical treatment used are mean, standard deviation, pearson r. The pearson r was used to determine the significant relationship between Teachers’ Intention and Engagement on Pedagogical Approach in Technology and Livelihood Education to the TLE secondary Teachers in the District of Victoria, Laguna.

**Results and Discussions**

**Table 1. Level of Teachers Intentions in Technology and Livelihood Education in terms of Resiliency**

Indicative Statement	Mean	SD	Adjectival Analysis
<b>I can encourage and support my colleagues.</b>	4.65	0.49	Very High
<b>I communicate with all the personnel in my work place.</b>	4.75	0.44	Very High
<b>I can beat the deadline on any paper works given to me.</b>	4.30	0.66	Very High
<b>I know my role and do not extend to any part of others work.</b>	4.45	0.69	Very High
<b>I ask support or guidance whenever I have mental health issues.</b>	4.40	0.68	Very High
<b>Overall Mean</b>	<b>4.51</b>	<b>0.59</b>	<b>Very High</b>

Table 1 presents the level of teachers’ intentions in technology and livelihood education in terms of resiliency. The table shows that the first statement, which was –I can encourage and support my colleagues. I has a mean of 4.65 and a standard deviation of 0.49, and interpreted as –Very High for its level. The second statement, which was –I communicate with all the personnel in my work place. I has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as –Very High for its level. The third statement which was –I can beat the deadline on any paper works given to me. I has a mean of 4.30 and a standard deviation of 0.66, and as interpreted as –Very High for its level. The fourth statement which was –I know my role and do not extend to any part of others work. I has a mean of 4.45 and a standard deviation of 0.69, and as interpreted as –Very High for its level. –I ask support or guidance whenever I have mental health issues. I has a mean of 4.40 and a standard deviation of 0.68, and as interpreted as –Very High for its level.

The overall mean value of 4.51 and a standard deviation of 0.59 revealed that level of teachers’ intentions in technology and livelihood education in terms of resiliency was –Very High.

**Table 2. Level of Teachers Intentions in Technology and Livelihood Education in terms of Preparedness**

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>Adjectival Analysis</b>
<b>I make checklist and prioritize the things I need to do.</b>	4.60	0.50	Very High
<b>I do my work diligently and passionately.</b>	4.50	0.51	Very High
<b>I ask technical support to my superiors whenever I have difficulties.</b>	4.60	0.50	Very High
<b>I improve myself by taking up graduate studies.</b>	4.30	0.73	Very High
<b>I develop a sense of urgency to exercise myself to do things timely.</b>	4.60	0.50	Very High
<b>Overall Mean</b>	<b>4.52</b>	<b>0.55</b>	<b>Very High</b>

Table 2 presents the level of teacher’s intentions in technology and livelihood education in terms of preparedness.

The table shows that the first statement, which was –I make checklist and prioritize the things I need to do. I has a mean of 4.60 and a standard deviation of 0.50, and interpreted as –Very High for its level. The second statement, which was –I do my work diligently and passionately. I has a mean of 4.50 and a standard deviation of 0.51, and as interpreted as –Very High for its level. The third statement which was –I ask technical support to my superiors whenever I have difficulties. I has a mean of 4.60 and a standard deviation of 0.50, and as interpreted as –Very High for its level. The fourth statement which was –I improve myself by taking up graduate studies. I has a mean of 4.30 and a standard deviation of 0.73, and as interpreted as –Very High for its level. –I develop a sense of urgency to exercise myself to do things timely. I has a mean of 4.60 and a standard deviation of 0.50, and as interpreted as –Very High for its level.

The overall mean value of 4.52 and a standard deviation of 0.55 revealed that level of teachers’ intentions in technology and livelihood education in terms of preparedness was –Very High.

**Table 3. Level of Teachers Intentions in Technology and Livelihood Education in terms of Positive Transformation**

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>Adjectival Analysis</b>
<b>I can be an active member of any team I am in.</b>	4.45	0.51	Very High
<b>I can appreciate collaborative effort.</b>	4.65	0.49	Very High
<b>I can accept criticism and change for the better.</b>	4.75	0.44	Very High
<b>I can accept compliment and be more helpful to my colleagues</b>	4.70	0.47	Very High
<b>I can be in harmony with non-teaching and teaching personnel.</b>	4.65	0.49	Very High
<b>Overall Mean</b>	<b>4.64</b>	<b>0.48</b>	<b>Very High</b>

Table 3 presents the level of teachers’ intentions in technology and livelihood education in terms of transformation. The table shows that the first statement, which was –I can be an active member of any team I am in. has a mean of 4.45 and a standard deviation of 0.51, and interpreted as –Very High for its level. The second statement, which was –I can appreciate collaborative effort. has a mean of 4.65 and a standard deviation of 0.49, and as interpreted as –Very High for its level. The third statement which was –I can accept criticism and change for the better. has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as –Very High for its level. The fourth statement which was –I can accept compliment and be more helpful to my colleagues has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as –Very High for its level. –I can be in harmony with non-teaching and teaching personnel. has a mean of 4.65 and a standard deviation of 0.49, and as interpreted as –Very High for its level.

The overall mean value of 4.64 and a standard deviation of 0.48 revealed that level of teachers’ intentions in technology and livelihood education in terms of transformation was –Very High.

**Table 4. Level of Teachers Engagement in Technology and Livelihood Education in terms of Education Technology Integration**

Indicative Statement	Mean	SD	Adjectival Analysis
<b>I am equipped with computer skills and actively listen on seminars involving the use of technology in teaching-learning process.</b>	4.65	0.59	Very High
<b>I use videos, slide presentations, apps, and other gsuite programs while teaching or participating with my colleagues.</b>	4.70	0.47	Very High
<b>I can make my own video tutorial, slide presentations and lessons using gsuite.</b>	4.65	0.67	Very High
<b>My students actively participate when using apps during synchronous class or communication.</b>	4.40	0.68	Very High
<b>I taught students how to use different apps to make participation more stimulating.</b>	4.50	0.61	Very High
<b>Overall Mean</b>	<b>4.58</b>	<b>0.60</b>	<b>Very High</b>

Table 4 presents the level of engagement in technology and livelihood education in terms of educational technology integration. The table shows that the first statement, which was –I am equipped with computer skills and actively listen on seminars involving the use of technology in teaching-learning process. has a mean of 4.65 and a standard deviation of 0.59, and interpreted as –Very High for its level. The second statement, which was –I use videos, slide presentations, apps, and other gsuite programs while teaching or participating with my colleagues has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as –Very High for its level.

The third statement which was –I can make my own video tutorial, slide presentations and lessons using gsuite. has a mean of 4.65 and a standard deviation of 0.67, and as interpreted as –Very High for its level. The fourth statement which was –My students actively participate when using apps during synchronous class or communication. has a mean of 4.40 and a standard deviation of 0.68, and as interpreted as –Very High for its level. –I taught students how to use different apps to make participation more stimulating. has a mean of 4.50 and a standard deviation of 0.61, and as interpreted as –Very High for its level.

The overall mean value of 4.58 and a standard deviation of 0.60 revealed that level of engagement in technology and livelihood education in terms of educational technology integration was –Very High.

**Level of Teachers Engagement in Technology and Livelihood Education in terms of Modular Learning**

Table 5 presents the level of engagement in technology and livelihood education in terms of modular learning. The third statement which was –I encourage students and parents to express their concern on the workings to the modules. has a mean of 4.60 and a standard deviation of 0.50, and as interpreted as –Very High for its level. The fourth statement which was –I establish health protocol at all times when communicating with students and parents.

has a mean of 4.85 and a standard deviation of 0.35, and as interpreted as -Very High for its level. -I ask guidance to my superiors whenever difficulties arises. has a mean of 4.65 and a standard deviation of 0.49, and as interpreted as -Very High for its level.

**Table 5. Level of Teachers Engagement in Technology and Livelihood Education in terms of Modular Learning**

Indicative Statement	Mean	SD	Adjectival Analysis
I communicate with students and parents often to update the learners' status.	4.6	0.50	Very High
I make sure to give feedback to my students' outputs.	4.55	0.51	Very High
I encourage students and parents to express their concern on the workings to the modules.	4.60	0.50	Very High
I establish health protocol at all times when communicating with students and parents.	4.85	0.37	Very High
I ask guidance to my superiors whenever difficulties arises.	4.65	0.49	Very High
<b>Overall Mean</b>	4.65	0.47	Very High

The overall mean value of 4.65 and a standard deviation of 0.47 revealed that level of engagement in technology and livelihood education in terms of modular learning was -Very High.

**Table 6. Level of Teachers Engagement in Technology and Livelihood Education in terms of Career Progression**

Indicative Statement	Mean	SD	Adjectival Analysis
I involve myself on seminars given by DepEd.	4.70	0.47	Very High
I make sure to actively listen to further my professional development.	4.55	0.51	Very High
I utilize the things I learn from webinars to my class (synchronous or asynchronous).	4.50	0.51	Very High
I give intelligent feedback to the seminars I attended.	4.60	0.50	Very High
I work in partnership with my colleagues to create best practices on teaching-learning process.	4.55	0.51	Very High
<b>Overall Mean</b>	4.58	0.50	Very High

Table 6 presents the level of engagement in technology and livelihood education in terms of career progression. The table shows that the first statement, which was -I involve myself on seminars given by DepEd. has a mean of 4.70 and a standard deviation of 0.47, and interpreted as -Very High for its level. The second statement, which was -I make sure to actively listen to further my professional development. has a mean of 4.55 and a standard deviation of 0.51, and as interpreted as -Very High for its level. The third statement which was -I utilize the things I learn from webinars to my class (synchronous or asynchronous). has a mean of 4.50 and a standard deviation of 0.51, and as interpreted as -Very High for its level.

The fourth statement which was -I give intelligent feedback to the seminars I attended. has a mean of 4.60 and a standard deviation of 0.50, and as interpreted as -Very High for its level. -I work in partnership with my colleagues to create best practices on teaching-learning process. has a mean of 4.55 and a standard deviation of 0.51, and as interpreted as -Very High for its level. The table shows that the first statement, which was -I communicate with students and parents

often to update the learners’ status. It has a mean of 4.60 and a standard deviation of 0.50, and interpreted as -Very High for its level. The second statement, which was -I make sure to give feedback to my students’ outputs. It has a mean of 4.55 and a standard deviation of 0.51, and as interpreted as -Very High for its level. The third statement which was -I encourage students and parents to express their concern on the workings to the modules. It has a mean of 4.60 and a standard deviation of 0.50, and as deviation of 0.51, and as interpreted as -Very High for its level.

**Table 7. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Critical and Creative Thinking**

Indicative Statement	Mean	SD	Adjectival Analysis
I utilize effectively the art of questioning towards my student.	4.65	0.49	Very High
I create critical thinking games/activities.	4.50	0.51	Very High
Critical thinking skills (observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making) shown in my daily lesson plan.	4.50	0.51	Very High
I give information/activities that made student gain new insights.	4.80	0.41	Very High
I let students share their ideas related on the topic.	4.75	0.44	Very High
<b>Overall Mean</b>	<b>4.64</b>	<b>0.47</b>	<b>Very High</b>

Table 7 presents the level of pedagogical approach in technology and livelihood education in terms of skills as to critical and creative thinking.

The table shows that the first statement, which was -I utilize effectively the art of questioning towards my student. It has a mean of 4.65 and a standard deviation of 0.49, and interpreted as -Very High for its level. The second statement, which was -I create critical thinking games/activities. It has a mean of 4.50 and a standard deviation of 0.51, and as interpreted as -Very High for its level.

The third statement which was -Critical thinking skills (observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making) shown in my daily lesson plan. It has a mean of 4.50 and a standard deviation of 0.51, and as interpreted as -Very High for its level. The fourth statement which was -I give information/activities that made student gain new insights. It has a mean of 4.80 and a standard deviation of 0.41, and as interpreted as -Very High for its level. -I let students share their Ideas related on the topic. It has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as -Very High for its level.

The overall mean value of 4.64 and a standard deviation of 0.47 revealed that the level of pedagogical approach in technology and livelihood education in terms of skills as to critical and creative thinking was -Very High

**Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Ability to Manage**

Table 8 presents the level of pedagogical approach in technology and livelihood education in terms of skills to ability to manage. The table shows that the first statement, which was -I give rules and regulation at the start of the first quarter and remind students from time to time. It has a mean of 4.75 and a standard deviation of 0.44, and interpreted as -Very High for its level. The second statement, which was -I always promote health protocol and health break. It has a mean of 4.90 and a standard deviation of 0.31, and as interpreted as -Very High for its level.

The third statement which was -I acknowledge students response on chat messenger/open mic during synchronous class and chat messenger/text/call during asynchronous. It has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as -Very High for its level.

The fourth statement which was -I always remind students on their learning tasks and submission of outputs. It has a mean of 4.95 and a standard deviation of 0.22, and as interpreted as -Very High for its level. -I acknowledge

feedbacks and respond to them accordingly and professionally. It has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as -Very High for its level.

**Table 8. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Ability to Manage**

Indicative Statement	Mean	SD	Adjectival Analysis
1. I give rules and regulation at the start of the first quarter and remind students from time to time.	4.75	0.44	Very High
2. I always promote health protocol and health break.	4.90	0.31	Very High
3. I acknowledge students response on chat messenger/open mic during synchronous class and chat messenger/text/call during asynchronous.	4.75	0.44	Very High
4. I always remind students on their learning tasks and submission of outputs.	4.95	0.22	Very High
5. I acknowledge feedbacks and respond to them accordingly and professionally.	4.75	0.44	Very High
<b>Overall Mean</b>	<b>4.82</b>	<b>0.37</b>	<b>Very High</b>

The overall mean value of 4.82 and a standard deviation of 0.37 revealed that the level of pedagogical approach in technology and livelihood education in terms of skills as to ability to manage was -Very High.

**Table 9. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Develop Cooperation with Students**

Indicative Statement	Mean	SD	Adjectival Analysis
I make activities engaging that can be done individually, in pairs or in a small group.	4.80	0.41	Very High
I create rubrics for performance base activities that capture the diversity of students.	4.70	0.47	Very High
I appoint classroom monitor and proclaim his/her role in the classroom.	4.60	0.50	Very High
I organize group presentation activities (video, debate, etc) that show talents and skills of students.	4.30	0.66	Very High
I devise different types of peer learning.	4.40	0.50	Very High
<b>Overall Mean</b>	<b>4.56</b>	<b>0.51</b>	<b>Very High</b>

Table 9 presents the level of pedagogical approach in technology and livelihood education in terms of skills to develop cooperation with students.

The table shows that the first statement, which was -I make activities engaging that can be done individually, in pairs or in a small group. It has a mean of 4.80 and a standard deviation of 0.41, and interpreted as -Very High for its level. The second statement, which was -I create rubrics for performance base activities that capture the diversity of students. It has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level.

The third statement which was -I appoint classroom monitor and proclaim his/her role in the classroom. It has a mean of 4.60 and a standard deviation of 0.50, and as interpreted as -Very High for its level. The fourth statement which was -I organize group presentation activities (video, debate, etc) that show talents and skills of students. It has a mean of 4.30 and a standard deviation of 0.66, and as interpreted as -Very High for its level. -I devise different types of peer learning. It has a mean of 4.40 and a standard deviation of 0.50, and as interpreted as -Very High for its level.

The overall mean value of 4.56 and a standard deviation of 0.51 revealed that the level of pedagogical approach in technology and livelihood education in terms of skills as to develop cooperation with students was -Very High.

**Table 10. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Motivate Students to Do Their Best**

Indicative Statement	Mean	SD	Adjectival Analysis
I acknowledge students responses and work/outputs whatever it may be.	4.70	0.47	Very High
I give positive reaction on students work/outputs.	4.75	0.44	Very High
I provide reminders for work/outputs that need improvement.	4.80	0.41	Very High
I offer my time for students that in need of guidance and/or understanding to finish task.	4.85	0.37	Very High
I create activities that stimulate students to pursue the topic for the day.	4.80	0.41	Very High
<b>Overall Mean</b>	<b>4.78</b>	<b>0.42</b>	<b>Very High</b>

Table 10 presents the level of pedagogical approach in technology and livelihood education in terms of skills as to motivate students to do their best. The table shows that the first statement, which was –I acknowledge students responses and work/outputs whatever it may be. has a mean of 4.70 and a standard deviation of 0.47, and interpreted as –Very High for its level.

The second statement which has –I give positive reaction on students work/outputs has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as –Very High for its level. The third statement which was –I provide reminders for work/outputs that need improvement. has a mean of 4.80 and a standard deviation of 0.41, and as interpreted as –Very High for its level. The fourth statement which was –I offer my time for students that in need of guidance and/or understanding to finish task. has a mean of 4.85 and a standard deviation of 0.37, and as interpreted as –Very High for its level. –I create activities that stimulate students to pursue the topic for the day. has a mean of 4.80 and a standard deviation of 0.41, and as interpreted as –Very High for its level. The overall mean value of 4.78 and a standard deviation of 0.42 revealed that the level of pedagogical approach in technology and livelihood education in terms of skills as to motivate students to do their best was –Very High.

**Table 11. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Able to Deal with Conflicts**

Indicative Statement	Mean	SD	Adjectival Analysis
I communicate professionally and effectively to my colleagues and/or student or parents in times of conflict.	4.75	0.44	Very High
I asked technical assistance/coaching/guidance for my weaknesses and shortcomings.	4.70	0.47	Very High
I refer to the chief adviser, guidance counselor and grade level coordinator for any encounter that needs mediation.	4.70	0.47	Very High
I reflect my actions towards my colleagues and/or student or parents consequently.	4.55	0.51	Very High
I give myself a time off and meditate on my actions and feelings and strengthen my mental health.	4.65	0.49	Very High
<b>Overall Mean</b>	<b>4.67</b>	<b>0.48</b>	<b>Very High</b>

Table 11 presents the level of pedagogical approach in technology and livelihood education in terms of skills as to able to deal with conflicts. The table shows that the first statement, which was –I communicate professionally and

effectively to my colleagues and/or student or parents in times of conflict. It has a mean of 4.75 and a standard deviation of 0.44, and interpreted as -Very High for its level. The second statement, which was -I spot-on student behaviour when necessary and render guidance that in still the cohesiveness of the students. It has a mean of 4.55 and a standard deviation of 0.51, and as interpreted as -Very High for its level.

The third statement which was -I intercede on timely manner on students actions on peer learning and ask for technical assistance if necessary. It has a mean of 4.45 and a standard deviation of 0.51, and as interpreted as -Very High for its level. The fourth statement which was -I ensure shared responsibility on student’s works/outputs. It has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as -Very High for its level. -I confirm that students understand their role in peer learning. It has a mean of 4.55 and a standard deviation of 0.51, and as interpreted as -Very High for its level. The overall mean value of 4.67 and a standard deviation of 0.48 revealed that the level of pedagogical approach in technology and livelihood education in terms of skills as to able to deal with conflicts was -Very High.

**Table 12. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to Implement Peer Learning**

Indicative Statement	Mean	SD	Adjectival Analysis
<b>I observe and take note of students’ progress when doing activities and make timely feedback towards their actions.</b>	4.65	0.49	Very High
<b>I spot-on student behaviour when necessary and render guidance that in still the cohesiveness of the students.</b>	4.55	0.51	Very High
<b>I intercede on timely manner on students actions on peer learning and ask for technical assistance if necessary.</b>	4.45	0.51	Very High
<b>I ensure shared responsibility on student’s works/outputs.</b>	4.75	0.44	Very High
<b>I confirm that students understand their role in peer learning.</b>	4.55	0.51	Very High
<b>Overall Mean</b>	<b>4.59</b>	<b>0.49</b>	<b>Very High</b>

The table shows that the first statement, which was -I observe and take note of students’ progress when doing activities and make timely feedback towards their actions. It has a mean of 4.65 and a standard deviation of 0.49, and interpreted as -Very High for its level. The second statement, which was -I asked technical assistance/coaching/guidance for my weaknesses and shortcomings. It has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level. The third statement which was -I refer to the chief adviser, guidance counselor and grade level coordinator for any encounter that needs mediation. It has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level.

The fourth statement which was -I reflect my actions towards my colleagues and/or student or parents consequently. It has a mean of 4.55 and a standard deviation of 0.51, and as interpreted as -Very High for its level. -I give myself a time off and meditate on my actions and feelings and strengthen my mental health. It has a mean of 4.65 and a standard deviation of 0.49, and as interpreted as -Very High for its level.

The overall mean value of 4.59 and a standard deviation of 0.49 revealed that the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to implement peer learning was -Very High.

David W. Johnson (2016) state that by engaging in the processes of democracy over and over again for as long as they are in school that children, adolescents, and young adults internalize the values, attitudes, and patterns of behavior necessary to be involved and contributing citizens in a democracy.

**Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to conduct a Non-Violence Environment**

Table 13 presents the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to conduct a non-violence environment. The table shows that the first statement, which was -I respond to my colleagues and/or student or parents in a friendly and respectful manner. It has a mean of 4.85 and a standard

deviation of 0.37, and interpreted as -Very High for its level.

**Table 13. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to conduct a Non-Violence Environment**

Indicative Statement	Mean	SD	Adjectival Analysis
I respond to my colleagues and/or student or parents in a friendly and respectful manner.	4.85	0.37	Very High
I listen attentively towards my colleagues and/or student or parents.	4.75	0.44	Very High
I accommodate my time to my colleagues and/or student or parents.	4.70	0.47	Very High
I am in harmony with my colleagues and/or student or parents.	4.70	0.47	Very High
I practice not to cause detriment to my colleagues and/or student or parents.	4.65	0.49	Very High
<b>Overall Mean</b>	<b>4.73</b>	<b>0.45</b>	<b>Very High</b>

The second statement, which was -I listen attentively towards my colleagues and/or student or parents. has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as -Very High for its level. The third statement which was -I accommodate my time to my colleagues and/or student or parents. has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level. The fourth statement which was -I am in harmony with my colleagues and/or student or parents. has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level. -I practice not to cause detriment to my colleagues and/or student or parents. has a mean of 4.65 and a standard deviation of 0.49, and as interpreted as -Very High for its level.

The overall mean value of 4.73 and a standard deviation of 0.45 revealed that the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to conduct a non-violence environment was -Very High.

**Table 14. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to Practice and Honesty and Integrity**

Indicative Statement	Mean	SD	Adjectival Analysis
I follow through any commitment I made to my colleagues and/or student or parents.	4.70	0.47	Very High
I respect the opinions of my colleagues and/or student or parents.	4.75	0.44	Very High
I am a model of truth and uprightness.	4.65	0.59	Very High
I help my colleagues and/or student or parents to the best of my ability.	4.65	0.49	Very High
I keep my promises to my colleagues and/or student or parents.	4.70	0.47	Very High
<b>Overall Mean</b>	<b>4.69</b>	<b>0.49</b>	<b>Very High</b>

Table 14 presents the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to practice and honesty and integrity.

The table shows that the first statement, which was -I follow through any commitment I made to my colleagues

and/or student or parents. I has a mean of 4.70 and a standard deviation of 0.47, and interpreted as -Very High for its level. The second statement, which was -I respect the opinions of my colleagues and/or student or parents. I has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as -Very High for its level.

The third statement which was -I am a model of truth and uprightness. I has a mean of 4.65 and a standard deviation of 0.59, and as interpreted as -Very High for its level. The fourth statement which was -I help my colleagues and/or student or parents to the best of my ability. I has a mean of 4.65 and a standard deviation of 0.49, and as interpreted as -Very High for its level. -I keep my promises to my colleagues and/or student or parents. I has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level.

The overall mean value of 4.69 and a standard deviation of 0.49 revealed that the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to practice and honesty and integrity was -Very High.

**Table 15. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to Envision and Expect Good Things for All**

Indicative Statement	Mean	SD	Adjectival Analysis
<b>I have a positive attitude in my workplace.</b>	4.60	0.60	Very High
<b>I am active and committed on my workplace.</b>	4.70	0.57	Very High
<b>I am seen as trustworthy among my colleagues and/or student or parents.</b>	4.75	0.55	Very High
<b>I look at things in a bright side and accomplish task with open heart.</b>	4.70	0.47	Very High
<b>I look good things on my colleagues and/or student or parents and approach them with a smile.</b>	4.70	0.47	Very High
<b>Overall Mean</b>	<b>4.69</b>	<b>0.53</b>	<b>Very High</b>

Table 15 presents the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to envision and expect good things for all. The table shows that the first statement, which was -I have a positive attitude in my workplace. I has a mean of 4.60 and a standard deviation of 0.60, and interpreted as -Very High for its level. The second statement, which was -I am active and committed on my workplace. I has a mean of 4.70 and a standard deviation of 0.57, and as interpreted as -Very High for its level. The third statement which was -I am seen as trustworthy among my colleagues and/or student or parents. I has a mean of 4.75 and a standard deviation of 0.55, and as interpreted as -Very High for its level.

The fourth statement which was -I look at things in a bright side and accomplish task with open heart. I has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level. -I look good things on my colleagues and/or student or parents and approach them with a smile. I has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level.

The overall mean value of 4.69 and a standard deviation of 0.53 revealed that the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to envision and expect good things for all was -Very High.

**Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to Genuine, Caring, and Kindness Must Possess Total**

Table 16 presents the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to genuine, caring, and kindness must possess total.

The table shows that the first statement, which was -I stay connected to my colleagues and/or student or parents. I has a mean of 4.65 and a standard deviation of 0.49, and interpreted as -Very High for its level. The second statement, which was -I compliment good heartedly and warmly on achievements of my colleagues and/or student or parents. I has a mean of 4.80 and a standard deviation of 0.41, and as interpreted as -Very High for its level. The third statement which was -I get to know better my colleagues and/or student or parents through proper communication. I has a mean of 4.70 and a standard deviation of 0.47, and as interpreted as -Very High for its level. The fourth statement which was -I accept constructive criticism among my colleagues and superiors. I has a mean of 4.75 and a standard deviation of

0.44, and as interpreted as -Very High for its level. -I take notice of my colleagues and/or student or parents' wellbeing and give guidance/technical assistance. It has a mean of 4.75 and a standard deviation of 0.44, and as interpreted as -Very High for its level.

**Table 16. Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to Genuine, Caring, and Kindness Must Possess Total**

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>Adjectival Analysis</b>
<b>I stay connected to my colleagues and/or student or parents.</b>	4.65	0.49	Very High
<b>I compliment good heartedly and warmly on achievements of my colleagues and/or student or parents.</b>	4.80	0.41	Very High
<b>I get to know better my colleagues and/or student or parents through proper communication.</b>	4.70	0.47	Very High
<b>I accept constructive criticism among my colleagues and superiors.</b>	4.75	0.44	Very High
<b>I take notice of my colleagues and/or student or parents' wellbeing and give guidance/technical assistance.</b>	4.75	0.44	Very High
<b>Overall Mean</b>	<b>4.73</b>	<b>0.45</b>	<b>Very High</b>

The overall mean value of 4.73 and a standard deviation of 0.45 revealed that the level of pedagogical approach in technology and livelihood education in terms of values/attitudes as to genuine, caring, and kindness must possess total.

**Relationship of teacher's intentions and engagement on the pedagogical approach in technology and Livelihood Education in terms of Skills**

Table 17 presents the relationship of teacher's intentions and engagement on the pedagogical approach in technology and livelihood education in terms of skills. The table shows that the relationship of resiliency and critical and creative thinking has a value of  $r = 0.555$  interpreted as Moderate relationship which have a p-value of 0.011 at 0.05 level of significance, therefore resiliency has a significant relationship to critical and creative thinking. Next, resiliency and ability to manage has a value of  $r = 0.002$  interpreted as Very Weak relationship which have a p-value of 0.994 at 0.05 level of significance, therefore resiliency has no significant relationship to ability to manage. Resiliency and develop cooperation with the students has a value of  $r = 0.461$  interpreted as Moderate relationship which have a p-value of 0.041 at 0.05 level of significance, therefore resiliency has a significant relationship to develop cooperation with students. Resiliency and motivate students to do their best has a value of  $r = 0.095$  interpreted as Very Weak relationship which have a p-value of 0.691 at 0.05 level of significance, therefore resiliency has no significant relationship to motivate students to do their best. Resiliency and able to deal with conflicts has a value of  $r = 0.328$  interpreted as Weak relationship which have a p-value of 0.158 at 0.05 level of significance, therefore resiliency has no significant relationship to able to deal with conflicts. Next, relationship of preparedness and critical and creative thinking has a value of  $r = 0.541$  interpreted as Moderate relationship which have a p-value of 0.014 at 0.05 level of significance, therefore preparedness has a significant relationship to critical and creative thinking. Next, preparedness and ability to manage has a value of  $r = 0.533$  and interpreted as Moderate relationship which have a p-value of 0.016 at 0.05 level of significance, therefore preparedness has a significant relationship to ability to manage. Preparedness and develop cooperation with the students has a value of  $r = 0.575$  interpreted as Moderate relationship which have a p-value of 0.008 at 0.05 level of significance, therefore preparedness has a significant relationship to develop cooperation with students. Preparedness and motivate students to do their best has a value of  $r = 0.387$  interpreted as Moderate relationship which have a p-value of 0.092 at 0.05 level of significance, therefore preparedness has no significant relationship to motivate students to do their best. Preparedness and able to deal with conflicts has a value of  $r = 0.836$  interpreted as Very Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore preparedness has a significant relationship to able to deal with conflicts. Then, relationship of positive transformation and critical and creative thinking has a value of  $r = 0.331$  interpreted as Weak relationship which have a p-value of 0.154 at 0.05 level of significance, therefore positive transformation has no significant relationship to critical and creative thinking. Next, positive transformation and ability to manage has a value of  $r = 0.610$  and interpreted as Strong relationship which have a p-value of 0.004 at 0.05 level of

significance, therefore positive transformation has a significant relationship to ability to manage. Positive transformation and develop cooperation with the students has a value of  $r = 0.391$  interpreted as Weak relationship which have a p-value of 0.088 at 0.05 level of significance, therefore positive transformation has no significant relationship to develop cooperation with students.

Positive transformation and motivate students to do their best has a value of  $r = 0.381$  interpreted as Weak relationship which have a p-value of 0.171 at 0.05 level of significance, therefore positive transformation has no significant relationship to motivate students to do their best. positive transformation and able to deal with conflicts has a value of  $r = 0.904$  interpreted as Very Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore positive transformation has a significant relationship to able to deal with conflicts.

Relationship of educational technology integration and critical and creative thinking has a value of  $r = 0.346$  interpreted as Weak relationship which have a p-value of 0.135 at 0.05 level of significance, therefore educational technology integration has no significant relationship to critical and creative thinking. Next, educational technology integration and ability to manage has a value of  $r = 0.339$  interpreted as Weak relationship which have a p-value of 0.144 at 0.05 level of significance, therefore educational technology integration has no significant relationship to ability to manage. educational technology integration and develop cooperation with the students has a value of  $r = 0.611$  interpreted as Strong relationship which have a p-value of 0.004 at 0.05 level of significance, therefore educational technology integration has a significant relationship to develop cooperation with students.

**Table 17. Relationship of teacher’s intentions and engagement on the pedagogical approach in technology and Livelihood Education in terms of Skills**

Indicator	Pedagogical Approach - Skills				
	CCT	AM	DCS	MSTB	ADC
<b>Intentions</b>					
○ <b>Resilience</b>	$r=.555^*$ $p=.011$ M	$r=.002ns$ $p=.994$ VW	$r=.461^*$ $p=.041$ M	$r=.095ns$ $p=.691$ VW	$r=.328ns$ $p=.158$ W
○ <b>Preparedness</b>	$r=.541^*$ $p=.014$ M	$r=.533^*$ $p=.016$ M	$r=.575^*$ $p=.008$ M	$r=.387ns$ $p=.092$ M	$r=.836$ $p=.000$ VS
○ <b>Positive transformation</b>	$r=.331ns$ $p=.154$ W	$r=.610^*$ $p=.004$ S	$r=.391ns$ $p=.088$ W	$r=.381ns$ $p=.171$ W	$r=.904^*$ $p=.000$ VS
<b>Engagement</b>					
○ <b>Education Technology integration</b>	$r=.346ns$ $p=.135$ W	$r=.339ns$ $p=.144$ W	$r=.611^*$ $p=.004$ S	$r=.478^*$ $p=.033$ M	$r=.474^*$ $p=.035$ M
○ <b>Modular Learning Monitoring</b>	$r=.821^*$ $p=.000$ VS	$r=.710^*$ $p=.000$ S	$r=.731^*$ $p=.000$ S	$r=.554^*$ $p=.011$ M	$r=.493^*$ $p=.027$ M
○ <b>Career Progression</b>	$r=.681^*$ $p=.001$ S	$r=.594^*$ $p=.006$ M	$r=.564^*$ $p=.010$ M	$r=.515^*$ $p=.020$ M	$r=.684^*$ $p=.001$ S

The table shows that the relationship of resiliency and implement for learning has a value of  $r = 0.309$  interpreted as Weak relationship which have a p-value of 0.185 at 0.05 level of significance, therefore resiliency has no significant relationship to implement peer learning. Next, resiliency and conduct a non-violence environment has a value of  $r = 0.424$  interpreted as Moderate relationship which have a p-value of 0.063 at 0.05 level of significance, therefore resiliency has no significant relationship to conduct a non-violence environment. Resiliency and practice honesty and

integrity has a value of  $r = 0.404$  interpreted as Moderate relationship which have a p-value of 0.077 at 0.05 level of significance, therefore resiliency has no significant relationship to practice honesty and integrity. Resiliency and envision and expect good things for all has a value of  $r = 0.696$  interpreted as Strong relationship which have a p-value of 0.001 at 0.05 level of significance, therefore resiliency has a significant relationship to envision and expect good things for all. Resiliency and genuine, caring and kindness must possess total has a value of  $r = 0.650$  interpreted as Strong relationship which have a p-value of 0.002 at 0.05 level of significance, therefore resiliency has a significant relationship to genuine, caring and kindness must possess total

**Table 18. Relationship of teacher’s intentions and engagement on the pedagogical approach in technology and Livelihood Education in terms of Values and Attitudes**

Indicator	Pedagogical Approach – Values & Attitudes				
	IPL	CnVE	PHI	EEGT	GCK
<b>Intentions</b>					
○ <b>Resilience</b>	$r=.309ns$ $p=.185$ W	$r=.424ns$ $p=.063$ M	$r=.404ns$ $p=.077$ M	$r=.696*$ $p=.001$ S	$r=.650*$ $p=.002$ S
○ <b>Preparedness</b>	$r=.796*$ $p=.000$ S	$r=.789*$ $p=.000$ S	$r=.783*$ $p=.000$ S	$r=.505*$ $p=.023$ M	$r=.551*$ $p=.012$ M
○ <b>Positive transformation</b>	$r=.699*$ $p=.001$ S	$r=.815*$ $p=.000$ VS	$r=.892*$ $p=.000$ VS	$r=.615*$ $p=.004$ S	$r=.669*$ $p=.001$ S
<b>Engagement</b>					
○ <b>Education Technology integration</b>	$r=.602*$ $p=.005$ S	$r=.251ns$ $p=.286$ W	$r=.339ns$ $p=.144$ W	$r=.439ns$ $p=.053$ M	$r=.326ns$ $p=.161$ W
○ <b>Modular Learning Monitoring</b>	$r=.377ns$ $p=.101$ W	$r=.440ns$ $p=.052$ M	$r=.470*$ $p=.037$ M	$r=.479*$ $p=.032$ M	$r=.721*$ $p=.000$ S
○ <b>Career Progression</b>	$r=.635*$ $p=.003$ S	$r=.765*$ $p=.000$ S	$r=.710*$ $p=.000$ S	$r=.503*$ $p=.024$ M	$r=.700*$ $p=.000$ S

. Next, relationship of preparedness and implement for learning has a value of  $r = 0.796$  interpreted as Weak relationship which have a p-value of 0.000 at 0.05 level of significance, therefore preparedness has a significant relationship to implement peer learning. Next, preparedness and conduct a non-violence environment has a value of  $r = 0.789$  interpreted as Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore preparedness has a significant relationship to conduct a non-violence environment. preparedness and practice honesty and integrity has a value of  $r = 0.783$  interpreted as Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore preparedness has a significant relationship to practice honesty and integrity. Preparedness and envision and expect good things for all has a value of  $r = 0.505$  interpreted as Moderate relationship which have a p-value of 0.023 at 0.05 level of significance, therefore preparedness has a significant relationship to envision and expect good things for all. Preparedness and genuine, caring and kindness must possess total has a value of  $r = 0.551$  interpreted as Moderate relationship which have a p-value of 0.012 at 0.05 level of significance, therefore preparedness has a significant relationship to genuine, caring and kindness must possess total. Next, relationship of positive transformation and implement for learning has a value of  $r = 0.699$  interpreted as Strong relationship which have a p-value of 0.001 at 0.05 level of significance, therefore positive transformation has a significant relationship to

implement peer learning. Next, positive transformation and conduct a non-violence environment has a value of  $r = 0.815$  interpreted as Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore positive transformation has a significant relationship to conduct a non-violence environment

Positive transformation and practice honesty and integrity has a value of  $r = 0.892$  interpreted as Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore positive transformation has a significant relationship to practice honesty and integrity. Positive transformation and envision and expect good things for all has a value of  $r = 0.615$  interpreted as Strong relationship which have a p-value of 0.004 at 0.05 level of significance, therefore positive transformation has a significant relationship to envision and expect good things for all. Positive transformation and genuine, caring and kindness must possess total has a value of  $r = 0.669$  interpreted as Strong relationship which have a p-value of 0.001 at 0.05 level of significance, therefore positive transformation has a significant relationship to genuine, caring and kindness must possess total.

Relationship of educational technology integration and implement for learning has a value of  $r = 0.602$  interpreted as Strong relationship which have a p-value of 0.005 at 0.05 level of significance, therefore educational technology integration has a significant relationship to implement peer learning.

Next, educational technology integration and conduct a non-violence environment has a value of  $r = 0.251$  interpreted as Weak relationship which have a p-value of 0.286 at 0.05 level of significance, therefore educational technology integration has no significant relationship to conduct a non-violence environment. Educational technology integration and practice honesty and integrity has a value of  $r = 0.339$  interpreted as Weak relationship which have a p-value of 0.144 at 0.05 level of significance, therefore educational technology integration has no significant relationship to practice honesty and integrity. Educational technology integration and envision and expect good things for all has a value of  $r = 0.439$  interpreted as Moderate relationship which have a p-value of 0.053 at 0.05 level of significance, therefore educational technology integration has no significant relationship to envision and expect good things for all. Educational technology integration and genuine, caring and kindness must possess total has a value of  $r = 0.326$  interpreted as Weak relationship which have a p-value of 0.161 at 0.05 level of significance, therefore educational technology integration has no significant relationship to genuine, caring and kindness must possess total. Next, relationship of modular learning and implement for learning has a value of  $r = 0.377$  interpreted as Weak relationship which have a p-value of 0.101 at 0.05 level of significance, therefore modular learning has no significant relationship to implement peer learning. Next, modular learning and conduct a non-violence environment has a value of  $r = 0.440$  interpreted as Moderate relationship which have a p-value of 0.052 at 0.05 level of significance, therefore modular learning has no significant relationship to conduct a non-violence environment. Modular learning and practice honesty and integrity has a value of  $r = 0.470$  interpreted as Moderate relationship which have a p-value of 0.037 at 0.05 level of significance, therefore modular learning has a significant relationship to practice honesty and integrity. Modular learning and envision and expect good things for all has a value of  $r = 0.479$  interpreted as Moderate relationship which have a p-value of 0.032 at 0.05 level of significance, therefore modular learning has a significant relationship to envision and expect good things for all. Modular learning and genuine, caring and kindness must possess total has a value of  $r = 0.721$  interpreted as Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore modular learning has a significant relationship to genuine, caring and kindness must possess total. Next, relationship of webinars and implement for learning has a value of  $r = 0.635$  interpreted as Strong relationship which have a p-value of 0.003 at 0.05 level of significance, therefore webinars has a significant relationship to implement peer learning. Next, webinars and conduct a non-violence environment interpreted as Strong relationship which has a p-value of 0.000, therefore webinars has a significant relationship to conduct a non-violence environment. Webinars and practice honesty and integrity interpreted as Strong relationship which have a p-value of 0.000 at 0.05 level of significance, therefore webinars has a significant relationship to practice honesty and integrity. Webinars and envision and expect good things for all has a value of  $r = 0.503$  interpreted as Moderate relationship which have a p-value of 0.024 at 0.05 level of significance, therefore webinars has a significant relationship to envision and expect good things for all. Webinars and genuine, caring and kindness must possess interpreted as Strong relationship therefore webinars has a significant relationship to genuine, caring and kindness must possess total.

## Summary

This study focused on the Technology and Livelihood Education Teachers' Intention and Engagement on Pedagogical Approach in Technology and Livelihood Education. It aimed to answer the following questions: what are the

Teachers Intentions in Technology and Livelihood Education in terms of resiliency; preparedness; and positive transformation; what are the Teachers Engagement in Technology and Livelihood Education in terms of: education technology integration; modular Learning; and career progression; what are the Pedagogical Approach in Technology and Livelihood Education in terms of Skills: critical and creative thinking; ability to manage; develop cooperation with the students; motivate students to do their best ; and able to deal with conflict; What are the Pedagogical Approach in Technology and Livelihood Education in terms of values/ attitudes: implement peer learning; conduct a non-violence environment; practice honesty and integrity, envision and expect good things for all; and Genuine, caring, and kindness must possess total; Do the teachers' intentions and engagement have significant relationship on the pedagogical approach in technology and Livelihood Education

The questionnaires which has five (5) questions each was used in the collection of data.

The statistical treatment used was mean, standard deviation, Pearson r. The pearson r was used to determine the significant relationship between Teachers' Intention and Engagement on Pedagogical Approach in Technology and Livelihood Education to the TLE secondary Teachers in the District of Victoria, Laguna

Based on the gathered data of this study, the findings of this study were the following: Level of Teachers Intentions in Technology and Livelihood Education in terms of Resiliency, Preparedness and Positive Transformation.

The level of teachers' intentions in technology and livelihood education in terms of resiliency, preparedness, and transformation was -Very Highll.

The Level of Teachers Engagement in Technology and Livelihood Education in terms of Education Technology Integration, Modular Learning and Webinars was -Very Highll.

The Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Critical and Creative Thinking, Ability to Manage, Develop Cooperation with the Student, Motivate Students to do their Best, and Able to Deal with Conflict was -Very Highll.

The Level of Pedagogical Approach in Technology and Livelihood Education in terms of Values/Attitudes as to Implement Peer Learning, conduct a non-violence environment, practice honesty and integrity, envision and expect good things for all, and Genuine, caring, and kindness must possess total was -Very Highll.

Resiliency has a significant relationship to critical and creative thinking as well as develop cooperation. Next, relationship of preparedness with critical and creative thinking, ability to manage, develop cooperation and able to deal with conflicts has is significant. Then, relationship of positive transformation between ability to manage and deal with conflicts is significant.

Relationship of educational technology integration and develop cooperation, motivate to do their best and deal with conflicts is significant. Next, there is a significant relationship of modular learning and critical and creative thinking, ability to manage, develop cooperation of students, motivate to do their best and deal with conflicts. Then, relationship Career progression and critical and creative thinking has interpreted as Strong relationship which have level of significance, therefore webinars have a significant relationship to critical and creative thinking. Next, Career progression and ability to manage, develop cooperation, motivate students to do their best, and deal with conflicts has a significant relationship.

Resiliency has a significant relationship to envision and expect good things for all and genuine, caring and kindness. Next, relationship of preparedness and implement for learning, conduct a non-violence environment, practice honesty and integrity, envision and expect good things for all, and genuine, caring and kindness has a significant relationship. Next, relationship of positive transformation and implement for learning, conduct a non-violence

environment, practice honesty and integrity, envision and expect good things for all, and genuine, caring and kindness has a significant relationship.

Relationship of educational technology integration and implement for learning has a significant relationship. Next, modular learning and practice honesty and integrity, envision and expect good things for all and genuine, caring and kindness must possess total has a significant relationship. Next, relationship of Career progression implement for learning, conduct a non-violence environment, practice honesty and integrity, envision and expect good things for all, and genuine, caring and kindness has a significant relationship.

## Conclusions

Based from the findings above, the following conclusions were drawn.

The level of teachers' intentions in technology and livelihood education in terms of resiliency, preparedness, and transformation was -Very Highll.

The Level of Teachers Engagement in Technology and Livelihood Education in terms of Education Technology Integration, Modular Learning and Webinars was -Very Highll.

The Level of Pedagogical Approach in Technology and Livelihood Education in terms of Skills as to Critical and Creative Thinking, Ability to Manage, Develop Cooperation with the Student, Motivate Students to do their Best, and Able to Deal with Conflict was -Very Highll.

It implies that using Teachers' Intention and Engagement is effective and positively affect Pedagogical Approach in TLE to the TLE secondary Teachers in terms of Skills. Also, It implies that using Teachers' Intention and Engagement is effective and positively affect Pedagogical Approach in TLE to the Technology and Livelihood Education secondary Teachers in terms of values and attitudes

## Recommendations

Based on the conclusions drawn from the study, the following were recommended:

1. Since it was found out that the Teachers' Intention and Engagement have significant relationship on the on Pedagogical Approach in Technology and Livelihood Education to the TLE secondary Teachers, the researcher suggests that teacher may use the different Teachers' Intention and Engagement that can motivate them and improve their performance and also to help the students in the teaching learning process. The researcher also recommends that the teacher must have a wide range of knowledge about the Teachers' Intention and Engagement to be used. And the teacher must find other ways of teaching methods such as adapting new and appropriate techniques and strategies.

2. The researcher also recommends using the Teachers' Intention and Engagement in the appropriate usage so that the teachers do not find difficulties in the teaching learning process. Also, even if using Teachers' Intention and Engagement was not effective, it can still be used in other areas that could help teachers improve.

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