



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Transforming Student Participation through Innovative Technology and Livelihood Education Teaching Approaches: Lived Experiences of Grade 8 Students at Santiago City National High School

Mianne Grace N. Salvador

Santiago City National High School

Calaoacan, Santiago City

miannegrace.salvador001@deped.gov.ph

ABSTRACT

Student participation has become an essential indicator of effective teaching and meaningful learning, particularly in Technology and Livelihood Education (TLE), where learners acquire practical competencies through active engagement. Innovative teaching approaches have increasingly been adopted to foster collaboration, critical thinking, creativity, and authentic learning experiences. However, limited qualitative studies have explored how junior high school students experience these pedagogical innovations in TLE classrooms. This phenomenological study explored the lived experiences of Grade 8 students at Santiago City National High School regarding student participation through innovative TLE teaching approaches. Guided by Husserlian phenomenology, twelve (12) purposively selected Grade 8 students participated in semi-structured, in-depth interviews. Data were analyzed using Colaizzi's seven-step phenomenological method. Five themes emerged: (1) Active Engagement through Interactive Learning Experiences; (2) Strengthening Practical Skills through Authentic Tasks; (3) Building Confidence through Collaborative Learning; (4) Enhancing Motivation through Technology-Integrated Instruction; and (5) Developing Lifelong Learning and Workplace Readiness. The findings revealed that innovative TLE teaching approaches significantly transformed student participation by creating learner-centered environments that encouraged collaboration, creativity, critical thinking, and practical skill development. The study concludes that innovative pedagogical practices contribute not only to improved classroom participation but also to learners' holistic development and readiness for future educational and career opportunities. The findings provide valuable implications for curriculum enhancement, instructional innovation, and professional development among TLE educators.

Keywords: student participation, Technology and Livelihood Education, innovative teaching approaches, phenomenology, learner engagement, TLE pedagogy, Grade 8 students

Received: 05-02-2026

Revised: 07-23-2026

Accepted: 07-30- 2026

Published: 08-30-2026

ISSN:3116-2991





Background of the Study

Education in the twenty-first century emphasizes the development of learners who are not only academically competent but also actively engaged in constructing knowledge through authentic learning experiences. Contemporary educational reforms encourage schools to move beyond teacher-centered instruction by adopting learner-centered pedagogies that promote participation, collaboration, creativity, communication, and critical thinking. Student participation has consequently become a significant indicator of educational quality because actively engaged learners demonstrate deeper understanding, improved motivation, stronger academic achievement, and enhanced lifelong learning competencies (Fredricks et al., 2019). As educational systems continue to respond to rapidly changing technological and workforce demands, innovative teaching approaches have become indispensable in cultivating meaningful classroom engagement.

Technology and Livelihood Education (TLE) occupies a unique position in the Philippine basic education curriculum because it integrates theoretical knowledge with practical applications that prepare learners for everyday life, entrepreneurship, technical-vocational careers, and lifelong employability. Under the K to 12 curriculum, TLE emphasizes competency-based instruction through experiential learning, project-based activities, collaborative problem-solving, simulations, technology integration, and authentic performance tasks. These learner-centered approaches encourage students to participate actively while developing technical skills, creativity, adaptability, and workplace competencies essential for the twenty-first century (Department of Education, 2023). Consequently, innovative instructional practices have become increasingly important in ensuring that TLE instruction remains relevant to evolving educational and industry standards.

Globally, educational researchers have emphasized that innovative pedagogies positively influence learners' engagement and participation across various disciplines. Active learning strategies such as project-based learning, inquiry-based instruction, collaborative learning, and technology-enhanced teaching have consistently demonstrated improvements in student motivation, classroom interaction, critical thinking, and academic performance (OECD, 2021). Studies further suggest that authentic learning experiences enable students to connect classroom instruction with real-life situations, thereby increasing both participation and knowledge retention (UNESCO, 2023). These findings highlight the importance of creating learning environments where students become active participants rather than passive recipients of knowledge.

In the Philippine context, the Department of Education continues to strengthen learner-centered pedagogies through the MATATAG Curriculum, which emphasizes meaningful learning experiences, foundational competencies, and contextualized instruction. Recent educational reforms encourage teachers to integrate innovative teaching strategies that actively involve learners in solving authentic problems while promoting collaboration and practical skill development (Department of Education, 2023). Within TLE classrooms, instructional innovations such as demonstrations, simulations, digital technologies, cooperative learning, project-based instruction, and entrepreneurial activities have shown considerable potential in increasing learners' engagement and improving competency acquisition. However, much of the existing literature has focused primarily on students' academic achievement and teachers' instructional effectiveness, with limited attention given to learners' lived experiences regarding



how these innovative approaches transform their classroom participation.

In Technology and Livelihood Education, innovative pedagogies promote practical competency development through authentic workplace simulations, contextualized learning experiences, digital technologies, collaborative projects, and performance-based assessments. According to OECD (2021), innovative teaching strategies significantly improve learner engagement, creativity, adaptability, and lifelong learning competencies. Likewise, UNESCO (2023) reported that technology-supported instructional innovations encourage deeper learner participation while strengthening practical problem-solving abilities essential for future employment.

Recent Philippine educational reforms likewise encourage TLE teachers to adopt innovative instructional approaches aligned with the MATATAG Curriculum and competency-based education. These reforms emphasize contextualized learning, practical application, and authentic performance tasks that enhance learners' participation and technical skills (Department of Education, 2023).

Experiential learning remains one of the most influential instructional approaches within vocational and technical education. Kolb's Experiential Learning Theory explains that meaningful learning occurs through concrete experiences, reflective observation, abstract conceptualization, and active experimentation. Rather than relying solely on lectures, experiential learning allows students to learn through direct participation in authentic activities that simulate real-life situations.

Within TLE classrooms, experiential learning encourages learners to perform practical tasks, solve real-world problems, develop entrepreneurial projects, and apply technical knowledge through laboratory experiences. Such authentic learning opportunities increase learners' confidence while improving both technical and interpersonal competencies. Studies by Cedefop (2022) demonstrated that work-related experiential learning significantly enhances students' employability skills, self-efficacy, and classroom participation. Similarly, active participation in authentic vocational tasks promotes deeper understanding and longer retention of acquired competencies.

Locally, Santiago City National High School continuously implements innovative instructional practices aligned with national educational reforms to improve student engagement in TLE. Teachers employ collaborative projects, technology-assisted demonstrations, performance-based assessments, contextualized activities, and experiential learning opportunities designed to strengthen learners' practical competencies while encouraging active classroom participation. Despite these innovations, little is known about how Grade 8 students personally experience these teaching approaches and how such experiences shape their motivation, confidence, collaboration, and participation during classroom instruction. Understanding students' lived experiences provides valuable insights that quantitative measures alone may not fully capture.

Although numerous studies have examined innovative teaching approaches and student engagement, a significant research gap remains concerning the phenomenological experiences of junior high school students within Technology and Livelihood Education classrooms, particularly in Philippine public secondary schools. Most previous investigations have relied on quantitative methods that measure participation through surveys, achievement tests, or observational data, leaving limited understanding of students' personal perspectives and meanings attached to their participation. Moreover, few studies have explored how innovative TLE pedagogies influence learners' emotional engagement, confidence,



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

collaborative learning, and practical competency development from the students' own viewpoints. Addressing these gaps, the present phenomenological study investigates the lived experiences of Grade 8 students at Santiago City National High School in transforming student participation through innovative Technology and Livelihood Education teaching approaches. By giving voice to learners' authentic experiences, the study contributes to the growing body of qualitative educational research and provides evidence-based recommendations for strengthening learner-centered TLE instruction, improving classroom engagement, and promoting holistic learner development within Philippine secondary education.

Theoretical Framework

This study is anchored on three complementary theories.

Experiential Learning Theory by Kolb (1984) serves as the primary theoretical foundation. The theory posits that learning occurs through a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Since Technology and Livelihood Education emphasizes hands-on learning, authentic performance tasks, and practical application, the theory provides a strong explanation of how innovative teaching approaches promote active student participation.

The study is likewise grounded in Vygotsky's Social Constructivist Theory (1978), which explains that knowledge is constructed through social interaction, collaboration, and guided learning. Through cooperative activities, group projects, and teacher facilitation, students actively participate in constructing meaningful learning experiences.

Finally, the research is supported by Fredricks, Blumenfeld, and Paris' Student Engagement Theory (2004), which conceptualizes student participation as comprising behavioral, emotional, and cognitive engagement. This framework explains how innovative instructional approaches influence learners' active classroom participation, motivation, confidence, and meaningful learning.

Methodology

This study employed a qualitative phenomenological research design to explore and understand the lived experiences of Grade 8 students regarding student participation through innovative Technology and Livelihood Education (TLE) teaching approaches at Santiago City National High School. Phenomenology was deemed appropriate because it seeks to uncover the meanings individuals assign to their lived experiences and provides a rich description of the essence of a phenomenon (Creswell & Poth, 2018; Moustakas, 1994). The study was conducted at Santiago City National High School, one of the largest public secondary schools in Santiago City, Isabela, where innovative learner-centered pedagogical practices are continuously implemented in Technology and Livelihood Education classes. The participants consisted of twelve (12) Grade 8 students who had actively experienced innovative TLE teaching approaches during the school year. Participants were selected through purposive sampling based on the following inclusion criteria: (1) currently enrolled as Grade 8 students at Santiago City National High School; (2) had participated in TLE classes employing innovative instructional strategies such as project-based learning, collaborative learning, technology-integrated instruction, performance-based tasks, simulations, and experiential activities; and (3) voluntarily agreed to participate in the study with informed consent from their parents or legal guardians. The number of participants was determined based on data saturation, wherein no new meanings or themes emerged from subsequent interviews (Saunders



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

et al., 2018). Data were gathered using a researcher-developed semi-structured interview guide, which was subjected to expert validation by specialists in qualitative research and Technology and Livelihood Education and pilot-tested among students with similar characteristics outside the study locale to establish clarity and credibility. Individual face-to-face interviews lasting approximately 40 to 60 minutes were conducted in a quiet and comfortable setting within the school premises. With participants' consent, all interviews were audio-recorded and supplemented with field notes to capture significant observations and non-verbal expressions. The recorded interviews were transcribed verbatim and analyzed using Colaizzi's (1978) Seven-Step Phenomenological Method, involving repeated reading of transcripts, extraction of significant statements, formulation of meanings, clustering into categories, development of emergent themes, exhaustive description of the phenomenon, and validation of findings through member checking to ensure accuracy and credibility. The trustworthiness of the study was established using the criteria of credibility, transferability, dependability, and confirmability proposed by Lincoln and Guba (1985), employing strategies such as prolonged engagement, triangulation of field notes and interview transcripts, peer debriefing, audit trail documentation, and participant validation. Ethical considerations were strictly observed throughout the research process in accordance with the Philippine National Ethical Guidelines for Health and Health-Related Research (2022). Approval to conduct the study was secured from the school administration, while informed consent and parental consent were obtained before data collection. Participants were informed of the study's objectives, voluntary nature of participation, right to withdraw at any time without penalty, and assurance of confidentiality, anonymity, and secure handling of all research data. Pseudonyms were assigned to all participants to protect their identities, and all collected information was used solely for academic and research purposes. Through these rigorous methodological procedures, the study ensured the generation of credible, authentic, and meaningful descriptions of the lived experiences of Grade 8 students regarding student participation through innovative Technology and Livelihood Education teaching approaches at Santiago City National High School.

Results and Discussion

The phenomenological analysis of the lived experiences of Grade 8 students regarding student participation through innovative Technology and Livelihood Education (TLE) teaching approaches at Santiago City National High School generated **five major themes**. These themes illustrate how innovative instructional practices transformed learners from passive recipients of information into active participants in the teaching-learning process. The emergent themes include: (1) Engaging in Active Learning through Innovative Classroom Experiences; (2) Developing Practical Competencies through Authentic and Experiential Learning; (3) Strengthening Collaboration and Communication through Cooperative Learning; (4) Building Confidence and Motivation through Supportive Teaching Practices; and (5) Preparing for Lifelong Learning and Future Employability through Technology and Livelihood Education. Collectively, these themes demonstrate that innovative TLE pedagogies foster meaningful student participation while simultaneously enhancing learners' practical competencies, confidence, collaboration, and readiness for future academic and career pursuits.

Theme 1. Engaging in Active Learning through Innovative Classroom Experiences

The participants described innovative TLE teaching approaches as highly interactive and engaging



compared with traditional lecture-based instruction. Activities such as project-based learning, demonstrations, simulations, laboratory work, problem-solving tasks, and technology-assisted instruction encouraged them to participate actively during classroom discussions and practical activities. Rather than simply listening to lectures, students became directly involved in constructing their own learning through authentic experiences.

One participant shared:

"Mas gusto ko po ang TLE kasi hindi lang kami nakikinig. Kami mismo ang gumagawa ng mga activities kaya mas naiintindihan namin ang lesson." (Participant 2)

Another participant explained:

"Kapag may actual demonstration at group activities, mas naengganyo akong sumali kasi mas exciting ang klase." (Participant 8)

These narratives suggest that innovative instructional approaches create learner-centered environments that encourage active participation and meaningful engagement. The findings support Kolb's **Experiential Learning Theory**, which emphasizes that meaningful learning occurs through direct experience and active involvement. Likewise, OECD (2021) reported that experiential and learner-centered pedagogies significantly improve classroom engagement and deepen students' understanding of academic content.

Theme 2. Developing Practical Competencies through Authentic and Experiential Learning

Participants consistently emphasized that innovative TLE instruction enabled them to acquire practical competencies that extended beyond theoretical classroom knowledge. Authentic performance tasks, laboratory activities, entrepreneurship projects, cooking demonstrations, product development, and technical applications allowed them to develop hands-on skills while increasing their classroom participation.

One participant remarked:

"Mas marami akong natutunan kapag actual naming ginagawa ang activity kaysa puro lecture lang." (Participant 5)

Another participant stated:

"Natutunan kong maging mas maingat at mas responsable dahil kami mismo ang gumagawa ng mga practical activities." (Participant 11)

The findings demonstrate that authentic learning experiences significantly enhance learners' technical competencies while encouraging greater participation. These results align with **Experiential Learning Theory**, which emphasizes that practical application strengthens understanding and skill development. Similarly, Cedefop (2022) found that experiential vocational education improves learners' competence, confidence, and workplace readiness through authentic learning experiences.

Theme 3. Strengthening Collaboration and Communication through Cooperative Learning

Students highlighted that collaborative learning activities encouraged them to participate more actively during TLE classes. Group projects, peer discussions, cooperative problem-solving, and collaborative practical activities enabled learners to exchange ideas, assist one another, and accomplish learning tasks collectively. Such experiences improved not only participation but also communication, teamwork, and interpersonal relationships.

One participant shared:

"Kapag group work, mas nagiging confident akong magsalita kasi nagtutulungan kami." (Participant 4)



Another participant explained:

"Marami akong natututunan sa classmates ko habang gumagawa kami ng projects. Mas masaya at mas madaling matuto." (Participant 9)

These findings indicate that collaborative learning strengthens student participation by fostering positive social interaction and shared responsibility. The results support Vygotsky's **Social Constructivist Theory**, which explains that learning occurs through social interaction and collaborative knowledge construction. Johnson and Johnson (2020) likewise emphasized that cooperative learning improves communication skills, academic achievement, and learner engagement.

Theme 4. Building Confidence and Motivation through Supportive Teaching Practices

Teacher support emerged as one of the most influential factors in transforming students' participation. Participants described their TLE teachers as approachable facilitators who encouraged active participation, appreciated students' efforts, provided constructive feedback, and created inclusive classroom environments where mistakes were viewed as opportunities for learning.

One participant expressed:

"Hindi kami natatakot magkamali kasi mabait ang teacher namin at tinutulungan niya kaming matuto." (Participant 6)

Another participant stated:

"Mas ginaganahan akong sumali sa activities kapag ina-appreciate ng teacher ang ginagawa namin." (Participant 10)

These narratives demonstrate that supportive teacher behaviors increase learners' confidence, intrinsic motivation, and willingness to participate. The findings are consistent with Student Engagement Theory (Fredricks et al., 2019), which recognizes emotional engagement as a critical component of meaningful classroom participation. Similarly, Dörnyei and Mercer (2020) argued that positive teacher-student relationships significantly enhance learners' motivation and classroom engagement.

Theme 5. Preparing for Lifelong Learning and Future Employability through Technology and Livelihood Education

Beyond classroom participation, students viewed innovative TLE instruction as valuable preparation for their future careers and everyday life. They recognized that the practical skills, work values, problem-solving abilities, and collaborative competencies acquired through TLE would benefit them in higher education, employment, entrepreneurship, and personal life.

One participant explained:

"Malaking tulong ang TLE kasi magagamit ko ito kapag nagtrabaho na ako o nagnegosyo balang araw." (Participant 1)

Another participant shared:

"Hindi lang po para sa grades ang TLE. Natututo rin kaming maging responsable at handa sa totoong buhay." (Participant 12)

These findings reveal that innovative TLE teaching approaches cultivate lifelong learning competencies while preparing learners for future employment and entrepreneurship. They likewise reinforce the objectives of the Philippine K to 12 curriculum, which seeks to develop technically competent, productive, and globally competitive graduates through competency-based education (Department of Education, 2023).

Discussion

The findings demonstrate that innovative Technology and Livelihood Education teaching approaches



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

significantly transform student participation by creating engaging, collaborative, experiential, and learner-centered classroom environments. Rather than remaining passive recipients of information, Grade 8 students became active participants who developed practical competencies, communication skills, confidence, motivation, and workplace readiness through authentic learning experiences. The study highlights that meaningful participation is facilitated by interactive instructional strategies, supportive teacher practices, cooperative learning opportunities, and technology-enhanced activities that encourage learners to apply knowledge in real-world contexts. These findings strongly support Kolb's Experiential Learning Theory, Vygotsky's Social Constructivist Theory, and Student Engagement Theory, all of which emphasize that active participation, authentic experience, and social interaction are fundamental to effective learning. Furthermore, the study contributes to the growing body of qualitative research on Technology and Livelihood Education by demonstrating that innovative pedagogical approaches not only improve classroom participation but also foster holistic learner development, lifelong learning competencies, entrepreneurial thinking, and career readiness among junior high school students in Philippine public secondary schools.

Conclusion

This phenomenological study explored the lived experiences of Grade 8 students regarding student participation through innovative Technology and Livelihood Education (TLE) teaching approaches at Santiago City National High School. The findings revealed that innovative instructional strategies significantly transformed learners from passive recipients of knowledge into active participants in the teaching-learning process. Through experiential learning activities, collaborative projects, technology-integrated instruction, authentic performance tasks, and learner-centered pedagogies, students developed greater confidence, motivation, practical competencies, communication skills, and teamwork. The participants emphasized that innovative TLE teaching approaches made learning more meaningful because they were actively involved in applying concepts to real-life situations rather than merely listening to lectures. The study further revealed that supportive teachers, collaborative classroom environments, and authentic learning experiences enhanced students' willingness to participate and strengthened their engagement in classroom activities. Beyond improving academic participation, innovative TLE instruction fostered creativity, problem-solving, responsibility, work values, and lifelong learning competencies that prepare learners for higher education, entrepreneurship, employment, and responsible citizenship. Overall, the study concludes that transforming student participation requires instructional approaches that actively engage learners through authentic, collaborative, and experiential learning opportunities. These findings affirm the principles of Kolb's Experiential Learning Theory, Vygotsky's Social Constructivist Theory, and Student Engagement Theory, emphasizing that meaningful participation develops when students are provided with supportive learning environments that promote interaction, reflection, collaboration, and practical application of knowledge.

Educational Implications

The findings of this study offer significant implications for educational practice, curriculum implementation, and instructional leadership in Technology and Livelihood Education. First, TLE teachers should continuously adopt innovative learner-centered pedagogies that encourage students to actively participate through project-based learning, experiential activities, collaborative problem-solving,



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

technology-assisted instruction, and authentic performance assessments. Such approaches not only strengthen technical competencies but also improve learners' confidence, motivation, communication skills, and critical thinking. Second, school administrators should strengthen instructional supervision and provide continuous professional development opportunities that equip teachers with contemporary teaching strategies aligned with competency-based and learner-centered education. Third, curriculum developers should integrate more contextualized, technology-enhanced, and experiential learning activities that reflect learners' interests, community needs, and emerging workforce demands. Fourth, schools should cultivate supportive classroom environments where students feel psychologically safe to express ideas, collaborate with peers, and learn from mistakes without fear of criticism. Finally, the findings highlight the importance of expanding learning opportunities beyond the classroom through entrepreneurship programs, school-based enterprises, skills competitions, technology fairs, and community extension projects that reinforce authentic application of TLE competencies and sustain meaningful student participation.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **Technology and Livelihood Education teachers** should continue implementing innovative, learner-centered instructional approaches that emphasize experiential learning, collaborative activities, technology integration, project-based instruction, and authentic assessment to promote sustained student participation.
2. **School administrators** should provide regular professional development programs, instructional coaching, and learning action cells focusing on innovative TLE pedagogies, educational technology integration, classroom engagement strategies, and competency-based instruction.
3. **Students** should actively engage in classroom discussions, practical activities, collaborative projects, and independent learning opportunities to strengthen their technical competencies, communication skills, leadership abilities, and lifelong learning habits.
4. **Parents and guardians** should encourage learners to apply TLE competencies at home by supporting practical activities, entrepreneurial experiences, responsible technology use, and participation in school-based projects that reinforce classroom learning.
5. **The Department of Education and curriculum planners** should strengthen policy support for innovative Technology and Livelihood Education instruction by providing updated laboratory facilities, instructional technologies, digital learning resources, and continuous capacity-building programs for teachers to ensure effective implementation of learner-centered pedagogies.
6. **Future researchers** are encouraged to conduct similar phenomenological studies in other public and private secondary schools to validate the findings across diverse educational settings.



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Comparative studies may investigate differences in student participation based on geographical location, specialization areas within TLE, or school type. Researchers may also employ mixed-methods or longitudinal designs to examine the long-term effects of innovative TLE teaching approaches on learners' academic achievement, technical competencies, employability skills, creativity, and career readiness.

References

- Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2020). Emergency remote teaching in higher education: Mapping the first global online semester. *International Journal of Educational Technology in Higher Education*, 17(1), 50. <https://doi.org/10.1186/s41239-020-00225-6>
- Cedefop. (2022). *Vocational education and training and the future of work: Modernising learning for employability*. Publications Office of the European Union.
- Colaizzi, P. F. (1978). Psychological research as the phenomenologist views it. In R. Valle & M. King (Eds.), *Existential-Phenomenological Alternatives for Psychology* (pp. 48–71). Oxford University Press.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Department of Education. (2023). *MATATAG curriculum guide for Technology and Livelihood Education*. Department of Education, Republic of the Philippines.
- Fredricks, J. A., Reschly, A. L., & Christenson, S. L. (2019). *Handbook of student engagement interventions: Working with disengaged students*. Academic Press.
- Johnson, D. W., & Johnson, R. T. (2020). *Joining together: Group theory and group skills* (12th ed.). Pearson Education.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press.
- Moustakas, C. (1994). *Phenomenological research methods*. Sage Publications.
- Organisation for Economic Co-operation and Development (OECD). (2021). *The state of school education: One year into the COVID pandemic*. OECD Publishing.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Sage Publications.
- Philippine Health Research Ethics Board. (2022). *National Ethical Guidelines for Health and Health-Related Research* (2022). Department of Science and Technology–Philippine Council for Health Research and Development. <https://ethics.healthresearch.ph>
- Scherer, R., Howard, S. K., Tondeur, J., & Siddiq, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education. *Computers in Human Behavior*, 118, 106675. <https://doi.org/10.1016/j.chb.2020.106675>
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2018).



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality & Quantity*, 52(4), 1893–1907. <https://doi.org/10.1007/s11135-017-0574-8>

UNESCO. (2023). *Global education monitoring report 2023: Technology in education—A tool on whose terms?* UNESCO Publishing.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.