

Entrepreneurial and Work-Self-Efficacy and Teaching Performance of Technology and Livelihood Education Teachers

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Abstract

This study determined the entrepreneurial and work self-efficacy and its relation to the teaching performance of Technology and Livelihood Education (TLE) teachers in selected secondary schools in Tacloban City for the School Year 2021-2022, Specifically, to determine the teachers' profile of the respondents in terms of gender, civil status, age, monthly salary, educational attainment, length of service as TLE teacher, academic rank, obtaining a National Certificate, and number of relevant training and seminars attended; the level of the respondents' entrepreneurial self-efficacy along of risk-taking, innovation, management, and financial control, the level of the respondent's work self-efficacy in terms of self-confidence, motivation, teamwork, and productivity, the level of teachers' teaching performance in Technology and Livelihood Education (TLE) teachers, and finally, if there is a significant relationship between the teachers' profile and their entrepreneurial self-efficacy, and work self-efficacy; if there is a significant relationship between the teachers' teaching performance in Technology and Livelihood Education (TLE) and their profile, entrepreneurial self-efficacy, and work self-efficacy.

Keywords: *Entrepreneurial self-efficacy, Work self-efficacy, Teaching performance, Technology and Livelihood Education (TLE) teachers*

1. Introduction

The paradigm of education is shifting from traditional towards entrepreneurial skills due to the importance of education as one of the main promoters of Sustainable Development Goals(SDG) (Del Carmen, 2021; UNESCO 2018). The importance of entrepreneurs and entrepreneurship to influence the overall wellbeing of humans has attracted the attention of governments, and they have taken proactive actions to develop and inculcate entrepreneurial thought, particularly through education (Rae, 2001; Politis, 2005).

Entrepreneurial self-efficacy is a personal motivation factor that enables teachers to engage in entrepreneurship and persist in the face of challenges and difficulties associated with a new venture creation and management (Kumar, 2007; Wilson, Kickul & Marlino, 2007; Shane, Lock & Collins, 2003). Teachers with high entrepreneurial self-efficacy are more likely to explore entrepreneurial opportunities, exert effort encountering with uncertainties and difficulties, and persist to achieve their vision (Zhao, Seibert & Hills, 2005; Erikson, 2003).

Teachers' entrepreneurial self-efficacy can be constructed and developed through entrepreneurship trainings (Fayolle, Gailly, & Lassas-Clerc, 2006; Rae & Carswell, 2000). Numerous entrepreneurship education and programs have been developed to create and improve teacher's sense of entrepreneurial self-efficacy.

Salamon, Eszter and Verboon, Fred (2020) "Entrepreneurial Skills and Competency in Learning, Teaching and School Leadership in the Digital Age." Where the idea that is the digital age, school leaders and teaching need to formulate and promote new roles and competencies that will meet quality education

Teachers' work self-efficacy has been shown to be a significant component in the effectiveness of their teaching activities, as it is a potent motivator that influences how they behave in the classroom and how much work they put in (Klassen et al., 2009; Klassen & Tze, 2014). Professional development keeps teachers informed about new research, how children learn, emerging technology tools for the classroom, and new curriculum resources; however, effective professional development allows educators to develop the competencies, such as the knowledge and skills, they need to address students' learning challenges. This requires intentional design, thorough implementation, and feedback to ensure that it meets the learning goals of educators.

Teacher work self-efficacy has been defined as the combination of teacher's perceived abilities to successfully play specific tasks of a teacher in a particular context and effectively instill desired behaviors, skills, and competencies in students (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). While teacher efficacy reflects the specific personal abilities for teaching, teaching efficacy indicates abilities of a teacher to affect learning environment and influence students' motivation and achievement. Teacher efficacy has influential impacts on their instructional behaviors. Work Self-efficacy has also significant impacts on teacher's behavior and performance in the process of delivering instructions such as considering students' needs, applying various student-centered and innovative teaching methods, spending more efforts to

teach difficult and unmotivated students, and considering students' mistakes as a part of learning process (Adedoyin, 2010; Chan, Tan & Khoo, 2007; Ho & Hau, 2004).

According to Lederman and Niess (2017), personality traits, pedagogical knowledge, behavior toward student learning, mastery of competencies, professional decision-making, and pedagogical content knowledge are some of the factors that influence teaching effectiveness. Teachers' own values also influence their goals and actions at school. Furthermore, values can contribute to one's subjective well-being and sense of self-efficacy. Teachers' self-efficacy, or their confidence in their ability to effectively handle the tasks, obligations, and obstacles associated with their professional activity, has a significant impact on essential academic results.

The Department of Education issued DepEd Order No. 22, series 2021 pursuant to pertinent provisions of Republic Act (RA) No. 10922 or the economic and Financial Literacy Act of 2016 and RA 10679 or the Youth Entrepreneurship Act of 2015. The policy aims to intensify the integration of Financial Education in the K to 12 Basic Education Curriculum in various disciplines across grade levels. It targets to enhance the financial literacy and financial capability of all learners, public school teachers, and DepEd personnel to make sound financial decisions that lead to financial health and financial inclusion.

Republic Act No. 10679 or the Youth Entrepreneurship Act, states that the promotion of entrepreneurship and financial literacy program shall be inculcated in all levels of education nationwide. Consistent with RA10533 or the "Enhanced Basic Education Act", the DepEd shall ensure that the K to 12 Curriculum shall be supported by programs on entrepreneurship and financial literacy.

In the Philippines, Gregorio (2016) found out that TLE teachers experience problems which include lack of teaching strategies, lack of trainings related to area of specialization, having no capital investment, planning of TLE subjects does not include allowance for contingencies for instructional facilities and teaching strategies, and unrepaired equipment due to absence/lack of budget. The schools also have inadequate instructional facilities and materials, thus, the TLE teachers are forced to encourage their students to practice working if they have the tool or material at home, to buy their own materials, and solicit from community alumni by posting in a social media the tools or materials the school needs.

Indeed, the phase of the teacher's life, particularly, those teaching Technology Livelihood Education (TLE), is often ignored and taken for granted by many-a-student today without realizing the significant contribution of TLE subject to their life. The need to reflect on and recognize the situation of our field instructions is an existent reality that must be addressed. TLE teachers must believe that TLE subjects are practical and effective solutions to the needs of a poor society like ours, and that teaching TLE subjects is critical in equipping our youth with the knowledge, skills, and proper attitudes toward work necessary to ensure the development and wise use of our country's resources.

In the context of entrepreneurship, self-efficacy has been mostly applied in order to explain entrepreneurial attitude and intention of teachers and students (Wilson, Kickul &

Marlino, 2007; Zhao, Seibert & Hills, 2005) and there are few researches about teachers' entrepreneurial self-efficacy in DepEd Tacloban City Division. Particularly, little empirical evidence exists on measuring teachers' entrepreneurial and work self-efficacy, hence, the conduct of this study is necessary which is focused on the entrepreneurial and work self-efficacy and its relation to the teaching performance of Technology and Livelihood Education (TLE) Teachers.

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter contains the review of related literature and studies that are relevant to the present study. This chapter also reviews the different concepts, theories, and studies on which the conceptual framework of the study was based. Several main sources were considered, especially those related to entrepreneurial and work self-efficacy and its relation to the teaching performance of Technology and Livelihood Education (TLE) teachers.

Related Literature

In recent years, many countries have come up against problems of unemployment and many have plunged into a mission of creating new business opportunities for their citizens. Unemployment has compelled countries to find ways to enable their citizens to become self-employed. Under these circumstances, the concepts of entrepreneurship and entrepreneurship education are now appearing in educational curriculums in many countries. As such, it is seen as a basis for developing social and economic well-being in the European Union (EU). Therefore, to a large extent, the contribution of entrepreneurship and entrepreneurship education at the EU level is emphasized (European Commission, 2006; European Commission, 2010). Entrepreneurship is viewed as an important factor with regard to economic growth in a national economy (Minniti & Lévesque, 2010; Zalan & Lewis, 2010). In this regard, employers want their employees to possess entrepreneurial characteristics (Ali, Lim, Ismail, Abdul Rahim, Isa, & Ismail, 2014).

As a concept, entrepreneurship is defined as the individual ability to find a business idea and transform it into practice (European Commission, 2011). It can be said that, until recently, entrepreneurship education has not become widespread in the general context of education (Haara & Jenssen, 2016). However, the increasing importance of entrepreneurship in the education sector is becoming widespread (Haara & Jenssen, 2016). One of the priority efforts in the EU has been to develop entrepreneurship education in teacher education (GHK, 2011). Moreover, from the EU perspective, teacher education is not, as yet, fully incorporated into most national strategies and does not form part of teachers' continuing professional development (European Training Foundation, 2010). In this sense, entrepreneurship is included in European Commission Reports as a priority area at all levels of teacher education (European Commission, 2011, 2013). In primary and secondary teacher education in particular, there are no courses that will improve information and skills to pre-service teachers about entrepreneurship and innovation; it is merely recommended that trainee teachers learn about subjects regarding entrepreneurship and innovation (Kleppe, 2002). On the other hand, many countries are facing a shrinking global job market with economic indicators showing that this will increase the

problems faced by students in the future. Therefore, it can be said that students need to be ready for such difficulties encountered in their later life. Consequently, it is recommended that such preparation should primarily start from the teacher education curriculum (Correia, Wang, & Baran, 2010).

Teacher work self-efficacy has become one of the main focuses of educators and researchers because of the prominent roles that teachers play in the whole process of teaching and learning (Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Research into teacher self-efficacy is specifically crucial in developing countries because tremendous amount of money has been allocated to educational system and “teachers have to be accountable for the academic development of their pupils” (Adedoyin, 2010, p. 141). In Malaysia, a growing body of research has recently concentrated on measuring teacher self-efficacy (Wah, 2007). However, there exists relatively little consensus among scholars on conceptual definition and measurement of teacher self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Teacher self-efficacy has been defined as the combination of teacher’s perceived abilities to successfully play specific tasks of a teacher in a particular context and effectively instill desired behaviors, skills, and competencies in students (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). While teacher efficacy reflects the specific personal abilities for teaching, teaching efficacy indicates abilities of a teacher to affect learning environment and influence students’ motivation and achievement. Teacher efficacy has influential impacts on their instructional behaviors. It is argued that teacher self-efficacy highly affects teachers’ motivation and preparation to teach such as selection into teaching a specific subject, enthusiasm to teach effectively, and expending time to choose, plan, and organize instruction (Bayraktar, 2011; Adedoyin, 2010; Tschannen-Moran & Woolfolk Hoy, 2001). Self-efficacy has also significant impacts on teacher’s behavior and performance in the process of delivering instructions such as considering students’ needs, applying various student-centered and innovative teaching methods, spending more efforts to teach difficult and unmotivated students, and considering students’ mistakes as a part of learning process (Adedoyin, 2010; Chan, Tan & Khoo, 2007; Ho & Hau, 2004). It also influences teachers’ interactions with their students and colleagues, specifically in case of encountering conflicts (Adedoyin, 2010).

Furthermore, teacher’s efficacy improves students’ motivation, self-efficacy, learning, and achievement (Adedoyin, 2010; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Therefore, teachers with high sense of self-efficacy are more likely to be successful in providing an effective learning environment and developing students’ knowledge and skills. Importantly, teachers’ and students’ efficacy are reciprocally related (Bayraktar, 2011). That is, “Low teacher efficacy leads to low student efficacy and low academic achievement, which in turn leads to further decline in teacher efficacy” (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998, p. 222). Various personal and contextual factors contribute to teacher efficacy formation and development which should be identified if teacher educators are to develop a strong sense of efficacy in teachers (Tschannen-Moran & Johnson, 2011; Tschannen-Moran & Woolfolk Hoy, 2007; Wah, 2007).

Accordingly, entrepreneurship scholars adopted teacher self-efficacy in order to improve teachers’ effectiveness in teaching entrepreneurship (Peltonen, 2008) and students’ intention and

competence to become successful entrepreneurs (Barbosa, Gerhardt & Kickul, 2007; Wilson, Kickul & Marlino, 2007; Segal, Borgia & Schoenfeld, 2005; Zhao, Seibert & Hills, 2005). However, there is an ongoing debate among entrepreneurship educators and researchers on the conceptual definition of entrepreneurship, whether it can basically be taught, to what extent it can be taught (Matlay, 2008; Anderson & Jack, 2008; Heinonen, 2007; Klein & Bullock, 2006; Fiet, 2000), and which specific competencies teachers require to teach entrepreneurship (Peltonen, 2008; Gibbs, 2002). While many scholars believe that both entrepreneurship science (management and business skills) and art (innovativeness and creativity) can be taught, there are some researchers who argue that current entrepreneurship teaching methods failed to cultivate specific entrepreneurial competencies in students (Heinonen & Poikkijoki, 2006; Henry et al., 2005b; Gibbs, 2002). These critical questions faced entrepreneurship teachers with serious challenges such as selection of effective instruction and assessment methods and engaging students in the process of learning that may reduce their sense of ability to successfully teach entrepreneurship (Heinonen, 2007; Smith, Collins & Hannon, 2006; Edwards & Muir, 2005; Gibbs, 2002; Fiet, 2000). To successfully deal with these challenges and develop entrepreneurial competencies in students, therefore, entrepreneurship teachers need to be strongly efficacious in influencing students' entrepreneurial learning process. However, our understanding about entrepreneurship teacher's efficacy, the sources that build their sense of teaching efficacy, and the contextual factors that affect their teaching efficacy formation and development is limited (Peltonen, 2008; Gibbs, 2002).

The education sector in the country is supervised by three (3) government agencies: The Department of Education (DepEd) for basic education (from kinder up to senior high school), the Commission on Higher Education (CHED) for tertiary and graduate education (college and graduate school), and the Technical Education and Skills Development Authority (TESDA) for various technical-vocational education and trainings.

To comprehend the current educational landscape in the Philippines, it is important to go a few steps back and start. Itao (2020) reported that the country's education sector was already a boiling pot of issues. We do not have to look that far to see what some of these issues are. We can begin from the basic education level.

Self-efficacy beliefs are an important aspect of human motivation and behaviour as well as influence the actions that can affect one's life. Regarding self-efficacy, Bandura (1977) explained that it "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" More simply, self-efficacy is what an individual believes he or she can accomplish using his skills under certain circumstances. Self-efficacy has been thought to be a task-specific version of self-esteem. The basic principle behind self-efficacy theory is that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not.

The basic idea behind the self-efficacy theory is that performance and motivation are in part determined by how effective people believe they can be. The theory is clearly illustrated in the following quote by Mahatma Gandhi: *"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."* According to Bandura

(1977), performance outcomes, or past experiences, are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform the given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task. Teachers with higher self-efficacy are more likely to be effective in their classrooms by exhibiting enthusiasm for teaching, being open to students' ideas, using innovative instrumental methods that reflect their instruction, and motivating students to learn.

Related Studies

In the study made by Gregorio (2016), the researcher covered 8 general secondary and 3 technical vocational schools in the Division of Catanduanes with an actual size of 113 respondents. The results of her study revealed that technical vocational teachers are greater in number when it comes to relevant seminars/training, NC II level and TM 1 compared to the general secondary teachers. More general secondary teachers who teach TLE subjects which is not his major area of specialization than technical vocational teachers. Available equipment, materials and facilities do not conform to the recommended numbers which are required to support the needs of the students who enrolled in the TLE subject and several problems being experienced by the teachers in the absence of the required facilities in school but they have some remedial measures done in order to facilitate the lesson well.

In the school, teachers are expected to perform with the competencies to be effective in the learning process, update and upgrade their knowledge in technology suited to the purpose and objectives of education (Aquino & Manuel, 2018). However, in the study of Elli and Ricafort (2020), they found out that there are considerate number of teachers may have the limited opportunity to undergo skills training by their respective schools due to insufficient MOOE, just like in the schools of Division of Sorsogon City, Bacon District, which was their research locale.

Aquino and Manuel (2018) concluded that the TLE teachers are professionals whose expertise derive or honed through constant practice which is usually associated with highest educational attainment, years of teaching experience, field of specialization and number of training relevant to TLE subjects. In their study, they found that the extent of manifestation of work attitudes of TLE teachers along punctuality, honesty, respect, commitment and cooperation were within the range of very highly manifested. Thus, teaching experiences and number of relevant training of the TLE teachers are necessary to increase their competency level and content knowledge. They recommended that TLE teachers should be encouraged and motivated to pursue higher levels of education in order to update and upgrade themselves specially, along their present position by undergoing more relevant training, and attending advanced courses or obtaining higher degrees. Also, they said that TLE teachers should give more emphasis on the provision of adequate tools and equipment especially in the areas of Home Economics, Agricultural and Fishery Arts, Industrial Arts and ICT since they could be best learned by actual performance.

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TESDA offers skills training for entrepreneurs in order to utilize the innate skills of entrepreneurship but still they cannot hit the primary solution to Small-medium enterprise. Work experience has also been found to enhance professional and social networks that help with accessing financial resources. Work experience is any experience that a person gains while working in a specific field or occupation.

Based on the relevance of self-efficacy for teaching effectiveness and students' academic achievement, future research may also address the role of other variables in influencing teachers' self-efficacy. For example, it would be of great interest to expand the study of teachers' self-efficacy by considering their emotional intelligence (Magnano, et al., 2017) and organizational mindfulness (Magnano, et al., 2017).

Research on efficacy of teacher suggests that behaviours such as persistence on a task, risk taking, and use of innovations are related to degrees of efficacy Highly efficacious teachers have been found to be more likely to use inquiry and student-centred teaching strategies, while teacher with a low sense of efficacy are more likely to use teacher-centred strategies, such as lecture and reading from the text. In classrooms where teachers have high levels of teaching efficacy, high levels of learning occur.

Research interest in human capital attributes is reflected in the numerous studies that have applied the personal characteristics and entrepreneurial characteristics leading to entrepreneur's success.

Teachers with confidence in carrying out their primary tasks are believed to possess high self-efficacy that could lead to positive outcomes. The self-efficacy of a teacher is defined as a teacher's judgement on her capabilities to bring about the desired outcomes of students who may be difficult or unmotivated. Their self-efficacy in teaching relates to their instructional practices and the achievement of students. Teachers with higher self-efficacy tend to experiment with methods of instruction, seek improved teaching methods, and experiments with instructional materials. The teachers with lower levels of self-efficacy are believed to be related to the student's lower levels of self-efficacy.

Ariaso and Tancinco (2016), the plight of the Technology Livelihood Education Teachers in the secondary schools in the Municipality of Naval, Biliran, they found out the following observations. Most of the teachers who were hired underwent the process of applying as arranged by the Division of Biliran with the guidelines mandated by the Department of

Elementary Education (DepEd) and the selection was based on the merit of documents submitted. All of the TLE teachers were hired by personally applying for their positions, without the intervention of any other person, and selection was based on their personal qualifications. Most of the TLE teachers were assigned based on localization and their specialization or major, with a few assigned to fill in the need of a teacher per recommendations of their supervisors.

According to Lederman and Niess (2017), personality traits, pedagogical knowledge, behaviour toward student learning, mastery of competencies, professional decision-making, and pedagogical content knowledge are some of the factors that influence teaching effectiveness. Teachers' own values also influence their goals and actions at school. Furthermore, values can contribute to one's subjective well-being and sense of self-efficacy. Teachers' self-efficacy, or their confidence in their ability to effectively handle the tasks, obligations, and obstacles associated with their professional activity, has a significant impact on essential academic results.

An analysis of the gender role and self-efficacy, underscore the importance of entrepreneurial self-efficacy as a key component of in understanding entrepreneurship interest and actual career choice. The positive influence of entrepreneurship education on self-efficacy proved stronger women than men. Fiona Wilson, et al; (2022).

The relations between openness to change and self-transcendence values and self-efficacy varied instead as a function of teachers' motivations for teaching. Indeed, the relation between openness to change and self-efficacy was positive at low levels of controlled motivations, but negative at high levels of controlled motivations. In other words, teachers for whom values such as novelty, freedom, and choosing one's own goals are important for their perception of efficiency actually feel more efficient in their teaching activities when they feel independent from external conditions. On the contrary, where the external pressures to behave in a certain way are strong, the more teachers give importance to openness to change, the more they perceive themselves as inefficient (Barni, Danioni & Benevene, 2019).

In addition to the self-efficacy goals beliefs the researcher indicates the entrepreneurs' beliefs about bolstering positive thoughts and controlling negative thoughts which are also relevant during business starts up. The functional role of positive and negative control beliefs is regulating an entrepreneur's confidence in his or her capabilities to attain success. Individuals with confidence in their capabilities to control negative thoughts are more likely to remain "task diagnostic" and continue to search for solutions as opposed to their low negative thoughts. We tend to be self-diagnostic and concentrate on their personal inadequacies. Likewise, individuals with high positive control beliefs are likely to recognize opportunities even in scarce environments and engage in problem solving in challenging situations. Although there are instances when overconfident control beliefs feed persistence in pursuit of dysfunctional strategies.

Improving the quality of instruction is a central component to virtually all proposals to raise school quality. Unfortunately, policy recommendations often ignore existing evidence about teacher effectiveness in the classroom. The importance of teacher quality in the

determination of student achievement, and the extent to which specific observable characteristics often relate to the variation in the quality of instruction.

In the study of A. Maroma and D. Maroma (2017), entitled 'Personal and Work Related Correlates of Professional Self-Efficacy of Teachers in the Bachelor in Industrial Technology Program of the Bulacan State University,' aimed to the professional self-efficacy levels of Industrial Technology teachers and determine how personal and work-related factors correlate to this. To discern professional efficacy, knowledge improvement, attitudes and practices were taken into account as indicators. Their findings showed that work-related variables are predominantly significantly related to professional efficacy rather than personal-related variables. Program culture has a positive significant correlation with knowledge improvement as an indicator of professional efficacy. Administrative support and program culture have positive significant correlation with attitude as an indicator of professional efficacy. Hence, they concluded that work-related rather than personal-related factors had significantly influenced teachers' perception of professional self-efficacy.

In the study of Barni, Russo & Danioni (2018) entitled 'Teachers' values as predictors of classroom management styles: a relative weight analysis,' they focused on the relation between teachers' personal values (i.e., the values teachers feel to be important for themselves) and socialization values (i.e., the values they would like their students to endorse) on the one hand, and their classroom management styles (authoritarian, authoritative, and permissive styles) on the other. Their findings suggested that authoritative style is guided by a complex pattern of values and is a more other-oriented style (i.e., "what could be important for my students") than the authoritarian one, which is instead more self-focused (i.e. "what is important for myself") and guided mainly by one value, namely conservation. Finally, the permissive teaching style was weakly related with teachers' values. This style is in some respects a form of disengagement from the situation (e.g., teachers place very few demands from students and do not care much about how students are doing) and research concerning the value-behavior link showed that values predict behaviors only in situations that are construed in relevant terms.

It is shown that values, both personal and socialization, can help improve teachers' skills in managing behaviors and classroom settings and create a positive learning environment. That is, self-knowledge and conscious endorsement of personal values as well as of values to be transmitted may be central to quality teaching. A positive quality of teaching in fact does not only depend on teachers' ability to transmit knowledge but also something "valuable," that might become a resource in their students' lives (Barni, Russo & Danioni, 2018).

Given that values to exert influence must be activated and the target behavior needs to be personally relevant to the individual. It is likely that the relation between values and self-efficacy is stronger when teaching behavior is self-determined (i.e. low controlled motivations and high autonomous motivations). Indeed, as typically shown by studies dealing with the person-situation controversy, the stronger the perceived situational pressure to hold a value or to act in a particular way, the weaker should be the importance of stable individual differences such as personal values (Barni, Vieno, Roccato & Russo, 2016; Danioni & Barni, 2017). Clearly, it is important to investigate the entrepreneurial and work-self-efficacy and its relation to the teaching

performance of Technology and Livelihood Education teachers before being able to address issues and needs in relation to it. Only then can we proceed, improve and have success in its implementation.

Teaching TLE subjects is critical in equipping our youth with the knowledge, skills, and proper attitudes toward work, hence, this theory is related in developing entrepreneurial and work self-efficacy.

Statement of the Problem

This study determined the entrepreneurial and work self-efficacy and its relation to the teaching performance of Technology and Livelihood Education (TLE) teachers in selected secondary schools in Tacloban City Division for the School Year 2021-2022.

Specifically, the study sought answers to the following questions:

1. What is the teachers' profile in terms of:
 - 1.1 Gender;
 - 1.2 Civil status;
 - 1.3 Age;
 - 1.4 Monthly salary;
 - 1.5 Educational Attainment;
 - 1.6 Length of Service as TLE teacher;
 - 1.7 Academic Rank;
 - 1.8 National Certificate Earned; and
 - 1.9 Relevant Trainings and Seminars Attended?
2. What is the teachers' level of entrepreneurial self-efficacy in terms of:
 - 2.1 Risk-taking;
 - 2.2 Innovation;
 - 2.3 Management; and
 - 2.4 Financial control?
3. What is the teachers' level of work self-efficacy in terms of:
 - 3.1 Self-confidence;
 - 3.2 Motivation;
 - 3.3 Teamwork; and
 - 3.4 Productivity?
4. What is the level of teachers' teaching performance in Technology and Livelihood Education (TLE)?
5. Is there a significant relationship between teachers' profile and their:
 - 5.1 Entrepreneurial self-efficacy; and
 - 5.2 Work self-efficacy?
6. Is there a significant relationship between teachers' teaching performance in Technology and Livelihood Education (TLE) and the:
 - 6.1 Profile;
 - 6.2 Entrepreneurial self-efficacy; and
 - 6.3 Work self-efficacy?

Hypotheses

The study tested the following null hypothesis:

1. There is no significant relationship between teachers' profile and their:
 - 1.1 Entrepreneurial self-efficacy; and
 - 1.2 Work self-efficacy
2. There is no significant relationship between teachers' teaching performance in Technology and Livelihood Education (TLE) and the:
 - 2.1 Profile of teachers;
 - 2.2 Entrepreneurial self-efficacy; and

2. Materials and Methods

This chapter presents the research design, research respondents, research locale, research instrument, and validation of research instrument, data gathering procedure, methods of scoring and analysis of data and the statistical treatment.

Research Design

This study utilized the descriptive research design through survey with the use of a questionnaire to determine the entrepreneurial and work self-efficacy and its relation to the teaching performance of Technology and Livelihood Education (TLE) Teachers. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Nassaji, 2015). It is well-suited to the study of classroom teaching and learning. The main variables considered are the entrepreneurial and work self-efficacy and its relationship to the teaching performance of Technology and Livelihood Education (TLE) Teachers.

In this research, the data was collected qualitatively, analyzed quantitatively using frequencies, percentages, and correlation to determine relationships.

Research Locale

This study was conducted in six (6) secondary schools in Tacloban City which are located in the North eastern portion of the island of Leyte. Tacloban is the capital of Leyte province and one of the island provinces in Eastern Visayas. Tacloban's topographical location is at 110 degrees 143 North latitude and about 125 east longitude situated 360 miles Northwest of Manila. It has a land area of 20,172 hectares which includes the islands within the territorial bounds of the city. The Tacloban City Division was chosen because it is the capital city of Region VIII.

Research Respondents

The study looked into the entrepreneurial and work self-efficacy and its relation to the teaching performance of Technology and Livelihood Education (TLE) teachers. Total enumeration of TLE teachers in the selected Junior High Schools of Tacloban City Division from grade 7 to grade 10 are the respondents of the study. Sixty eight(68) teachers' teaching TLE subject in the six (6) public schools in the division of Tacloban City namely: 1) Leyte National High School (LNHS) 21 teachers, 2) Sagkahan National High School (SNHS) 11 teachers, 3) San Jose National High School (SJNH) 10 teachers, 4) Marasbaras National High School (MNHS) 6 teachers, 5) Tacloban National Agricultural School (TNAS) 11 teachers, and 6) Tacloban City National High School (TCNHS) 9 teachers.

The researcher considered the teachers as respondents in order to thoroughly determine their entrepreneurial and work self-efficacy and its relation to the teaching performance.

Research Instrument

A self-structured questionnaire, which was adopted from the study of Aquino and Manuel (2018) entitled 'Work Attitude and Competency of Technology and Livelihood Education Teachers', was the main instrument used to gather the data needed in this study. It was composed of three (3) parts.

Part I includes items about the profile of the teacher-respondents (i.e., Gender, Civil status, Age, Monthly salary, Educational Attainment, Length of Service as TLE teacher, Academic Rank, National Certificate Earned, and Relevant Trainings and Seminars Attended).

Part II includes items about the level of entrepreneurial self-efficacy of the teacher-respondents (i.e. Risk-taking, Innovation, Management, and Financial control). Each of the variables has four (4) indicators.

Part III includes items about the respondents' level of work self-efficacy (i.e. Self-confidence, Motivation, Teamwork, and Productivity). Each of the variables has four (4) indicators.

Validation of Research Instrument

In order to ascertain validity and appropriateness of the survey questionnaire, a dry-run or pilot-testing of the approved research instrument was conducted in Palo National High School, Leyte Division, a junior high school in another division possessing characteristics similar to the target locale of seven (7) TLE teachers. The dry-run of the questionnaire was done to identify the items that need improvement.

Ethical Considerations

The following measures to maintain ethical principles in the study are applied:

Confidentiality and Anonymity. During research writing, it will be ensured that it does not contain any participant's identifiable information. The researcher will ensure that the risk of anyone being able to attribute data to particular individuals is low. The researcher will clearly delineate who does and does not have access to the participants' information and how or to what degree.

Privacy and Data Protection. The researcher emphasized the privacy and data protection of the participants by employing safeguards throughout the research. For one, the researcher will be keeping their information secure (e.g., use of computer password, password-protected files, encryption). These will protect the data from unauthorized access, loss, theft, or modification. Moreover, depending on the sensitivity of the information, additional safeguards will be put in place. Furthermore, after some time, the researcher will ensure that the records on which information are stored are disposed of properly.

Informed Consent. Before they participate, the participants are thoroughly informed on the study being conducted (e.g., purpose, risks, benefits, safety, how the findings will be used). In this process, the respondent's permission or consent must be given before proceeding. In the data gathering process through an online survey questionnaire, the researcher will give the respondents a reasonable amount of time to read everything and consider whether to give their consent. The researcher will also be available for any questions or clarification. Conflict of interest was also disclosed.

Researcher-Participant Relations. The researcher utilizes appropriate selection criteria to avoid bias and convenience and ensure a purposeful set of research participants is available. It will be made sure that the researcher would not, in any way, exploit the vulnerable nor exclude without an acceptable reason. Should the participants choose to continue, they can also, at any time, withdraw if they are distressed in any way during their participation. *Beneficence.* With the help of the professionals (e.g., adviser), the researcher will recognize that stressful experiences or harm may happen while doing the study. Thus, minimizing those possible risks as much as possible is a must. The research will be obligated to consider the well-being of the participants and remember that the study will be done for the benefit of others.

Data Gathering Procedure

During the preparation phase and before the administration of the survey questionnaire, the researcher sought permission from the School Division Superintendent and endorsed the approved permission to the respondent school administrator of the school included in the study. After permission to conduct the study, the researcher set a date for the respondents to answer the survey questionnaire.

During the administration phase, upon arrival at Leyte National High School on the conduct of the data gathering proper, the researcher coordinated with the respondents and explained the purpose of the study. In order to give responses to the questions free and frankly, honestly and sincerely, the respondents were made aware that there are no right or wrong answers to these questions and their professional career would not be affected as it was only an

exercise for research purpose and their responses will be kept strictly confidential while keeping in view the objectives of this study. Essentially, the level of teaching performance of the TLE teacher-respondents was gathered. The researcher personally administered the survey questionnaire to the respondents to ensure the highest degree of consistency of administration and personally retrieve the accomplished questionnaire.

For the organization and analysis phase, the researcher retrieved the answered survey questionnaire and thanked all of the respondents for their cooperation. Then, the research survey questionnaires were tabulated, analyzed through statistical means, and underwent interpretation.

Methods of Scoring and Interpretation

Statistical treatment of data varied from one variable to another. The detailed descriptions of the scoring by variable are as follows:

Profile. This includes gender, civil status, age, monthly salary, educational attainment, length of service as TLE teacher, academic rank, national certificate earned, and relevant trainings and seminars attended.

Gender. This was dichotomized into male and female.

Civil Status. This variable was categorized into single, separated, married, and widow/er.

Age. The age of respondents was determined.

21-25 yrs old	26-30 yrs old
31-35 yrs old	36-40 yrs old
41-45 yrs old	46-50 yrs old
51-55 yrs old	56-60 yrs old
61 yrs old and above	

Monthly Salary. This variable was categorized into:

20,000 PHP & Below	20,001 – 40,000 PHP
40,001 – 60,000 PHP	60,001 – 100,000 PHP
100,000 PHP & Above	

Educational Attainment. The variable was categorized into:

BS Degree	BS w/ MA units
MA/MS/MAT Graduate	MA w/ Ph. D.
Ph. D/Ed. D.	Others

Length of Service as TLE teacher. The actual length of experience was categorized into:

5 years & Below
11-15 years
21-25 years

6-10 years
16-20 years
26 years & Above

Academic Rank. This was categorized into:

Teacher 1	Teacher 2	Teacher 3
Master Teacher 1	Master Teacher 2	Master Teacher 3
Master Teacher 4	Head Teacher 1	Head Teacher 2
Head Teacher 3	Head Teacher 4	Head Teacher 5
Head Teacher 6	Principal 1	Principal 2
Principal 3	Principal 4	

National Certificate. This variable was categorized into with NC earned (Yes) and without NC Earned (No).

Number of Relevant Trainings and Seminars Attended. The actual number of relevant trainings/ seminars were determined.

None	7 - 9
1 – 3	10 or more
4 - 6	

Level of Entrepreneurial and Work Self-efficacy. Meanwhile, the set of indicators for the Part 2 (Level of entrepreneurial self-efficacy) and Part 3 (Level of work self-efficacy) in the instrument utilize a 5-point response mode of the Likert scale as follows:

Scale	Description	
5	Strongly Agree	(SA)
4	Agree	(A)
3	Moderately Agree	(MA)
2	Disagree	(DA)
1	Strongly Disagree	(SDA)

For the purpose of interpretation, the researcher arbitrarily established a set of range with qualitative description as follows:

Mean Ranges	Qualitative Description
4.21 - 5.00	Very High
3.41 - 4.20	High
2.61 - 3.40	Moderately high
1.81 - 2.60	Low
1.00 - 1.80	Very Low

Level of Teaching Performance. The measurement of the teaching performance of the respondents utilized the IPCR for teachers uses Adjectival Rating Equivalences rating such as:

Range	Adjectival Rating
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	unsatisfactory
Below 1.499	Poor

Statistical Treatment

In dealing with the demographic profile of the respondents, which were only categorical variables, frequency and percentage distribution were used. For the measurement of the level of entrepreneurial and work self-efficacy, mean and rank were used.

To test the null hypothesis that no relationship exists between the variables, namely, the demographic profile of the respondents, the level of their entrepreneurial self-efficacy, and the level of their work self-efficacy in teaching TLE subject, ANOVA was used. The level of significance was set at .05 probability levels. The formula for it used was:

$$F = \frac{MSE}{MST}$$

Where:

F	=	ANOVA coefficient
MST	=	Mean sum of squares due to treatment
MSE	=	Mean sum of squares due to error

3. Results

This chapters presents the results of the study with the findings presented on corresponding tables. It also presents the implications drawn from the results of the study.

Teachers' Profile

This section presents the Teacher's profile of the respondents in terms of gender, civil status, age, monthly salary, highest educational attainment, length of service as TLE teacher, academic rank, national certificate, and number of related training and seminars attended. Knowing that the teachers' profile shapes an individual, it can shed light on the perception of the teacher-respondents as to their entrepreneurial and work self-efficacy.

Gender. As seen from the Table 1 for the profile of the respondents in terms of gender, majority of them are female, comprising of 50 respondents, and the remaining 18 respondents are male.

This implies that women are more positive influence on entrepreneurial and work self-efficacy in terms of interest and action than men. This is supported the work of Fiona Wilson; et als., (2020) on the study The Role of Gender and Self-efficacy in developing Female Entrepreneurial interest and Behavior who stated that majority of her participants were females.

Civil Status. As seen from Table 2 for the profile of the respondents in terms of civil status, majority of them are married, comprising of 47 respondents. Meanwhile, there are 18 single respondents, and 3 are widow/er.

This implies that TLE teachers applies attitudes and intention. This implies that married women are more likely to be aggressive in their entrepreneurial and work self-efficacy because they have family to sustain and aside from the family married women are creative in looking another source of income compared to single teacher.

Age. As seen from the Table 3 for the profile of the respondents in terms of age, 12 respondents are between 31-35 years old, 11 respondents are between 51-55 years old, 10 respondents each are between 26-30 years old and 36-40 years old, 7 respondents are between 41-45 years old, 6 respondents each are between 46-50 years old and 56-60 years old, and 3 respondents each between 21-25 years old and 60 years old.

This is the reality that majority of the teachers teaching TLE in the Schools division of Tacloban City during the school year 2021 - 2022 are females. A number of studies also showed that the respondent in six secondary schools of Tacloban City were predominantly females. This implies that female TLE Teachers are more determined to pursue teaching than males. While, little more than 3 or (4.4%) of the participants were new in the teaching profession. In the Philippines setting, it is observed that the longest in the service are more determined to pursue their goals and help their family.

Monthly Salary. As seen from the Table 4 for the profile of the respondents in terms of monthly salary, majority of them are earning 20,001-40,000 PHP monthly salary. It is followed by 9 respondents who earn 40,001-60,000 PHP monthly salary and 5 respondents who earn below 20,000 PHP monthly salary. Meanwhile, there is missing data from one respondent.

Teachers are important to society. They are not only role models but also serve as guide to our children. They deserve to be treated with respect as well as be given good compensation. Deped confirms the salary increase for teachers up to the year 2023 under Republic Act (RA) 11466. President Rodrigo Duterte signed the Salary Standardization Law of 2019 which aims to increase the salary of government employees. Based on the data above majority of them are on salary grade thirteen (13). This implies that TLE Teachers are hired underwent the process of applying and was based on their personal qualifications as cited by Ariaso and Tancinco, (2016).

Educational Attainment. As seen from the Table 5 for the profile of the respondents in terms of highest educational attainment, majority of them graduated BS w/ MA units, comprising of 43 respondents. It is followed by 19 respondents who graduated with BS degree only. Four of

the respondents are MA/MS/MAT graduates, and 1 respondent each graduated MA w/ Ph. D. and Ph. D/Ed. D.

This implies that the TLE Teachers' whose expertise derived or honed through constant practice which usually associated with highest educational attainment. TLE teachers are encourage and motivated to pursue higher levels of education in order to update and upgrade themselves supported by the study of Aquino and Manuel (2018).

Length of Service. As seen from Table 6 for the profile of the respondents in terms of length of service, majority of them are serving for 6-10 years, comprising of 22 respondents. It is followed by 15 respondents who are serving for 11-15 years, 13 respondents who are serving for 5 years and below, 11 respondents who are serving for more than 25 years, 5 respondents who are serving for 21-25 years, and 2 respondents who are serving for 16-20 years.

This implies that allow them to perfect their preferred learning styles. Experienced teacher may develop higher self-efficacy due to the real success they experience with the student in the classroom. It is associated with higher level of teachers' self-efficacy. As recommended by Aquino and Manuel (2018), that TLE Teachers should be encouraged and motivated to pursue higher levels of education.

Academic Rank. As seen from the Table 7 for the profile of the respondents in terms of academic rank, majority of them are Teacher III, comprising of 37 respondents. It is followed by 10 Teacher I respondents, 9 Teacher II respondents, 2 Master Teacher respondents, and 2 Head Teacher respondents. This implies that more teachers are waiting for the next higher rank promotion due to the in availability of items in the next position and the needs of teachers training and competency. The career considerations in mind and the time spent on teaching and teaching related activities has something to do with academic rank as cited by Georgina Santos (2019). Teachers professional standing which attained through attendance to various seminars, enrolling is a post graduate program, conducting research, getting a high valuation rating from department heads, principal and students. The higher the rank, the higher is the qualifications of teachers.

National Certificate. As seen from the Table 8 for the profile of the respondents in terms of NC certification, majority of them have NC certification, comprising of 39 respondents, and the remaining 29 respondents do not have NC certification.

This implies that TLE teachers are expected to perform with the competencies to be effective in the learning process. More general secondary TLE teachers who teach TLE subjects which is not his major area of specialization compared to technical vocational teachers. Technical vocational teachers are greater in number when it comes to relevant trainings, NC II level and TM I compared to the general secondary teachers as cited by Gregorio (2016).

Relevant Trainings/ Seminars Attended. As seen from the Table 9 for the profile of the respondents in terms of trainings attended, majority of them only have 1-3 trainings attended, comprising of 36 respondents. Meanwhile, interestingly, 17 respondents indicated to have

attended none, 7 respondents indicated to have attended 4-6 trainings, 6 respondents indicated to have attended more than 10 trainings, and 2 respondents indicated to have attended 7-9 trainings. This implies that TLE Teachers along with their present position by undergoing more relevant trainings and attending advanced course or even obtaining higher degrees. TLE teachers should gave more emphasis on the four components of TLE which is Home Economic, Agri-Fishery Arts, Industrial Arts, and ICT.

TABLE 1. Profile of the Respondents in terms of Gender

Gender	Frequency	Percentage
Female	50	73.5
Male	18	26.5
Civil Status		
Single	18	26.5
Married	47	69.1
Widow	3	4.4
Age		
21-25 years old	3	4.4
26-30 years old	10	14.7
31-35 years old	12	17.6
36-40 years old	10	14.7
41-45 years old	7	10.3
46-50 years old	6	8.8
51-55 years old	11	16.2
56-60 years old	6	8.8
61 years old and above	3	4.4
Monthly salary		
20,000 PHP and below	6	8.9
20,001-40,000 PHP	53	77.9
40,001-60,000 PHP	9	13.2
Highest educational attainment		
BS Degree	19	27.9
BS w/ MA units	43	63.2
MA/MS/MAT Graduate	4	5.9
MA w/ Ph. D	1	1.5
Ph.D/ Ed.D	1	1.5
Length of service as TLE teacher		
5 years & below	13	19.1
6-10 years	22	32.4
11-15 years	15	22.1
16-20 years	2	2.9

21-25 years	5	7.4
26 years & above	11	16.2
Academic rank		
Teacher 1	10	14.7
Teacher 2	9	13.2
Teacher 3	37	54.4
Master Teacher 1	7	10.3
Master Teacher 2	2	2.9
Head Teacher 1	1	1.5
Head Teacher 6	2	2.9
(NC) National Certificate	Frequency	Percentage
Yes	39	57.4
No	29	42.6
No. of relevant training and seminars attended		
None	17	25.0
1 to 3	36	52.9
4 to 6	7	10.3
7 to 9	2	2.9
10 or more	6	8.8

LEVEL OF ENTREPRENEURIAL SELF EFFICACY

This next section presents the perception of the respondents on their level of entrepreneurial self-efficacy in terms of risk taking, innovation, management, and financial control.

Risk Taking. As seen from the Table 10, in terms of risk-taking, it got the mean of 4.05 which corresponds to “High.” This implies that the environment of the classroom is such that people feel comfortable taking risk and trying new things out. The leaders and administration encourage, support, and demonstrate risk-taking at the school. In the classrooms where teachers have high levels of teaching efficacy states that high levels of learning occur.

TABLE 2. Level of Entrepreneurial Self-Efficacy in terms of Risk Taking

Risk-taking	Mean	Description
Leaders and administration encourage, support, and demonstrate risk-taking at the school.	4.00	High
The environment in the classroom is such that people feel comfortable taking risks and trying new things out.	4.03	High
New techniques and technologies are being used in the classroom.	4.06	High

Taking risks will allow empowerment and more opportunities to assume leadership roles in new and innovative ways.	4.12	High
Mean	4.05	High

Innovation. As seen from Table 2, in terms of innovation, it got the mean of 4.18 which corresponds to “High.” This implies that the use of innovations is related to degrees of efficacy. Highly efficacious teachers have been found to be more likely to use inquiry and student-centered teaching strategies. Teachers with higher self-efficacy tend to experiments with methods of instruction, seek improved teaching methods. This means that teachers improve or replace something service or product in an innovative ways and means. It involves a different way of looking at a problems and solving them.

TABLE 3. Level of Entrepreneurial Self-Efficacy in terms of Innovation

Innovation	Mean	Description
TLE department is interested in exploring new ways of doing things.	4.44	Very High
TLE teachers are allowed to communicate regularly with officers/members of professional organization for networks and updates in TLE.	4.19	High
Administrators encourage TLE Teachers to attend conferences and seminars.	4.00	High
Administrators are supportive of TLE curricular enrichments.	4.10	High
Mean	4.18	High

Management. As seen from Table 3, in terms of management, it got the mean of 4.09 which corresponds to “High.” TLE teachers are actively participating in TLE activities within the department. The teachers continuously improve the learning competency through the guidance and support from the management.

TABLE 4. Level of Entrepreneurial Self-Efficacy in terms of Management

Management	Mean	Description
TLE teachers participate in curricular reforms in the department.	4.12	High
TLE teachers and staff are continuously improving educational competencies through the guidance and support from the management.	4.16	High
School administrators are very supportive of TLE undertakings.	3.99	High
School administrators encourage TLE teachers to get involved in any undertaking for curriculum and content	3.99	High

improvement.		
Mean	4.09	High

This implies that School Based Management (SBM) requires cooperation of all teachers. This means that teacher structures the physical, instructional, and social arrangements in the classroom to create an environment that is conducive to learning. The school administrators inspire TLE teachers to actively involved in any undertakings for curriculum and content improvement.

Financial Control. As seen from Table 4, in terms of financial control, it got the mean of 3.72 which corresponds to “High.” This implies that the environment of the classroom is such that people feel comfortable taking risk and trying new things out. The leaders and administration encourage, support, and demonstrate risk-taking at the school.

TLE teachers are very creative and innovative in terms of generating sources of funds. Income generating projects are one of the support activities for the subject. It helps the teachers to maximize additional learning experiences in skills, desirable attitudes, and help acquire knowledge particularly in the field of entrepreneurship and generate income to finance the students. This can be a springboard to develop the learner’s manipulative and entrepreneurial self-efficacy.

TABLE 5. Level of Entrepreneurial Self-Efficacy in terms of Financial Control

Financial Control	Mean	Description
The class is provided with economically sound opportunities to generate income.	3.71	High
The class generates additional income for the school to enable flexibility in financial management and attain fiscal autonomy.	3.49	High
The class is provided with model projects that students may replicate after graduation.	3.85	High
The class has projects that provide the institution the opportunity to maximize the utilization of its human and non-human resources.	3.82	High
Mean	3.72	High

TLE teachers are very creative and innovative in terms of generating sources of funds. Income generating projects are one of the support activities for the subject. It helps the teachers to maximize additional learning experiences in skills, desirable attitudes, and help acquire knowledge particularly in the field of entrepreneurship and generate income to finance the students. This can be a springboard to develop the learner’s manipulative and entrepreneurial self-efficacy.

Table 5 – Summary of the Perception of the Respondents on their Level of Entrepreneurial Self-Efficacy

Indicators	Average Mean	Weighted	Interpretation
Risk-taking	4.05		High
Innovation	4.18		High
Management	4.09		High
Financial Control	3.72		High
Total average weighted mean	4.01		High

Note: n = 68 teacher-respondents

LEVEL OF WORK SELF EFFICACY

This next section presents the level of work self-efficacy in terms of self-confidence, motivation, teamwork, and productivity.

Self Confidence. As seen from the Table 6, in terms of self-confidence, it got the mean of 4.23 which corresponds to “Very High.” This implies that work self-efficacy of teachers is a potent motivator that influences how they work.

TABLE 6. Level of Work Self-Efficacy in terms of Self-confidence

Self-confidence	Mean	Description
I have full knowledge and understanding of teachers' code of ethics.	4.00	High
I acknowledge limitations and work on them accordingly.	4.46	Very High
I believe that I am a good organizer.	4.16	High
I know that I can make effective and right decisions.	4.29	Very High
Mean	4.23	Very High

It allows educator to develop knowledge and skills to meet the learning goals of educators as cited by Klassen and Tze (2014). Work self-efficacy help understand the individual's judgements made regarding one's capabilities necessary to perform in their jobs. It is practical and effective organizational tool for TLE teachers.

Motivation. As seen from Table 7, in terms of motivation, it got the mean of 3.98 which corresponds to “High.” This implies that teachers' values such as novelty, freedom and choosing one's own goals are important for their work self-efficacy in terms of motivation. Teachers give importance to openness to change, the more they perceive themselves as efficient as proved by Barni, Danioni & Benevene, (2019).

TABLE 7. Level of Work Self-Efficacy in terms of Motivation

Motivation	Mean	Description
If I make up my mind to do something, I don't let anything stop me.	4.01	High
I can get people to do things if I drive them.	3.93	High
I can get most people to go along with me without much difficulty.	4.01	High
I like to take charge of and see things through.	3.96	High
Mean	3.98	High

Teamwork. As seen from the table 8, in terms of teamwork, it got the mean of 4.42 which corresponds to “Very High.” This implies that professional developments keep teachers informed about new research, how student learn, emerging technology tools for classroom, and new curriculum resources.

TABLE 8. Level of Work Self-Efficacy in terms of Teamwork

Teamwork	Mean	Description
I feel that professional associations help me grow professionally.	4.43	Very High
I accept challenging assignments from colleagues in the professional organization.	4.29	Very High
I accept suggestions and constructive criticisms for professional growth.	4.59	Very High
I have the desire to exchange ideas with colleagues and superiors for professional growth.	4.37	Very High
Mean	4.42	Very High

Formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understanding of content and resources as cited and proved by Alestre, (2016). In this professional activity, TLE teachers has a significant impact on essential academic results.

Productivity. As seen from Table 9, in terms of productivity, it got the mean of 3.97 which corresponds to “High.” This implies that work self-efficacy is an important aspect of human motivation and behavior as well as influence the action that can affect one’s life. Bandura (1977) cited that an individual believes he or she can accomplish a specific task to be more productive

TABLE 9. Level of Work Self-Efficacy in terms of Productivity

Productivity	Mean	Description
I read books and journals to keep updated on trends and	4.15	High

issues in TLE.		
I have initiative to continuously maintain high standard of performance by constant updating the knowledge in TLE.	4.26	Very High
I attend professional conferences at least one or two in a year.	3.91	High
I take advanced courses through university sponsored programs or in-service program in school.	3.57	High
Mean	3.97	High

Table 10 – Summary of the Respondents on their Level of Entrepreneurial Self-Efficacy

Indicators	Average Weighted Mean	Interpretation
Risk-taking	4.05	High
Innovation	4.18	High
Management	4.09	High
Financial Control	3.72	High
Total average weighted mean	4.01	High

Note: n = 68 teacher-respondents

The table 10, above shows the summary of the respondents on their level of entrepreneurial self-efficacy. Overall, it got a total average weighted mean of 4.01 corresponding to the respondents “High”.

LEVEL OF TEACHERS’ TEACHING PERFORMANCE IN TLE

This next section presents the level of teachers’ teaching performance in TLE subject based on their Individual Performance Commitment and Review Form (IPCRF).

As seen from the table 11, in terms of the teaching performance of the respondents, 64 of them are rated outstanding, and 4 of them are rated very satisfactory.

TABLE 11. Level of Teachers Teaching Performance in Technology and Livelihood Education

Performance	F	%
Outstanding	64	94.12
Very satisfactory	4	5.89
Mean	4.66	100.00%

This implies that teachers' own values influence their goals and actions at school. As cited by Lederman and Niess (2017) that teachers' personality traits, pedagogical knowledge, behavior toward student learning, mastery of competencies, professional decision-making are some of the factors that influence teaching performance. Teachers' confidence in carrying out their primary task are believed to possess high self-efficacy that led to positive outcome. Teachers' motivation for teaching, values of classroom management in managing behaviors in classroom setting that create positive learning environment. Meaning that many of the participants had outstanding grade point average.

RELATIONSHIP BETWEEN TEACHERS' PROFILE AND THEIR ENTREPRENEURIAL SELF EFFICACY AND WORK SELF EFFICACY

This next section presents the relationship between teachers' profile and their entrepreneurial self-efficacy and work self-efficacy.

Relationship between the Teachers' Profile and Entrepreneurial Self-Efficacy.

As seen from the table 12, there is significant relationship between the teachers' profile and entrepreneurial self-efficacy of the respondents, particularly, in terms of monthly salary and management (with p-level of .039), and highest educational and financial control (with p-level of 0.35).

These women are more positive influence on entrepreneurial and work self-efficacy in terms of interest and action than men. This is supported the work of Fiona Wilson; et als., (2020) on the study The Role of Gender and Self-efficacy in developing Female Entrepreneurial interest and Behavior who stated that majority of her participants were females.

TABLE 12. Relationship between the Teachers' Profile and Entrepreneurial Self-efficacy of the Respondents

Profile of teachers	Risk taking		Innovation		Management		Financial control	
	r-value	p-level	r-value	p-level	r-value	p-level	r-value	p-level
Gender	.004	.974	-.142	.248	-.127	.304	.016	.899
Civil status (Eta Correlation)	.023	.853	.084	.494	-.062	.616	.073	.553
Age	.192	.118	-.018	.882	-.146	.234	-.161	.191
Monthly salary	.107	.387	.177	.151	.253	.039*	.138	.284
Educational attainment	.117	.340	.149	.226	.219	.073	.257	.035*
Length of service	-.065	.601	.066	.594	.064	.603	.011	.932
Academic rank	-.021	.867	.079	.522	.184	.133	.047	.076
NC	.096	.437	-.033	.789	.036	.769	.156	.203

Relevant training	-.065	.061	.066	.594	.064	.603	.011	.932
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*significant

The TLE teachers applies attitudes and intention. This implies that married women are more likely to be aggressive in their entrepreneurial and work self-efficacy because they have family to sustain and aside from the family married women are creative in looking another source of income compared to single teacher.

The reality that majority of the teachers teaching TLE in the Schools division of Tacloban City during the school year 2021 - 2022 are females. A number of studies also showed that the respondent in six secondary schools of Tacloban City were predominantly females. This implies that female TLE Teachers are more determined to pursue teaching than males. While, little more than 3 or (4.4%) of the participants were new in the teaching profession. In the Philippines setting, it is observed that the longest in the service are more determined to pursue their goals and help their family.

Teachers are important to society. They are not only role models but also serve as guide to our children. They deserve to be treated with respect as well as be given good compensation. DepEd confirms the salary increase for teachers up to the year 2023 under Republic Act (RA) 11466. President Rodrigo Duterte signed the Salary Standardization Law of 2019 which aims to increase the salary of government employees. Based on the data above majority of them are on salary grade thirteen (13). This implies that TLE Teachers are hired underwent the process of applying and was based on their personal qualifications as cited by Ariaso and Tancinco, (2016).

TLE Teachers' whose expertise derived or honed through constant practice which usually associated with highest educational attainment. TLE teachers are encourage and motivated to pursue higher levels of education in order to update and upgrade themselves supported by the study of Aquino and Manuel (2018).

This allow them to perfect their preferred learning styles. Experienced teacher may develop higher self-efficacy due to the real success they experience with the student in the classroom. It is associated with higher level of teachers' self-efficacy. As recommended by Aquino and Manuel (2018), that TLE Teachers should be encouraged and motivated to pursue higher levels of education.

TLE teachers are expected to perform with the competencies to be effective in the learning process. More general secondary TLE teachers who teach TLE subjects which is not his major area of specialization compared to technical vocational teachers. technical vocational teachers are greater in number when it comes to relevant trainings, NC II level and TM I compared to the general secondary teachers Gregorio (2016).

This TLE Teachers along with their present position by undergoing more relevant trainings and attending advanced course or even obtaining higher degrees. TLE teachers should gave more emphasis on the four components of TLE which is Home Economic, Agri-Fishery Arts, Industrial Arts, and ICT.

In terms of the relationship of gender and entrepreneurial self-efficacy, it has been found that there is no significant relationship between them. This is in line with some other studies which also indicate that male and female entrepreneurs did not differ significantly in entrepreneurial self-efficacy or in masculine gender role characteristics, or if gender differences exist, these are small (see Li, Bilimoria, Wang & Guo, 2020; Mozahem, 2021).

Meanwhile, in terms of the relationship of civil status and entrepreneurial self-efficacy, it has been also found that there is no significant relationship between them. In the study of Verdugo (2018), the results showed that, in a complementary form, with married and widowed micro-entrepreneurs, the proportion of people declaring innovative self-perception is lower, and with single marital status there is no statistically significant difference. However, the author recognized that it is not possible to estimate if changes in marital status, for example, affect the innovative self-concept and, with it, the intention to develop new entrepreneurial initiatives and the perception of barriers.

Relationship between the Teachers' Profile and Work Self-efficacy

As seen from Table 13, there is significant relationship between the teachers' profile and work self-efficacy of the respondents, particularly, in terms of monthly salary and self-confidence (with p-level of .036), educational attainment and self-confidence (with p-level of 0.018), educational attainment and productivity (with p-level of 0.034), and length of service and productivity (with p-level of 0.034).

TABLE 13. Relationship between the Teachers' Profile and Work Self-efficacy of the Respondents

Profile of teachers	Self-confidence		Motivation		Teamwork		Productivity	
	r-value	p-level	r-value	p-level	r-value	p-level	r-value	p-level
Gender*	-.070	.569	.066	.592	-.018	.883	.065	.597
Civil status**	.186	.129	.039	.751	.033	.789	-.141	.251
Age**	-.064	.602	-.061	.621	-.163	.185	-.176	.150
Monthly salary**	.255	.036*	.104	.399	.231	.058	.177	.149
Educational attainment	.287	.018*	.090	.464	.141	.252	.258	.034*
Length of service	-.007	.953	.014	.910	-.068	.581	.258	.034*
Academic rank	.061	.624	-.002	.990	-.080	.516	-.080	.516
NC	.109	.374	.172	.162	.027	.827	.134	.278
Relevant training	.083	.503	.098	.428	-.068	.582	.092	.455

*significant

**point-biserial correlation

***Pearson-r correlation

Point-biserial correlation and Pearson-r correlation result of indicated that the relationship teaches' profile and work self-efficacy of respondent was significant.

Work self-efficacy of teachers is a potent motivator that influences how they work. It allows educator to develop knowledge and skills to meet the learning goals of educators as cited by Klassen and Tze (2014). Work self-efficacy help understand the individual's judgements made regarding one's capabilities necessary to perform in their jobs. It is practical and effective organizational tool for TLE teachers.

Teachers' values such as novelty, freedom and choosing one's own goals are important for their work self-efficacy in terms of motivation. Teachers give importance to openness to change, the more they perceive themselves as efficient as proved by Barni, Danioni & Benevene, (2019).

Professional developments keep teachers informed about new research, how student learn, emerging technology tools for classroom, and new curriculum resources. Formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understanding of content and resources as cited and proved by Alestre, (2016). In this professional activity, TLE teachers has a significant impact on essential academic results.

Work self-efficacy is an important aspect of human motivation and behavior as well as influence the action that can affect one's life. Bandura (1977) cited that an individual believes he or she can accomplish a specific task to be more productive.

The variable on work self-efficacy help understand the individual's judgements made regarding one's capabilities necessary to perform in their jobs. It is practical and effective organizational tools for these TLE teacher-respondents.

RELATIONSIP BETWEEN TEACHERS' TEACHING PERFORMANCE IN TLE AND THE PROFILE OF TEACHERS', ENTREPRENEURIAL SELF-EFFICACY, AND WORK SELF EFFICACY

This next section presents the relationship between teachers' teaching performance in TLE, profile of teachers, entrepreneurial self-efficacy and work self-efficacy.

Relationship between the Teaching Performance and Teachers' Profile

As seen from Table 14, there is significant relationship between the teaching performance and profile of the respondents, particularly, in terms of age (with p-level of 0.049) and length of service (with p-level of 0.026).

TABLE 14. Relationship between the Teaching Performance and Profile of the Respondents

Teacher's Profile	r-value	p-level
Gender	-.196	.110
Civil status	-.007	.954
Age	.240	.049*
Monthly salary	.024	.846
Educational attainment	.099	.422
Length of service	.270	.026*
Academic rank	.169	.167
NC	-.211	.085
Relevant training	-.062	.617

*significant

Relationship between the Teaching Performance and Entrepreneurial Self-efficacy.

As seen from Table 15, there is no significant relationship between the teaching performance and entrepreneurial self-efficacy of the respondents.

TABLE 15. Relationship between the Teaching Performance and Entrepreneurial Self-efficacy of the Respondents

Entrepreneurial Self-efficacy	r-value	p-level
Risk taking	.092	.456
Innovation	.164	.181
Management	.169	.168
Financial control	.156	.205

Relationship between the Teachers Teaching Performance and Work Self-efficacy

As seen from the table 16, there is no significant relationship between the teaching performance and work self-efficacy of the respondent. The null hypotheses of no significant difference were accepted. This also implies that teachers teaching performance do not differ with the work self-efficacy.

TABLE 16. Relationship between the Teachers Teaching Performance and Work Self-efficacy

Work Self-Efficacy	r-value	p-level
Self confidence	.022	.860
Motivation	.100	.419
teamwork	.015	.906
productivity	.153	.214

*significant

This shows that there is no significant relationship between the teaching performance and work self-efficacy of the respondent. The null hypotheses of no significant difference was accepted. This also implies that teachers teaching performance do not differ with the work self-efficacy.

4. Discussion

SUMMARY

This study determined the entrepreneurial and work self-efficacy and its relation to the teaching performance of Technology and Livelihood Education (TLE) teachers in selected secondary schools in Tacloban City Division for the School Year 2021-2022.

Specifically, the study sought answers to describing the teachers' profile in terms of gender, civil status, age, monthly salary, educational attainment, length of service as TLE teacher, academic rank, obtaining a National Certificate, and number of relevant training and seminars attended.

Also, the level of entrepreneurial self-efficacy in terms of risk-taking, innovation, management, and financial control was obtained. Likewise, the level of work self-efficacy in terms of self-confidence, motivation, teamwork, and productivity was obtained. The researcher also investigated the level of teachers' teaching performance in Technology and Livelihood Education (TLE).

Consequently, the researcher determined if there is a significant relationship between the teachers' profile, and their entrepreneurial self-efficacy and work self-efficacy. Also, the researcher investigated if there is a significant relationship between the teachers' teaching performance in Technology and Livelihood Education (TLE) and their profile, entrepreneurial self-efficacy, and work self-efficacy.

FINDINGS

The following is the findings of the study obtained from the organization and analysis of data made in the previous chapter:

In terms of teachers' profile of the sixty-eight (68) TLE teacher-respondents, the following comprised the majority: there were 50 female; 47 are married; 12 are between 31 to 35 years of age; 53 respondents earn a monthly salary of 20,001 to 40,000 PHP; 43 respondents have BS degree w/ MA units; 22 respondents are serving for already 6 to 10 years; there were 37 respondents with the rank of Teacher 3; 39 respondents have National Certificate; and 36 respondents have indicated to only have attended 1 to 3 relevant training and seminars.

In terms of the perception of the respondents on their level of entrepreneurial self-efficacy, risk taking got the mean of 4.05 which corresponds to "High," innovation got the mean of 4.18 which corresponds to "High," management got the mean of 4.09 which corresponds to

“High,” and financial control got the mean of 3.72 which corresponds to “High.” These variables on entrepreneurial self-efficacy help understand the individual’s belief in his or her capability to perform tasks and roles aimed at entrepreneurial outcomes, which is one of the primary goals of the TLE subject as there is increased emphasis on entrepreneurial thinking and acting in today’s careers. This is also crucial in that it fosters entrepreneurial behavior through heightening an individual’s entrepreneurial intentions.

In terms of the perception of the respondents on their level of work self-efficacy, self-confidence got the mean of 4.23 which corresponds to “Very High,” motivation got the mean of 3.98 which corresponds to “High,” teamwork got the mean of 4.42 which corresponds to “Very High,” and productivity got the mean of 3.97 which corresponds to “High.” These variables on work self-efficacy help understand the individual’s judgments made regarding one’s capabilities necessary to perform in their jobs. It is a practical and effective organizational tool for these TLE teacher-respondents.

In terms of the teaching performance of the respondents, 64 of them are rated outstanding, and 4 of them are rated very satisfactory.

Meanwhile, there is significant relationship between the teachers’ profile and entrepreneurial self-efficacy of the respondents, particularly, in terms of monthly salary and management (with p-level of .039), and highest educational and financial control (with p-level of 0.35).

On the other hand, there is significant relationship between the teachers’ profile and work self-efficacy of the respondents, particularly, in terms of monthly salary and self-confidence (with p-level of .036), educational attainment and self-confidence (with p-level of 0.018), educational attainment and productivity (with p-level of 0.034), and length of service and productivity (with p-level of 0.034).

Moreover, there is significant relationship between the teaching performance and profile of the respondents, particularly, in terms of age (with p-level of 0.049) and length of service (with p-level of 0.026).

Finally, there is no significant relationship between the teaching performance and entrepreneurial self-efficacy of the respondents.

5. Conclusion

The following are the conclusions derived from the findings of this study:

The TLE teacher-respondents of this study have high entrepreneurial self-efficacy. However, of the four (4) variables under this, financial control only got an average weighted mean of 3.72, the lowest of them all. It is crucial to look into since the TLE subject requires competent financial control on the part of the teachers.

On the other hand, the TLE teacher-respondents of this study have more favorable perception toward their work self-efficacy. However, of the four (4) variables under this, productivity only got an average weighted mean of 3.97, the lowest of them all. This implies that, despite having favorable perception toward their work self-efficacy, it is contrasted by their perception of their productivity. It seems to tell that the TLE teacher-respondents think that they can do more and achieve more results somewhat to their work performances.

Teachers' self-efficacy (both entrepreneurial and work self-efficacy) has been repeatedly demonstrated to be a relevant factor for the effectiveness of the teaching activity, as it is a powerful drive influencing the behavior of teachers in the classroom and the effort put in the endeavor. Therefore, improved teacher self-efficacy can result in providing ample support (e.g., training and seminars, sponsorships, financial grants for projects), improved job satisfaction, and students' academic performance.

RECOMMENDATIONS

The following recommendations are derived from the conclusions of this study:

It is recommended that these be done by the administrators of these TLE teachers.

The development of self-efficacy for TLE teachers may become a central consideration of DepEd in the design and development of in-service training plans and methods as well as a measured outcome of in-service training and other teacher development activities.

Further research about TLE teachers' entrepreneurial and work self-efficacy and their implications for teachers' performance and teaching practices need to be promoted, particularly in culturally specific contexts. Future research along this topic may be done can also focus on identifying factors that contribute to teachers' entrepreneurial and work self-efficacy. It seems crucial for Vocational and technical secondary schools also need to explore effective teaching methods and transfer self-efficacy to students.

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