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Optimizing Classroom Management and Technology Integration in TLE Learners' Behavior

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Abstract*—This study is about optimizing classroom management and technology integration in TLE Learners' behavior. Classroom management remains a fundamental determinant of effective teaching and learning, as it directly influences the quality of instruction, student engagement, and overall academic achievement. The main purpose of this study is to determine the level of teacher classroom management, utilizing technology integration and TLE Learners' behavior. Furthermore, the study also determines the significant relationship between teacher classroom management and technology integration on TLE Learners' behavior. The study employed descriptive research to determine the extent of teacher classroom management and teacher classroom management to TLE Learners' behavior. Purposive sampling technique was used to two hundred eighty (280) Grade 9 students in selected public schools in Cabuyao Laguna. Descriptive and inferential statistics, including weighted mean, standard deviation and Pearson r Coefficient is used in this study. A self-made questionnaire was used as a research instrument in data gathering. It aimed for the researcher to gather information on the significant relationship between the responses of students. The level of teacher classroom management, technology integration and TLE Learners' behavior are all very high. Furthermore, a relation between the teacher classroom management and learner's behavior is not observed. Lastly the relation between utilizing technology integration and TLE Learners' behavior is also not observed. The teacher's classroom management on learners' behavior was not significant, and the hypothesis was accepted. This indicates that although the classroom management strategies of secondary TLE teachers are highly effective, they are not the main or only factor influencing students' positive behavior. Furthermore, technology integration was found to have no significant effect on TLE learners' behavior, confirming that the use or absence of modern classroom tools does not determine how students behave. Based on the findings and conclusions, the following recommendations were set forth. The researcher recommended that the school may regularly formalize a values integration program within the TLE curriculum, may continuously invest in specialized TLE software, may continuously invest in specialized TLE software, may allocate specific time slots for activities that create a mentorship program and may continuously provide teachers with advanced industry training.*

***Keywords*—** *Classroom Management, Technology Integration, TLE Learners' Behavior, Students, TLE Teachers.*

I. Introduction

Classroom management remains a fundamental determinant of effective teaching and learning, as it directly influences the quality of instruction, student engagement, and overall academic achievement. A well-structured and organized learning environment enables teachers to minimize disruptive behaviors, maintain order, and maximize instructional time. According to Milner (2024) classroom management is the strategic process of aligning organizational structures with high-quality instruction. This perspective suggests that effective management is a byproduct of engaging teaching; when lessons are well-timed and instructional transitions are seamless, the need for traditional behavioral control is naturally minimized.

Technology integration in classrooms has been widely recognized for its potential to enhance instructional delivery, foster collaborative learning, and provide differentiated opportunities tailored to learners' needs (Schunk, 2020). Digital tools such as interactive platforms, learning management systems, and multimedia resources can reinforce teachers' management strategies by increasing student participation, accountability, and motivation. Nonetheless, the introduction of technology also brings forth concerns regarding TLE learners' behavior. Misuse of digital devices, off-task activities, and increased dependence on technology may hinder rather than support the teaching-learning process if not managed effectively.

This study seeks to investigate the interplay between classroom management and technology integration with specific emphasis on TLE learners' behavior. By examining strategies that harmonize effective management techniques with responsible and meaningful use of technology, this research aims to provide insights into promoting positive learner behavior, enhancing engagement, and improving academic outcomes. In doing so, it endeavors to contribute to the growing discourse on 21st-century pedagogy, where the role of teachers extends beyond instruction to include fostering digital citizenship and guiding learners toward responsible use of technological resources.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the Optimizing Classroom Management and Technology Integration in TLE learners' behavior of the teachers and students of Cabuyao Laguna.

Specially, this study intended to answer the following questions;

1. What is the level of classroom management in terms of;
   1.1 establishing rules;
   1.2 positive reinforcement; and
   1.3 teacher-student relationship?
2. What is the level of technology integration in terms of;
   2.1 multimedia presentation;
   2.2 online resources; and
   2.3 digital learning?

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3. What is the level of TLE learners' behavior in terms of;
   3.1 participation;
   3.2 listening;
   3.3 time management; and
   3.4 task engagement?
4. Is there a significant relationship between classroom management and TLE learners' behavior?
5. Is there a significant relationship between technology integration and TLE learners' behavior?

II. Methodology

The study employed descriptive research to determine the extent of teacher classroom management and teacher classroom management to TLE Learners' behavior. Purposive sampling technique was used to two hundred eighty (280) Grade 9 students in selected public schools in Cabuyao Laguna. Descriptive and inferential statistics, including weighted mean, standard deviation and Pearson r Coefficient is used in this study. A self-made questionnaire was used as a research instrument in data gathering. It aimed for the researcher to gather information on the significant relationship between the responses of students.

III. Results and Discussion

This chapter discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions determine the relationship of optimizing classroom management and technology integration in TLE learners' behavior of the teachers and students of Cabuyao Laguna.

Level of Classroom management

In this study, the level of classroom management was described in terms of establishing rules, positive reinforcement and teacher-student relationship and was determined by the mean and standard deviation.

Table 1 presents the level of classroom management in terms of establishing rules.

Table 1. Level of Classroom management in terms of Establishing Rules

Statements The teacher…	Mean	SD	Remarks
…clearly explained why we have a certain rule, rather than just saying "because I said so."	4.26	0.75	Strongly Agree
…delivered consistently by implementing it in our classroom.	4.26	0.74	Strongly Agree
…fair and reasonable for all learners wherein teacher follows it and consequences for every student is clear no matter who they are.	4.20	0.70	Agree
…establish rules to promote discipline and order making us keeping things organized.	4.25	0.74	Strongly Agree
…involves learners in understanding classroom policies.	4.21	0.76	Strongly Agree
Weighted Mean	4.24		
SD	0.75		
Verbal Interpretation	Very High		

As shown, respondents strongly agree that the teachers clearly explained why we have a certain rule, rather than just saying "because I said so.". They also deliver rules consistently by implementing it in our classroom. Rules are fair and reasonable for all learners wherein teacher follows it and consequences for every student is clear no matter who they are. Teachers establish rules to promote discipline and order making us keeping things organized and involves learners in understanding classroom policies.

The level of classroom management in terms of establishing rules attained the overall weighted mean of 4.24 with a standard deviation of 0.75, verbally interpreted as Very High. This indicates that as part of classroom management teachers establish rules that are clear, fair, and reasonable to promote discipline and order in the classroom.

In summary, the results indicate that teachers establish rules and consistently implement them to ensure discipline and organization in the classroom.

Table 2 presents the level of classroom management in terms of positive reinforcement.

Table 2. Level of Classroom management in terms of Positive Reinforcement

Statements The teacher…	Mean	SD	Remarks
…acknowledges and praises learners' good behavior.	4.31	0.71	Strongly Agree
…gives rewards or recognition for learners' achievements.	4.28	0.75	Strongly Agree
…motivates learners by highlighting their strengths.	4.28	0.71	Strongly Agree
…provides regular positive feedback to encourage improvement.	4.24	0.73	Strongly Agree
…reinforces strategies to promote a positive learning environment.	4.29	0.71	Strongly Agree
Weighted Mean	4.28		
SD	0.72		
Verbal Interpretation	Very High		

Table 2 presents the level of classroom management in terms of positive reinforcement.

As shown, respondents strongly agree that the teachers acknowledge and praise learners' good behavior. They also give rewards or recognition for learners' achievements and motivate learners by highlighting their strengths. Furthermore, teachers provide regular positive feedback to encourage improvement and reinforce strategies to promote a positive learning environment.

The level of classroom management in terms of positive reinforcement attained the overall weighted mean of 4.28 with a standard deviation of 0.72, verbally interpreted as Very High. This indicates that as part of classroom management, teachers utilize various forms of encouragement and validation to foster student engagement and maintain a supportive atmosphere.

In summary, the results indicate that teachers effectively use positive reinforcement to acknowledge student success and motivate learners toward continuous improvement.

Table 3 presents the level of classroom management in terms of teacher-students relationship.

As shown, respondents strongly agree that the teachers show respect and fairness to all students. They also feel comfortable approaching the students for concerns and maintain open communication with them. Moreover, teachers foster a supportive and trusting relationship and show care and worry for the well-being of their pupils.

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The level of classroom management in terms of teacher-students relationship attained the overall weighted mean of 4.26 with a standard deviation of 0.73, verbally interpreted as Very High. This indicates that as part of classroom management, teachers build strong interpersonal connections characterized by trust, empathy, and mutual respect to create a conducive learning environment.

In summary, the results indicate that teachers prioritize healthy teacher-student interactions and foster a supportive atmosphere that promotes student well-being and open communication.

Table 3. Level of Classroom management in terms of Teacher-Students Relationship

Statements The teacher…	Mean	SD	Remarks
…shows respect and fairness to all students.	4.24	0.70	Strongly Agree
…feels comfortable approaching the students for concerns.	4.30	0.72	Strongly Agree
…maintains open communication with students.	4.21	0.78	Strongly Agree
…demonstrates care and concern for learners' well-being.	4.26	0.73	Strongly Agree
…provides supporting and trusting relationship.	4.30	0.72	Strongly Agree
Weighted Mean	4.26		
SD	0.73		
Verbal Interpretation	Very High		

Level of Technology Integration

In this study, the level of technology integration was described in terms of multimedia presentation, online resources and digital learning and was determined by the mean and standard deviation.

Table 4 presents the level of technology integration in terms of multimedia presentation.

Table 4. Level of Technology Integration in terms of Multimedia Presentation

Statements The teacher uses multimedia …	Mean	SD	Remarks
…presentations (e.g., slide deck, videos) to explain lessons.	4.26	0.76	Strongly Agree
…materials to make learning more engaging and interactive.	4.31	0.72	Strongly Agree
…visual and audio aids that learners better understand the lesson.	4.24	0.76	Strongly Agree
… that makes classes more interesting and enjoyable.	4.24	0.73	Strongly Agree
…presentations regularly to enhance teaching.	4.30	0.76	Strongly Agree
Weighted Mean	4.27		
SD	0.74		
Verbal Interpretation	Very High		

As shown, respondents strongly agree that the teachers use presentations such as slide decks and videos to explain lessons. They also use multimedia materials to make learning more engaging and interactive and utilize visual and audio aids to help learners better understand the lesson. Furthermore, teachers use multimedia to make classes more interesting and enjoyable, and they employ these presentations regularly to enhance their teaching.

The level of technology integration in terms of multimedia presentation attained the overall weighted mean of 4.27 with a standard deviation of 0.74, verbally interpreted as Very High. This indicates that as part of technology integration, teachers consistently incorporate digital and audiovisual tools to enrich the instructional process and cater to diverse learning styles. In summary, the results indicate that teachers actively utilize multimedia presentations to foster an engaging, interactive, and effective learning environment through the regular use of technology.

Table 5 presents the level of technology integration in terms of online resources.

As shown, respondents strongly agree that the online resources encourage learners to use the internet for research activities. They also agree that these resources are effectively integrated into class discussions through articles, e-books, and databases. Furthermore, learners are guided in evaluating reliable online sources, and they agree that the use of such resources enhances their critical thinking and learning in research. Finally, respondents strongly agree that online resources are maximized to support classroom instruction.

The level of technology integration in terms of online resources attained the overall weighted mean of 4.23 with a standard deviation of 0.75, verbally interpreted as Very High. This indicates that as part of technology integration, teachers and learners actively engage with digital information to broaden the scope of the curriculum and develop essential research skills.

Table 5. Level of Technology Integration in terms of Online Resources

Statements The online resources…	Mean	SD	Remarks
…encourage learners to use the internet for research activities.	4.30	0.72	Strongly Agree
…are effectively integrated into class discussions. (e.g., articles, e-books, databases)	4.25	0.77	Strongly Agree
…learners are guided in evaluating reliable online sources.	4.20	0.78	Agree
…enhances learners critical thinking and learning in research.	4.11	0.75	Agree
…are maximized to support classroom instruction.	4.29	0.71	Strongly Agree
Weighted Mean	4.23		
SD	0.75		
Verbal Interpretation	Very High		

In summary, the results indicate that online resources are consistently utilized and integrated into the learning process to promote academic inquiry and support the delivery of instruction.

Table 6 presents the level of technology integration in terms of digital learning.

As shown, respondents strongly agree that digital learning tools are integrated in teaching through Google Classroom, Learning Management Systems, and various learning apps. They also strongly agree that these tools are used by learners for assignments and projects, as well as for communication and collaboration. Furthermore, digital learning includes activities that increase learners' participation and engagement and are considered helpful in making learning more effective and accessible.

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Table 6. Level of Technology Integration in terms of Digital Learning

Statements The digital learning tools are…	Mean	SD	Remarks
…Integrated in teaching. (Google Classroom, learning apps)	4.22	0.76	Strongly Agree
…used by learners for assignments and projects.	4.28	0.73	Strongly Agree
…used for communication and collaboration.	4.28	0.77	Strongly Agree
…with activities that increase learners' participation and engagement.	4.29	0.74	Strongly Agree
…helpful making learning more effective and accessible.	4.27	0.74	Strongly Agree
Weighted Mean	4.27		
SD	0.75		
Verbal Interpretation	Very High		

The level of technology integration in terms of digital learning attained the overall weighted mean of 4.27 with a standard deviation of 0.75, verbally interpreted as Very High. This indicates that as part of technology integration, digital platforms and tools are deeply embedded in the instructional framework to facilitate a more interactive and flexible learning experience.

In summary, the results indicate that digital learning tools are effectively maximized to streamline academic tasks and enhance the overall accessibility and engagement of the students.

Level of TLE learners' behavior

In this study, the level of TLE learners' behavior was described in terms of participation, listening, time management and task engagement and was determined by the mean and standard deviation.

Table 7 presents the level of TLE learners' behavior in terms of participation.

Table 7. Level of TLE learners' behavior in terms of Participation

Statements The learners…	Mean	SD	Remarks
…actively participate in class discussions.	4.31	0.71	Strongly Agree
…volunteer to answer questions during class.	4.28	0.75	Strongly Agree
…contribute ideas and share opinions during group activities.	4.28	0.71	Strongly Agree
…ask questions when they need clarification about the lesson.	4.24	0.73	Strongly Agree
…participate willingly in class projects and activities.	4.29	0.71	Strongly Agree
Weighted Mean	4.28		
SD	0.72		
Verbal Interpretation	Very High		

As shown, respondents strongly agree that the learners actively participate in class discussions. They also volunteer to answer questions during class and contribute ideas and share opinions during group activities. Furthermore, learners ask questions when they need clarification about the lesson and participate willingly in class projects and activities.

The level of TLE learners' behavior in terms of participation attained the overall weighted mean of 4.28 with a standard deviation of 0.72, verbally interpreted as Very High. This indicates that as part of the classroom dynamic, students demonstrate a high level of engagement and proactiveness in both individual and collaborative learning tasks.

In summary, the results indicate that learners are highly involved in the instructional process, showing a strong commitment to active learning and classroom interaction.

Table 8 presents the level of TLE learners' behavior in terms of listening.

As shown, respondents strongly agree that the learners pay attention when the teacher is explaining the lesson. They also agree that they listen carefully to classmates during group or class discussions. Furthermore, learners avoid distractions while listening to the lesson, follow instructions given by the teacher attentively, and show respect by listening when someone else is speaking.

The level of TLE learners' behavior in terms of listening attained the overall weighted mean of 4.25 with a standard deviation of 0.73, verbally interpreted as Very High. This indicates that as part of the learning process, students exhibit a high degree of attentiveness and respect for both the instructor and their peers.

Table 8. Level of TLE learners' behavior in terms of Listening

Statements The learners…	Mean	SD	Remarks
…pay attention when the teacher is explaining the lesson.	4.27	0.73	Strongly Agree
…listen carefully to my classmates during group or class discussions.	4.20	0.74	Agree
…avoid distractions while listening to the lesson.	4.22	0.72	Strongly Agree
…follow instructions given by the teacher attentively.	4.27	0.73	Strongly Agree
…show respect by listening when someone else is speaking.	4.29	0.73	Strongly Agree
Weighted Mean	4.25		
SD	0.73		
Verbal Interpretation	Very High		

In summary, the results indicate that learners demonstrate strong active listening skills, which contributes to a more focused and respectful classroom environment.

Table 9 presents the level of TLE learners' behavior in terms of time management.

Table 9. Level of TLE learners' behavior in terms of Time Managemen

Statements The learners…	Mean	SD	Remarks
…submit assignments and projects on time.	4.21	0.76	Strongly Agree
…balance their schoolwork with other responsibilities.	4.28	0.73	Strongly Agree
…manage their study time effectively before exams.	4.28	0.77	Strongly Agree
…avoid procrastination in doing my tasks.	4.29	0.74	Strongly Agree
…prioritize their schoolwork over distractions.	4.27	0.74	Strongly Agree
Weighted Mean	4.27		
SD	0.75		
Verbal Interpretation	Very High		

As shown, respondents strongly agree that the learners submit assignments and projects on time. They also strongly agree that they balance their schoolwork with other

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responsibilities and manage their study time effectively before exams. Furthermore, learners avoid procrastination in doing their tasks and prioritize their schoolwork over distractions.

The level of TLE learners' behavior in terms of time management attained the overall weighted mean of 4.27 with a standard deviation of 0.75, verbally interpreted as Very High. This indicates that as part of their academic habits, students demonstrate a high level of discipline and organizational skills in handling their scholastic requirements.

The level of TLE learners' behavior in terms of time management attained the overall weighted mean of 4.27 with a standard deviation of 0.75, verbally interpreted as Very High. This indicates that as part of their academic habits, students demonstrate a high level of discipline and organizational skills in handling their scholastic requirements.

In summary, the results indicate that learners are highly efficient in managing their schedules, allowing them to remain productive and focused on their academic goals.

Table 10 presents the level of TLE learners' behavior in terms of task engagement.

Table 10. Level of TLE learners' behavior in terms of Task Engagement

Statements The learners…	Mean	SD	Remarks
…stay focused on tasks until they are completed.	4.76	0.73	Strongly Agree
…put effort into accomplishing their academic tasks.	4.31	0.73	Strongly Agree
…stay motivated even when tasks are challenging.	4.25	0.74	Strongly Agree
…cooperate with groupmates to accomplish tasks.	4.23	0.74	Strongly Agree
…engage actively in classroom tasks and activities.	4.24	0.76	Strongly Agree
Weighted Mean	4.26		
SD	0.74		
Verbal Interpretation	Very High		

As shown, respondents strongly agree that the learners stay focused on tasks until they are completed. They also put effort into accomplishing their academic tasks and stay motivated even when tasks are challenging. Furthermore, learners cooperate with groupmates to accomplish tasks and engage actively in classroom tasks and activities.

The level of TLE learners' behavior in terms of task engagement attained the overall weighted mean of 4.26 with a standard deviation of 0.74, verbally interpreted as Very High. This indicates that as part of their learning behavior, students demonstrate a high level of persistence, collaboration, and dedication toward their assigned academic responsibilities.

In summary, the results indicate that learners are highly committed to their schoolwork, showing the grit and cooperation necessary to successfully complete their educational activities.

Significant Relationship Between the Teachers' Classroom Management and TLE learners' behavior

In this study, the significant relationship between the teachers' classroom management and TLE learners' behavior were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 11 presents the correlation between Teachers' Classroom Management and TLE learners' behavior. The results include Pearson correlation coefficients (r-values) p-values, and sample size (N=280) for each relationship.

The table shows that that only selected aspects of teachers' classroom management have significant relationships with TLE learners' behavior, indicating that not all management strategies are associated with student outcomes.

Positive reinforcement shows a very strong and significant relationship with participation ($r = .998$, $p = .000$) and a significant relationship with task engagement ($r = .126$, $p = .035$).

Table 11. Significant Relationship Between Teachers' Classroom Management and TLE learners' behavior

Teachers' Classroom Management		TLE Learners' Behavior			
		Participation	Listening	Time Management	Task Engagement
Establishing Rules	Pearson Correlation	.048	-.036	.016	.024
	Sig. (2-tailed)	.425	.545	.791	.686
	N	280	280	280	280
Positive Reinforcement	Pearson Correlation	.998*	.023	.017	.134
	Sig. (2-tailed)	.000	.699	.776	.035
	N	280	280	280	560
Teacher-student Relationship	Pearson Correlation	.064	.126*	.102	.102
	Sig. (2-tailed)	.289	.035	.089	.089
	N	280	280	280	280

Note * $p < .05$

This implies that recognizing and rewarding positive behavior greatly encourages students to actively participate and stay engaged in tasks. However, its relationship with listening and time management is not significant, indicating that reinforcement alone may not fully address all behavioral aspects.

Overall, the findings imply that positive reinforcement is the most influential classroom management strategy, particularly in promoting participation and engagement, while teacher-student relationships support attentive listening. Meanwhile, establishing rules alone appears insufficient, there may be a need for teachers to go beyond rule-setting by consistently reinforcing positive behaviors and fostering supportive interactions to effectively shape TLE learners' behavior.

The findings in Table 12 underscore that interpersonal dynamics and behavioral incentives are more influential drivers of learner behavior than the mere establishment of rules. While rules provide the framework, the data suggests that learners respond most effectively to active engagement and a supportive classroom climate.

Significant Relationship Between Technology Integration and TLE learners' behavior

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In this study, the significant relationship between technology integration and TLE learners' behavior were analyzed applying Pearson Correlation Coefficient using Minitab 14. Table 12 presents the correlation between Technology Integration and TLE learners' behavior. The results include Pearson correlation coefficients (r-values) p-values, and sample size (N=280) for each relationship.

The table shows that only selected aspects of technology integration have significant relationships with TLE learners' behavior, indicating that the use of digital tools does not uniformly influence all behavioral outcomes in the classroom.

Table 12. Significant Relationship Between Technology Integration and TLE learners' behavior

		TLE Learners' Behavior			
Teachers' Classroom Management		Participation	Listening	Time Management	Task Engagement
Multimedia Presentation	Pearson Correlation	.074	.025	.061	.049
	Sig. (2-tailed)	.217	.679	.306	.410
	N	280	280	280	280
Online Resources	Pearson Correlation	.053	.026	.066	.099
	Sig. (2-tailed)	.378	.668	.274	.097
	N	280	280	280	280
Digital Learning	Pearson Correlation	.045	.038	.118*	.003
	Sig. (2-tailed)	.455	.522	.049	.954
	N	280	280	280	280

Note * p < .05

Digital learning shows a significant relationship with time management (r=.118, p=.049). This implies that the integration of digital tools helps students stay organized and manage their academic schedules more effectively. However, its relationship with participation, listening, and task engagement is not significant, suggesting that digital tools primarily serve as a functional support for scheduling and deadlines rather than a direct driver of classroom interaction. Furthermore, multimedia presentations and online resources showed no significant correlations with any behavioral traits, as all their p-values exceeded the .05 threshold.

Overall, the findings imply that digital learning is the most relevant technology integration factor in promoting better time management among students. Meanwhile, multimedia presentations and online resources appear insufficient on their own to significantly change how students participate, listen, or engage with tasks. This suggests that for technology to have a broader impact on behavior, it must be paired with pedagogical strategies that actively encourage engagement and interpersonal communication.

The data in Table 12 highlights that technology integration, specifically through Digital Learning, is most effective as a tool for improving Time Management. While Multimedia Presentations and Online Resources are staples of the modern classroom, their impact on behaviors like listening and participation may depend on other factors such as teacher-student interaction rather than the technology itself.

IV. Conclusion and Recommendations

There is no significant relationship between classroom management and TLE learners' behavior was noted. Thus, the hypothesis is accepted. This concludes that the variations in how TLE teachers organize their classrooms, establish rules, or handle disruptions do not directly cause or correlate with changes in student behavior.

There is no significant relationship between technology integration and TLE learners' behavior is hereby accepted. This implies that the level of student conduct, engagement, and discipline in the TLE classroom remains constant regardless of the extent or quality of technology used in instruction.

Based on the drawn conclusions resulted to the following recommendations were given:

The researcher recommends that the school head may continuously provide teachers with advanced industry training rather than basic teaching workshops. This strategic shift was ensured that teachers technical competencies remain aligned with evolving global standards and industrial demands, while elevating the quality of instruction from basic literacy to professional-grade mastery.

The researcher recommends that department heads may allocate specific time slots for activities that create a mentorship program where these high-performing TLE teachers can coach new teachers or those in other departments who struggle with classroom climate.

The researcher recommends that teacher may regularly focus on implementing a student workshop system where learners take the lead in safety checks and tool organization, may regularly formalize a values integration program within the TLE curriculum that reinforces the self-discipline students are already showing and may continuously invest in specialized TLE software that mimics professional environments, knowing that the students have the behavioral maturity to handle complex, self-paced digital tasks.

Future researchers may make use of this study to enhance their readings of corresponding work, which could support the current research initiative's conclusions even more.

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