



## LIVED EXPERIENCES OF NON-TLE TEACHERS TEACHING TLE SUBJECTS: A PHENOMENOLOGICAL INQUIRY

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### **Abstract:**

The research study focused on the lived experiences of non-TLE teachers teaching TLE subject, how they cope with their present situation, and the insights they can share with other teachers who will experience the same experiences they have. This study used the qualitative phenomenological method of research to explore in depth the experiences, coping strategies and personal insights which can be shared by the participants. The research study purposely identified 12 teachers for the focus group discussion who are all teaching in the 5 public national high schools in the Municipality of Kiblawan, Davao del Sur. The results show that the non-TLE teachers teaching TLE subjects struggled so much in their present teaching career considering that what they are teaching is not their field of specialization, they lack the knowledge and expertise to teach TLE subjects coupled with the lack of insufficient resources and TLE equipment to be used for the subjects being handled. As their coping strategies, the TLE teachers explored various teaching strategies and methods by using technology as a tool in their class discussion, demonstration of required skills and equipment needed for the subjects. They also asked for assistance from their colleagues and some teachers who are experts in TLE subjects and most importantly, they study more every day and be ready for the class. Being resourceful, continuing learning, manifesting courage and application of pedagogical alignment are among the insights shared by the non-TLE teachers teaching TLE subjects.

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## 1. Introduction

Teachers handling subjects not in line with their field of specialization or out-of-field teaching is one of the universal issues (Abrams, Varier & Jackson, 2016) that are not new in the education system and is often seen as a hindrance to having quality education. In addition, teacher supply and teacher quality are closely related issues: in times of surplus, the school can select from the most qualified candidates whereas, in times of shortage, schools will be forced to hire less-qualified teachers; however, out-of-field teaching is not a result of the teacher shortage but certain administrative and organizational influences (Du Plessis, 2015).

Moreover, teachers are seen to play significant roles in building the highest potential among learners, developing the skills necessary to adapt to the changing demands of society and improving their knowledge in responding to the needs of the contemporary world. This has been essential in assuring that appropriate information is passed to the learners, making them not only acquire rightful information but indispensable one: for living, survival or its practical applications. Teachers must be teachers of competent skills with evidence-based knowledge (Blomeke, Olsen & Suhl, 2016), capable of teaching the subjects not by familiarity or because no one else accepts handling the subject but with expertise and specialization (Ni Riordain, Paolucci & Dwyer, 2017). Since they are considered experts as subjects are in line with their field of specialization, teaching becomes convenient and easy for them (Schuler, Rosken Winter, Weibenrieder, Lambert & Romer, 2015), they are in their comfort zone (Clotfelter, Ladd & Vigdor, 2012), they tend to be more productive and motivated (Tsai & Yang, 2015), and further experienced lesser stress or burnouts, teacher retention and turn over (Bosse & Torner, 2015).

Consequently, since the implementation of the K to 12 Education curriculum in the Philippines highlighting the emergence of senior high schools, the demand for teachers also increases (Baez-Hernandez, 2019). Subjects also emerged particularly in the Technical and Vocational strands and this contributed to the hiring of many teachers found to be experts in their specific field yet do not possess the necessary educational license, although with a probationary appointment only. Many non-education graduates earned education units to enable them to teach in secondary schools (Kandlbinder, 2014). With the various demands, non-TLE teachers are handling TLE subjects even if they lack certain competencies like a full fledged TLE teacher. Some of them learned the competencies in the TLE through self-study, peer tutorials, experiences and with the aid of social media and technologies. An out-of-field teacher, not only affects the teachers' skills but also affects their professional rights as employees (Schuler et al., 2015).

Moreover, it is the supposition of the researcher that when one is teaching a subject that is not in line with their area of specialization or out of the field teaching, teachers faced additional stress and burnout, higher rates of retention and turnover, being

discouraged, less productive, suffer sudden mood swing and the transfer of learning is hampered. Hence, it is with this aspect that the researcher would like to explore the lived experiences of non-Technology and Livelihood Education (TLE) teachers teaching TLE subjects.

Also, as a researcher, I felt that this study is unique because first, it is localized as it was conducted in 5 national high schools in a local area where I am teaching and with the thought that the existing teaching conditions of all the non-TLE teachers were good and comfortable. I did not realize these teachers were suffering from the effects of misalignment of their teaching subjects from the specialization they were studying in college. The study is unique because there was a revelation of the reality that there was a total mismatch between their education to what they are actually teaching- TLE subjects. TLE, as a subject requires knowledge, skills and competencies. These 3 should go together to become an effective TLE teacher. With the participants, as researcher, I cannot say they have the knowledge, the skills or even the competencies, yet they were able to survive and seemingly enjoy their teaching career.

## **2. Literature Review**

### **2.1 Lived Experiences of Non-TLE Teachers Teaching TLE subjects**

Teaching is an essential and noble profession. The teaching profession is not just a job, it is all about shaping the future of our country by providing guidance to our youth in the right direction and making their dreams come true. Making a career choice, in the teaching profession is a significant phase in every student's life. There are several factors to consider before arriving at a decision. These included the influence of several factors such as parental education, profession, and income on the career (Kazi & Aklaq, 2017), demand of parents, mothers, in particular, are more influential in the career choice of secondary school students compared to their peers (Halim, Rahman, Zamri, & Mohtar, 2018; Hashim & Embong, 2015).

The influence of school teachers or family members who are (or were) teachers has a direct influence on one's decision to get into teaching as mentioned in the studies of Marshall (2009), Mee, Rogers Haverback, & Passe (2012). In other words, their decisions to teach is not directly caused by former school teachers, rather, they are influenced by those teachers in terms of igniting their desire to make a difference, and influencing the subject they have chosen, the way they will teach, and their sense of self as a teacher. Dela Fuente (2019) emphasized that students have direct connections with parents and relatives due to the Filipino culture of "close family ties."

It is clear that the main driver for most of the student teachers to enter teaching is either because they appreciate the enjoyment and fulfillment derived from the bonding and interaction with the students, and/or they see the meaningfulness of teaching by impacting those under their care, academically and personally. These findings find strong resonance with those of many other studies including Lin Shi, Wang, Zhang, &

Hui (2012) that intrinsic value and social utility value are the major drivers for one to come into the teaching line.

The teacher education work is based on sincerity, passion, and love for students as well as in the profession. Therefore, one must have geared his/her personality to consist of elegance, attractiveness, modesty and kindness, courtesy and attention to students. In the teacher education program, there should be no prejudice, insecurity or lack of confidence. For the education program to gain success a teacher requires patience, thoroughness, skill, and professionalism (Murati, 2015). In order to fulfill their roles, teachers also shift their focus in the classroom from lecturing to assessing. Inquiry-based teachers become assessors as they can help in testing students' prior knowledge, identifying students' understanding throughout the learning experience, and measuring their knowledge at the completion of the learning experience (Keiler, 2018).

Teaching is considered a profession that is endowed with a great deal of trust and high moral standards of behavior. In fact, there is an expectation of higher standards of ethical behavior among teachers. Such a calling of "higher" moral standards may point to a high level of moral standards in comparison with other professions as well as different standards (Campbell, 2003). The very nature of their profession, where teachers are expected to "walk the talk," necessitates that they conduct themselves morally in their professional sphere, and also in their personal sphere of influence. It is not an exaggeration to point out that as professionals, teachers are "*engaged in one of the most ethically demanding jobs*" (Clark, 2004).

Teachers' teaching strategies and methods have a significant impact on student performance. The interactive teaching method has the largest impact on performance among all other teaching strategies. In the teaching process, teachers' timely feedback and formative evaluation provided the greatest impact on the academic output. The academic community attaches great importance to students' autonomous learning, however, self-controlled learning by students themselves may not be an effective way to improve academic output. The way in which the teacher plans and leads the classroom will have a great effect on the student's academic achievement. If a teacher is not fully engaged and excited about what they are teaching, then the children will pick up on this and not be engaged to learn as much as they could be. An effective teacher often becomes a professional leader who thinks, reflects and implements (Vijayan, Chakravarthi & Philips 2016; Yao, Rao, Jiang & Xiong, 2020).

Additionally, research has shown that the role of the teacher in the classroom is highly significant since he/she increases the achievement of learning. The role of the teacher is greater than the program or the methods used in the classroom. The ideal learning environment offers students the possibility of discovering and examining new situations raised. Teachers can be facilitators instead of mere lecturers or coaches by providing students with situations where they need to have different approaches and more practical examples (Erdem, 2015). By implementing a series of learning, the teacher will organize learning starting from the creation and preparation of learning, implementing and evaluating a series of learning actions that have been implemented to

achieve the learning objectives that have been compiled. The success or failure of the implementation of teaching and learning activities is dependent on the ability of teachers to carry out the functions and roles of teachers professionally based on learning objectives (Sumitra et al., 2021).

Also, instructional materials are considered important in teaching and learning at all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying them as dry and non-exciting. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006). It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives

Moreover, teaching is a challenging profession and is regarded as a highly stressful job. Indeed, teachers experience extreme stress due to their various tasks and responsibilities. Smith (2012) explained that stress has negative impacts on classroom performance, job satisfaction, and teacher attrition. There are a lot of instances where teachers are placed in a position of highly stressful responsibility for the actions of young individuals in a school setting. Add on to this is the burden of choosing the right learning activities that would lead to the attainment of the educational goals is also noted.

Clearly, the lack of teaching materials was among the challenges that were explained by teachers. Findings from a study indicated that schools did not have proper teaching materials that could support the teachers when teaching children. It was explained that books, blackboards and other teaching materials were needed. The lack of teaching materials was associated with budgetary constraints allocated to the schools by the government (Udoba, 2014). Challenges also arise from a shortfall in the expectation and experience of teachers regarding the teaching-learning environment in schools. Teachers find it challenging when they could not find the portrayed environment in schools. The challenges even include the provision of facilities, instructional needs, the attitude of the administration, student behaviour, and mentoring of other teachers (Mahmood & Iqbal, 2018).

Furthermore, the implementation of programs also presents various challenges namely: lack of preparation and professional development, the excessive academic burden on students, and the integration of lessons in the real-life context. The demands on teachers mean that not only do they need to be able to keep order and provide useful information to students, but also to be increasingly effective in enabling a diverse group of students to learn ever more complex material and develop a wider range of skills (Arends, 2004; Rivkin, Hanushek & Kain, 2000).

Moreover, teachers are also challenged by the lack of or poor ICT skills. Some teachers are afraid of technology use and would not be encouraged by any system that is technologically driven, particularly those who are old in the system and had little

exposure to technology. A vast majority of teachers are also facing internet issues and lack the knowledge to use and resolve the problems related to technology. Using technology is also creating a void among teachers, thus, educational institutions need to work together to resolve the issues that are slowing teachers down in the development of academic life and find an absolutely robust plan (Khanna & Prasad, 2020).

Additionally, lost or forgotten information is another challenge for such teachers. Some teachers fail to access electronic systems because they do not have the correct information (Bernadine, 2019). The new platform also challenges both the teachers and the students as it occurs something new to them. This calls for an adopt quick response to the new normal in teaching and learning amidst the pandemic. The shift to online learning was too sudden at very short notice and academic institutions have to strategize and accelerate new forms of teaching pedagogy. The question of how ready the schools are in terms of technical coping Mechanisms employed by non-TLE infrastructure is still left unanswered (Ancheta & Ancheta, 2020).

## **2.2 Coping mechanisms employed by non-TLE Teachers**

In the model by Lazarus and Folkman, coping is defined as the cognitive and behavioral actions and strategies used when faced with stressful situations arising from internal or external demands which are perceived as overburdening the personal resources of the individual, Lazarus & Folkman (1984). It is only through the process of “coping” that people can overcome stress and prevent it from becoming worse. In the Philippine context, Filipinos keep on receiving compliments about how resilient they are because they are all able to cope with very stressful situations such as calamity and poverty. Coping strategies or dispositions unique to Filipinos are interesting to look at not only to provide a better understanding of how Filipinos respond to stress but also to be able to capture a general picture of their strengths in overcoming stress.

Relatedly, research shows that part of what enables people to thrive, despite setbacks, failure, and hardship, is the ability to think optimistically in the face of adversity. Optimistic thinking motivates people - adults and children - to continue to persist and to work to find solutions, even when situations look bleak (Reivich & Gillham 2003) Optimism shines light where it is dark. Optimism matters and it can be learned. As second parents in school, teachers can lay the foundation for happiness, resilience and success by teaching their children/students how to think optimistically.

In addition, teachers’ resourcefulness certainly affects learning outcomes. Resourceful teachers are considered to be more able to use the most appropriate methods and materials to teach pupils, as they differ in their abilities, prior knowledge and home backgrounds. Indeed, different levels of teacher effectiveness are by-products of their resourcefulness and a strong determinant of differences in pupils’ learning (Ikoh & Nwankwo, 2013). In order to meet the changing demands of their jobs, high-quality teachers must be capable and willing to continually learn and relearn their trade. This learning begins prior to entering the classroom (Fullan & Stiegelbauer, 1991).

Thus, the use of technology and teaching students to use it has become a high priority in public schools. There is a common focus on raising student achievement while integrating technology as a tool. Due to the large use of technology in the world in which we live, the use of technology in teaching and learning is essential if we are to make a lasting impact on how students learn (Cristen, 2009).

Evidently, the internet is here to stay, and we are better to embrace what is good about it, using it to inform and educate, and promoting it as a useful educational tool that aids learning. It is evident that, if ICTs used appropriately to support teaching and learning in schools and colleges they can be an effective tool particularly in improving the quality of content and pedagogy (Anderson, 2008). For example, many academic institutions are now using videos, interactive television, and computer programs in the teaching and learning processes. The Internet has turned into a wide and resourceful source of information for learners and trainers around the world (Makoye, 2003).

In addition, another strategy which can lessen the burdens of teachers is the mentoring activity. A mentoring program allows first-year teachers to work with experienced teachers to improve upon their techniques and pedagogical approaches. A new teacher is also able to develop a personal relationship with a more experienced educator; they are able to share emotions and experiences with one another. An induction program aims to facilitate and increase the teaching effectiveness of new teachers through the expertise of veteran teachers (Moir, 2009; Goldrick, 2016). A mentor is experienced and is able to share a plethora of thoughts and ideas related to education. There are a number of benefits of mentoring programs for new teachers, these benefits include: higher retention rates; considerable professional development, improved ability to problem solve in the classroom, adoption of strategies and practice techniques from their mentors, higher confidence and self-esteem, decreased sense of isolation, and an overall improved attitude towards teaching (Fantilli & Mc Dougall, 2009; Sun, 2012).

Clearly, developing courage should be part of educational programs in schools or educational programs as the study shows the importance of experience. Courage is a foundational component of character that intersects with other virtues and strengths such as justice, humanity, and integrity (Peterson & Seligman, 2004). If people are courageous, it is likely that they can draw upon this special strength across contexts and in various situations. Courage is defined by the CLEP as *“the willingness to work through obstacles despite feeling embarrassment, fear, reluctance, or uncertainty. When you practice courage, you make positive choices even when they may be difficult for you”* (Jesse Lewis Choose Love Enrichment Program, 2019).

Moreover, vocational schools or secondary schools should strive to offer various practical courses rather than concentrating on only one or two popular courses, so that students should be fully aware that in all occupational endeavor, they should have a knowledge of marketing and selling of their goods or services. Measures should be made by the schools in providing adequate and needed essential facilities, tools, equipment, supplies and materials to fully implement their program of practical arts in order to attract more students in the interest of improved learning (Tan, 2021). Additionally, other

subjects need to reiterate new concepts to provide a connection of concepts learned in TLE with other activities in life. The value of work economics and aesthetics must also be underscored by incorporating the concepts in the rating of outputs in TLE (Espiritu & Romualdo, 2018).

### **2.3 Insights of Non-TLE Teachers**

The Technical-Vocational Livelihood Education strategies and indicators are the strategic procedures needed to come up with well-informed contextualized learning instruction. A study resulted in the seven stages of a contextualized teaching module which include planning; assessment of the curriculum guide and resources; collaboration and consultative meeting; crafting and developing of the contextualized learning modules; implementation; monitoring; and evaluation and feedback. As a module, contextualized teaching can be utilized as a training guide for teachers in the Technical-Vocational Livelihood Education strands of the K-12 curriculum (Espinass et al., 2020).

Undoubtedly, out-of-field teaching describes as teachers *“teaching subject areas out of their expertise, it affects professional personality and self-efficacy”* (Hobbs 2013a p.271). out-of-field teaching defines as a teacher teaching outside his specialization field or qualification wherein they used in the 2008 study conducted by the Western Australian College of Teaching (WACOT). The specialization of teachers is a very important point (Lazo,2000). The impressions of out-of-field states that competent teachers converted into incompetent when they are forced to teach subject areas out of their qualification (Ingersoll 2001a). There is time for adjustment of the appointed teacher for an out-of-field position, it can influence the teaching and learning in the classroom (Du Plessis, 2010).

Also, out-of-field instruction is not going to leave promptly, even with financed programs for expanding the stock of educators. Be that as it may, with focused subsidizing for retraining, proficient advancement projects and tutoring of less specific instructors, it is conceivable to give chances to submitted educators to broaden their showing mastery and keep up great instructing. This would reposition out-of-field instructing from a negative to an open door for a proficient extension. Consequently, TLE teachers must have the authority of the subject as well as more extensive knowledge of the field. TLE educators must be engaged to reinforce the professional abilities of TLE students. Moreover, it was emphasized that an educator’s teaching technique is influenced by the content knowledge and academic abilities of the educator, with the quality and the level of their capabilities, considered foremost. However, teaching subjects outside of your expertise is another challenge to look into. This is called "out-of-the-field," where teaching is characterized as teaching a subject without explicit practice regarding that matter (Hobbs & Törner, 2019). Teaching 'out-of-field' happens when educators teach a subject for which they are not qualified.

Again, the alignment of instruction used by the teacher can help attain the objective standard-based reform, in which it develops the overall educational level among learners, though misalignment frequently happens in many schools and school districts (Polikoff, 2012b). Pedagogical alignment defines the degree to which stimulus



setting matches among three academic components: the instructional process, instructional assessment and intended outcomes (Cohen, 1984). It often results in the absence of consistency or alignment of pedagogy. Detailed and fundamental elements of the system are required to be aligned in order for the educational system to work (Herman & Webb, 2007).

Also, persistence is one of the good characteristics of a teacher in many aspects of their vocation. The teachers must be practical, diligent, and rigorous and perform high morale to effectively address the different trials and challenges of their profession (Gu, 2011). The impact of effective teachers in quality education, as well as social collaboration in the classroom, has a big implication for learners' performance (Gillies & Boyle, 2011).

In addition, teachers teaching outside their aptitude causes them to depend on teaching methods that harm learners' love for learning. Learning and teaching compromise intellectual challenges, linked and emphasized the importance of subject matter (Loughran, 2010). An effective teacher enhances the support of learners' building of knowledge by connecting the past understanding to new knowledge in the development where they study, assimilate and interchange to rational and problem solving (Gillies, 2009).

### **3. Material and Methods**

The participants of the study were the 12 purposively selected non-TLE teachers teaching TLE subjects whose school and teaching assignment is located within the Municipality of Kiblawan, Province of Davao del Sur. The 12 participants for the FGD were enough, in terms of the number of participants based on the concept of data saturation (Speziale and Carpenter, 2007). Also, the number of participants is patterned to the suggested number of Creswell (2007) for qualitative research.

There were two considerations in selecting these participants that were their readiness to open themselves and share their experiences, coping mechanisms and insights as mentioned in the study and their willingness to cooperate with the researcher until the end of the study. Purposive sampling was used as the participants were purposely identified to answer the research objectives of the study. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2015). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). In addition to knowledge and experience the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

For the inclusion criteria in the selection of participants, these participants are under the teaching category of Teacher 1, 2, 3 in any areas or subject of specializations, except TLE and who are presently handling TLE subjects under the Junior High School department in the 5 national high schools in the Municipality of Kiblawan. For the

exclusion criteria, teachers outside of this category, who do not belong to the teaching category of Teacher 1, 2, 3, whose area of specialization is not TLE and who are outside the 5 identified national high schools in the Municipality of Kiblawan are deemed excluded from the study. Teachers who are assigned to private schools are also excluded from the study. As a researcher, I did not force my participants to join the FGD activity and they have the right if they discontinued their participation in my study. Also, the participants were given the freedom to withdraw from their participation whenever they felt that I have violated the agreement.

The required consent from the participants for their participation in the study was requested as evidenced by their affirmation/signature in the Informed Consent form. In the said form, the purpose of the study, and its terms and conditions involving confidentiality and beneficence were highlighted. The participants were informed of the observance of ethical considerations such that all their responses were treated with the utmost confidentiality. The participant's participation was voluntary and the refusal to participate involved no penalty or loss of benefits to which you are otherwise entitled. The participants may withdraw their consent at any time and discontinue participation without penalty and they were not waiving any legal claims, rights or remedies because of your participation in this research study. They were free to decline from participating in the FGD and were not forced to answer the research questions. They were allowed to stop participating in the FGD when they think the activity was no longer convenient for them. The study covered the period June 2021 - September 2022.

Correspondingly, the study was conducted among the 5 public secondary schools in the Municipality of Kiblawan, Davao del Sur. The Municipality of Kiblawan is a second-class municipality in the province of Davao del Sur with 48,897 people as of as 2015 census. As a researcher, whose teaching assignment is the same as the identified participants, the Municipality of Kiblawan was selected as the place of the study considering that the researcher is fully aware of the present teaching conditions of the participants, the non-TLE teachers handling TLE subjects. These lived experiences are worth studying with the hope that the results of the study will become good inputs for policy-makers and school administrators in bringing changes or development in the present educational system and addressing existing problems confronting teachers.

As a researcher, I utilized focus group discussion (FGD), as a qualitative data tool to generate qualitative insights from my 12 participants. Focus group discussions are facilitated discussions, held with a small group of people who have specialist knowledge or interest in a particular topic, (USAID 2011). Dilshad & Latif (2013) claimed that a focus group interview has been one of the significant gathering techniques in qualitative research. In this study, the 12 non-TLE teachers teaching TLE subjects are my identified participants. I found that the conduct of FGD is more advantageous as it provided a more authentic environment in which the participants influenced one another and are influenced (Casey & Crueger, 2000). This also created a synergy effect on the participants (Stewart & Shamdasani, (2014).

As part of the process, I formulated the Interview Guide based on the 3 major research questions on the lived experiences, coping mechanisms and insights of the participants as non-TLE teachers teaching TLE subjects. The Interview Guide, as a research instrument, contained identifying questions and probing questions which allowed the researcher to gather in-depth insights and views of the 12 participants on the topics asked. The Interview Guide was presented to the panel of validators, 4-panel members from the University and 1 expert from outside the University. All of these 5 validators are experts on the subject matter under study. The results of the validation showed good rating remarks on the question items reflected in the Interview Guide.

In the conduct of FGD, the identified 12 participants took part in the online discussions via zoom. I carried out the FGD at a time that is most convenient to the participants, and made sure that there were no interferences with their normal lives. There was an initial coordination with the participants on their most convenient date and time for the conduct of FGD. The zoom link was emailed and accepted by the participants with the specific date and time for its FGD. The date of the FGD was January 21, 2022 from 1:30-4:30 PM or it lasted for 3 hours, more or less.

In the actual FGD, the discussion started with a brief introduction, explaining the purpose of the session, and ensuring that participants that the information will be used only for this study and will be kept confidential. I recorded and made some notes on their responses, and reviewed the transcript of the discussions before forwarding it to the data analyst for data analysis on the identification of emerging key themes and core ideas.

This study utilized a qualitative phenomenological research design in exploring and describing the lived experiences of the non-Technology and Livelihood Education (TLE) teachers in handling TLE subjects in 5 public secondary schools in the Municipality of Kiblawan, Province of Davao del Sur. As mentioned by Flood (2010), phenomenology is a philosophic attitude and research approach that is premised on the basic human truths as accessible only through inner subjectivity. This is also in line with Wojnar and Swanson (2007) who stated that investigators who use phenomenological approaches tend to understand experiences of human healing, caring and wholeness.

Moreover, Vagle, (2018) posited that phenomenology starts with an experience or condition and through the narration of participants, either a shared single incident or shared condition, investigates the effects and perceptions of that experience. It attempts to set aside biases and preconceived assumptions about human experiences, feelings, and responses to a particular situation. Phenomenology is vital in qualitative research as it reveals real-life situations. Similarly, in Lewis (2015) identified that phenomenology aims to gain a deeper understanding of the meaning of people's everyday experiences. The focus is on the participants' live experiences and the use of qualitative methods in order to engage more deeply with research participants in setting the research agenda, developing questions, and constructing reports of the inquiries. The researcher deemed it fits to utilize this research design to examine the qualities or essence of an experience through interviews, stories or observations with people who are having the experiences of the researcher's interest: how non-TLE teachers manage the consequences and

challenges of teaching TLE subjects in public secondary schools. The use of focus group discussion as a method to obtain in-depth information about the lived experiences of a group of teachers thru the group interaction guided by the research questions which were validated by the experts on the tacked topic.

As a researcher, I played several roles to facilitate the study. These roles were considered inherent in a qualitative study. I was the main facilitator of the study. With the use of the validated interview guide coming from the 3 approved research questions, I conducted the online focus group discussion (FGD), via zoom with the 12 identified participants coming from the 5 national high schools in the Municipality of Kiblawan, Davao del Sur. The zoom link was earlier sent to the 12 participants indicating January 21, 2022 at 1:30-4:30 PM as the scheduled date and time of the FGD activity.

I was the documenter of the study where I used my notes and the video recording to write down relevant statements and information during the FGD process. I wrote the final output after all the necessary data were ready and submitted the final draft of my paper to my research adviser, for comments and review. I undertook the transcription and translation of the study. I transcribed and translated in verbatim the responses/statements of all the participants which I based on my notes and the video recording. The categorization of the themes was done by an appointed professional data analyst, however, both of us discussed several core ideas for inclusion in each theme.

For the data collection, I followed some procedures to facilitate my study. Since the only procedure allowed for data gathering during this pandemic time is online, the FGD was conducted via zoom and the researcher prepared the zoom link and sent them to the 12 participants after obtaining the participant's email addresses and their preferred date and time for the FGD schedule.

On the day of the FGD, January 21, 2022 at 1:30-4:30 PM but before the actual online FGD, as part of the preliminaries, I conducted a short briefing with the participants and explained the purpose of the study, the importance of their roles in the outcome of my research study, the contents of the informed consent form. They were also briefed about my willingness to address their questions and concerns about the process and emphasized the importance and observance of the ethical considerations. As a researcher, I was trying to establish a good rapport with the participants. This is very important in doing a qualitative research because the establishment of a good level of rapport and empathy is critical to developing a positive relationship during FGD activity and consequentially, gaining in-depth information, particularly on the investigating issues where the participants had a personal stake (Bloom and Crabtree, 2006; Bevan, 2014).

I ensured that the participants were well prepared and properly oriented on their involvement. When embarking on a qualitative interview, the researcher needs to be aware of the situation and culture in which the participants are located, be polite, display courtesy and facilitate talk without judgment or critical opinion in order to establish trust (Shank, 2006; Zhang & Wildemuth, 2007).

During the online focus group discussion with the 12 participants via zoom, I asked permission from the participants that I will be allowed the video-recorded the

proceedings. As a researcher, I believed that the recording of the proceeding improved the accuracy of the content shared in the FGD, as well as the speaker's intonations with the participants in a private setting either in their respective homes or private offices, (Kvale & Brinkmann, 2009). As a researcher, it is very crucial in qualitative research to retain the data gathered, (Mack, et.al, 2005). Confidentiality will be observed in all sessions and with all participants, (Bhutta, 2002; Bricki & Green, 2007), consistently addressing them by their pseudonyms to conceal their real identity.

I transcribed the verbatim statements in the video recording proceeding. The English translation was also prepared for those responses which were in the vernacular. The draft transcription and analysis of the FGD proceeding were presented to the participants for validation for confirmation as to the correctness and/or their comments, (LeCompte, 2000). At this point, the researcher conducted a 'validity check' by sending the draft outputs of the proceeding to the participants to determine if the essence of the FGD has been correctly captured. Any modification necessary was done as a result of this validity check. As to data storage, all the video recordings, field notes and filing of hard copy documentation were kept in a safe cabinet and stored electronically on multiple hard drives. As to the conclusion of the study, data analysis was done by a professional data analyst who determined the themes of the data as required in the research questions.

The analysis of data involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features. The data were analyzed using a method which includes data reduction, data display, conclusion drawing and verification (LeCompte, 2000; Zhang & Wildemuth, 2007). Data reduction is the abstraction of data from the transcriptions, deleting data which were not important and transforming them into a comprehensible material, easily understood by many (Namey, Guest, Thairu and Johnson, 2007). This pairing and saving of data are often termed thematic analysis, a form of sorting and categorizing.

With data reduction, the expertise of a professional data analyst for data analysis was employed. The data analyst managed and handled the volume of qualitative data, sorting and organizing, retrieving and locating words and phrases. The data analysis used the open coding method (Strauss, 1987) and (Strauss and Corbin 1990) which is the analytic process by which concepts (codes) to the observed data and phenomenon are attached during qualitative data analysis. Open coding aims at developing substantial codes describing, naming or classifying the phenomenon under consideration and this is achieved by segmenting data into meaningful expressions and describing them in a single word to a short sequence of words. The qualitative data were consolidated and became manageable after being sorted and categorized.

Data display, on the other hand, is the organization of data and showing it in the form of graphic organizers such as matrices, charts, and graphs, which will enable the viewer to draw conclusions. This is one step beyond data reduction and the data are shown in an arranged and orderly manner, the interrelationships of bits of information which are readily available to the viewer. At this stage, other higher-order categories

could come out that were beyond those discovered during the first step of data reduction (Namey et al., 2007; Bricki and Green, 2007).

Conclusion drawing and verification is the last step of qualitative analysis. It involved going back to consider what the analysed data mean and assessing their aftermaths for the research questions at hand. Verification which is integrally linked to conclusion drawing is a portion where there is revisiting of the data as many times as necessary to cross-check or verify these emergent conclusions. At this point, no definitive judgments were made by the researcher but rather, the data were allowed to speak for themselves through the emergence of conceptual categories and descriptive themes (Zhang & Wildemuth, 2007).

In making an interpretation of the report, I took into account what were the data to be included and what information was to be disposed of. A clear and precise interpretation was written and properly identified which information was the factual description or plain personal view of the researcher. A readable report provides sufficient description to allow readers to understand the basis of interpretation (Van Manen, 2002).

The trustworthiness or truth value of qualitative research in conducting the study is crucial to the usefulness and integrity of the findings. In this study, one must establish protocols and procedures worthy of consideration by readers. In this study, it is assured that the researcher had the skills of listening, understanding, the trait of acceptance, and bias-free and made sure that all of the statements were kept private and confidential. Trustworthiness has four domains: includes credibility, conformability, transferability, and dependability as outlined by (Gunawan, 2015).

The first domain under trustworthiness is *credibility* or in reference to the internal validity of the study. The researcher established that the results of the research were believable and based on facts. Credibility criteria establish that the results of qualitative research were credible or believable from the perspective of the participants in the research Rolfe, (2006); Porter, (2007).

The second domain under trustworthiness is *dependability*. This study relied on the evaluation of the quality of the integrated processes of data collection, data analysis, and theory generation. It was assured that the stability of data over time and under different conditions is evident. Dependability is a criterion which is considered equivalent to reliability and similarly concerned with the stability of the results over time (Kvale and Brinkmann, 2009).

*Confirmability* is the third domain under trustworthiness. The main focus of the researcher was to describe the results of the ideas and experiences shared by the participants rather than focus on my personal characteristics and preferences. Confirmability refers to how well the results are confirmed by others stressing that it is the application of objectivity (neutrality) and the control of researcher' bias in research (Speziale and Carpenter (2007).

The last domain under trustworthiness is on *transferability*. This study provided readers with evidence that the research study's findings can be applied to other contexts, situations, times, and populations. In Bloom & Crabtree (2006) transferability means that

the results of qualitative research can be generalized or transferred to other contexts and settings. It was assured that the researcher made sure to have followed the appropriate procedures and guidelines in conducting a qualitative research and that its authenticity was possible.

As a researcher, I made sure that my study was guided by research ethical principles as described by Mack et al. (2005), namely: respect for persons, beneficence, justice, consent and confidentiality which ethical principles were laid down hereunder with a specific area of concerns. The researcher has ensured that the data gathered were kept confidential and that such information was utilized only for the purpose of the research. For the misuse of the data and information, the participants have the right to file a complaint and request an investigation. Each target participant was given an informed consent form prior to the gathering of data. In the form, the title and the purpose of the study were stated. It was a form asking for their voluntary consent in giving their ideas for the study. The participant signed the ICF to prove his/her willingness to participate and is assured of the confidentiality of the data and that the data will be used only for the purpose of the study.

Furthermore, the study did not involve high risks of situations that the participants had experienced. Some mitigating measures were also considered, including psychological, financial and physical preparations. The non-TLE teachers teaching TLE subjects were the primary beneficiaries of the study. They gained an understanding of what is teaching life all about and what possible lessons they learned from the results of the study. At the same time, the Office of the Department of Education will be able to establish a scientific basis for drawing out some interventions for any issues resulting from the study that needs to be addressed, in order to help the non-TLE teachers teaching TLE subjects to live a better life in the future. In addition, this study will be used as a practical reference for future research in the field of education.

Moreover, before the conduct of actual data collection, the researcher secured Compliance Certificate from U MERC with the understanding that all ethical considerations will be properly observed. The study underwent a plagiarism check in the University using Turnitin, to ensure that there was no plagiarism that happened during the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. There was no trace/evidence of intentional misrepresentation, or there were no making up of data and/or results, or purposefully putting forward conclusions that were not accurate. No inconsistency with the existing literature among the information was included in the manuscript.

In this study, there was no trace of purposefully misrepresenting the work to fit a model or theoretical expectation and no evidence of overclaiming or exaggerations. To avoid scientific misconduct such as falsification, the correction mechanism was improved, and the researcher worked to give peer review the importance it deserves to ensure accuracy. In addition, a collaboration between research institutions, journals, authors, and co-authors will be needed to improve research standards and procedures,

thus giving priority to knowledge over economic benefits and prestige. Also, no person will be authorized to publish nor present this paper except for the researcher himself or his adviser without the consent of the researcher. In case, an organization wants to have a copy of the result of the study then it can be accessed only for the purpose of creating programs and policies in the organization but still with the permission of the researcher, adviser, and the university.

#### 4. Results and Discussion

##### 4.1 Lived Experiences of Non-TLE Teachers in Teaching TLE Subjects

Table 2 reveals major themes and core ideas on the experiences of the non-TLE teachers in teaching TLE subject. In this table, seven themes emerged on research question about experiences, namely: *Inspiration in Pursuit of Profession*, *Satisfaction Prior to Handling TLE*, *Fundamentals as a TLE Beginner*, *Management of Diverse TLE Learners*, *School-Based Inadequacies*, *Advantages in Handling TLE*, and *Disadvantages in Handling TLE*.

**Table 2:** Major themes and Core Ideas on the Lived Experiences of the Non-TLE teachers in teaching TLE subjects

Themes	Core ideas / Significant Statements
Inspiration in Pursuit of Profession	<ul style="list-style-type: none"> <li>- being a teacher was my ambition</li> <li>- a self-choice since I love teaching</li> <li>- dreamed to become a teacher as a stable job</li> <li>- friends influenced me in teaching</li> <li>- inspired / pushed by mentors</li> </ul>
Satisfaction Prior to Handling TLE	<ul style="list-style-type: none"> <li>- contented as a teacher</li> <li>- had a wonderful life as a teacher</li> <li>- happy, very excited to go to school</li> <li>- this is what I studied in my college</li> <li>- enjoyed my lesson/ teaching; not stressful</li> </ul>
Fundamentals as a TLE Beginner	<ul style="list-style-type: none"> <li>- have not undergone any training in TLE</li> <li>- sought for financial assistance</li> <li>- school and even co-teachers provided support</li> <li>- enrolled in short courses only</li> <li>- attended workshops and trainings</li> <li>- became NCII passer for housekeeping</li> </ul>
Management of Diverse TLE Learners	<ul style="list-style-type: none"> <li>- motivated students to perform in the class</li> <li>- prepared for eager-to-learn students</li> <li>- made friends with students</li> <li>- student hardly understand TLE subject</li> </ul>
School-Based Inadequacies	<ul style="list-style-type: none"> <li>- lack of resources for TLE</li> <li>- insufficient TLE learning materials</li> <li>- lacked materials for housekeeping subjects</li> </ul>
Advantages in Handling TLE	<ul style="list-style-type: none"> <li>- enjoy easier lesson and fun learning</li> <li>- gain a lot especially exploring new things</li> <li>- interesting and easy to understand new things</li> <li>- like TLE as a hands-on activity</li> <li>- enjoy topics related to my field</li> </ul>



	- life changing integration of other subjects
Disadvantages in Handling TLE	- have no background or ideas with TLE subject - challenging since you need to learn more - no exact learning competencies - need to research from the internet - hard to understand or grasp some concepts

#### 4.1.2 Inspiration in Pursuit of Profession

Making a career choice is a significant phase in every student's life. Several factors must be considered before arriving at a decision. The influence of several factors such as parental education, profession, and income on the career (Kazi & Aklaq, 2017), demand of parents, mothers, in particular, are more influential in the career choice of secondary school students compared to their peers (Halim, Rahman, Zamri, & Mohtar, 2018; Hashim & Embong, 2015).

For the FGD participants, there were several persons who influenced them into the teaching profession. The FGD revealed that their parents (who are already working in the Department of Education) and their friends were among those who made a great part in their teaching career and for some participants, also shared that it was a dream to become a teacher since grade school, the love of teaching and it is a calling and desired profession. This is supported by Dela Fuente (2019) who averred that students have direct connections with parents and relatives due to the Filipino culture of “close family ties.”

Clearly, the main drive for most of the student teachers to enter teaching is either because they appreciate the enjoyment and fulfillment derived from the bonding and interaction with the students, and/or they see the meaningfulness of teaching by impacting those under their care, academically and personally. These findings find strong resonance with those of many other studies including Lin et al. (2012) that intrinsic value and social utility value are the major drivers for one to come into the teaching line.

#### 4.1.3 Satisfaction Prior to Handling TLE

Teachers are seen to play significant roles in building the highest potential among learners, developing the skills necessary to adapt to the changing demands of society and improving their knowledge in responding to the needs of the contemporary world. Teachers must be teachers of competent skills with evidence-based knowledge (Blomeke, Olsen & Suhl, 2016), capable of teaching the subjects not by familiarity or because no one else accepts handling the subject but with expertise and specialization (Ni Riordain, Paolucci & Dwyer, 2017).

Since they are considered experts as subjects are in line with their field of specialization, teaching becomes convenient and easy for them (Schuler, Rosken Winter, Weibenrieder, Lambert & Romer, 2015). They are in their comfort zones (Clotfelter, Ladd & Vigdor, 2012), they tend to be more productive and motivated (Tsai & Yang, 2015), and further experience lesser stress or burnouts, teacher retention and turnover (Bosse & Torner, 2015).

#### **4.1.4 Fundamentals as a TLE Beginner**

Teachers can optimally address only a limited range of student characteristics given limited resources such as knowledge and expertise. The specialization of teachers is a very important point (Lazo, 2000). Out-of-field teaching describes as teachers “*teaching subject areas out of their expertise, it affects professional personality and self-efficacy*” (Hobbs 2013a p.271). The impressions of out-of-field states that competent teachers who converted into incompetent when they are forced to teach subject areas out of their qualification (Ingersoll 2001a). There is time for adjustment of the appointed teacher for an out-of-field position, it can influence the teaching and learning in the classroom (Du Plessis, 2010).

Additionally, research has shown that the role of the teacher in the classroom is highly significant since he/she increases the achievement of learning. Teachers can be facilitators instead of mere lecturers or coaches by providing students with situations where they need to have different approaches and more practical examples (Erdem, 2015). By implementing a series of learning, the teacher will organize learning starting from the creation and preparation of learning, implementing and evaluating a series of learning actions that have been implemented to achieve the learning objectives that have been compiled. The success or failure of the implementation of teaching and learning activities is dependent on the ability of teachers to carry out the functions and roles of teachers professionally based on learning objectives (Sumitra et al., 2021).

#### **4.1.5 Management of Diverse TLE Learners**

The demands on teachers mean that not only do they need to be able to keep order and provide useful information to students, but also to be increasingly effective in enabling a diverse group of students to learn ever more complex material and develop a wider range of skills (Arends, 2004; Rivkin et al., 2000). Clearly, in today’s schools, teachers must be prepared to teach a diverse population of students.

#### **4.1.6 School-Based Inadequacies**

Findings from a study indicated that schools did not have proper teaching materials that could support the teachers when teaching children. The lack of teaching materials was among the challenges that were explained by teachers. It was explained that books, blackboards and other teaching materials were needed. The lack of teaching materials was associated with budgetary constraints allocated to the schools by the government (Udoba, 2014).

Measures should be made by the schools in providing adequate and needed essential facilities, tools, equipment, supplies and materials to fully implement their program of practical arts in order to attract more students in the interest of improved learning (Tan, 2021). Challenges also arise from shortfalls in the expectations and experience of teachers regarding the teaching-learning environment in schools. Teachers find it challenging when they could not find the portrayed environment in schools. The challenges even include the provision of facilities, instructional needs, the attitude of the

administration, student's behaviour, and mentoring of other teachers (Mahmood & Iqbal, 2018). In a study, 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 subjects and several problems are being experienced by teachers in the absence of the required facilities in school (Gregorio, 2016).

#### **4.1.7 Advantages in Handling TLE**

The teacher education work is based on sincerity, passion, and love for students as well as in the profession. Therefore, one must have geared his/her personality to consist of elegance, attractiveness, modesty and kindness, courtesy and attention to students. In the teacher education program, there should be no prejudice, insecurity or lack of confidence. For the education program to gain success a teacher requires patience, thoroughness, skill, and professionalism (Murati, 2015).

This is where teachers who love teaching educate children to have a passion in learning. Despite the difficulties that teachers may embark, they are looked forward to beacon doubts with understanding and struggles with optimism such as the continuance of increasing problems on the scarcity of classrooms, learning resources, and the teachers themselves handling multi-grade levels and myriads subjects that are out of their field of specialization (Blomeke, Olsen & Suhl, 2016).

#### **4.1.8 Disadvantages in Handling TLE**

Ideally, TLE teachers must have the authority of the subject as well as more extensive knowledge of the field. TLE educators must be engaged to reinforce the professional abilities of TLE students. Moreover, it was emphasized that an educator's teaching technique is influenced by the content knowledge and academic abilities of the educator, with the quality and the level of their capabilities, considered foremost. However, teaching subjects outside of your expertise is another challenge to look into. This is called "out-of-the-field", where teaching is characterized as teaching a subject without explicit practice regarding that matter (Hobbs & Törner, 2019). Teaching 'out-of-field' happens when educators teach a subject for which they are not qualified. However, the issues around this unfortunate common practice are not generally examined and addressed.

Teachers assigned to teach subjects beyond his/her expertise are truly challenging (Yu, 2008). One known causes of this matter are the occurrence whereby non-education teachers were forced to teach subjects in which they lack education or any training. It has been an important however long-known problem in school as well as in education. Teachers teaching outside their aptitude causes them to depend on teaching methods that harm learners' love for learning. Learning and teaching compromise intellectual challenges, linked and emphasized the importance of subject matter (Loughran, 2010).

## 4.2 Coping Mechanisms used by non-TLE teachers

**Table 3:** Major themes and core ideas on coping mechanisms used by the non-TLE teachers in teaching TLE subjects

Themes	Core Ideas / Significant Statements
Self-Directed Adjustments	<ul style="list-style-type: none"> <li>- inspiration to be confident</li> <li>- being dedicated to work</li> <li>- searching for answers to questions</li> <li>- self-motivation to pursue a teaching style</li> <li>- being predictable with competencies</li> <li>- adjusting, studying, struggling but enjoying</li> </ul>
Resourcefulness in the Workplace	<ul style="list-style-type: none"> <li>- ask for assistance from subject experts</li> <li>- help from fellow teachers</li> <li>- ask for references from TLE majors</li> <li>- seek support from seniors</li> <li>- ask advices from teachers in TLE</li> <li>- practice teamwork</li> </ul>
Utilization of Technological Skills	<ul style="list-style-type: none"> <li>- explore things, study and do research</li> <li>- browsing the internet and YouTube</li> <li>- watch educational videos</li> <li>- search for new trends and strategies</li> </ul>
Practice of Teaching Strategies	<ul style="list-style-type: none"> <li>- use trial and error based on experience</li> <li>- thinking of new strategies to meet students' needs</li> <li>- planning ahead of time possible strategies to use</li> <li>- observing the best strategy that suits students</li> <li>- look for other alternatives due to the lack of materials</li> </ul>

### 4.2.1 Self-Directed Adjustments

Persistence is one of the good characteristics of a teacher in many aspects of their vocation. The teachers must be practical, diligent, and rigorous and perform high morale to effectively address the different trials and challenges of their profession (Gu, 2011). The impact of effective teachers in quality education, as well as social collaboration in the classroom, has a big implication for learners' performance (Gillies & Boyle, 2011).

Research shows that part of what enables people to thrive, despite setbacks, failure, and hardship, is the ability to think optimistically in the face of adversity. Optimistic thinking motivates people - adults and children - to continue to persist and to work to find solutions, even when situations look bleak. Optimism shines light where it is dark. Optimism matters and it can be learned. As second parents in school, teachers can lay the foundation for happiness, resilience and success by teaching the children/students how to think optimistically (Reivich and Gillham, 2003).

### 4.2.2 Resourcefulness in the Workplace

Teachers' resourcefulness certainly affects learning outcomes. A very resourceful teacher is considered to be more able to use the most appropriate methods and materials to teach pupils, as they differ in their abilities, prior knowledge and home backgrounds. Indeed,

different levels of teacher effectiveness are by-products of their resourcefulness and a strong determinant of differences in pupils' learning (Ikon, & Nwankwo, 2013).

An induction program aims to facilitate and increase the teaching effectiveness of new teachers through the expertise of veteran teachers (Moir, 2009; Goldrick, 2016). A mentor is experienced and is able to share an abundance of thoughts and ideas related to education. There are a number of benefits of mentoring programs for new teachers. These benefits include higher retention rates; considerable professional development, improved ability to problem solve in the classroom, adoption of strategies and practice techniques from their mentors, higher confidence and self-esteem, decreased sense of isolation, and an overall improved attitude towards teaching (Fantilli & Mc Dougall, 2009; Sun, 2012).

#### **4.2.3 Utilization of Technological Skills**

We are an evolving technological society and, in many ways, have become dependent on its use. Thus, the use of technology and teaching students to use it has become a high priority in public schools. There is a common focus on raising student achievement while integrating technology as a tool. Due to the large use of technology in the world in which we live, the use of technology in teaching and learning is essential if we are to make a lasting impact on how students learn (Cristen, 2009). The shift to online learning was too sudden at very short notice and academic institutions have to strategize and accelerate new forms of teaching pedagogy. The question of how ready the schools are in terms of technical infrastructure is still left unanswered (Ancheta & Ancheta, 2020).

On the other hand, and facing reality, a vast majority of teachers are also facing internet issues and lack the knowledge to use and resolve the problems related to technology. Using technology is also creating a void among teachers, thus, educational institutions need to work together to resolve the issues that are slowing teachers down in the development of academic life and find an absolutely robust plan (Khanna & Prasad, 2020). Moreover, teachers are also challenged by the lack of or poor ICT skills. Some teachers fail to access electronic systems because they do not have the correct information (Bernadine, 2019).

#### **4.2.4 Practice of Teaching Strategies**

In a study, it was recommended that the course guide in TLE needed a review as to appropriateness to the requirements of learners. The strategies in teaching TLE must also be enhanced to include experiences that meet the actual challenges in the community. Additionally, other subjects need to reiterate new concepts to provide a connection of concepts learned in TLE with other activities in life. The value of work economics and aesthetics must also be underscored by incorporating the concepts in the rating of outputs in TLE (Espiritu & Romualdo, 2018).

Technical-Vocational Livelihood Education strategies and indicators are the strategic procedures needed to come up with well-informed contextualized learning instruction. A study resulted in the seven stages of a contextualized teaching module

which include planning; assessment of the curriculum guide and resources; collaboration and consultative meeting; crafting and developing of the contextualized learning modules; implementation; monitoring; and evaluation and feedback.

### 4.3 Insights Shared by Non-TLE Teachers in Teaching TLE Subjects

**Table 4:** Major themes and core ideas on Insights  
 Shared by Non-TLE Teachers in Teaching TLE Subjects

Themes	Core Ideas / Significant Statements
Manifest Courage	<ul style="list-style-type: none"> <li>- just accept the offer and study new lessons</li> <li>- ask for advice from TLE experts</li> <li>- seek for assistance from colleagues</li> <li>- request help from TLE major in certain situations</li> <li>- ask for assistance from higher or senior colleagues</li> <li>- don't hesitate to ask assistance from co teachers</li> </ul>
Reinforce Integrity	<ul style="list-style-type: none"> <li>- be honest with your thoughts and skills</li> <li>- enjoy teaching and being motivated</li> <li>- learning is hard but very satisfying</li> <li>- just be patient; love your work</li> <li>- be honest and do the job properly</li> <li>- enjoy the process and don't give up easily</li> </ul>
Continue Learning	<ul style="list-style-type: none"> <li>- find strategies in times of difficulty</li> <li>- stay focused on the learning competencies</li> <li>- attend training to be equipped and competent</li> <li>- access the internet for additional information</li> </ul>
Explore Teaching Resources	<ul style="list-style-type: none"> <li>- find strategies in times of difficulty</li> <li>- stay focused on the learning competencies</li> <li>- attend training to be equipped and competent</li> <li>- access the internet for additional information</li> <li>- watch video tutorials for ideas on the lessons</li> </ul>
Apply Pedagogical Alignment	<ul style="list-style-type: none"> <li>- have a mindset to teach</li> <li>- help students achieve their dreams</li> <li>- ask students for ideas</li> <li>- better if a TLE major will teach the subject</li> <li>- school must hire trained or experts in TLE</li> </ul>

#### 4.3.1 Manifest Courage

Courage is defined by the CLEP as *“the willingness to work through obstacles despite feeling embarrassment, fear, reluctance, or uncertainty. When you practice courage, you make positive choices even when they may be difficult for you”* (Jesse Lewis Choose Love Enrichment Program, 2019). Courage is a foundational component of character that intersects with other virtues and strengths such as justice, humanity, and integrity (Peterson & Seligman, 2004). If people are courageous, it is likely that they can draw upon this special strength across contexts and in various situations.

#### **4.3.2 Reinforce Integrity**

Teaching is considered a profession that is endowed with a great deal of trust and high moral standards of behavior. In fact, there is an expectation of higher standards of ethical behavior among teachers. Such a calling for “higher” moral standards, as agreed by Campbell (2003), may point to a high level of moral standards in comparison with other professions as well as different standards. The very nature of their profession, where teachers are expected to “walk the talk,” necessitates that they conduct themselves morally in their professional sphere, and also in their personal sphere of influence. It is not an exaggeration to point out that as professionals, teachers are “*engaged in one of the most ethically demanding jobs*” (Clark, 2004).

#### **4.3.3 Continue Learning**

Teachers' continued learning is the second feature of teacher preparation and qualifications. Continued learning is particularly important because the schools have been increasingly challenged by policy initiatives to “*do better, and to do differently*” (McLaughlin and Oberman (1996). At the core of educational reforms to raise standards, reshape curricula, and restructure the way schools operate is the call to reconceptualize the practice of teaching (Darling-Hammond and McLaughlin, 1996). In order to meet the changing demands of their jobs, high-quality teachers must be capable and willing to continually learn and relearn their trade. This learning begins prior to entering the classroom (Fullan with Stiegelbauer, 1991).

Moreover, teachers' teaching strategies and methods have a significant impact on student performance. The interactive teaching method has the largest impact on performance among all other teaching strategies. In the teaching process, teachers' timely feedback and formative evaluation provided the greatest impact on the academic output. The academic community attaches great importance to students' autonomous learning, however, self-controlled learning by students themselves may not be an effective way to improve academic output. The way in which the teacher plans and leads the classroom will have a great effect on the student's academic achievement. If a teacher is not fully engaged and excited about what they are teaching, then the children will pick up on this and not be engaged to learn as much as they could be. An effective teacher often becomes a professional leader who thinks, reflects and implements (Vijayan et al., 2016; Yao et al., 2020).

#### **4.3.4 Explore Teaching Resources**

It is inspiring to know that the TLE teachers were given opportunities to attend training and workshops about the subjects handled. Instructional materials are considered important in teaching and learning at all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying them as dry and non-exciting. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts

clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves, but they are means to an end (Kadzera, 2006). It is held that good teaching resources can never replace the teacher, but the teacher uses them to achieve their teaching and learning objectives.

The internet is here to stay, and we are better to embrace what is good about it, using it to inform and educate, and promoting it as a useful educational tool that aids learning. It is evident that, if ICTs are used appropriately to support teaching and learning in schools and colleges, they can be an effective tool particularly in improving the quality of content and pedagogy (Anderson, 2008). For example, many academic institutions are now using videos, interactive television, and computer program in the teaching and learning processes. The internet has turned into a wide and resourceful source of information for learners and trainers around the world (Makoye, 2003). One of the most important contributions of ICTs in education is- Easy Access to Learning. With the help of ICTs, students can now browse through e-books, sample examinations and past papers. Students can also have easy access to resource persons, mentors, experts, researchers, professionals, and peers all over the world (Ul- Amin, 2010).

#### **4.3.5 Apply Pedagogical Alignment**

The alignment of instruction used by the teacher can help attain the objective standard-based reform, in which it develops the overall educational level among learners, though misalignment frequently happens in many schools and school districts (Polikoff, 2012b). Pedagogical alignment defines the degree in which stimulus setting matches among three academic components: the instructional process, instructional assessment and intended outcomes (Cohen, 1984). It often results in the absence of consistency or alignment of pedagogy. Detailed and fundamental elements of the system required to be aligned in order for the educational system to work (Herman & Webb, 2007).

### **5. Recommendations / Implications for Practice**

In the Philippines, a career in education has become one of the prominent professions throughout history. Though Filipino teachers are in demand abroad, many still opt to stay in the country, develop their professional characteristics and enhance their teaching competencies in the different private and public institutions. Their salary may not be as competitive as those teaching abroad, yet serving Filipino children has become their main source of inspiration to stay behind.

Our teachers have higher teaching competencies because they are well-educationally prepared and are given varied opportunities for learning. Educational preparation serves a vital role for Filipino teachers to become competent in the teaching profession. Having a master's degree or eligibility is an essential component of professional development. Having professional licenses makes them more competent and competitive in their teaching jobs. As such, even those who are not education graduates but chose to teach opted to take the LET, especially since teaching is a lifelong



profession. Also, professional development opportunities such as training and scholarship programs are well-enjoyed by our teachers. Educational institutions are supportive of the professional needs of the teachers.

In addition, knowing the perspective of students regarding characteristics associated with effective teachers may help teachers be aware of what is expected from them and may be compared to how they actually perform. Making such comparisons may lead to self-awareness and eventually improvement for the better. Awareness among teachers is important. This is because the awareness of the self is a critical element in the development of teachers. The cornerstones of all professional development are self-awareness and self-observations and once teachers have a better awareness of themselves, they may be more effective and satisfied with their jobs. As a teacher, a TLE teacher, I am challenged to do my best so that I may contribute to the development of our country.

Teacher quality matters. Teachers, from all education levels, perform huge tasks of generating conditions and emerging processes for building human skills and capabilities that are considered to be essential for economic growth, prosperity, social well-being, and individual development. A great teacher in every academic room is a long-time concern in the Philippine education system and around the world. It has continued to be an issue in vying for reforms, for nothing has a bigger impact than a teacher on the quality of a young citizen's education. Teachers may be expected to have solid background to analyze and evaluate learning tasks and instructional materials. They may also be expected to have a clear understanding of their field to relate to all areas in the curriculum. Effective teachers of other subjects may tend to acquire updated knowledge based on those subjects. It consists of knowledge about content, the background of children and their learning and how to teach the effectively. As a teacher, a TLE teacher, all I can say is that there is still room for improvement and may always work for continuous improvement of my teaching profession.

## **6. Conclusion**

To conduct a study on the experiences of non-TLE teachers handling TLE subject has been a difficult journey on my part for 2 reasons: First, I cannot imagine the struggles and the stresses that are encountered daily by the participants in their teaching careers. As a TLE teacher, with TLE as my specialization, I have my own struggles and disappointments in teaching TLE subjects and how much more for the participants who are teaching TLE subjects outside their field of expertise. Second, this study was done during this pandemic time with the imposition of some safety restrictions. The FGD activity has to be done online and I have some apprehensions as to the smooth conduct of FGD via zoom at my end and with the 12 participants because of the issue with the internet connection.

As a researcher, I have seen how these teachers desire to teach the TLE students, to be able to share theories and practical application of the learning to the students' life and hopefully be able to use them in the future and become fruitful and productive

citizens of our country. Amidst all these tribulations, the participants are able to survive with the different coping mechanisms they used like using technology as a tool in teaching, regular referrals and communication with some colleagues who are TLE experts and maintaining a sense of integrity, honesty and dedication to the teaching profession. It has always been their inspiration that they are the second parents of the students and that as such they should maintain a nurturing and supportive environment. Showing children how to love learning is a powerful, unending, and essential gift from God.

As to the conduct of the study, my greatest realization as a researcher and as an educator is that I have an important role to the students. My love of learning will be a powerful force, driving my continued acquisition of pedagogical and content knowledge. I will continue to experiment with learning tools and strategies for the improvement of my teaching career. I will work continuously and collaboratively to optimize my effectiveness and the joy of learning in my classroom. What I am and will be doing, as an educator, is an act in service for the best education of all students.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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