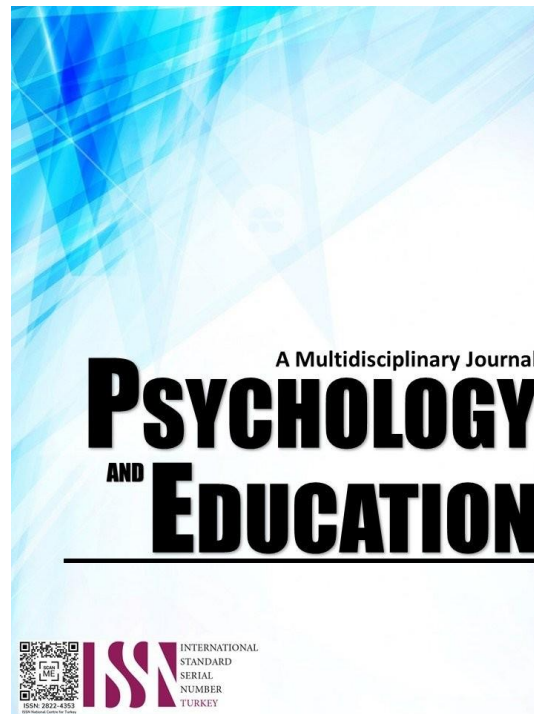


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The Lived Experiences of TLE Teachers in the Private Institutions Using Blended Teaching Modality in the New Normal

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Abstract

The blended approach causes a sudden shift in education in the new normal. This study will examine the real-world experiences of TLE teachers using the blended teaching approach in the context of the new normal. Numerous studies have examined the real-world experiences of TLE teachers using mixed teaching modalities in the new normal. However, there isn't a specific study that investigates the real-world experiences of TLE teachers using a blended teaching approach in private schools in the modern era. Heideggerian Phenomenology used as the research design of the study. The gathered data was analyzed as well as interpreted using the interpretative phenomenological analysis (IPA) popularized by Moustakas and modified by Van Kaam. This study has (4) participants which highlighted the lived experiences of TLE teachers from two private schools; San Juan High School and St Augustine Academy after collection of the data the researchers generate 5 themes; the strategy, the struggle, the silver lining, the addresser, the effect. Each of the themes helps to know the lived experiences of TLE teachers in the blended-type-modality in the new normal. Researchers recommend for the teachers to join teachers' conferences as this would help them find better strategies during blended teaching modality.

Keywords: *TLE teachers, blended instruction, live experiences of TLE teachers*

Introduction

The COVID-19 crises not only pose a challenge to disease control and crisis management, but also have an impact on society, states, and, most importantly, student education and learning. Because COVID-19 affects students in both developed and developing countries, we must be aware of vulnerable and disadvantaged students (Abucejo et al., 2022; Ando et al., 2022). Worldwide school cancellations have been brought on by the COVID-19 (Pokhrel, 2021). As a result, there have been significant changes in education, with the development of blended teaching modality (Bahinting et al., 2022; Olleras et al., 2022). Face-to-face classes are prohibited and suspended indefinitely during this pandemic (Villar et al., 2022). Both DepEd and CHED officials are looking for ways to teach without face-to-face interaction (Emia et al., 2022). Modular and video online classes are the two options (Chhetri, 2021).

In addition, the incomparable difficulties during the time of the COVID-19 pandemic were felt by all teachers, most especially the TLE teachers (Yamon et al., 2022), since the subject itself needs to be more focused on hands-on activities to be better taught and for the learners to understand better (Godber, 2021). The situation really challenged the capabilities of the teachers to think outside the box for the learners, especially the TLE teachers (Mangubat et al., 2022). According to (Asuncion, 2022), teaching TLE is hard since we need to find new ways of teaching methods to

deliver quality education as well as fight the difficulties posed by the pandemic. One idea is to film a teacher demonstrating how things should be done so that students can see and learn from it and then initiate the activity based on the demonstration (Pableo et al., 2022; Segarino et al., 2022; Ugbamen et al., 2022). However, the majority of daily activities outside of the home were disturbed by the COVID-19 pandemic, and this included schoolwork. In these difficult circumstances, everyone is being compelled to adapt, especially those in the education sector (Alam, 2021; Ogang et al., 2022). Because of how quickly the world is evolving, time trends are often followed, especially in the fields of technology and lifestyle education (TLE) (Padullo, 2021). A student studying T.L.E must develop new skills to be competent enough. T.L.E instructor have undergone testing since the outbreak to make sure they are as adaptable as possible in order to provide the students with the high-quality and equitable education they need (Cabello et al., 2022).

TLE is a high school course that focuses primarily on the basic ideas of technicalities encountered in daily life. Although concepts, methods, and technical terms must be explained, students must also have the chance to experiment (Ramel, 2020). TLE seeks to advance students' critical thinking, independence, self-sufficient, differences, and entrepreneur. It places a strong emphasis on developing each life skill covered by the subject's framework by applying what is learned in real-world situations (Darsih, 2018). TLE is a complicated procedure since it involves real-world application in addition to classroom learning.

Although COVID-19 infection rates differ among nations, the impact of school closures on millions of pupils has led several educational sectors to transition to new efficient and appropriate learning modes (Fatonja, 2020). TLE presents a challenge to schools because performance is given a lot of weight. TLE is regarded as a subject that heavily emphasizes skills and requires that teachers expose their students to real-world, hands-on, and authentic teaching learning situations. Therefore, in a TLE class, learners learned when they actively interact in practical activities (Legarde & Sumandal, 2022).

On the teacher's experiences during blended teaching modality, numerous researches have been conducted. However, those researches were aimed at knowing the experiences of the public-school teachers, nevertheless, this research will navigate into identifying the lived experiences of the private school teachers teaching TLE subjects in the two chosen school (Cabello et al., 2021). Understanding teachers' actual experiences during this time of volatility is essential since it will help highlight the challenges faced by them (Dayagbil et al., 2021). System quality must be improved by determining teachers' perspectives and implementing the appropriate actions in this direction (Orhan & Beyhan, 2020; Perez et al., 2022). TLE teachers experiences in private school in times of the pandemic were examined in this study employing modular instruction. Additionally, this paper stressed the significance of comprehending the private school TLE teachers' world, which might be a great place to start when developing effective teaching tactics to improve students' academic achievement.

Research Questions

In this study, teachers' real-world experiences using technology in the classroom and sustaining their livelihood were explained. Answering the following questions specifically helped this study gather information.

1. As a TLE teacher, what is your teaching strategy during blended teaching modality in the new normal, and why do you think it is effective?
2. What are the struggles/challenges you have experienced during the utilization of the blended teaching modality as a TLE teacher?
3. In relation to question number two, what are the good things that you have found, out of that bad experienced?
4. How would you address those who struggle to complete their task and requirements on time during blended teaching modality in the new normal?

5. As a TLE teacher, how does the blended teaching modality in the new normal affects or helps your teaching strategy/ies?

Literature Review

Students believe their TLE instructor could make a positive learning atmosphere inside the premises where they feel at ease and a sense of belonging (Villegas 2022). His research claims that in creating a better learning atmosphere teachers must do everything possible to promote student participation and collaboration in the classroom. It goes beyond merely enforcing student discipline and control. Findings from a different study showed that students loved using the Messenger chatbot as a tool to gauge their comprehension of the subject matter. This occurred as a result of the fact that students discovered the Messenger to be a fun and interesting platform for taking examinations and quizzes where they received encouragement each time, they answered a question properly (Osorio, 2021).

According to Beinert et al., (2021), TLE teachers don't follow the concepts of the curriculum's teaching techniques. There is a difference in the opinions of the students and the professors. Its focus should be on a thorough approach to meet curriculum requirements and improve its educational outcomes. The different TLE teaching techniques are also intended for both the latter and current T.L.E teachers to be learned who has trouble in teaching the T.L.E lessons. But current curricula in the secondary grades make it considerably harder for teachers to do their jobs. A teacher possesses the prior knowledge and subject-matter experience required to teach the material, in addition to being conversant with the most recent techniques and trends that have been found to be effective in the classroom (Pandullo, et. al, 2021). The e-modular modality was one of the various ways that TLE teachers might utilize. Pundallo et al. (2021) attempted to emphasize the value of TLE subjects on student growth using the ideas of social-constructivist and activity theory integrated into an online interactive platform. Based on the findings of Morales & De Vera (2021). It was shown that employing a free e-modules strategy for secondary school students, incorporating ADM, improved overall achievement. The TLE themes for the year call for a variety of strategies, including gaining practical experience, developing projects, and studying difficult material.

Additionally, it assessed the instructors' proficiency in Home Economics, Industrial Arts, ICT, and Agri-

Fisheries, some of the TLE courses, as well as their personal and professional characteristics. Calanog (2019) analyzed this same subject-matter expertise of TLE teacher educators from across the education system, in addition to one 's classroom organization, ICT integration, assessment, and evaluation skills. Additionally, it looked at the effectiveness of TLE teachers in terms of their ability to deliver instruction as mandated by TESDA. It has been found that knowledge acquisition is crucial, both within and outside the curriculum's designated topic area.

In terms of knowledge and content, TLE instructors were found to be exceptionally competent in both their curricular and extracurricular teaching areas. The highest ranking was given to their capacity to inspire students to develop and connect ideas across disciplines. When it comes to techniques and approaches, it has been demonstrated that the responses are quite imaginative and skilled, especially in allowing kids to express their views and opinions in a concise and effective way. However, when it comes to ICT integration. The investigation's findings indicate that when it comes to ICT integration, the respondents are quite skilled. In order to maximize student learning, it was noticed that they use technology in their instruction. In terms of evaluation, the responses were deemed to be exceptionally proficient, particularly in terms of tracking student's progress for the analytical purposes, evaluation, and decision-making at the educational level. Because of technology, Blanca (2019) asserted that teachers employ a variety of methods that are appropriate for their students' skills and competencies. These new tactics are employed in TLE lessons and are said to play a significant role in developing students' performance skills.

Additionally, demonstrated how Facebook was included into blended learning for TLE. Materials were distributed to students using a variety of techniques, such as audio-visual presentations, subject-related movies, and modules shared on Facebook groups. The use of blended learning has been found to dramatically increase student performance on the TLE activities. Letting students in a variety of blended learning instruction signifies a development in TLE subject where teachers stick to targeted improvement toward student learning outcomes as well as own pace of learning aid transmission. It is achieved by giving instructors the freedom to discuss relevant topics with the students. Get a group together and guide them as they try to comprehend the problem. To find the solution to the issue, try a useful exercise. This demonstrates the value of developing abilities outside

of the classroom. Regular training in regularly performed disciplines, such reading, writing, and math, is beneficial (Hickman, 2018). The connection among students and their learning is made clear by increasing exposure to the many equipment and tools generally used in TLE courses, which are a great advantage in contributing skills and knowledge (Ghavifekr, 2019).

On the other hand, according to Estribor (2022), e-learning and teaching in a flexible format one of the TLE characteristics may have a number of negative effects, such as little to no understanding of the problem. Other reasons, such as slow internet connectivity, are also frequently cited as justifications. However, Cabual (2021) stressed that in order to have an immediate response in resolving students' reaction to the pandemic's limited resources, these would resolve through having students identify by engaging their various senses and orienting those towards the courses, you can assist them in the ways that most suit themselves. The incorporation of students' interests and theories about technological devices utilized for the gain of their knowledge, abilities, perspectives, gratitude, and outlook that mold them as effective student also will be encouraged by the use of variety of learning contexts, media, and laboratory tools in TLE subjects, according to Rivera (2019).

Educational departments were forced to halt all in-person instruction, including laboratory work and other practical learning, because of the threat outlined by the coronavirus as a result of COVID-19 outbreaks occurring all over the world. As a result, the Department of Education's providers have launched numerous programs to deploy social isolation strategies, and virtual teaching has been followed quickly by curricular change. Self-Learning Modules were developed as a result, and TLE was implemented (Alam, 2021). In spite of the challenges incurred even when there's epidemic, there are still children that have a positive mindset towards engaging in activities, particularly those requiring technologies (Estribor & Pagaran, 2022). Instructors, in contrast, had incorporated a variety of ways to further deliver courses effectively and efficiently in the context of the new normal. The application of ADM is one of those tactics (Alternative Delivery Mode). The use of Alternative Delivery Mode (ADM), independent of the subject taught and the many situations that teachers experienced, has a positive impact on students' learning process, as demonstrated from the various studies conducted throughout the nation. The learning resource coordinators, and the teachers' efforts and problems in implementing the ADM in the school's division are reflected in this. Instructors might

encounter difficulties to adapt to unforeseen circumstances that at first may be a barrier to providing classes, such as a pandemic, but they will always look for the bright side of everything being possible because they are teachers by profession and driven by enthusiasm (Asio & Jimenez, 2021).

Methodology

Research Design

The Phenomenology method was used in this investigation. Phenomenology is a systematic method in which we become meticulously acquainted with the realistic participation of the samples in a specific incident. This investigation highlighted the lived experiences of TLE teachers in private schools during blended teaching modalities in the new normal.

Sampling Technique

The respondents from the two private schools were selected by the researchers using a purposive sample technique, and they were asked to elaborate on their experiences in teaching Technology and livelihood education in blended teaching modality instruction in a new normal. The respondents were also included since they were eager and willing to take part in the survey. In the study, there were 4 individuals involved that are also teaching TLE subject.

Inclusion Criteria

1. Participants must be at least 25 years old. Male and Female.
2. Participants should be TLE teachers in private school with two years' experience.
3. The blended learning mode is being used by participants.

Data Collection

An intent letter was crafted and handed to the principal office for the confirmation. After the authorization notifies volunteers that they are included in the study's conduct. This research used a researcher-developed semi-structured questionnaire to conduct a face-to-face interview after receiving participants' confirmation of their assent. Medical protocol compliance has been required. After then, the data will be examined.

Research Rigor

In determining the rigor of this study researcher's use

Whittemore et al.'s (2001). In addition, to ensure the authenticity and credibility of the data bracketing was carried out by the researchers (Cabello, 2022). Bracketing would be imperative for a more authentic result (Alase, 2017). Responses of the Participants' potential responses were predicted in advance (Cabello et al., 2022). Thus, it guarantees accuracy and reliability.

Ethical Consideration

Prior to conducting the study, the researchers had ensured ethical considerations Bhandari (2022). The following would ensure the well-being and rights of the participants: (a) safeguard participant rights; (b) improve research validity; (c) uphold conceptual honesty; (d) participants are able to opt in to or out of the research participants; (e) participants are aware of the goals, advantages, risks, and funding associated with the study before they concur or decline to participate; and (f) participants' data is maintained private from others.

Data Analysis

The study employed the Moustakas-popularized Modified Van Kaam Approach's Interpretative Phenomenological Analysis (IPA). The seven crucial steps are; first, horizontalizing, in this part the researchers will be sorting out the participants responses. Second, deduction of the unchanging components, where in researchers will be analyzing the emphasis of the responses. Third, clustering themes to develop composition. Forth, comparison of numerous responses for validation of unchanging components. Fifth, interpretation of the possible description will be made. Sixth, the crafting of possible description based on the responses. Lastly, building up all the lived experiences then recapitulate.

Table Analysis

Horizon	Textural Language	Themes
(As a TLE teacher, I introduce concepts to the class through a presentation and then have the students complete e-learning activities to help them better understand what they have learned. I then make sure that my learners have a home assignment during asynchronous classes). (For me this is very effective since during assessment or quizzes few students only will get low scores. To those students who got low scores, I make sure also that they can cope up the lessons and have a re-test if possible.) (p1)	Step by Step Process	The Strategy
(As a TLE teacher during the blended learning I used the direct instruction so that students can really understand the topic even without the teacher.) (P3)	Direct learning	
(PowerPoint Presentation and Video Tutorial of the related activities were used as a strategy during the blended modality in the new normal. It was effective since they had enough time to replay it as much as they want to fully understand and perform the given task.) (p2)	e-Learning Materials	
(These are the teaching strategies that I used or applied: 1. Visualization strategies were I provide pictures or photos and videos clips (links) in our printed modules; 2. Established my presence right away; 3. Making myself available; 4. Use online resources (like Facebook, messenger and YouTube); 5. I'll make sure that the assignment that I gave to my students were very clear, and 6. I also provide or give feedback to the outputs of my students.) (p4)	Flexibility is the key	

(The challenges that I've encountered since we implement alternate classes (for the 1 st batch all girls all levels and second batch all boys). It was so challenging since I always repeat my discussion every day. This kind of set up of classes, only those students who are fun of learning new things can relate your lessons but those students who are force to enroll, they don't have any retention. It is very challenging for me also since these students engage for 2 years in modular learning. Most of them only their parents answered their modules, so the result they don't learned any lessons. So during this blended modality most of my lessons will back to the basic.) p1	Back to basic	The struggle
(Communication Barrier was the challenging experienced I had during the blended teaching since not all students were privileged to have free/unlimited access on the internet.) (p2)	Limited access leads to barrier	

(The struggle I encountered during the difficult time as a teacher is that I cannot give real time feedback on the work of the students.) (p3)	Essence of feed backing	
(As a TLE teacher it's "quite difficult", knowing that TLE subjects are a life skill learning, and more on technical skills. It needs the teacher to demonstrate the performance tasks first before the students will have their return-demo.) (p4)	Importance of first-hand experience	
(The good thing that I found out on that challenge was the preparation of the lessons is not just every day since I will repeat my lessons from the first day. The burden of creating Power point presentation of lessons was least.) (p1)	Advantage of cycle teaching	The silver lining
(The good thing out of that bad experience, I was able to look for another way how to contact or reach them such as home visitation, and was able to know and understand them.) (p2)	Ways of reaching learners	
(Parents realize their rule as it is very important in education and they will also realize that teaching is not easy as that. Learners learn to value and manage their time.) (p4)	Parent's rule and time management	
(To those student's struggle completing their task on time, I will give chances and time to think so that they can finish their task and I will teach them about time management skills. I will encourage and motivate them to do well in school. Also, I tell them that time management skills are very essential and they must take ownership of their learning in order to keep them from struggling in school.) (p1)	Giving chances and time to think	The addresser

(I constantly reached them out and remind them. And since it was really hard for them to complete the tasks on time, considering their situation, I had no choice but to wait.) (p2)	Constant reminding	
(I suggest that students must have a time management because they tend to have more time in social media.) (p3)	Time management	
(It gives good result and good impact to the students. It teaches me that planning is everything, it ensures that you're always organized and have a plan laid out. Teaching a class without a plan is difficult enough face-to-face. But with an online class, you also need to think about new and different ways to keep your class engaged. Synchronous and asynchronous learning both have their place. You could think about mixing things up to ensure that students are engaged with their online lessons. Also remember to break up your lessons into digestible pieces so your student's attention spans to waver.) (p1)	Always organized and have plan laid out	The Effect
(It helped me to be more creative and productive as a teacher. It helped me to be more patient and understanding since I need to consider each student's situation at home.) (p2)	Helps to be more patients, creative and understanding	
(I am able to assess my teaching strategy if it's effective or not.) (p3)	Assess teaching strategy	
(It helps me to realize, to be more flexible at all times and adopt the new method of teaching in a new normal education; and to overcome the different challenges and struggles in the field of teaching.) (p4)	Adapting to the new normal situation	

Results and Discussion

The strategies

Strategies in teaching was one of the various ways used by teachers in their teaching processes. Planning, goals outlining, criteria for evaluation, feed backing makes strategies more effective Shavelson, (2007). In the point of view of Bouslog, Instructional strategy was one of the most core of teaching because by this we could assure learning, as it would help the students to be more engage, and could arouse their excitement during the learning process (Bouslog 2019).

Participant 1 said that,

(As a TLE Teacher my teaching strategies during blended modality are like I move into a presentation to introduce concepts to students, and then have them complete eLearning lessons to hone their understanding. Then during asynchronous classes, I make sure that my students have a task to do at their house.

For me this is very effective since during assessment or quizzes few students only will get low scores. To those students who got low scores, I make sure also that they can cope up the lessons and have a re-test if possible.) (p1)

This has been the strategies that the participant 1 was doing during modular classes in TLE subject to enforce effective learning to the students. By using various materials available. And was concluded that the strategy used was effective owing to the bountiful results.

Participants 3 stated that,
(The struggle I encountered during the difficult time as a teacher is that I cannot give real time feedback on the work of the students.) (p3)

The strategy of participants 3 was more like on direct instruction. She added that by doing so students can really grasp the discussed topic even with the absence of the teacher's presence afterwards.

Participants 2 mentioned that,
(PowerPoint Presentation and Video Tutorial of the related activities were used as a strategy during the blended modality in the new normal. It was effective since they had enough time to replay it as much as they want to fully understand and perform the given task.) (p2)

The ways of participants 2 was through the use of learning materials online that was also related to the content being discussed. It is also a great way utilizing online materials so that learners could learn others way of teaching.

Participants 4 said that,
(These are the teaching strategies that I used or applied: 1. Visualization strategies were I provide pictures or photos and videos clips (links) in our printed modules; 2. Established my presence right away; 3. Making myself available; 4. Use online resources (like Facebook, messenger and YouTube); 5. I'll make sure that the assignment that I gave to my students were very clear, and 6. I also provide or give feedback to the outputs of my students.) (p4)

The participants talk more about of being flexible when it comes to having such strategies, like using the possible tools or materials available. Since, teachers are also with the differences of learners.

The struggle

We cannot deny the fact that there will always be struggles that teachers experience during blended learning instructions most especially the TLE teachers, one of this was the expensive technology that makes disadvantage to those who doesn't have a technology on hand and probably couldn't afford to buy one. Yabut, (2020) mentioned that challenges when it

comes to TLE subjects on new normal of education was about how to have a knowledge upgrade, skills, services needed for the students to be globally competent. However, in the 2019 study of Blanka claims the effective used of different ways that suits well to the student's skills most especially in TLE discussion.

Participant 1 mentioned that,
(The challenges that I've encountered since we implement alternate classes (for the 1st batch all girls all levels and second batch all boys). It was so challenging since I always repeat my discussion every day. This kind of set up of classes, only those students who are fun of learning new things can relate your lessons but those students who are force to enroll, they don't have any retention. It is very challenging for me also since these students engage for 2 years in modular learning. Most of them only their parents answered their modules, so the result they don't learned any lessons. So, during this blended modality most of my lessons will back to the basic.) p1

The struggles that participants 1 encountered was more about the challenges of retention in which it has been added that only those who are interested relates to the topic. The reasons for this was because of the modular learning were it has been point out that it was the parents who answered the module instead of the students.

Participant 2 states that,
(Communication Barrier was the challenging experienced I had during the blended teaching since not all students were privileged to have free/unlimited access on the internet.) (p2)

Communication barriers was encountered by participants 1 during blended learning teaching, the reason for this was because of not everyone can access to internet. This was really one of the factors during online or blended learning the use of technology since there are a lot of things that hinders on it. Like the lack of trainings for teachers. Students lack of resources.

Participant 3 said that,
(The struggle I encountered during the difficult time as a teacher is that I cannot give real time feedback on the work of the students.) (p3)

Participant was more concerned about not being able to give real time feedback on students works. Feedback was also important for the improvement of the students. That's why participant 3 was also after with the real time feedback.

Participants 4 mentioned that, (As a TLE teacher it's" quite difficult ", knowing that TLE subjects are a life skill learning, and more on technical skills. It needs the teacher to demonstrate the performance tasks first before the students will have their return-demo.) (p4)

Participants 4 struggles was about the how of teaching since TLE subject needs to be demonstrated in actuality for the learners to understand the whole thing and could have their own execution. It has been evident that hands on experience really placed a better effect for the students to fully utilize one's learning.

The silver lining

Out of that bad experience of blended teaching modality, teachers still find the good side of that devastating experience. To aid learning and makes it still effective amidst the challenge, TLE teachers still find ways for them to deliver their topic to their students effectively. One of their ways was to make a video presentation for their students to understand the step-by-step process.

Participant 1 states that, (The good thing that I found out on that challenge was the preparation of the lessons is not just every day since I will repeat my lessons from the first day. The burden of creating Power point presentation of lessons was least.) (p1)

The goodness that participant 1 found out of the bad experience was the preparation of lessons wasn't every day. It has been added that the burden of creating instructional materials was lessening.

Participant 2 said that, (The good thing out of that bad experience, I was able to look for another way how to contact or reach them such as home visitation, and was able to know and understand them.) (p2)

Participants 2 was able to find other ways in checking or reaching his students like mobile learning. Since mobile learning highly used during the pandemic to ensure students who has less performance found to having a problem.

Participants 4 mentioned that, (Parents realize their role as it is very important in education and they will also realize that teaching is not easy as that. Learners learn to value and manage their time.) (p4)

Participant 4 point out the realization of parents that

teaching is not easy, and as well as time management was greatly utilized during those time by the learners. That's why it's important for them to instill the value of time management.

The addresser

Teachers main job during the challenge of having a full face-to-face modality to blended teaching post a big part to addressing students concern and the things that they lack to comply. Asuncion (2020) further enumerated that thinking of possible ways in helping students to accomplish their task/activities was the best alternative like in TLE subjects when it comes to hands on was to use a localized available product, or paraphernalia. For instance, like using kalamansi, coconut milk, aloe vera in teaching hair and scalp.

Participant 1 said that, (To those student's struggle completing their task on time, I will give chances and time to think so that they can finish their task and I will teach them about time management skills. I will encourage and motivate them to do well in school. Also, I tell them that time management skills are very essential and they must take ownership of their learning in order to keep them from struggling in school.) (p1)

When asked about how to address students who are struggling completing their task Participant 1 said he will give more time to those who are struggling to finish their task on time and then instill to them the importance of time management as well.

Participant 2 mentioned that, (I constantly reached them out and remind them. And since it was really hard for them to complete the tasks on time, considering their situation, I had no choice but to wait.) (p2)

Participant 2 was more like on reminding the students about their task and if ever they couldn't make it on time, no other choice but to wait. This was actually the reason why the teachers branded to be flexible.

Participant 3 stated that, (I suggest that students must have a time management because they tend to have more time in social media.) (p3)

Participant 3 was more like reminding the students to spend less time on social media. Also emphasizing to devote their time to school works instead and suggested to them that student must have to manage their time.

The effects

Blended teaching never just provided effects to students but also to teachers. However, some teachers said that blended teaching was definitely effective. Other participants point out that they gained improvement out of it. In the study of Senturk (2021) claimed that blended learning mode was way more effective for teachers. It has been furthered that student also gained high effect in this kind of medium.

Participant 1 said that,

(The students benefit from it in terms of results and effects. It shows me the importance of preparing and how to always be prepared and have a strategy in place. Face-to-face instruction without a strategy is challenging enough. However, while teaching an online course, one must also consider fresh approaches to maintaining student interest. There are advantages to both synchronous and asynchronous learning. To ensure that students are paying attention to their online classes, you can consider changing things up. Additionally, keep in mind to break up your courses into manageable chunks to prevent attention span issues.) (p1)

When asked about how does blended teaching modality affects and help their teaching strategy, participant 1 concluded that it was effective and gives good results/impacts. It ensures the overall process. He also emphasizes about using deferent learning style to keep students engaged.

Participant 2 mentioned that,

(It helped me to be more creative and productive as a teacher. It helped me to be more patient and understanding since I need to consider each student's situation at home.) (p2)

Participant 2 said that blended teaching makes her to be more creative and productive. It has been added that blended teaching helped in becoming more patient and understanding to the students.

Participant 3 states that,

(I am able to assess my teaching strategy if it's effective or not.) (p3)

Participant 3 during blended teaching modality participants was able to assess the strategy used. Like its effective or not. This was something that needs to be done because this is one way to improve such strategies.

Participants 4 said that,

(It helps me to realize, to be more flexible at all times

and adopt the new method of teaching in a new normal education; and to overcome the different challenges and struggles in the field of teaching.) (p4)

Participant 4 come up with the realization and becoming more flexible, adopting to the new normal, as well as overcoming the different threats that has been provided in the field of teaching. Being flexible is really a must most especially with this kind of set up.

Conclusion

The findings revealed that the TLE teachers were known to be ADDRESSER in catering to student's needs, this would also help to prevent the STRUGGLE to happen and find the SILVER LINING situation out of those bad experiences. It has also proven that the EFFECT of blended teaching modality in the new normal helps the teachers in their teaching, it is all about finding such STRATEGY for the teaching to be more effective. This research recommends the schools join more teachers' conferences as this would help them find better strategies during blended teaching modality.

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