

The Technology and Livelihood Education Teachers in Modular Instruction: A Qualitative Inquiry

Nelvin Mangubat*, Mary Christine Bucotot, Jacklyn Salatan, Jethel Tolentin,
Ma. Ana Fatima Villanueva, Stephen Lumangtad, Roque Rabor Jr., Chrisha Riel Sario, Karrel Jaica Florida,
Jovie Raboy, Ievan Ronnel Lacanilao, Kiza Quismundo, Felamae Baynosa, Baby Rosemarie Alberca, Elvin Bucotot,
Adel Evero, Marissa Endrina, Rolie Angcahan, Cheryl Lastimoso, Catherine Rabusa, Fidel Gallosa Jr., Leomar
Ypanto, Narlou Tabanao, Jingoy Taneo, Antonieta Minyamin, Zandro Perez, Cyril Cabello

For affiliations and correspondence, see the last page.

Abstract

Modular classes have impacted how the teachers deal with the abrupt change of instruction in the new normal. There are various studies conducted on the teacher's experiences during modular instruction. However, there is no particular study about the lived experiences of high school TLE teachers in modular instruction. This study explored the world of TLE teachers utilizing the new learning modality. This study utilized Heideggerian Phenomenology design with the use of Interpretative Phenomenological Analysis (IPA) popularized by Moustakas and modified by Vann Kaam. There were (14) participants in the study following the inclusion criteria that highlighted their lived experiences. These participants were coming from two big schools in the province of Moalboal, Cebu, Philippines - Moalboal National High School and Bala National High School. The data being gathered were interpreted and analyzed. Bracketing was performed to avoid bias. After data collection, the researchers found five (5) common themes; the flexible, the barriers, the resourceful, the ineffective, and the strategies. Each theme elaborated on all the teachers' adjustments and learning curves during the modular learning. Thus, new strategies are formulated in order to augment the gap in the virtual classroom. It is recommended that sharing of best practices through online talk and webinars among these TLE teachers can be instituted.

Keywords: TLE Teachers, Modular Instruction, IPA, Teachers Experiences, Philippines

Introduction

The wrath of the pandemic penetrated all sectors of society, including education. The educational system in the Philippines utilizes different modalities according to the Basic Education Learning Continuity Plan (BE-LCP) in order to make quality education equitable and accessible. The Department of Education (DepEd) uses modular instruction across all learning areas as stipulated in DepEd Order number 018 series of 2020. With this, the teachers are forced to embrace the changes and the challenges. Accessing teaching-learning resources typically found a challenge in discussion setting - insufficient interaction with teachers, a shortage of materials, and a sense of isolation are significant challenges for teachers of Technology and Livelihood Education (TLE). Asio et al. (2020) expounded that the strategized methods form as research and innovation (Perez et al., 2022), learning interventions, and remediation practices to expand learning in the scope of student retention were evident in assessing the student's performance tasks. Various studies have been conducted on the teacher's experiences in modular instruction. However, there is no particular study on the lived experiences of high school TLE teachers in modular instruction. This study

would like to explore the world of TLE teachers utilizing the new learning modality.

Competent teachers create learning environments that increase students' motivation to learn TLE competencies (Yunos 2020). Pardjono et al. (2018) concluded that schools and industries could collaborate to put learning in the workplace by developing a formal collaboration framework. Learning in vocational education provides learners with a variety of competencies that prepare them for employment, including information technology skills. Thus, teachers should be provided with technical support, including software and hardware services, in order to expand the possibilities of Information and Communication Technology (I.C.T.) integration in the educational system. The 21st century teachers face new technological education challenges (Akturk and Ozturk, 2019) wherein the students are well-equipped of. This paves the way to making the classroom a collaborative in nature. The COVID-19 pandemic changed many outside-the-home activities, including students' learning. In these trying times, everyone must adapt, especially in education (Alam, 2021). It follows trends because the world is developing quickly, especially in technology and livelihood education (TLE) (Padullo et al., 2021). TLE is a subject that

requires more skills that a student must learn in order to be more competent in the future. Since the pandemic, TLE teachers have been tested to be as flexible as possible to deliver the quality and equitable education that the learners are expected to experience.

Technology and Livelihood Education is one of the academic disciplines taught in Philippine secondary schools under the K-12 Basic Education Curriculum (DepEd, 2012). TLE as a high school subject essentially teaches the fundamental principles of technicalities encountered in people's daily lives. It is not merely a case of explaining concepts, procedures, and academic terms but also allowing students to experience themselves (Ramel, 2020). TLE aims to improve the students' analytical thinking, self-sufficiency, independence, diversity, and entrepreneurship (DepEd, 2019). It emphasizes the mastery of each life skill included in the subject's framework through acquiring the competency by practically realizing the learning (Darsih, 2018). Thus, TLE intricates a complex process because it extends beyond the classroom and into the real world.

While countries' COVID-19 infection rates vary, school closures affect millions of students, and thus several educational sectors have migrated to other effective and suitable learning modalities (Fatonia et al., 2020). Schools face a challenge in TLE, where performance is heavily weighted. TLE is widely acknowledged as a highly skill-based subject in which teachers must expose their students to pragmatic, firsthand, and authentic teaching learning experiences. Hence, students learn best when they participate actively and have hands-on experiences in TLE class (Legarde and Sumandal, 2022). Today's report looks at the challenges that schools, teachers, and other providers face in meeting those expectations, as well as the solutions that they are developing to ensure that children get a good education even when they are not in the classroom (Mabanglo, 2021). Various studies are conducted on the teacher's experiences during modular instruction. However, there is no particular study about the lived experiences of high school TLE teachers in modular instruction. It is crucial to comprehend teachers' actual experiences during this period of instability because it will help reveal the difficulties encountered (Dayagbil et al., 2021). Determining teachers' perceptions and taking the necessary steps in this direction are critical for improving system quality (Orhan and Beyhan, 2020).

This study delved into the experiences of the TLE teachers during the pandemic using modular instruction. In addition, this paper emphasized the

importance of understanding the world of the TLE teachers, which can be an excellent start to construe good teaching strategies for increasing students' academic performance.

Research Questions

This study explicated the lived experiences of teachers teaching in technology and livelihood education in the new normal. Specifically, this study elicited information by answering the following questions:

1. What are your essential actions of the TLE teachers in meeting the essential competencies in TLE?
2. What are the different takeaways from using modular instruction in teaching TLE?
3. What are the various strategies used in teaching TLE during the pandemic?
4. What are the different challenges in this modality of learning?
5. What is the meaning of their experience?
6. What recommendations can be construed from the data gathered?

Literature Review

This section elaborated on the various essential references and literature that will provide substantial evidence about the significance and relevance of the study's construct. The researcher carefully selected highly refereed, scholarly created articles, manuscripts, and journals based on the basic concepts of inclusion criteria.

A Series of challenges were experienced by the teachers during modular learning due to the pandemic including the preparation, collection, and retrieval of modules, monitoring each student's learning, evaluating their submitted outputs, providing feedback on students' performance, especially on performance-based subject.

Moreover, Beinert et al., (2021) states that TLE teachers tend to have a mismatch between the curriculum guidelines and its teaching practices. During the face-to-face classes, teachers teaching TLE ensures the value of food nutrition and its limited time given to its students for their activity/performance task but there is also a misalignment between the student and teachers' perspectives. As a solution to improve its pedagogical implications and meet curriculum demands, there should be a focus on comprehensive nutrition.

According to the results of the study of Villegas (2022), students believed their TLE teachers can create a comfortable, learning-friendly classroom where they feel welcome. Classroom management encompasses all teachers must do in the classroom to encourage students' academic participation and collaboration in classroom activities to create a positive learning environment. Another research also stated in its results that messenger chatbot was highly accepted as an assessment tool in learning delivery since students found the messenger as an interactive and fun way of taking quizzes and tests where they get positive feedback whenever they got a correct answer which helped to boost their confidence to finish test and quizzes (Osorio, 2021).

Furthermore, the different strategies in teaching TLE subjects are anchored to be learned by both the TLE teachers and future TLE teachers that might have a difficulty in delivering the TLE lessons. Recent changes to the secondary curriculum make teaching more difficult. A teacher not only has the knowledge and skills to teach a subject, but is also familiar with the latest teaching approaches and trends (Padullo et al., 2021). Electronic modular instruction is one of those different strategies that TLE teachers could benefit from. TLE subjects improve student achievement based on social constructivism and activity theory in an online platform. Free e-modules for secondary students, including Alternative Delivery Mode (ADM), improved overall academic achievement. Drawn from the results of the study of Morales and De Vera (2021), getting a hands-on experience; creating projects; and practicing difficult areas are some of the strategies that are needed in the TLE subjects.

The study of Calanog (2019) analyzed the degree of proficiency of TLE teachers in his study in relation to their instructional performance as stipulated by TESDA regulation. Similarly, it characterized the TLE instructors' personal and professional traits and competencies in the four areas of TLE: Home Economics, Industrial Arts, Information and Communications Technology, and Agri-Fishery Arts. It also assessed TLE instructors' skills in terms of topic knowledge within and across curricular teaching areas, tactics and techniques, classroom management, ICT integration, and assessment and evaluation. It has been discovered that mastery of information inside and beyond curriculum teaching areas is important.

TLE teachers were judged to be extremely competent in terms of understanding of material inside and cross curricular teaching areas when it came to knowledge

and content. According to Fuente and Bias (2020), TLE teachers are more advanced in information and communication technology than other subject teachers. Their ability to motivate students to create and connect subjects received the highest rating. The level of competency of the new generation of teachers may be comparable to that of experienced teachers. TLE teachers are "experienced" in the majority of the competencies (Elli and Ricafort, 2020).

Blanca (2019) claimed that teachers use various strategies, that suited to the skills and Competence of learners because technologies and new forms of strategies are used in TLE instructions as it would give an important part in honing and improving student's ability to perform. In addition, Carreon (2018), revealed the use of Facebook as a tool for integrated blended learning in TLE, different approach was used in giving materials to students like audio-visual presentation, videos on the topic, modules that are posted on Facebook group. It has been found that the use of blended learning plays a vital role in the improvement of students' performance in TLE exploratory. Engaging students in different contextualized blended learning interventions and instruction signifies the improvement in TLE specialization where teachers adhere to aim improvements towards their performance tasks and own-paced supplementary learning delivery.

It be accomplished by allowing the teachers to bring real-life challenges to the students. Assemble a group and lead them through the process of figuring out what's going on. To find out the solution, do a hands-on exercise to find an answer. This implies that skills should not be learned solely in the classroom. Regular practice, such as reading, writing, and math, is beneficial which is taught in the course of those activities on a regular basis (Hickman and Akdere, 2018). The evidence is apparent between learners and their erudition through exposing them to the different tools and equipment that are usually utilized in TLE courses which are the huge edge in partaking knowledge and skills (Harina, 2019). However, Estribor (2022), states that distant learning or modular learning, in one of the TLE competencies, could results to various negative effects such low or no understanding on the topic, other factors was slow internet connectivity are the most frequent justification.

Nonetheless, Cabual (2021), emphasized that to have an immediate response in remediating the students' response towards limited resources due to pandemic, these would resolve through engaging students in

recognizing first their preferred learning styles, involving their visuals, kinesthetic, auditory, and embarking them the pedagogies in line with their preferred approaches and techniques. Moreover, the usage of different learning facilities, media, and laboratory equipment in TLE subjects will make the students integrate their interests and ideas regarding the technological devices that are utilized for the benefit of their knowledge, skills, perceptions, appreciation, and attitudes that mold them as being efficient learners (Rivera, 2019).

As a precaution against COVID-19 outbreaks, academic institutions have stopped all face-to-face teaching, including laboratories and other learning experiences. As a result, Department of Education leaders and front liners are deploying social isolation tactics and transforming the curriculum quickly. The Most Essential Learning Competencies (MELCs) came into the picture. Self-Learning Modules were created for TLE and other subjects (Alam, 2021). Despite the difficulties encountered during the pandemic, there are still students who have a favorable attitude toward participating in the activities, particularly those requiring technology (Estribor & Pagaran, 2022).

Teachers on the other hand had engaged lots of strategies to furtherly deliver lessons efficiently and effectively amidst the new normal. The implementation of Alternative Delivery Mode (ADM) has a positive impact on students' learning, regardless of the subject taught or the teachers' circumstances. This reflects the ADM's effectiveness in the schools' division and the teachers' and learning resource coordinators' efforts and struggles (Asio & Jimenez, 2021). Teachers may find it difficult to adjust to unexpected situations that could be a barrier to delivering lessons but will always find the brightest side of making everything possible - as a teacher by profession is driven with passion.

Theoretical Underpinning

This study is anchored on the constructivist theory of Bruner. According to him in distant learning, teachers' three tasks are as follows: first, they should encourage students to form hypotheses, make choices, and uncover principles on their own. Second, put the material to be learned in a format that suits the learner's current comprehension level. Third, set it up in a spiral pattern such that the student keeps building on what they have learned so far. The subject of Technology and Livelihood Education Is critical to achieving the goals and objectives of the new

improved curriculum (Alsong and Alsong, 2019). TLE teachers have to cope with two main problems with the Modular approach how to teach students skills via modular distance learning, and second, on how to objectively evaluate students' growth and performance (Pura et al., 2022)

In addition, Bruners suggested that constructivist theory can be of great help in distance learning by using the presented principles: First, Draw, maintain, and concentrate learners' attention so they can acquire concepts. He highlighted how to draw attention by means of utilizing novelty, contrast, movement, adjustments in brightness or intensity, the presence of modest complexity, and lean, focused displays. The ways to increase attention and in maintaining learners focused by means of producing a modicum of doubt regarding of what's about to transpire next or the final result of a presentation. Maintain variation and diversity in the learning environment to keep students' interest. Teach students how to read various cues, such as certain colors, noises, symbols, typefaces, screen or display arrangements, underlining, etc., to help them concentrate their attention. Second, Screen sequencing and grouping comparable items together can increase retention. And lastly, to prevent information vertigo, provide structural clues. Use techniques like chunking, overviews, advance organizers, maps, and a fixed-display format to arrange information in a non-threatening way.

The transition of the delivery of instruction and learning in institutions to modular remote learning makes it more difficult for the school staff, the provision fundamentally sound instruction. DepEd officials always seek methods to address issues and provide teachers and school administrators with the skills they need to be more productive in the field of modular remote learning (Bagood, 2020).

In addition, Metsämuuronen and Räsänen (2018) stated that constructivism justifies students becoming active learners rather than passive recipients. Another advantage is that higher-level thinking, including complex language use, is easier to develop. Moreover, constructivism has the potential to broaden classroom-based research, particularly in language classes, by opening up new avenues for language teachers to conduct research in a variety of disciplines (Suhendi, 2018).

In contrast to conventional education, wherein information is just passively communicated from teachers to students, constructivist learning theory supports a range of student-centered teaching

approaches and practices. This proved that the theory strongly adheres to modular instruction because of the passive giving of information through modular learning, and the students is the one who further the knowledge gained. Because of this, the teacher's main duty is to foster a culture of cooperative problem-solving where pupils take an active role in their own education. According to this view, a teacher facilitates learning rather than serving as an instructor. This theory also proves that teachers in modular learning are just the facilitator of the student's learnings because there is no face-to-face interaction between two parties (McLeod, 2019).

Furthermore, Anzaldo (2021) suggested that the advantage of the students who prefer the modular distance learning provides substantial flexibility in acquiring self-paced learning wherein they formulate and construct new pedagogical skills and ideas along with conducting work review that is being required in every subject area.

Methodology

This study utilized Heideggerian Phenomenology design in order to explicate and uncover the lived experiences of the Technology and Livelihood Education (TLE) teachers in teaching the subject matter during the pandemic.

Sampling Technique

The researchers employed a purposive sampling technique in which the participants are coming from two secondary schools – Moalboal National High School and Bala National High School- in Moalboal, Cebu, Philippines. These two schools are the nearest high schools near the university wherein the teachers are using modular instruction. Moreover, the 14 participants were included because of their willingness and readiness to participate in this study.

Inclusion Criteria

1. Participants must be TLE teachers with two years of experience
2. The participants are currently stationed at Moalboal National High School and Bala National High School
3. Participants are using the modular learning modality.

Data Collection

A communication letter was written and sent to the

school principal's office for approval. The researcher informed the participants that they would be part of the study upon the approval of the letter. The researcher performed a digital interview with a researcher-made semi-structured instrument that went through content validation (Cabello & Bonotan, 2022) after receiving confirmation of agreement from the participants. Strict adherence to health protocols was enforced. The information acquired was analyzed.

Research Rigor

The researchers utilized distinct quality to maintain the study's rigor (Whittemore et al., 2001; Cabello, 2022). In addition, this criterion for quality delved deeper into (a) Credibility and Authenticity and (b) Criticality and Integrity. In addition, the researchers strengthened this study's rigor by employing bracketing (Alase, 2017). They labored to mitigate the effects of unacknowledged preconceived notions regarding the research (Tufford & Newman, 2010). All possible participant responses had already been anticipated.

Ethical Consideration

In this study, the Bryman and Bell (2007) Ten Principles of Ethical Consideration were used. During the study, the following significant ethical steps were observed: (1) the research participants' dignity was not compromised or harmed in any way; (2) the priority of ensuring the participants' dignity was exemplified; (3) permission from the participants was obtained without the use of force or intimidation; (4) there was no invasion of privacy among the participants; and (5) the information elicited from the participants was treated and valued with the utmost care. (6) Anonymity was observed among the research participants and organizations involved in the research study; (7) there was no deception or any form of exaggeration in fulfilling the aims and objectives of the current study; (8) any partisan from different funding and monetary involvement was boldly stipulated in this manuscript, if applicable; and (9) honesty, integrity, and transparency were observed; and lastly, (10) there was no bias or impartiality.

Data Analysis

The modified Van Kaam Approach, which was made popular by Moustakas, served as the foundation for the study's Interpretative Phenomenological Analysis (IPA). The seven essential phases include horizontalizing, decreasing perspectives to unchanging elements, clustered by theme, analyzing data from various sources, and combining textural characteristics

into an expression.

Results and Discussion

The Flexible

The teachers are flexible enough in handling the new modality of learning - modular learning. Teachers' resiliency and flexibility show their students' interest, especially in modular distance learning (Riconalla et al., 2022). It is a pedagogical approach that denotes the effectiveness of the e-classroom with technological enhancement (Ajzen, 2019). Flexibility not just only stops the teacher alone but also those students that are striving their best to fulfill and submit their modules on time (Ando et al., 2022).

Participant #2 mentioned that,

"As a TLE teacher, you really need to be flexible because we don't have these face-to-face classes. You need to do research so, kung unsay alternative learning ways sa pagtudlo. Instead of face-to-face classes, we do embrace the modular type of learning where students learn on their own through constructive way of learning. (As a TLE teacher you really need to be flexible because we don't have these face-to-face classes. You need to do research so, what are the alternative learning ways to teach. Instead of face-to-face classes, we do embrace the modular type of learning where students learn on their own through constructive way of learning.)."

This statement entails that the TLE teachers need to embrace modular instruction as a way to deliver lessons in the middle of the pandemic. The students learn on their own with or without the help of the home tutors, because of the sudden shift of modality of learning from face-to-face classes to modular instruction TLE teachers perceived the need to grasp this type of teaching and learning process.

Participant #3 stated that,

"Well, as a teacher man gud mura ta ug BDO, we always find ways. Sa mga problema, difficulties, a teacher dli jud na siya mawad.an ug mga solution and then we should love our work. Jobon ang atoang job jud ingun ana jud na siya. Walay problema nga without solution basta imoha lang jud pangitaan. (Well, we as a teacher we are like the tag line of the bank company BDO "We Find Ways". With problems, difficulties, a teacher will never lose solutions and then we should love our work. We work our job, job

our work, that's how it is. There is no problem without a solution as long as you just find it.)."

As the TLE teachers mentioned to love their work and do not stick with one way of teaching. The love of their work shows how passionate they are about creating or having the modules handed to the students. Loving their work energizes and creates a positive feedback loop that fuels productivity.

Participant #4 said that,

"As a teacher, we are equipped with, we are talking about versatility so versatile ta as a teacher diba. Kahibalo ta mosayaw, kahibalo ta mamanday, kahibalo ta mo kuri-kuri anang mga kuryente bisag dli atoang trabaho. As a teacher ge anticipate na nato what is moabot nato sa atoa. as a teacher atoa jud na siyang either modawat or sa dili that is the sad reality. As a teacher kinahanglan strong jud ka ug behavior and mental ability wise equipped jud ka. kay for example moingun ang principal okay you handle TLE pagkaugma ikaw napoy handle science. as a teacher dli jud ka mobalibad. pag graduate nato sa college well trained. (As a teacher, we are equipped with, we are talking about versatility so versatile teachers are versatile right. We know how to dance, we became carpenter, we know and understand those electric related works even if it's not our job. As a teacher we anticipate what will come to us. As a teacher, we either accept or not that is the reality. As a teacher you must have strong behavior and mental ability wise, you are equipped. Because for example, the principal will say, okay you handle TLE tomorrow you will handle science. As a teacher, it is your job to teach in different areas. When we graduate from college expected we are already well trained)."

Anticipation is a basic human condition central to the formation of experience and expectation. It is mentioned that it is important to anticipate what will come to them in the means of the changes or shifting of the learning modality. TLE teachers as equipped with not just only the idea of disseminating modules but also to form new ideas to anticipate students' current situations.

Participant #12 stated,

"As a teacher, you must be flexible and be always ready to adapt and move with the changes. I think the fact that I have been on the field for quite some time helped me to cope with the sudden shift."

Amidst the rampant situation and broad effect of the pandemic, TLE Teachers adapt to the new normal and the modular type of teaching and learning environment. Adapting to the new normal which leads to the changing of the basic instructions into different spectrum of delivering topics. Coping up with the mode and instructional learning.

Participant #5 mentioned,

"For me, I found it difficult but I learn to adapt little by little to the changing world and adapt the new normal setting."

Little by little, slowly adjusted to the relevant type of learning modality which entails the modular type. As the global pandemic arise slowly the TLE teachers grasp the new ways to deliver instructions to their students. As the TLE teachers incorporate skill and hands-on related activities into a simpler theoretical discussion.

Participant #10 stated that,

"Teachers are versatile and flexible I adjusted myself with the new learning set up, adapted new ways in teaching students depending on their needs."

Versatility played a major role in the adjustments of the TLE teachers in incorporating information to the modular learning type of modality. TLE teachers adjusted various ways in teaching styles to adapt the delivery of the knowledge and instructions to the learners. The pandemic brought a lot of changes in many various ways from the instructions of the learners to the ways the teachers handle the abrupt changes.

Flexibility in modular instruction is one of the most important qualities that every teacher must possess. Based on the participants' responses they quickly change teaching plans with or without notice. It means they incorporate feedback and on-the-spot changes based on certain modular instruction situations in teaching. Flexibility is the ability to adapt to change, it is being able to acclimate yourself to changing roles, and responsibilities, in instructional materials and schedules. As the teachers need to embrace the new type of learning modality, anticipate what the students underwent, and be versatile and the adaptability of teachers aside from loving their work but also accepting the idea little by little and adjusting to the modular learning modality.

The Barriers

TLE is a potential method for repeatedly practicing

and receiving feedback on fundamental teaching abilities (Dawson et al., 2017). It attempts to strengthen the students' value orientation through job skill training. Additionally, it exposes the students to a range of important developmental activities. Teaching TLE subjects needs not to be in modular form for the skills-related learning to be possible. However, with the sudden shift of our educational system, teachers faced a serious struggle when it comes to hands-on experiences for the students. As stated by Pura et al. (2022) Modular TLE approach created two main problems among TLE teachers, primarily on how to teach skills among learners through Modular Distance Learning and secondly, how to evaluate objectively the growth and performance of learners. Herewith, it is noteworthy to know the situations of the teachers teaching TLE subjects in modular classes.

Participant #1 stated that,

"There are number of them actually, but I must say Hands-on activity is the most difficult because how could you do that when the mode of learning is modular."

This was commonly the response of the interviewed teachers when asked about how they could integrate skills-related learning into modular instruction. They would certainly ask the question as to "how?" if it's modular. The modular approach was a big hindrance when teaching skills in TLE subjects.

Participant # 10 mentioned that,

"The difficulties that I have experienced through modular learning is that I only had short time in printing modules due to lack of some resources"

According to the Department of Education, there are large-scale shortages of resources across all Philippine public schools. This was based on the 2003 survey. However, up until now, these have still been the prevailing difficulties experienced by the teachers in some institutions. They are still short of some facilities that they need most in their teaching.

Participant #14 said,

"There are different difficulties that we encountered during our modular. Number 1, are the facilities on how we can able to apply or utilize the learners. In fact, in ICT strand, our learners cannot manipulate or cannot use computers since they did not have the it at home. So, now our case, we depend our activities base on the modules."

The facilities in schools play a big role in the

satisfaction of both parties: the teachers and the learners. When teachers are asked about their difficulties in modular learning, they keep on uttering the word “facilities.” Like in ICT, they cannot have their hands-on because learners also don't have them. That's why they depend on the modules for their activities.

Participant #4 said that,

"regarding dealing the students' attitude, physically I cannot attest the students' attitude because there is no physical contact or physical interaction. Regarding in submitting of modules we cannot force them to do so, for example, there are mountainous area and remote areas, which there way of submitting is by paying to the motorcycle driver in passing and getting the module. In that case for me I just have to adjust. You must a high tolerance for that case scenario"

Attitude is one of the important factors that needs to be developed in school by the learners. But during modular learning, teachers couldn't guarantee that they would deal with the attitude of the learners since there is no physical contact. Due to some circumstances, they can't even control their students' passing their modules on time. They go on to say that high tolerance is the best fit for this challenging time. Teachers need to adjust since they are the ones who understand the learners the most, and that particular adjustment would also help the learners in return.

Participant #2 mentioned that,

"of course as a teacher, we will be doing Because we can identify those who really need help but If they are not wiling even we teachers are willing to help but in their part they are not interested in helping themselves given that we tried to give them extra activities. the most important thing there, we as a teacher we did our part we tried to expand their skill, their scholastic status."

When asked about helping students in their scholastic status, teachers boldly answer that they are willing to help those students who are also striving for success. But if the student doesn't have an interest, they can't do anything about it, but at least they tried to extend their help to the fullest extent. It is already established that teachers are known to be fountains of knowledge. They are the enlightenment for the students, but that right stops if the students are disinterested in any help they would give.

Participant #4 stated that,

"In this case I was so confused to the student that have

low grades, so I approached the student. I found out that the student has already had a child and having a family problem with her partner. She studying at the same time being a wife at a young age, so I encourage the student to cope up"

Teachers' jobs are tough. Aside from teaching, they are also second mothers who facilitate the learners. In dealing with students, teachers must not just focus on those who are top performers in school; they need to pay more attention to those who need the most help. Encouragement could also be a big help for the students to continue chasing their dreams.

Participant # 2 mentioned that,

"The most difficult experience that TLE teachers undergo through this modular learning. basically, when we're conducting practicals because mostly there is no personal interaction, you are just giving rubrics to them and in the end, few of them are just submitting. Maybe in 35 students, there are 5 who are able to do. And it is very difficult to achieve the quality of learning. It is not really an effective, especially for TLE majors."

This is one of the common problems stated by the participants that modular learning couldn't contribute to the effectiveness of achieving the quality of learning, especially for the TLE subject.

The Barriers theme accentuated the difficulties that TLE teachers experience through modular learning. The students are hands-on with the tools or the laboratory needs which is highly required in technology learning. The lack of resources is one of the difficulties the teachers experience through modular learning. The facilities also play a big role in the barriers to learning, wherein students that are from remote areas are not that easily get access and cannot manipulate or cannot use the technology they wanted to use because it is not available in their home. So the result is that students may tend to depend on their activities based on the modules alone. The student's willingness to do their modules was also considered as one of the barriers sought by the teachers even if the answers were already given but still they show a lack of interest in it. Teachers also found out that one major difficulty the students encountered is the issue of their family problems, which highly affects the students' performance. Therefore, DepEd maybe emphasizes the most effective delivery of distance learning and be sensitive enough to hear the cries of the TLE teachers as well as the learners.

The Resourceful

It has been discovered that people with high levels of resourcefulness do better in daily tasks than people with low levels of resourcefulness (Irani et al., 2021). A teacher must have the ability to find quick and clever ways to overcome difficulties. TLE teachers maintained their reputation for being resourceful and problem-solvers.

Participant #9 mentioned that,

"Being a teacher, you need to be more innovative in the sudden shift of learning modalities and also ready to accept whatever challenges that may happen."

With the sudden shift of learning modalities. Innovative teaching is the factor, wherein the teacher is the creator. It is not just doing something new it is also thinking of new ways to improve knowledge and an idea.

Participant 8 stated that,

"The subject I have right now focuses on having the students get acquainted with electronic tools I send the pictures of the tools and ask them to draw on the separate sheet as a follow-up activity. By doing that, I am developing their drawing capability. This is at least the best I did to improve one of their skills."

Since students cannot perform hands-on. Teachers provide different activities that are best suited for them so that they can partake in activities, students can immerse themselves in a subject to learn rather than passively reading the modules.

Participant 12 mentioned that,

"I sometimes use tutorial videos for the learners to learn from. I sometimes do and send them demonstration videos on certain tasks."

Using popular music, stories, books, documents, and videos, educators can immerse students in creating more significant and meaningful experiential learning. Utilizing media encourages information retention in students, sparks enthusiasm in the topic and highlights the applicability of several ideas (Abdulrahman et al., 2020).

Participant 14 stated that,

"I provided them aside from module ahh learning module from the department of education in the central office, I provided them ahh self-learning task home task that are ahh simple, simple but clear instructions for the students to understand the ahh

lesson. Ahh if there are ahh activities to be answered in the learning module, so I let them ahh I inform them to ah answer from the module but only answer the self-assessment or self-learning home task or SLHT which is simplified activities that don't require ahh ICT devices. So, the same here, I let them make their miniature of a computer. So, it is, if they can identify the parts of a computer so they can make this one. So that's one of the alternatives that I gave them, one of the activities so that I can identify if those learners or that learner is really learning from the basic competencies in ICT strand."

Alternative Assessment is also called a performance test, wherein a student must complete meaningful tasks that demonstrate a clear understanding of the teaching and learning objectives. It improves the effectiveness of the teaching and learning processes by allowing teachers to easily identify and support students who require additional guidance.

Participant 10 said that,

"With the use of the modules, students can enhance their skills through the given activities. I will just assist them in doing the said activities through GC, instruct them on what must be done."

With distance learning and with the sudden shift of modality. Technology plays a vital role in the different social media sites. Group chat supports a collaborative and participatory approach to information exchange, which can increase the quality of material presented, communicate ideas and understandings, and uncover assumptions and misconceptions.

Participant 9 said that,

"My ways of giving the students' basics skills related activities that this simply do at home using various localized materials."

According to Policarpio (2018), localization is a branch of contextualization in which teachers develop curricular materials based on specific knowledge, language, and customs.

The theme resourceful emphasized that despite these trying times and with the sudden shift of learning modality TLE teachers in secondary school institutions manage to come up with new ideas and techniques and ways to cater to the needs of every learner despite the situation.

The Ineffective

The COVID-19 pandemic prevented students and instructors from engaging in face-to-face learning. This created an opportunity to quickly establish modular instruction (Abucejo et al., 2022). This new teaching method has an impact on the students' knowledge and skills' effectiveness (Cabual, 2021).

Participant #6 said that

"many, first the teacher is unable to deliver the lesson to the students. Second, a teacher is unable to let's say explain thoroughly the lesson then a teacher is unable to show the students how to do the proper way of doing things, especially in TLE wherein we have to do performance tasks."

Based on the data collected, the modular distance learning approach gives problems among TLE teachers, it could be how to teach skills among learners through modular distance learning and how to evaluate objectively the growth and performance of learners. Teaching TLE subjects in modular learning is ineffective because it requires the skills of the students rather than the knowledge that they process. For this reason, the TLE subject is difficult to teach when it's in a modular education system, that's why teachers struggle in finding the easiest possible way in delivering the skills even without face-to-face.,

Participant #12 said,

"The difficulties that I experienced as a TLE teacher in conducting modular learning for the students are the following - Difficulty conducting performance tasks, Difficulty achieving lesson objectives, Lesser feedback from learners, Less accurate measure of learners' skills, Difficulty delivering motivation to learners, and Difficulty assessing learners needs."

Due to this pandemic, teachers struggle and are challenged on how to conduct a performance task for the students since there is no face-to-face interaction. In this lack of communication of instruction and motivation of the teachers. Teachers have a lot of patients and have a lot of ideas on how to handle and deal with this situation but some students give them less feedback.

Participant #11 stated,

"Students become inconsistent in answering the modules because there is no actual learning."

Students have found it challenging to adjust to the modular learning model. The main difficulties that the students had to overcome were independent study, loss of sleep, and time to complete all the modules because

of the numerous activities, distractions, and lack of focus. Through this, students learn inconsistently, which may affect their academic performance throughout the term, and they lack motivation from teachers. When the students are at home they can't focus in study because of a lot of distractions.

Participant #4 said,

"in this case, wla kaayu nako ma expand akong skills ngadto nila kay you know module is given na ang answer key ug ang mga task naa ra nila ug ila bang trabahoon or dili. Dili ta ka impart sa atong skills. Like nagutana nato ang bat "sir, nga magbuhat mi ug website sa E-tech nako" niya shaman kaya nimo. "sir maglisod mi" ug maglisod ka mas nindot untag naa mo sa school kay naa man tay mga gamit dri, naa tay computer, naa tay internet niya ma guidan pod tamo so kani ani dli ta ka impart sa atong skills. " (in this case, I can't expand my skills to them because you know the module is already given the answer key and the tasks are up to them and whether they work or not. We don't impart our skills. Like we asked the bat "sir, are we going to make an E-tech website for me" then, maybe you can. "sir we're having a hard time" and you're going to have a hard time it would be nice if you were at school because we have the equipment there, we have a computer, we have the internet he can guide you so now we can't impart our skills.)

Teachers love to impart their knowledge but because of the pandemic, it's hard to show your capabilities to the students. It's needed a face-to-face interaction to let them see and learn about it.

Participant #2 said that,

"for me, it is indeed not effective. Kay skills man gud siya no" (for me, it is indeed not effective. Because he has good skills)

Modular learning is not effective especially when we talk about skills. Skills need face-to-face interaction so that the students can learn easily and they can get the correct instructions.

Participant #9 mentioned that,

"It is not effective because TLE class needs actual directions and hands-on exercises."

This response is somehow similar to the other where they highlight the ineffectiveness of modular learning when it comes to TLE instructions since it needs to have a hands-on experience.

Participant #14 said,

"For me, in my own opinion, No. It is really not effective. Because the subject itself requires experiential learning from the student. So how can they ahh perform the competencies required by the central office, the DEPED ah base on the curriculum guide if they do not have enough ahh equipment at home."

The participants also highlighted the quality of not producing the desired result when it comes to modular platforms. This response was also interrelated with participant#9 which also highlighted the ineffectiveness of modular classes.

Participant #6 stated,

"muington kog bad. Modular class is not good jud may be good for the parents because they learned but not for the students." (I say bad. Modular class is not good so maybe good for the parents because they learned but not for the students.)

Modular learning has disadvantages in learning some students rely on their parents. Students don't have the willingness to answer their modules and some of them copy from their classmates. Most students complete their modules merely for compliance. The teacher's knowledge that the students are taking the modules for granted is upsetting. The fact is that teachers are unable to foresee their students on the grounds of their homes.

Participant # 13 said,

"As nowadays, we said no. Modular class lessen the interest of the learners they less experience especially nowadays learners are fun of playing cellphone or any gadgets."

21st-century learners are much more engaged in online games rather than recreational activities. This was the reason why TLE teachers responded that modular instruction is not effective. Though the truth may be so heartbreaking let's make it motivation. Therefore, the integration of mobile games in the lessons is one effective way to handle this kind of situation.

Participant #10 said,

"Since we had this pandemic and we can't have an actual class set up, I think the most effective strategy is to be patient in answering all the questions of the students (through messenger) with regards to the topic given to them."

Patience is the key to better communication with the

students. A great teacher is exceedingly patient with their students, never gives up on them, and always looks for new ways to support their academic success.

This theme, The Ineffective, shows a lot of problems in terms of the ineffectiveness of their teaching and modular learning. The teachers found difficulties in conducting performance tasks, being unable to deliver motivation to learners as well as assessing the student's needs. Students are inconsistent in answering modules and they are worried about how they will learn from them without the proper discussions. Being unable to expand the topic so that students will learn is one of the major ineffectiveness shown in the modular learning mode, also TLE teachers sought that modular learning is not an effective way of delivering the topic and/or lesson. TLE lessons need actual discussion and proper directions in honing the skills of the learners. Some of the TLE teachers said that it is not effective for the students to have self-experimental learning, because the subject itself requires student and teacher interactions so they can perform the competencies required by the curriculum guide. Modular learning is not good according to the TLE teachers, it may be good for the parents' but consider the students' learning. It lessens the interest of the learners in the sense of not answering or complying with their modules. Therefore, this data could be the basis for DepEd to hear out the teacher's opinions on the ineffectiveness of modular instruction.

The Strategies

Communication between teachers and students becomes critical when teaching is forced to shift to online mode (Dhawan, 2020). Teachers nowadays having their different ways of strategies, and they find ways to help the learners (Olleras et al., 2022). In this pandemic, they communicate through social media but it is not enough for the learners to understand the questions (Bahinting et al., 2022). All the teachers must have patience with the students for some questions they asked.

Participant # 10 said that,

"Since we had this pandemic and we can't have an actual class set up, I think the most effective strategy is to be patient in answering all the questions of the students (through messenger) with regards to the topic given to them."

The modular approach to learning has greatly affected not just the students but also the TLE teachers. With this sudden transition of learning modality, teachers have been caught up in different strategies for

communicating and reaching out to the learners, especially to those who did not submit modules on time and those who lack activities. The TLE teachers came up with an idea to call the attention of the parents and guardians as well as the learners every time the modules were submitted but some activities were lacking. This kind of strategy will help the learners to cope with their lacking activities for them to avoid having low grades or no grades at all.

Participant # 3 said that,

“ang paagi ana first is we have to call the attention of the parents and then also the students an then kanang mga modules nga e submit nga walay answers, most of us or most of TLE teachers atoa jud nang ibalik, [a answeran balik. If mao gihapon, call again the attention of the parents and the students and tell them the consequences nga mao na siyay possibleng mahitabo, possibleng wla silay grado or mahagbong sila if dili na nila answeran.” (the first way is we have to call the attention of the parents and then also the students and then those modules that were submitted without answers, most of us or most of TLE teachers is we will give it back and let them answer. If so, call again the attention of the parents and the students and tell them the consequences that is what is likely to happen, it is possible that they will not have a grade or they will be short if they do not answer.)

As a teacher is hard for them to communicate with the students because not all of them have their gadgets. The teachers find ways to deal with the students to reach them and to have the students get information about the modules. They get the contact numbers of the parents and they deal with why their students not submitting their modules.

Participant # 7 said,

“Dealing with the students attitude especially karon kay wa man tah kakita nag modular rata so for those student who are not answering or submitting their modules on time. Ako silang gi reach out personally even the parents kay I get their contact numbers so mao na cya giin ana ran a nako gi personal ug reach out ang mga parents.”

(Dealing with the students attitude especially now because we were not able to see them and we only have modular so for those students who are not answering or submitting their modules on time. I reached out personally even the parents because I get their contact numbers so that's why I ran out

personally and reached out to the parents.)

Encouraging and motivating the students is effective for the learners. It can help the learners to allow them to answer their modules so that they can earn some points in submitting their modules as early. Also, there should be motivating words that you can say to the students to encourage him or them to answer the modules.

Participant #13 said,

As a teacher, in my part, I really encourage them to submit their modules with answers as early as possible for I will give a diminishing rate to the first presenter or returning. While there have been extensive studies on modular learning, it remains unclear how educators will engage in the sudden shift to online/remote learning or distance education as a result of the COVID-19 pandemic. The technology and internet play a vital role in this blended learning approach. Participant 11 stated how important technology is in the way that he/she sends links to tutorial videos through social media (e.g. Facebook messenger). She used graphics from the internet to stimulate the curiosity of the learners and give them tasks that allow them to use their gadgets for educational purposes.

Participant # 11 mentioned that,

“I make use of the technology and the internet. I send them links of tutorial videos online. I use graphics from the internet to stimulate curiosity and I give task that will make use of their gadgets at home.”

All the learners have different ways of doing their activities in school. The teacher must let them do the activities and the teacher will provide limitations to the student's understanding. Like in TLE they do hands-on but have different ratings to give to the students because performance is based on students.

Participant # 6 said that,

“based on what they were able to come up according to what they gave like let say I let them do this one wherever they can understand or their performance. You cannot give big grades especially in TLE, since our basis is performance.”

Teachers had trouble in monitoring students' learning, evaluating their performance and delivering comments on courses for remote learning that were delivered in modules. They had problems as well because of how difficult it was to offer training and how complicated assessment was.

Participant # 14 stated that,

“It is really helpful ahh, especially in coping with the learning modality we have ahh especially the modular learning even if the Moalboal National High School has a scarcity of learning materials, but we are able to provide instructional materials based on the learners needs. So, if the learner donot have a photocopy or printer at home, so we let them submit their outputs through written or ahh written outputs and nothing else. The Moalboal National High School has provided valid ah learning materials for the learners. So I think it is really helpful. The Moalboal National High School are really .. is really doing our best especially the teachers, and the administration are doing our best just to continue the quality ah the delivery of the basic quality of education.”

Educating students during the pandemic requires a variety of tasks from teachers. They became adaptable in the face of the pandemic's changes and devised alternative plans to carry out their duties and responsibilities successfully. They put time management, openness to change, peer mentoring, and collaboration into practice. Participant 14 highlighted that the school (Moalboal National High School) has a great help in providing instructional materials based on the learners' needs. The school administrations, faculty, and teachers work hand in hand and do their best to continue the delivery of the basic quality of education.

Participant # 5 said that,

“for me, let the student discover, explore and let them experience of their own way that they may produce a product of a new or innovation.”

They have different ways of learning which allow the teachers to cope with a variety of teaching strategies.

Participant 5 allowed her students to discover, explore and experience things in their way may produce a product of an innovation which implies that being a facilitator during this modular approach is more effective than having a teacher-centered approach.

Participant # 11 said,

“Give remedial activities.”

Due to poor guidance coming from their parents, students who have temporarily fallen behind in their studies require short-term assistance to cope with the new lessons. TLE teachers are giving remedial activities to the students who are low in their scholastic standing. This strategy enables the students not to fall further behind in their studies. The teacher

takes the initiative to provide remedial instruction. The student or guardian can also do it. Each teacher's job is to keep track of the student's learning and growth, as well as any potential needs for assistance. Remedial instruction is planned in collaboration with the student and the guardian.

This theme emphasizes how TLE teachers go above and beyond just to teach their students. Their use of a variety of strategies in modular instruction demonstrates that they deserve to be recognized. They are among the unsung heroes in the midst of a pandemic

Conclusion

In this time of the pandemic, all teachers are finding their own remedies in bridging the gap manifesting in the delivery of instruction. TLE teachers are challenged to be creative in the best way possible to teach skills in a modular format. The TLE teachers are recognized as RESOURCEFUL in acquiring alternative resources to support details in knowledge transmission to prevent the INEFFECTIVE mode of instruction which act as the BARRIERS to knowledge delivery. They will implement STRATEGIES despite complex situations because they are FLEXIBLE, they are resilient, and rely on good timing. These actual experiences may encourage the administration to develop critical policies that benefit the teachers and learners. It is recommended to acknowledge the teachers' concerns through teacher conferences and symposia. Future research can be conducted to highlight the lived experiences of teachers, not just TLE teachers.

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Affiliations and Corresponding Information

Nelvin Mangubat

Cebu Technological University
Moalboal Campus, Philippines

Mary Christine Bucotot

Cebu Technological University
Moalboal Campus, Philippines

Jacklyn Salatan

Cebu Technological University
Moalboal Campus, Philippines

Jethel Tolentin

Cebu Technological University
Moalboal Campus, Philippines

Ma Ana Fatima Villanueva

Cebu Technological University
Moalboal Campus, Philippines

Stephen Lumangtad

Cebu Technological University
Moalboal Campus, Philippines

Roque Rabor

Cebu Technological University
Moalboal Campus, Philippines

Chrisha Riel Sario

Cebu Technological University
Moalboal Campus, Philippines

Karrel Jaica Florida

Cebu Technological University
Moalboal Campus, Philippines

Jovie Raboy

Cebu Technological University
Moalboal Campus, Philippines

Ievan Ronnel Lacanilao

Cebu Technological University
Moalboal Campus, Philippines

Kiza Quismundo

Cebu Technological University
Moalboal Campus, Philippines

Felamae Baynosa

Cebu Technological University
Moalboal Campus, Philippines

Baby Rosemarie Alberca

Cebu Technological University
Moalboal Campus, Philippines

Elvin Bucotot

Cebu Technological University
Moalboal Campus, Philippines

Adel Evero

Cebu Technological University
Moalboal Campus, Philippines

Marissa Endrina

Cebu Technological University
Moalboal Campus, Philippines

Rolie Angcahan

Cebu Technological University
Moalboal Campus, Philippines

Cheryl Lastimoso

Cebu Technological University
Moalboal Campus, Philippines

Catherine Rabusa

Moalboal National High School
Department of Education - Cebu, Philippines

Fidel Gallosa

Bala National High School
Department of Education - Cebu, Philippines

Leomar Ypanto

Cebu Technological University
Moalboal Campus, Philippines

Narlou Tabanao

Cebu Technological University
Moalboal Campus, Philippines

Jingoy Taneo

Cebu Technological University
Moalboal Campus, Philippines

Dr. Antonieta Minyamin

Cebu Technological University
Moalboal Campus, Philippines

Dr. Zandro Perez

Cebu Technological University
Moalboal Campus, Philippines

Cyril Cabello, PhD (c)

Cebu Technological University
Moalboal Campus, Philippines