The Kitchen is Sinking: A Phenomenological Study of the Technology and Livelihood Teachers in the New Normal

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Abstract

Everyone is currently in the worst predicament because of the pandemic. The coronavirus has brought attention to the world of education, making it inaccessible to everybody. Teachers are challenged with concerns about how to instruct and engage the learners amidst the pandemic. With limited studies about the means of delivering instructions in cookery, this study is made to explicate the lived experiences of teachers teaching cookery using a blended learning modality. This study used the seven-step Interpretative Phenomenological Analysis (IPA) of Van Kaam popularized by Moustakas, and the Heideggerian phenomenological design. To prevent bias, the researchers conducted bracketing prior to collecting the data. To conduct the interview, a semi-structured interview guide was used to interview the (5) participants from the different public schools in District VII of Central Visayas via digital format. The data gathered were evaluated, analyzed, and interpreted. The following themes were successively extracted as a result:(1) Instruction, (2) Learning Approach, and (3) Evaluation. Results showed that teaching instruction was changed to be flexible enough to adapt to the blended learning modality. While a new learning approach is made, different teaching strategies were done. Then, the evaluation of students' performance differs depending on the learning modality they are into. However, teachers continue to be optimistic in every circumstance and determine where they can best educate learners, particularly those majoring in the technical field. Moreover, this study recommends seminars and symposiums to be conducted especially on the mechanisms of teaching cookery.

Keywords: Cookery, IPA, Blended Learning, Lived Experiences

Introduction

The Philippines is undoubtedly going through the worst of times in the world today. For a while, the economies were frozen, which resulted in many people losing their source of income. In actuality, every individual suffered just to provide for their family's essential necessities. Evidently, the educational system was also affected by the pandemic, as evidenced by the fact that certain schools were indeed totally suspended for absolutely a whole year. Teachers need to consider how to instruct the students in the midst of the pandemic (Jimenez, 2021). This makes it possible to teach skills in imaginative ways, including cookery. Literary works tend to have more studies on the effects of pandemics on students' academic performance than studies on how teachers are managing the teaching of these essential skills. This study would like to uncover the experiences of the teachers handling cookery subject and how they look for ways to make the students engage in the subject matter despite of the pandemic.

Effective teaching is way up high to reach, especially in today's pandemic. Education is greatly affected, not only in the Philippines but all over the world. It has greatly changed everything, from the basic to the complicated to the most complicated situation. Faced with an unprecedented situation for many, teachers and schools sought to ensure that their students could continue learning at home, with a range of solutions implemented, including issuing printed materials, providing access to educational apps and websites, and employing new learning management systems, or reviving old one. Though teaching is greatly checked for its effectiveness in many aspects, it is highly questionable how effective the teaching and instructions are in these trying times, especially in the skills field courses. The use of suitable learning activities and environments is necessary for various learning outcomes and processes. That is the reason why the researchers made it to know the answers and take action on what needed to be done. Cooking is one of the skills that are so popular in the Philippines, but they are greatly affected in many ways as well. According to Mills (2019) that since they are producing food at home, students submit their assignments by creating movies or taking images documenting each step of the cooking process. They

also write a reflection in which they describe the difficulties they encountered while preparing a recipe and how they overcame them. Teachers give feedback to students via Google Classroom notes and can even record audio commentary on video uploads. As (Janzen, 2014) points out that Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notification.

Technology and Livelihood Education (TLE) teachers and students should concentrate more on practicum rather than in theory to be more competent in many learning areas (Tumbali, 2019). TLE teachers should teach with actual instructional materials to help bring students face-to-face with the world through intact technical education. TLE teachers should select and use the most appropriate approaches or classroom activities to teach TLE learning areas to take cognizance of the principles of individual differences. Parents' interest and economic status are great factors in achieving standardized competencies (Macalindol, 2019). One of the home economics courses is cookery, where students get the chance to demonstrate their understanding of the fundamental concepts and abilities that can be aligned in Technical Education and Skills Development Authority (TESDA), where the students enhance their skills in cooking and also show the various techniques and methods to be employed in the subject. Students can use this area to assess their own preparedness if they are job ready. According to research, teaching children how to cook is an effective strategy to help them develop healthier eating habits and mealtime routines. Cooking demonstrations with quick and simple recipes seem to be more motivating for families to make these changes than knowledge alone; cost-effective interventions that help families manage their food resources better, feel more comfortable with their home cooking skills, and improve the quality of their diets and their children's diets are required (Condrasky, 2006).

Due to their sloppy structure and "kitchen sink," cooking interventions have been considered to be missing in the content development technique. There is currently no scientific justification for the integration of specialized skills. As a result, age-appropriate cooking skill recommendations based on relevant developmental motor skills were made utilizing a four-step technique. The procedures are as follows: One is a critical evaluation of academically and publicly accessible sources of information regarding children's cooking capabilities; the second is cooking skill

acquisition, transformation, and mapping to relevant motor skills; the third is grouping the cooking expertise by underlying motor skills for age appropriateness to provide evidence-based recommendations; and lastly, ensuring face validity through two different extensive reviews, critiquing, and revision with a multidisciplinary international company (Dean, 2021). Although cooking interventions are frequently used in therapeutic and rehabilitative settings, little is known about how they affect psychosocial outcomes. The research evidence regarding the impact of cooking interventions on psychosocial outcomes is examined in this systematic review (Farmer, 2017). Finding advantages of cooking that go beyond health benefits could be useful in boosting motivation and frequency of cooking. This evaluation reveals that, despite the preliminary and scant data, culinary treatments may have a favorable impact on psychosocial outcomes. To pinpoint the mechanisms through which cooking interventions could enhance psychosocial outcomes, further qualitative and meticulous quantitative research is required.

The field of education known as Technology and Livelihood Education (TLE) is crucial to the social and economic development of civilization. It equips students with the technical skills they need to contribute to technological breakthroughs to the fullest. Many studies have been conducted on TLE teachers, but this one stands out because it focuses on developing effective teaching strategies for instructors who are dealing with cooking in the midst of the pandemic. Valera (2015) stated that Technology and Livelihood Education is part of the basic education here in developing countries like the Philippines where it is stated that due to the implementation of the enhanced basic education, this subject will truly help everyone to be more cognizant to face reality. Ultimately, they seek to understand the world and even allow those strands of learning to change their lives and be able to meet global demands.

In particular, according to Calanog's (2019) research, technology and livelihood education are indeed the most captivating, participative, interdisciplinary, and significant among the learning domains, including cultural, artistic, vocational, social, and moral qualities. Filipino students can demonstrate their real-world knowledge and life skills in this study area, especially those of empathy and job effectiveness. Thus, this should be delivered well by the teachers and absorbed by the students in a way that the quality standards and competencies are not compromised.

This study dived into the world of technology and livelihood education teachers in teaching cookery – their challenges, learning opportunities, teaching mechanisms, and even milestones. Furthermore, it shed light the successes and difficulties faced by TLE teachers who have adopted the modular learning modality due to the Coronavirus.

Research Questions

This study delves on the lived experiences of Technology and Livelihood Education (TLE) teachers in teaching Cookery. Further, this study elicits pertinent information in answering the following queries;

1. What difficulties do TLE teachers face?
2. What are their coping mechanisms?
3. What are the different strategies they use in order to transfer learning despite of the pandemic?
4. What are their small victories or milestones?
5. What is the meaning of their experience?
6. What action plan can be construed out from their experiences?

Literature Review

This section included a number of relevant references and works of literature that will be used to back up significant claims about the significance and relevance of the study's construct. The researchers chose highly cited, scholarly-created papers, publications, and journals with consideration keeping to the inclusion criteria's main ideas.

This was done to determine the most significant data collection requirements because it was part of the emergent research design process and the primary research project. Fill up the gaps between the existing literature and the new findings. It also provides a framework within which the researchers might develop a suitable hypothesis. The COVID-19 pandemic has impacted education in several ways, most significantly teacher preparation. Teachers and students had to swiftly adapt to online learning because colleges and schools use this platform for the continuity of learning. Building a learning environment for student teachers preparing for teacher education is important in order to meet not only student expectations but also teacher education requirements and the operational needs of

both institutions and schools (Flores & Gago, 2020).

Carrillo (2020) developed a module in order to create logical and educationally sound connections between the needs, goals, resources, learning objectives, teaching methodologies and learning, evaluation criteria, and assessment. This provides a brief summary of the procedure, stressing the most crucial aspects of module design and establishing how they relate to one another. These concepts, which have implications for both teaching and learning strategies as well as how to assess learning, are resonating among secondary school teachers today. Understanding various learning styles is essential to the module design process. Self-learning modules in classrooms, according to Jayasree (2015), are another type of individual instruction. This method of instruction and learning is known as modular. When self-learning modules on particular topics were accessible in the past, they might be given to students as assignments. On the other hand, LSMs and the modular method are currently the country's main forms of education.

Different teachers use different tactics in the classroom, and they are based on the student's abilities and capabilities (Blanca 2019). Given that they are teaching Technology and Livelihood Education in the twenty-first century, much use of additional information, communication, and collaboration with the use of technologies. Methods of teaching are essential in the classroom, particularly when it comes to the development and improvement of students' performance. Institutions must offer competent teachers with new and improved skills in order for them to tackle the difficulties of real-time in their individual institutions or workplaces in order to be among the world participants (Moses & Mohamad, 2018). Indeed, the availability of qualified TVET teachers will help to develop manpower in linked disciplines of science and technology, as well as enhance career options by producing skilled workers who will help to drive dynamic economic growth and development (Hamisu, 2017).

The spread of digital learning tools, as well as the necessity of incorporating contextualized pedagogy, are critical to the development of 21st-century abilities. Facebook is a blended learning tool for improving student learning outcomes (Carreon, 2018). In two exploratory learning competencies – entrepreneurship and the readiness for employing tools in Technology and Livelihood Education students who utilized an integrated blended learning tool performed significantly better. Despite having limited internet

access, students' blended instruction experiences were outstanding, demonstrating that Facebook is a useful tool for integrating learning and teaching as well as for supplemental instruction when it came to redefining the classroom.

Teachers can develop teaching strategies to help students improve their critical thinking and technical skills. With that, they can be productive individuals in the future. It is also to continuously enhance teaching techniques in teaching Technology and Livelihood Education (TLE) to continue preparing for the present environment in the educational system and to maximize student performance for the benefit of the students and their future.

Blanca (2019) also suggested that the school administration must host a personal improvement and skills conference to motivate incoming college students to pursue technology and lifestyle education as a teaching specialty. The school may develop a teaching methods module for teachers that will include beneficial strategies that will aid them in expanding their understanding beyond items and improving their teachers' proficiency.

THEORETICAL UNDERPINNING

This study is anchored with the study of John Dewey's "learning by doing", a theory of education. As per Dewey's Pedagogic Creed (1897), education is acquired psychologically and socially. A person unconsciously starts learning from birth through developing hobbies and transforming actions like eating, walking, and sleeping into normal habits. The importance of immediate people that the person interacted contributed a great factor to a person's learning. Dewey said that Social learning is useful, making sure that the activities are continuously passed on to generations. However, proper education happens in a classroom setting. The person's ability to decode explanations and comprehend textbooks' contents are measured based on a standardized criterion. More, learning is more effective if there is face-to-face interaction or primary experience.

Schiro (2012), in his study, said that Dewey believed that education is a vital component in the development of social and moral character. Dewey's progressive education theory holds that young children should engage in socially involved learning activities (Dewey, 1938). Dewey also believed that the educational environment should be viewed as a social institution and that effective instruction required strong social ties (Flinders & Thornton, 2013). Dewey distanced himself

from other philosophers by embracing settings for traditional classrooms, which, according to Flinders (2013), should be understood as a "process of living, not a preparation for future life."

Education is currently facing a lot of challenges following the COVID-19 outbreak. Due to the social isolation, this crisis has brought about and because of the emergency, online instruction has replaced classroom instruction. This is because the transition to a digital society or the dominance of digital subjectivity is accelerated in a way that is intense. This change in the way teachers work is a good example. Therefore, the paradigm shift that is being discussed in this work, as well as the function of digital technology in implementing distance learning activities and their curricular ramifications, are the main topics (Morgado, 2020).

It's vital to conduct study on a specific strategy throughout this pandemic (Perez, 2022). Teachers need to figure out a way to give high-quality learning through modular instruction. (Cabello, 2022 and Riconalla, 2022). At times, students procrastinate (Olleras, 2022) because of losing interest in the subject matter, especially TLE. Students' enthusiasm in sharing their knowledge on the subject might be piqued by a cooperative learning technique. However, during this period, parents are the ones carrying out the learners' tasks, particularly when it comes to cookery activities. (Abucejo, 2022). If the students have good internet connectivity and are having trouble learning the TLE subject, they can use the online resources (Bahinting, 2022). Even if the unprecedented Coronavirus event impairs the quality of the education being provided to them, students should keep learning (Ando, 2022). This study may serve as proof that there is always a method to present a topic in the most interesting way.

To the advantage of all pupils in a classroom, the blended learning approach combined printed and digital study resources. Every teacher is required to account for the unique learning styles of students in lesson preparations. For many years, passive learning was used as the primary method of instruction. The well-known psychologist, philosopher, and educator John Dewey pioneered the Learning by Doing philosophy. John Dewey had an impact on David Kolbs, who refined his theory further (Savido, 2019). The application of Blended Learning in the classroom encourages good behavior toward learning, improves participation in all activities, and empowers students to take on leadership roles and serve as coaches and mentors to their fellow classmates. Conducting

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professional development for teachers is essential because they are Blended Learning's essential implementers (Tupas, 2020).

Furthermore, the results also imply that in order to adapt to the evolving and complex educational environment brought on by the disease's persistence, a curriculum, education, instructor, leadership, and participation are necessary for the New Typical Classroom (Galang, 2021). It must be inspiring, and realistic, create a demand for the goal, and provide enough opportunity for skill development and knowledge acquisition.

In conclusion, In order to make sure that objectives are being met, it's critical to assess how well programs, classes, and teaching methods are working. However, it can be challenging to assess the effects of fundamental curriculum changes. Thus, we come to the conclusion that since there is no one-size-fits-all approach, in order to develop a multidimensional assessment, several instruments need to be used (Dagenais, 2003).

Methodology

The instrument to be used in the study will be interview-based questions. The questionnaire is a research-made semi-structured instrument.

Sampling Technique

The technique of purposive sampling will be used in this study. Different sorts of sample strategies and sampling procedures are needed to accomplish the goals of such a qualitative design. In this situation, It is helpful to use purposive sampling because it allows researchers access to a wide range of non-probability sampling techniques. Following approval, the researcher will compile all the relevant information on the lived experiences of TLE teachers in teaching cookery.

Inclusion Criteria

1. Participants handle TLE Cookery subject for 3 years
2. Participants should be in service in public school
3. Participants should be NCII Holder in Cookery
4. Participants are utilizing the blended learning-online and offline modular learning modality
5. Partcipants are 5 (five) TLE teachers and should reach the data saturation

Data Collection

A communication letter will be submitted to the principal's office at Busay National High School, Bala National High School, and Moalboal National High School for approval. After the approval, the researcher will inform the participants that they will be part of the study. After receiving the confirmation from the participants, the researchers will then interview the participants accordingly (Cabello & Bonotan, 2021). There were 5 (five) participants in total. After that, the gathered data will then be subjected to liquidation, evaluation, analyzation, and interpretation.

Research Rigor

Whittemore et al. (2001) quality criteria were used by the researchers to maintain the study's objectivity. Additionally, this quality criterion put more emphasis on (a) Authenticity and Credibility; and (b) Integrity and Criticality. Furthermore, the researchers' use of bracketing improved the study's rigor. In order to conduct the study objectively and without biases, bracketing is crucial (Alase, 2017). Each participant's potential response was foreseen in advance.

Data Analysis

This study utilized the Interpretative Phenomenological Analysis (IPA) anchored from the Modified Van Kaam Approach popularized by Moustakas. The seven key steps are: Horizontalizing, Reduction of Experiences to the invariant constituents, Thematic Clustering to create core themes, Comparison of Multiple Data Sources to validate the invariant constituents, Crafting of Individual Textural Descriptions, Construction of Composite Structural Descriptions, and Synthesis of the texture and structure into an expression.

Results and Discussion

After the data were analyzed, the researchers concluded the three important themes: Theme 1: Instruction, Theme 2: Learning Approach, and Theme 3: Evaluation

These three topics highlighted the practical experiences that Technology and Livelihood Education (TLE) teachers had while instructing cooking classes.

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Instruction

The development and execution of carefully thought-out strategies or instructions provide as a roadmap for how learners acquire knowledge and comprehension and new skills, behaviors, commendations, and ethics. The term "instruction," which is usually used along with "curricula," describes the instructional methods and educational activities that an educator use to deliver the curriculum to students (Kridel, 2010). The engagements among students and their instructors are referred to as instruction and learning practices. The curriculum guides the planning of instruction, which is founded on requirements determined by evaluation and rendered feasible by educators. Instruction is crucial to education since it is the method used to transfer knowledge from one person to another.

Participant #2 said that,
"Before, we got activities here in the classroom, they cook, and execute and demo on what they have learned from the lesson. And now, the changes that have been made is that they can cook in their own home, take a video and then send through messenger or if they can't take a video because they have no phone, they can just borrow their friend's phone and take a picture that they are performing it and send it to me. To those who cannot send, others just pass hard copies of their photos taken from performing the activity. So those are the changes that have been made."

It is very hard to adapt to change, especially in an unusual situation that requires an enormous amount of exertion. Change is the only constant in this world, and by surviving, individuals just learn to live with it. If that is applied to a classroom setting, dealing with things that teachers are no longer capable of, is extremely difficult. Teachers should be more open to a realistic approach and think of an alternative solution that best suits the situation. The researchers firmly agree with the answer of participant 2 in question number 5. A teacher should always be adaptable and considerate because of surroundings that have limitless possibilities. It is so hard to stick with an idea that cannot be applied in the long term. In other words, the teacher should think of a best way to come up with an alternative solution that can be adjusted in an applicable scenario.

Participant #5 said that,
"It is hard to the part of the teacher because we are in the cookery we are in the skills. What I did before when I handled cookery, I have many challenges that I face firstly when I arrived here in the school cookery was being offered already and then I was next and if

you say you must be hands on to the students because their learnings are different. We should us different teaching strategies."

Personal values serve as a direction for the goals and behaviors of teachers in the classroom. Values can also improve a person's subjective well-being and sense of self-efficacy. Teachers' self-efficacy, or confidence in their ability to successfully handle the obligations, expectations, and challenges related with their professional activity, has a major impact on important academic outcomes and workplace wellbeing. Since TLE teachers are more likely in the field wherein they need to perform based on the course content, teachers must be hands on enough to their students so that they will understand and perform well in their designated task. By this, teachers ought to generate different teaching strategies that are conducive for learning. The new normal integration of knowledge influences teachers' employment of strategies and procedures that are in line with technology that focuses on improving students' learning.

Participant #2 said,
"It is very difficult, to be honest. Even everyone here will say it's not good. The preparation is doubled because we gave modules and not all students will answer. So, we have to follow up, chat, and reach out to the students. That is why it is very hard. Whereas in face-to-face, we can see them everyday, can remind them and can give instructions that are clear to them. Now, it's really difficult especially they can't read properly. That's why, we can tell it's hard."

The statement above is definitely what is happening to almost all teachers facing difficulty teaching in new normal. Teachers face significant challenges with regards to the transfer of learning quality, the retrieval and distribution of modules, the difficulty of students in understanding what is being taught, power outages, internet connectivity, and health risks brought on by the pandemic. Instead of letting students grow weary of taking modular learning, educators had to think of alternative approaches to help them understand the value of education. In order to make modular learning more enriching experience, both students and teachers made extra efforts.

Participant # 4 mentioned that,
"It affects the different aspects of learning. Find way to reach out children not only academically but also physical aspect of a child. And on this pandemic, the students are facing mental problem which is a big challenge to us (teachers on how to cope up)."

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In the field of education, the students and teachers are the main actors. As a teacher, a facilitator and a guidance counselor, the teacher cannot just teach without knowing the students wholly. The teacher is obliged to get to know them physically and mentally. It is important to know how healthy students are. It is very overwhelming how the teachers made the students as one of the most important people. It is not easy to become a teacher and it will take a whole lot of time to give students the proper care they deserve. Each child is special. Individuals are very unique and they have their own differences that might look unusual to somebody. In this new mode of learning, the teachers' evaluation towards their students are very essential may it be academically, physically, and of course, mentally.

Learning Approach

The methods that students used to complete their learning tasks is referred to as *"approaches to learning"*. It consists of the abilities and practices that students utilize during the process of learning. This incorporates emotional, behavioral, and cognitive self-regulation under one classification to direct instructional strategies that encourage the growth of these abilities. The main principle of learning is that effort alone may result in success, with a preference for challenging tasks and self-evaluation that put an emphasis on enhancing the learner's capability (Watkins, 2010).

Participant #2 mentioned that,
"To be honest, we think that we are outdated by this. It's like it is getting lesser because it's really different when you are in the classroom. Not like before the pandemic, I get excited to make lesson plans, the activities that I'm going to make for the students. But now, we are stuck in the middle of printing, sorting, and distributing of modules."

The pandemic brings a great adjustment to everyone specially in the education sector. For the continuity of learning, modular classes have been pushed through. The transition from in-person classrooms to modular learning has a significant impact on teachers since they are no longer able to educate students because they must complete their coursework independently at home. It is hard especially on the T.L.E subject wherein it's more on skills that have to learn but unfortunately, this time, it affects their learning.

In terms of learner's developmental skills, participant #1 did not believe that learners achieve what they should have learned based on the grade level they are

because of this new normal set up, she also stated that *"students can only learn few unlike having a face-to-face discussion where they can acquire more learning since teachers can answer all their queries."*

Everyone has been pushed by the COVID-19 pandemic to change with the times in terms of learning. In the new normal set up today, it is a difficult task for everyone to get involved, including the learners, teachers, and parents.

Classes are scheduled and arranged according to a set time or schedule in the conventional face-to-face learning setting. Since this instructional strategy is more organized, it is also inherently more disciplined. Classroom instruction also takes occur in a group setting, which could result in more engagement, involvement, and conversation. In the new normal set up, one of the most recent advancements in teaching is modular learning or instruction. In modular learning, the teachers used learning modules that facilitate students learning by themselves.

Participant #5 mentioned that,
"At first, it is really a struggle. But as a teacher, we really have to adapt. It is quite challenging especially in TLE Cookery because of the skills of the students since it needs more on hands on. Since it's in modular, it's really hard. Also, it's different on the tools and equipment on the house compared to the school equipment. The students will also give their performance through video presentation."

During the pandemic, all teachers face numerous challenges, most notably when it comes to teaching in TLE-Cookery. In fact, cookery is an applied subject. It is a skill-based course, meaning, students must undergo real-life applications while digging into the subject matter. As a result, students are having a tough time because of the limited resources that they can find at home. From the teacher's perspective, it must adapt to the new learning styles and techniques in handling the subject despite the gaps.

Participant #4 stated that,
"The most strategy that I think is very effective is by having actual activities in order for them to learn more since it is a cookery subject, much better to do it face-to-face to evaluate them easily. On the pandemic side, it is modular basis. They perform at home, through video or pictures with rubrics attached on their modules. Also, it is presentation based, follow order coming from the IATF, and relay students to read modules and home tutors."

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Throughout the pandemic, educators prefer to have a limited face-to-face class rather than a modular one because it is highly effective in having a class at a regular set-up in which students apply the different functions of the tools and equipment that can be found at the kitchen laboratory with the complete mentoring of the teachers assigned. While on the modular set-up, teachers provide a lot of attachments just like rubrics that are intended for modular class, for performance-based and other attachments. The participant elaborates that in teaching, we need an effective learning approach that can empower the student's performance.

Participant # 3 agreed that,

"It is difficult to teach in today's time compared to before with both face-to-face and modular type of learning that is being implemented in terms of teaching cookery, and she stated that "Before, we can easily evaluate their performances in face-to-face and can instruct properly especially the tools and equipment that will be used in conducting an activity. Now, because of the pandemic, students only have limited access and resources to be used since they are struggling too in their respective homes."

The COVID-19 epidemic has affected students and other nations across the world, causing the worst disruption of educational systems in human history. The number of students across the world has been influenced by the closure of schools, institutions, and other learning areas. The outbreak had an impact on students' learning opportunities, particularly to those students that are studying cookery. Due to the lack of tools and equipment and the teachers' instruction and in result the students are unable to do their tasks effectively. The long-term ramifications of converting the majority of the curriculum to an online format have not yet been fully appreciated, due to their restricted access to resources, students are finding it difficult to adapt the current state of education that they are in.

Evaluation

Performance of the learner is impacted by the kind of learning mode. Teachers find it simpler and more accurate to analyze or assess learners in person interactions as opposed to a modular learning setting. On a study titled "Comparative Analysis of Learner Satisfaction and Learning Outcomes on Online and Face-to-Face Learning Environments," the results showed that while there was no difference between the two course formats in several measures of learning outcomes, students in the face-to-face course gave the

teacher and the course's overall quality a slightly higher favorable rating. The outcomes have an immediate impact on how online training is created, developed, and delivered (Johnson, 2000).

Teacher #3 mentioned that,

"I will assessed my students during face to-face, through face-to-face performance. And In modular, it is through a presentation of output - cooking at their house and take videos, pictures."

"I believe that it's effective in face-to-face setup"

"Yes, it is more advantageous in face-to-face since we can able to evaluate and observe them properly."

"Well, the disadvantages is that they could not learn well enough with this modular set-up. Their attention also will be divided to other things and not focusing on the review materials."

The COVID-19 epidemic has affected education and the nature of learning has changed to be more flexible and robust possibilities for education made available to everyone all. Flexible education is emerging, enabling educators to foster teamwork. The teachers' goal is to foster lifelong learners and engaged citizens should constantly `be knowledgeable about how to teach and what to teach to assist in teaching. The value of knowledge, self-efficacy and methods that are responsive to the circumstances at hand capitalization, personalization, and capping of teachers' natural abilities would have a big impact on children' even if they are located in a flexible learning environment, and environment.

Teacher #5 said that,

"To the learner itself, if they can learn. The teacher passes not only the class records and the grade sheets, we have also form 14, QRE records and other records like question analysis, test item analysis, etc. which basis are if the learner learns. All of each are taken NPS, pass score cards on which level and percentage the student learns if the NPS of the learner is high then he/she passed."

Criterion-referenced evaluations are a type of performance assessment that performance is evaluated in relation to a predetermined set of standards, requirements, or criterion statements. Learning outcomes should be measured against competency-based criteria for the precise behaviors that make up competence rather than how well students do in comparison to their classmates. If the learner is capable of learning, the teacher passes not only the class records and grade sheets, but also form 14, QRE

records, and other records such as question analysis, test item analysis, and so on. Based on these records, the teacher makes a pass or fail decision for each individual student. All of them are given NPS pass score cards based on which level and percentage the student learns. If their NPS is high enough, they pass.

Teacher #5 said that,

"The effectiveness will test if you focuses on the learner learning come from the result of summative tests, because it composed of the whole grading competencies where we get questions so if the score of the learners both face to face or modular they can pass."

Having said, assessment critically examines the methods used to evaluate student performance for a variety of goals, including reporting progress and selection and qualification. It takes into account the connection between what is taught, how it is taught, and how learning outcomes are evaluated. The effects of using assessment results to develop goals and assess the learning environment are also explored. In light of four essential factors, including validity, reliability, impact, and required resources, the advantages and disadvantages of adopting tests, examinations, and alternatives determined by teacher judgment are weighed. Assessment which can be done in many different ways, enables both the teacher and the student to keep track of how well learning objectives are being met. The assurance that an instructor is concerned for their development will increase students' motivation and engagement.

Teacher #3 said that,

"My advice is that the teachers and students will meet to see and evaluate their performances clearly if they really learned something and takes space during the hands on."

Performance evaluation serves to enhance student learning through promotion of learning and improvement of curriculum. Evaluation of performance improves professional proficiency through an environment of respect and trust. In this new educational set-up, teachers and students oblige to pursue diverse methods in acquiring the objectives of learning. Teachers must be innovative and flexible in any circumstances.

In connection, students must also be accountable and attentive to the learnings that their teachers provide. Generally speaking, to achieve the competency and the learning goals teachers and students must work together to attain academic success.

Conclusion

The challenges of TLE teachers brought by the new normal set up in public schools are immeasurable. They continue to see situations with a silver lining and assess where they could give and provide proper education especially to the students who are in the technical skills related field. By imparting knowledge and skillfully demonstrating their expertise on the subject matter, they continue to astound the administration. Thus, flexibility of INSTRUCTION is enhanced which creates new LEARNING APPROACH and with the different way of EVALUATION processes, it foresees how effective their strategies in imparting knowledge to students in the new normal set up. These lived experiences may enlighten teachers with new methods and techniques that are beneficial to the administration and stakeholders. It is recommended to host seminars, symposiums, even an online talk. Also, develop activities to hone their teaching strategies and initiatives in delivering an effective class. From that aspect, we can foster the minds of the learners with their limited and challenging access to education especially in technical skills related field in this new normal.

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Appendix (Table 1). *The Analysis*

Horizons	Textural Language	Themes
Before, we got activities here in the classroom, they cook, and execute and demo on what they have learned from the lesson. And now, the changes that have been made is that they can cook in their own home, take a video and then send through messenger or if they can't take a video because they have no phone, they can just borrow their friend's phone and take a picture that they are performing it and send it to me. To those who cannot send, others just pass hard copies of their photos taken from performing the activity. So those are the changes that have been made. (P2 #5)	Strategic Alternative Effectivity	**Instruction**
It is hard to the part of the teacher because we are in the cookery we are in the skills. What I did before when I handled cookery, I have many challenges that I face firstly when I arrived here in the school cookery was being offered already and then I was next and if you say you must be hands on to the students because their learnings are different. We should us different teaching strategies. (P5 #5)	Teaching Efficacy	
It is very difficult, to be honest. Even everyone here will say it's not good. The preparation is doubled because we gave modules and not all students will answer. So, we have to follow up, chat , and reach out to the students. That is why it is very hard. Whereas in face-to-face, we can see them everyday, can remind them and can give instructions that are clear to them. Now, it's really difficult especially they can't read properly. That's why, we can tell it's hard. (P2 #4)	Teaching Difficulty	
It affects the different aspects of learning. Find way to reach out children not only academically but also physical aspect of a child. And on this pandemic, the students are facing mental problem which is a big challenge to us (teachers on how to cope up). (P4 #1)	Child Centered	
To be honest, we think that we are outdated by this. It's like it is getting lesser because it's really different when you are in the classroom. Not like before the pandemic, I get excited to make lesson plans, the activities that I'm going to make for the students. But now, we are stuck in the middle of printing, sorting, and distributing of modules. (P2 #3)	Limited Opportunity to Grow	**Learning Approach**
No. Because of this new normal setup, the students can only learn few unlike having a face to face discussion where they can acquire more learning since teachers can answer all their queries. (P1 #4)	Limited Learning Opportunity	
At first, it is really a struggle. But as a teacher, we really have to adapt. It is quite challenging especially in TLE		

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Cookery because of the skills of the students since it needs more on hands on. Since it's in modular, it's really hard. Also, it's different on the tools and equipment on the house compared to the school equipment. The students will also give their performance through video presentation. (P5 #2)	Flexible Learning	
The most strategy that I think is very effective is by having actual activities in order for them to learn more since it is a cookery subject, much better to do it face-to-face to evaluate them easily. On the pandemic side, it is modular basis. They perform at home, through video or pictures with rubrics attached on their modules. Also, it is presentation based, follow order coming from the IATF, and relay students to read modules and home tutors. (P4 #3)	Take what's available	
Yes. Before, we can easily evaluate their performances in face-to-face and can instruct properly especially the tools and equipment that will be used in conducting an activity. Now, because of the pandemic, students only have limited access and resources to be used since they are struggling too in their respective homes. (P3 #3)	Limited Access to Resources	
To the learner itself If they can learn. The teacher passes not only the class records and the grade sheets, we have also form 14, QRE records and other records kike question analysis, test item analysis, etc. which basis are if the learner learns. All of each are taken NPS, pass score cards on which level and percentage the student learns if the NPS of the learner is high then he/she passed. (P5 #6)	Criterion-based Evaluation	
The effectiveness will test if you focus on the learner's learning that comes from the result of summative tests, because it composed of the whole grading competencies where we get questions so if the score of the learners both face to face or modular… they can pass. (P5 #7)	Assessment of Learning	**Evaluation**
Through face-to-face performance. In modular, it is through a presentation of output – cooking at their house and take videos, pictures) (P3 #5)	Flexible Outputs Assessment	