
Challenges and Opportunities of TLE Teachers in Philippine Public Schools: An Inquiry

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doi: <https://doi.org/10.37745/bjmas.2022.0247>

Published July 23 2023

Citation: Barcelona K.E.P., Daling B.A.J., Doria P., Balangiao S.J., Mailes M.J., Chiang P.M., and Diana Ubatay (2023) Challenges and Opportunities of TLE Teachers in Philippine Public Schools: An Inquiry, *British Journal of Multidisciplinary and Advanced Studies: Education, Learning, Training & Development*, 4(4),44-60

ABSTRACT: Gaining a comprehensive understanding of TLE teachers' professional landscape in Philippine public schools is essential for addressing the challenges and maximizing the opportunities they face. This study examines the challenges and opportunities encountered by TLE teachers in Philippine Public Schools, focusing on Region 10. Employing a thematic analysis approach following Saldana's framework, six TLE teachers from Junior and Senior High Schools were interviewed. The participants identified Human, Pedagogical, and Material issues as the primary problems they faced in their classes. Pedagogically, they struggled with implementing effective teaching approaches and sustaining students' interest. To address these concerns and enhance student learning, the teachers utilized their funds, extended their services, and sought support from stakeholders. They also recognized vocational training as an opportunity to improve their teaching. The study underscores the resilience and innovation exhibited by TLE teachers in overcoming these challenges. Their resourcefulness, commitment, and ability to leverage personal resources and engage stakeholders played a crucial role in mitigating the identified problems. Overall, this study emphasizes the importance of comprehensive support systems and policies to foster professional development and enhance the quality of TLE education in Philippine Public Schools.

KEYWORDS: TLE teachers, challenges and opportunities, technology, livelihood education

INTRODUCTION

Technology and Livelihood Education (TLE) is a cornerstone of the Philippine educational curriculum, encompassing a range of technical learning skills derived from Home Economics, Information and Communication Technology, Agri-Fishery, and Industrial Arts. The effectiveness of TLE hinges on the mastery of knowledge and information, effective process implementation, the cultivation of work ethics, and the development of life skills (Ssemugenyi, 2023). As such, TLE plays a pivotal role in shaping productive members of the modern workforce. By selecting a career path and immersing oneself in the associated technology, individuals can significantly enhance their career prospects (Jacolbia, 2016).

In this context, TLE teachers bear a crucial responsibility in preparing students for the workforce by providing industry-relevant skills and knowledge. However, ensuring the effective mastery of knowledge and skills, while offering engaging practical learning experiences, poses substantial challenges.

One of the primary obstacles is the provision of high-quality education, which is often hindered by inadequate facilities, tools, and equipment that fall short of the standards necessary to support students enrolled in TLE subjects (Gregorio, 2016). Other major issues include the formulation and implementation of effective teaching strategies, an ongoing shortage of TLE teachers, and constrained timeframes for task completion.

Bawar (2019) emphasized that adequate instructional facilities, equipment, and materials foster a deeper appreciation of TLE among both students and teachers. Academic achievement is intimately tied to the availability of these instructional resources and is equally influenced by the attitudes, interests, and motivations of students and teachers. Consequently, the failure to meet required competencies often stems from inadequate facilities, leading to compromised academic achievement.

Blanca (2019) accentuated the critical role teaching strategies play, especially in boosting student performance. Hence, the selection and application of teaching strategies considerably affect students' attitudes and class performance. Tingzon & Buyok (2022) identified the struggles faced by teachers tasked with teaching TLE subjects outside their specialized field, compounded by the scarcity of resources and equipment. Moreover, Abella et al. (2021) argued that teaching outside of one's specialized field can adversely impact both teachers' and students' learning outcomes.

Such challenges present significant obstacles not only to students but also to teachers. It's incumbent upon TLE teachers to convert these challenges into opportunities that can lead to meaningful educational progress. However, only a handful of studies have shed light on the challenges and opportunities encountered by TLE teachers (Alonzo, et al., 2023). Thus, this

research aims to delve deeper into the additional challenges faced by TLE teachers and explore the potential opportunities they can capitalize on during the classroom teaching-learning process.

The study primarily aims to explore the challenges and opportunities faced by Technology and Livelihood Education (TLE) teachers in Philippine public secondary schools. Specifically, the study seeks to answer the following questions:

1. What current problems have you encountered related to teaching TLE?
2. Besides evident issues like the lack of laboratory equipment, what other challenges have you faced?
3. What innovative solutions have you implemented to address these identified problems?
4. What opportunities have arisen for you in teaching TLE?

The results of this study aim to elucidate the challenges and opportunities TLE teachers encounter, providing a foundation for various stakeholders. For teachers, the study will facilitate adaptive responses to changes they may face during the teaching of TLE subjects, assisting in the innovation of practical learning strategies to surmount challenges related to funding, tools, and equipment. Simultaneously, it can foster student initiative in fulfilling their own learning needs within their resources and equip them with practical skills for real-world situations, particularly in the workforce. Parents can gain insights into the materials essential for their children's practical learning, fostering collaborative ties with teachers, and thereby enhancing their children's learning experiences. Moreover, this study can serve as a valuable resource for school administrators in strategic planning and goal setting to improve teaching methodologies and student learning processes, thereby enhancing the overall educational experience.

REVIEW OF RELATED LITERATURE

The primary aim of Technology and Livelihood Education (TLE) is to instill in students the values that render them competent and qualified individuals. This involves nurturing not only their competitive edge but also their capacity for social engagement, thereby equipping them with the necessary leadership skills and sense of service to positively impact their communities. Furthermore, TLE aims to cultivate the unique characteristics and skill sets of students, preparing them for their prospective professional trajectories.

Adeniran (2020) emphasized the direct correlation between proficiency in utilizing teaching-learning materials and the effectiveness of educational resources. The research found that both human and non-human resources, including facilities, infrastructure, and other teaching-learning materials, are integral to enabling teachers to perform and actualize their pedagogical content knowledge. However, when these resources are inadequate or underutilized, it inevitably compromises the educational process.

The implementation of media in the classroom elicits a variety of responses from teachers. They may advocate its usage for reasons ranging from enhancing student learning and breaking the monotony of lectures, to leveraging the superior explanatory power of visual content over textual. However, while these responses bear elements of validity, Bullough (1987) argues that none adequately fulfill the need for a functional rationale behind media usage in classrooms. This observation underscores the necessity for a more holistic understanding of the role and potential of media in bolstering pedagogical effectiveness.

Lardizabal (2009) underscored the fundamental role of adequate facilities, such as classrooms and instructional materials, in attaining quality teaching and learning. He maintained that such resources are essential in assisting learners in the educational process, enabling them to concentrate and engage fully in academic activities. The availability and sufficiency of these resources contribute to students' enhanced comprehension of lessons, fulfilling the objectives of each learning module. For instance, when students are given the necessary materials and equipment, they can apply theoretical knowledge to practical scenarios, fostering skill development. Conversely, insufficient facilities can hinder the overall learning experience, as exemplified by the lack of cooking equipment in a basic culinary course.

Zappala (2002) highlighted the intricate relationship between parents' socioeconomic status and children's academic performance, emphasizing the financial constraints that limit parental support for educational needs. This context strengthens the imperative for comprehensive teaching pedagogy to cater to the diverse needs of learners.

Technology and Livelihood Education (TLE), as De Alca (2008) elucidated, stands out among learning areas for its experiential, interactive, interdisciplinary, and value-laden nature. This particular subject provides learners with opportunities to practically apply their knowledge and cultivate essential life skills, particularly vocational efficiency, and empathy.

Gregorio (2009) identified teaching techniques as the quality-driven acts teachers employ in delivering subject matter to pupils. This could encompass both technical skills and artistic execution in facilitating learning. However, Gregorio (2020) subsequently observed that planning in TLE subjects often lacks contingencies for instructional facilities and teaching strategies. This, compounded with inadequacies in facilities and equipment, presents challenges for TLE teachers, necessitating ongoing professional development to enhance their competencies.

As Hidi and Renninger (2006) delineated, interest can be a psychological state of engagement or a predisposition to reengage with specific objects, events, or ideas over time. This pertains to both short-term situational interest and long-term personal interest, with the latter being the focus of our current exploration.

Finally, Blanca (2019) drew attention to the temporal aspect of TLE teaching. The completion of specific tasks necessitates time, and the implementation of effective teaching strategies becomes instrumental in enhancing the overall TLE instruction process.

METHODS

This study employed a qualitative research method intending to gather in-depth information pertaining to the challenges and opportunities encountered by Technology and Livelihood Education (TLE) teachers. The objective was to enable a comprehensive and precise interpretation of the findings.

The research was conducted during the 2022-2023 academic year at selected Junior and Senior High Schools in Region X, Northern Mindanao. Specifically, the schools involved were Salay National High School, Taglimao National High School, and Talakag National High School.

The respondents consisted of six teachers, each from Junior and Senior High Schools. These participants represented three Public National High Schools from various divisions within Northern Mindanao who have taught for at least three years in TLE. The timeframe for the study spanned the entirety of the 2022-2023 school year.

A researcher-formulated questionnaire served as the primary instrument for the in-depth interview. These questions were designed to elicit responses from both Junior and Senior High School teachers for at least an hour.

Before commencing the research, necessary permissions and approvals were secured to conduct the study and distribute the questionnaires. Once these permissions were granted, the researcher obtained consent from the respective school principals or heads, informing them about the approved study. Subsequently, a letter of consent was dispatched to legitimize the distribution of the questionnaires.

Upon completing the interviews, the researchers transcribed the responses. These transcriptions were subsequently processed through a meticulous thematic analysis, strictly adhering to the methodological framework established by Saldaña (2015).

RESULTS AND DISCUSSIONS

Research Question 1: What current problems have you encountered related to teaching TLE?

Theme: Human, Pedagogical, and Material problems

The theme of Human, Pedagogical, and Material problems encapsulates the array of challenges encountered in the teaching of Technology and Livelihood Education (TLE). Human-related

problems often refer to issues such as a lack of adequately trained teaching staff, large student-teacher ratios, or a lack of motivation among students. These factors can significantly hamper the effectiveness of TLE teaching and learning processes. Pedagogical problems, on the other hand, are associated with teaching methods and strategies. Teachers might find it challenging to incorporate practical applications, employ innovative instructional strategies, or adapt to the varying learning styles and capacities of students. Material problems involve the scarcity or inadequacy of teaching resources and facilities. For instance, a lack of modern equipment or insufficient teaching materials can limit the potential for practical demonstrations and hands-on learning experiences, both of which are integral components of TLE. These three problem areas—human, pedagogical, and material—represent a triad of obstacles that teachers face in their ongoing endeavor to provide high-quality, engaging, and effective TLE instruction. Three categories are identified under this theme as follows: limited resources, application of practical activities, and financial background.

Category 1: Limited Resources

One issue that the study's participants faced was the limited resources available to the learners. This finding is supported by Miles, Karen Hawley's (1995) study, which examined Boston Public Schools and revealed how the specialization and fragmentation of teaching resources reduced individual attention for most students and limited a school's ability to respond to student needs. The participants expressed the following concerns:

“There are a lot of problems that a teacher encounters, but among those problems are the limited resources that TLE teachers often struggle with such as outdated equipment, insufficient tools, and materials.” (*Participant 1*)

“Insufficient & lack of facilities like laboratories & equipment” (*Participant 2*)

“...usahay kulang gyud. Lack of mga tools and equipment tapos ang maintenance ug availability pajud sa kumbaga usahay sa kanang magrepair bitaw nga dili dayon ma repair.” (*Sometimes it's really lacking. There is a lack of tools and equipment, and the maintenance and availability for repairs are sometimes delayed.*) (*Participant 3*)

The narrative suggests that the participants are concerned about the financial burden on students if they have to purchase the required materials. Sunderman and Orfield (2008) support this claim in their study, which reveals both a striking level of good faith at the administration level and a striking lack of resources and knowledge to achieve extraordinary goals.

Category 2: Application of Practical Activities

The application of practical activities by the learners was identified as a problem encountered by the participants in the study. This finding is supported by Gregorio's (2016) study, which aimed to determine the extent of this issue and how the researcher could assist TLE teachers in overcoming

these problems by providing recommendations to alleviate the burden, especially in implementing remedial measures in the absence of facilities or equipment. The participants expressed the following concerns:

“Usahay man gamay ray budget sa mga bata para sa mga ingredients para sa ilahang practical/ hands-on.” (*Sometimes, there is only a limited budget for the students to acquire the necessary ingredients for their practical/hands-on activities*) (*Participant 2*)

“...problem when it comes to changing.. ilahang tools. Others cannot afford to buy so sometimes alternatives.” (...a problem when it comes to changing their tools. Others cannot afford to buy, so sometimes they use alternatives) (*Participant 6*)

“...the geographical location of our students noh, some of our students are living in the far-flung areas mga hinterlands.” (...*the geographical location of our students, some of them are living in far-flung areas or hinterlands.*) (*Participant 5*)

The narrative suggests that the participants are concerned about the practical activities. Tan (2021) supports this claim in their study, which highlights the need for teachers to improve their skills and competence in imparting knowledge to students. Additionally, institutions should adequately address shortages such as a lack of books, instructional materials, equipment/tools, and similar resources to enhance instructional delivery for students.

Category 3: Financial Background

The financial background of the learners was identified as a problem encountered by the participants in the study. This finding is supported by Tan's (2021) study, which highlights the insufficient funding available for the purchase of materials to enhance the curricular offerings. The participants expressed the following concerns:

“Minimal budget for ingredients to be used for practical & actual demonstration or hands-on learning. (*Participant 2*)

“... we really need to spend to learn because lisod kayo Kung si teacher tanan. For example in cooking or baking of course you need to spend to buy ingredients in order for you to come up with a product.” (...*we really need to spend to learn because it's very difficult if the teacher provides everything. For example, in cooking or baking, you need to spend money to buy ingredients in order to produce a product.*) (*Participant 5*)

“... for example if they will perform foot spa, so if ever one of the consumable materials is unavailable, they cannot afford.” (*Participant 6*)

The narrative suggests that the participants are concerned about the expenses that students may have to bear if they need to purchase the materials required. Martin et al. (2017) support this claim, as their study revealed that 66% of the participants had not purchased materials due to financial problems.

Research Question 2: Besides evident issues like the lack of laboratory equipment, what other challenges have you faced?

Theme: Teacher Pedagogical Approaches and Students' Interests

In addition to the evident challenge of the lack of laboratory equipment, there are several other challenges that teachers have faced in relation to teacher pedagogical approaches and students' interests. One notable challenge is the need to adapt teaching strategies to cater to diverse learning styles and preferences among students. Teachers encounter the task of finding innovative and engaging ways to capture students' interest and maintain their motivation throughout the learning process. This requires a deep understanding of individual student's interests, strengths, and areas for improvement. Moreover, the implementation of student-centered approaches, such as project-based learning or inquiry-based learning, demands careful planning and organization to ensure that students actively participate and remain interested. Additionally, striking a balance between covering the required curriculum and fostering students' personal interests can be a challenging task for teachers. The challenge lies in finding opportunities to integrate students' passions and interests into the curriculum, creating a more meaningful and engaging learning experience. Overcoming these challenges requires continuous professional development, collaboration with colleagues, and the utilization of various pedagogical strategies to cater to students' diverse interests and learning needs. Two categories were identified in this theme: decrease of interest and Limited time which compromises instructional quality

Category 1: Decrease of Interest

One of the issues identified during the interviews, apart from the lack of facilities and equipment used in teaching TLE, was the declining interest among most students. This finding is supported by the research of Potvin and Hasni (2014), which highlights self-efficacy as one of the factors associated with a decrease in interest and suggests that positive TLE experiences can help counteract these declines. The participants expressed the following perspectives:

“Because of the imminent problem of lack of laboratory equipment, it may lead to a decrease of interest in the field of T.L.E Subjects especially in cookery they tend to change their field of interest.” (*Participant 2*)

“..naa tay ginatawag nga kining ginatawag nato ang sincerity sa mga estudyante nga although ikaw as facilitator or instructor mag effort ka particular we are ah particular sa ilang attendance so ang mahitabo dili kaayo sincero ang mga pipila ka mga estudyante.” (*We have what we call the sincerity of the students, wherein even if you, as a facilitator or*

instructor, make an effort, particularly in monitoring their attendance, some students are not very sincere.) (Participant 3)

“I just want to reiterate those things like the financial background the geographical location and also the family’s status of our students. So those are the major factors I observed nga naka cause siya ug problem sa focus nila sa akong subject.” *(Participant 5)*

This narrative suggests that the decrease in students' interest in their studies can be attributed to the pressing issue of the lack of laboratories, the effort exerted by the teacher in the classroom, and the financial background of students. This perspective is supported by the study of Potvin and Hasni (2014), which emphasizes the importance of rebuilding connections between TLE theories and hands-on application. It is crucial for teachers to put forth their utmost effort in providing practical teaching-learning experiences to students. Furthermore, institutions must invest in laboratories that enhance students' practical learning and skills to boost their interest.

Category 2: Limited time which compromises instructional quality

It was also identified that the limited time available for practical learning compromises the quality of instruction. This finding is supported by Boston's (2012) study, which suggests that instructional quality, as assessed through classroom observations and artifacts, has the potential to measure and enhance students' instruction and learning. The participants expressed their perspectives:

“...limited time for practical activities and standardized tests can limit our ability to cover necessary theory and practical components, compromising instruction quality.”
(Participant 1)

"Teaching TLE requires sufficient time and resources for hands-on learning.”
(Participant 2)

These statements indicate that the limited time available for practical learning can hinder the effective delivery of instruction in TLE. Teachers must find ways to optimize instructional strategies within the time constraints and utilize effective approaches to enhance students' learning experiences. Blanca's (2019) study reinforces the importance of allocating sufficient time for TLE tasks and highlights the need for strategies that promote effective teaching in the subject.

Research Question 3: What innovative solutions have you implemented to address these identified problems?

Theme: Monetary and Service Extensions

The concept of Financial and Service Enhancements encapsulates the inventive strategies adopted by teachers to offset challenges, especially financial ones related to their service obligations. Amid fiscal restrictions, teachers have frequently resorted to innovative and resourceful solutions to meet their classroom demands. These solutions range from initiating fundraising events, soliciting donations and sponsorships from community businesses or charity organizations, to harnessing free or inexpensive digital tools to supplement traditional teaching resources, thereby alleviating personal expenses. Concurrently, in terms of service enhancements, teachers have broadened their roles beyond the classroom, embracing duties like counseling, mentorship, and advisory roles, all aimed at fostering their students' comprehensive development. Furthermore, they've incorporated a collaborative approach, joining forces with colleagues, parents, and community allies to amalgamate resources and propagate effective methods. These financial and service-related innovations exhibit teachers' unwavering dedication to their students and the augmentation of the learning experience, despite the obstacles they confront. Three categories are included in this theme: use of own money to cover expenses, highest kind of rendered service, and solicit from other stakeholders.

Category 1: Use Own Money to cover the Expenses

The usage of teachers' personal funds to support the expenses of hands-on learning emerged as one of the innovative solutions teachers implemented to maintain their classes. This approach was backed by a study by Spiegelman (2018) which stated that in the 2014-2015 academic year, around 94% of public school teachers who participated in the National Teacher and Principal Survey (NTPS) reported spending out of their own pockets. This high prevalence persisted across different school levels, school types, and time. In addition, Olszewski et al. (1994) pointed out that teachers, despite being burdened with reduced financial resources and increased instructional and administrative tasks, continued to invest significant amounts of their own money in their classrooms.

Regarding this, two participants remarked, "I am aware that they may be facing various issues, especially financial difficulties within their families. As their teacher, I use my own money to cover the expenses for our activities. This way, I can proceed with the necessary preparations for our recipes." (Participant 4). "I have to... it's the only way to help them to complete their academic tasks" (Participant 3). The participant's account suggests that a shortage of resources can be notably challenging for teachers, particularly when managing TLE courses that require hands-on learning and skill-based performance to achieve meaningful educational outcomes for TLE students.

To meet the urgent need for hands-on learning, several measures and innovations were adopted, one of which was the use of teachers' personal funds to cover the costs of producing a product and delivering positive results for learners. Consequently, teachers invest their own money to meet the need for hands-on applications. Thus, according to the study by Olszewski & Maury (1994), despite increased responsibilities, low social status, and low pay, classroom instructors in southern

Minnesota devoted substantial amounts of their own money to educational objectives to meet meaningful learning outcomes. This remark highlights that teachers will go to any lengths, including spending money out of their own pockets, to ensure their students learn in class.

Category 2: Highest kind of rendered services

One of the innovative approaches highlighted by the participants was the exceptional level of services provided. This was supported by the findings of a study by Kezdi (2006) which argued that teachers are urged to constantly refine their skills. It is important to note that knowledge, skills, and abilities aren't acquired permanently and need to be consistently enhanced throughout a teacher's career.

Regarding this, a participant said, "Innovation, as a facilitator or trainer or instructor, entails constant motivation and effort for our learners. Despite the challenges I've mentioned earlier, we strive to provide the highest form of services in terms of teaching. Our goal is to make our learners productive, especially when they leave our institution and move on to another phase of their lives." (Participant 3). Participant 2 added, "productivity requires me to give my utmost for the learners..."

This narrative implies that the time, effort, and proficient skills of teachers necessary for effective teaching and learning may also be crucial in meeting TLE students' needs. Imparting essential abilities, expertise, and specialized training in the subject enhances skill-based performance and practical learning. Teachers' commitment to creating a conducive learning environment, promoting student development, and inspiring a lifelong love of learning is at the core of their highest-rendered services. Consequently, Hasan et al.'s study (2008) stated that service quality has a significant positive relationship with student satisfaction, confirming the argument that improving service quality can potentially enhance students' satisfaction. This unequivocally illustrates that teachers' highest level of service quality profoundly impacts students. Therefore, it is vital for all teachers to give their best for their students' benefit.

Category 3: Solicit from other stakeholders

The involvement of stakeholders was identified as one of the innovative strategies undertaken by participants to fulfill learners' needs. This was corroborated by a study (Jones & Wicks, 1999) which stated that stakeholders play a significant role in the process, contributing to the definition, resistance, support, evaluation, and comparison of new and existing practices. Stakeholders, as essential constituents of the organization, can influence decisions. In relation to this study, a participant mentioned:

"In order to mitigate the problems and challenges I encounter as a TLE teacher, I innovate the lesson I present to my students. I simplify and modify it to meet standards, and we maximize our time to meet our learning objectives. I find ways to provide resources; by bringing your own materials/equipment & soliciting from other stakeholders." (Participant 2)

From the narrative, it can be inferred that to address learners' needs, especially in skill-based performance and practical learning, the participant involves stakeholders in providing financial support through solicitations and funding. Their assistance can significantly contribute to achieving effective and meaningful educational outcomes. Financial aid from stakeholders can help remove obstacles faced by students when engaging in TLE hands-on application, thus enhancing student participation in training opportunities. This can benefit students who might not afford the associated costs, such as materials, equipment, fees, etc.

Supported by the study (Harleroad & Eaton,1999) cited in the research of (Ömer, Emily, Mitchell, 2015), which states that donors like stakeholders significantly impact program development, stakeholders have been and will remain crucial external forces. Steinberg (1975) also asserted that community support is a vital factor for the successful operation of institutions, which can be achieved through positive actions and successful public relations. No institution can function efficiently while detached from the community it serves. Consequently, stakeholder support can enhance student motivation in their academics. Their aid could alleviate the stress of financial inability, allowing students to focus more on their studies and practical training. This increased motivation may lead to improved performance and outcomes in TLE hands-on application.

Research Question 4: What opportunities have arisen for you in teaching TLE?

Theme: Vocational Skills Competency Training

The theme of Vocational Skills Competency Training signifies the numerous opportunities presented to teachers in the realm of TLE instruction. With its emphasis on practical, hands-on learning and vocational proficiency, TLE provides teachers with a unique platform to equip students with skills directly applicable to various professional fields. In doing so, teachers not only facilitate students' understanding of academic concepts but also enable them to connect this understanding to real-world applications, a process that often deepens comprehension and enhances engagement. This situation allows teachers to step outside traditional pedagogical frameworks, introducing students to vocational training that can shape their career paths. Additionally, the practical nature of TLE allows teachers to constantly learn and adapt, further developing their teaching methodologies and technical know-how. Through TLE, teachers can influence students' lives beyond the academic context, aiding in their transition into productive, skilled workers, and ultimately contributing to the nation's workforce development.

Category 1: Highest Level of Training and Skills

The highest level of training and skills of a teacher suggests that high-performance work practices correlate with higher levels of training. This predominantly signifies a higher intensity, rather than a wider range of training. Evidence suggests that the existence of these practices in a workplace encourages the polarization of skills (Whitfield, 2000). The study emphasized that training and

skills form a crucial component of an effective teacher's instructional repertoire. The participants shared their views as follows:

"I focus on teaching students to be skilled and prepared for real-life situations."
(Participant 1)

"I consider myself fortunate enough to be qualified and have the skills to teach TLE."
(Participant 2)

"As long as we deliver what is referred to as the highest level of training and skills, given that this is a global competition, we must help our learners become competent in their desired qualifications." (Participant 3)

"I was able to share my skills, my expertise that I have acquired from the trainings I've attended. I could teach students life skills that they can cherish for the rest of their lives." (Participant 5)

The participants suggest that having explicit training and skills could lead to a higher level of successful practices for learners. As Brackett & Katulak (2013) indicate, training and skills are associated with success in many aspects of life, including effective teaching, student learning, quality relationships, and academic performance.

Category 2: Entrepreneurship and Vocational Trades

Teachers have been preparing learners to be independent and providing opportunities to practice practical skills, enabling them to adapt to real-life situations. This approach helps learners think entrepreneurially and acquire skills for the vocations they wish to pursue. As Ibrahim (2015) suggests, entrepreneurship is a crucial aspect of a country's development strategy, and vocational education equips individuals with a range of skills that prepare them to enter the world of business after their studies. The participants shared the following views:

"TLE teaching provides opportunities to equip students with practical skills and knowledge relating to technology, entrepreneurship, and vocational trades."
(Participant 1)

"Students are also trained in business-related activities to make up for insufficient budget for ingredients." (Participant 2)

"We not only impart knowledge but also prepare our learners for real-life situations, teaching them to be entrepreneurs from which they and I can benefit." (Participant 2)

"As a teacher, I support entrepreneurship. I guide students in developing their entrepreneurial mindset, help them understand market trends, and provide guidance on starting their ventures or pursuing further education in related fields." (Participant 4)

"Many of our students, who are planning not to attend college due to life's struggles, find skills like earning NCII and our hands-on learning extremely beneficial." (Participant 5)

The participants believe that including entrepreneurship studies in the curriculum will signal its importance to all learners, regardless of their future careers. This approach will enhance teachers' strategies and competencies in teaching TLE (Haftendorn & Salzano, 2004). Entrepreneurship provides opportunities for individuals to improve their economic situations and contribute to society. Even if students do not start their own businesses in the future, the knowledge and entrepreneurial skills they acquire can be beneficial in their work. Consequently, many countries are reforming their technical and vocational education and training (TVET) systems to include entrepreneurship education in their technical education curricula.

CONCLUSION

In conclusion, the research findings shed light on the various problems, challenges, and opportunities faced by teachers in the teaching of TLE. The identified problems revolve around human, pedagogical, and material aspects, including limited resources, practical activity constraints, and the financial backgrounds of students. Teachers have shown resilience and innovation in mitigating these problems, utilizing their funds, providing high levels of service, and soliciting support from stakeholders. Additionally, the opportunities in teaching TLE lie in vocational skills competency training, where teachers have the chance to equip students with practical skills applicable to various professions. Through TLE, teachers have the opportunity to enhance students' vocational proficiency, foster entrepreneurial mindsets, and shape their career paths. Despite the challenges, teachers demonstrate their commitment to providing high-quality instruction and preparing students for real-life situations. Moving forward, addressing the identified problems and maximizing the opportunities in TLE teaching will contribute to the overall improvement of the educational experience and the development of skilled individuals ready to enter the workforce.

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