



A PEDAGOGICAL INQUIRY ON TECHNICAL, VOCATIONAL AND LIVELIHOOD EDUCATION WITH NON-EDUCATION TEACHERS: SENIOR HIGH SCHOOL EXPERIENCE

NOVA LISSA P. ERELLANA, MYLA MAE N. MASCARIÑAS

ABSTRACT

This study aimed to explore the experiences, coping mechanisms, and learning insights of non-education TVL teachers in the senior high school program. It was qualitative research specifically employing the phenomenological approach. It catered 17 participants, of which, 10 participants were interviewed face-to-face for the In-Depth Interview and 7 participants for the Focus Group Discussion. Findings revealed that non-education TVL teachers have encountered varied experiences. Their positive experiences include having advantage of self-directed learning and having edge in holistic competencies. Meanwhile, their negative experiences include having ineffectiveness of output presentation and inadequacy of learning tools. Despite all of these, they were able to cope with those circumstances by using of assessment tools, having hands-on training, having motivation and passion in teaching, availability of resources and conducive learning environment, and developing teaching-learning strategies. Based on the responses of the participants, learning insights were drawn such as importance of adaptability and preparedness, the need of full-scale support, teaching efficiency, alignment of specialized skills, and conduction of programs, trainings, and seminars. Results may be of aid to gain deeper understanding about the phenomenon which may serve as basis for educational policymakers in the creation of intervention programs about the phenomenon which would be mostly beneficial to non-education TVL teachers.

Keywords: Non-Education TVL Teachers, Qualitative Research, Phenomenological Approach, Philippines

Chapter 1

INTRODUCTION**Rationale**

In this globalizing world, the importance of education is growing and it is necessary that well-equipped teachers are trained for high-quality education (Sahan, 2016). Unfortunately, in poorer countries, it is reiterated that public schools are taught with non-qualified teachers; and in most cases, these are teaching out-of-field subjects to their field of specialization particularly non-educators teaching Technical-Vocational Livelihood (TVL) subjects. This is evident in the senior high school program specifically in the TVL track wherein the mass hiring of non-education teachers who have the desire to teach the courses is very evident. However, most of the complaints on this non-education teachers were focused on poor teaching methods and techniques (Corpuz & Quiñon, 2009).

It is greatly emphasized the importance of having qualified teachers in the field of teaching, and said that success of any program is conditioned by the ability of the teacher to teach. If there is failure at this point, the whole structure fails (Alos et al., 2015). Hence, the implementation, selection, preparation and supervision of education will be affected. Fernandez (n.d) emphasized that hiring non-education graduates to teach in the basic education is not an issue in the educational system. In fact, it has been noticed that most of them were top performers in the LET. This may lead to a conclusion that these graduates are good in content knowledge.

Although one could say that the non-education teachers have also the potentials to teach even though they only have to take a few units of professional education subjects and most of them were not able to undergo the practice teaching, it cannot be avoided that a question may rise about their teaching competence. One could ask if the students taught by non-education teachers learn the same or achieve well compared to students taught by education-graduate teachers. These doubts are apparently aligned to Darling Hammond's (2015) proposition that effective teachers have the pure passion and commitment to deliver quality instruction, despite all inconsistencies and insufficiencies. Accordingly, teachers are always called to understand and respond to the multifaceted nature of the environment in which they function.

The Technical and Vocational Education and Training (TVET) programs are well-placed to solidify non-education teachers in assisting the learners to get engaged (Hoftijzer et.al., 2020). Moreover, it is also the primary concern of teachers to cater the building of the learners' understandings and correcting misconceptions. Henceforth, observing and engaging with the TVL students during the process of learning are prioritized during trainings and seminars (Ingersoll, 2011). There have been numerous studies about the implementation about the evaluation of the implementation of the senior high school curriculum such as the study of Brillantes et al. (2019) and Nacorda et al. (2019). However, the researcher never encountered a study that specifically explored the experiences of non-education teachers teaching TVL. This prompted the researcher to unveil the experiences, coping mechanisms, and insights of the non-education TVL teachers

who are considered as implementers of the curriculum.

The intention of this undertaking was to provide additional inputs about the phenomenon. This allowed the researcher to explore the issue further and deeper addressing the issues who remained unresolved for years, reflecting on the behaviors of non-education TVL teachers in the classroom and living experiences. Furthermore, this academic journey would serve as guide of the educational policymakers in helping the non-education teachers in strengthening their craft about teaching. This would also help school leaders to determine specific professional development plans that would address the needs of the non-education teachers.

Purpose of the Study

The purpose of this qualitative study specifically phenomenological study was to explore the experiences of the non-education teachers who were teaching specialized subject even without education units or without licensed as a professional teacher. Furthermore, this study aimed to disclose the means of non-education teachers in managing teaching TVL and their shared insights based on their experiences.

In particular, this undertaking employed in-depth interview and focus group discussion to attain the intention of this study. Of which, the gathered data were subjected to thematic analysis. This undertaking may serve as a point of reference for the policymakers in the improvement of the teaching-

instruction of the non-educators TVL teachers for the improvement of the TVL track in the Senior High School program. The shared experience of the participants would serve as additional inputs in the in the teaching-learning community.

Research Questions

This study applied the phenomenological approach to explore the following central research question:

1. What are the experiences of non-education teachers teaching TVL?
2. How do non-education teachers manage teaching TVL?
3. What insights can be shared by the participants to the academe?

Theoretical Lens

When qualitative researchers perform research, they utilize interpretative frameworks that include philosophical assumptions. As a result, Lincoln et al. (2011) regard ontology, epistemology, axiology, and methodology to be fundamental premises that are incorporated into qualitative research interpretative frameworks.

In my study, I carefully considered the philosophical assumptions and interpretative framework that are relevant for my research. This also aided me in deciding on my research ideas and methodologies, as well as data gathering and analysis methods. The following were my set of beliefs or philosophy on why I conducted this study. My discussion was anchored on several philosophies.

Ontology has been my philosophical presupposition throughout my academic path. The ontological problem concerns the nature of reality and its properties. When doing qualitative research, academics are embracing the concept of many realities. Distinct researchers, as well as the persons being investigated and the readers of a qualitative study, accept different realities.

Qualitative researchers perform studies on persons with the goal of reporting on these different realities. The use of several sorts of evidence in themes including the actual words of different persons and showing distinct views is known as proof of multiple realities. When researchers construct a phenomenology, for example, they describe how participants in the research see their experiences differently (Moustakas, 1994).

Phenomenology is an ontology, the study of being and of real and possible things, since it focuses exclusively on the way things appear, and on the relation between appearance and reality (De Monticelli, 2007). It is ontologically revolutionary as far as the relationship between appearance and reality is concerned.

Furthermore, in this academic pursuit, the main theoretical framework of this study was anchored from the Contemporary Educational Theory of Wilson (2014). Contemporary Educational Theory describes one of the pivotal causes of inadequate student achievement. This reality mirrors what academic scenarios were happening especially in disadvantaged schools. It was said that one of the greatest contributors of low student performance is the inability of schools to adequately staff classrooms with qualified teachers. Deficits in the quantity of teachers produced and in the quality of preparing prospective teachers receive have long been singled out as primary explanations for under qualified teaching. According to contemporary theory, these school districts who are situated in poor communities also have deficiencies in their operations which include the inability to match the salaries, benefits, and resources offered by schools that are in the urban area. Moreover, school leaders also experience the difficulty of competing for the more qualified teaching candidates, leading, in turn, to lower student achievement. In the social critics' view, these educational problems can be linked to the inner-city joblessness and underemployment to a dearth of qualified teachers in poor, urban public schools, resulting from teacher shortages (Wilson, 2014).

Another concept which supported the study was Darling-Hammond's (2015) proposition stating that effective teachers have the pure passion and commitment to deliver quality instruction, despite all inconsistencies and insufficiencies. Accordingly, teachers are always called to understand and respond to the multifaceted nature of the environment in which they function. Given that fact, non-aligned teaching is actually just a by-product of the teacher's flexibility and willingness to extend more help to the community they serve. With an alarming and unavoidable impacts of it, an awareness about the issues on non-aligned teaching has the potential to influence policy transformation and education leader's decision-making about recruitment and support strategies while focusing on the needs of non-aligned teachers within the classrooms.

Moreover, the study of Brook and Oliver (2010) highlighted that there is a positive interpersonal relationship between the teaching and learning environment. The common transitional practice to

assign teachers in non-aligned positions raises questions about the influence it has on socio-interdependent relationships. This poked the attention of the stakeholders if the root cause of the issue is managerial decisions or through recruitment procedures.

Significance of the Study

The quality of instruction offered by teachers to their students is critical to the school's performance specifically to the students' academic success. As a result, policymakers, school leaders, and all stakeholders must prioritize the professional development of all non-education teachers teaching TVL. From the global perspective, this study may address the long-overdue issue regarding TVL teachers' educational background which is believed to have impact on their ways of teaching. Shared insights in this undertaking may serve as additional inputs in the global setting.

This study shall benefit relevant institutions in the local setting, namely: the public school senior high school teachers, policymakers, and researchers. For the teachers, this study would give them a great idea of the importance of earning education units for them to be acquainted of the varied teaching strategies. Having knowledge on teaching approaches, methods, and techniques would help non-education teachers address the needs of the learners. In the case of the policymakers, the result of this study can give them a concept on how to help and motivate non-education teachers to upgrade themselves. In this way, it can help them formulate or amend policies or create programs relevant to non-education teachers teaching TVL. Finally, for the researcher community, the research output can contribute to the body of knowledge about the phenomenon.

Definition of Terms

The following terms were defined operationally for clarity and a common frame of reference:

The **Pedagogical Inquiry** refers to a research undertaking exploring the teaching experiences of the non-education TVL teachers.

The **TVL**, which stands for Technical, Vocational and Livelihood Education (or TVL) is one of the tracks of the Senior High School Curriculum used in Philippines.

The **Non- education teachers** refer to out-of-field teachers, who teach TVL subject in Senior High School, with little to no background of the discipline and in this study, those target research participants were from senior high schools within the Davao De Oro Division.

The **Senior High School** refers to one of the additional programs in the K to 12 curriculums.

The **Experience** refers to the encounters of non-education teachers teaching TVL.

Delimitations and Limitations

The focus of this phenomenological study was to document the sentiments of the non-education teachers teaching TVL in Senior High School. This study, however, acknowledged that there were no weaknesses and limitations. Even with the great desire to excavate the different tales that these TVL teachers have to share, this study was bounded by limits, which also served as a track, guiding me to attain my research objectives.

I had set parameters in the conduct of my study, to clearly define my inclusion criteria. This phenomenological study only included the non- education TVL teachers who admitted that they were not performing well in their delivery of instruction due to less to no background of the subject matter. As much as I wanted to make this study the best source of qualitative data in generalizing the phenomenon that is the center of my research, I recognized the weakness along with it. It somehow comforted me when I discovered that Mason (2010), citing Creswell (1998) that at least five to twenty-five research participants were needed in phenomenological research.

There were 17 targeted research participants of my phenomenological study, which were subjected to the In-Depth Interviews (IDI) and the Focus Group Discussion (FGD). Apparently, the weak point of the research was that the targeted number of participants may not be able to divulge all the tales of every non-education TVL teachers in the entirety of all schools in the Philippines.

Chapter 2

REVIEW ON RELATED LITERATURE

Featured herein are the readings I had, related to the field of my study. I wanted to fill the gaps in this research by gathering more of the statements from different authors who also conducted their own research about out-of-field teaching. Included also are the works of the essayists and other writers with published stories and articles that supported the background of my research.

Lived Experiences of Non-Education TVL Teachers

To reform the education system in the Philippines, the Enhanced Basic Education Act (RA 10533) was signed into a law in 2013. RA 10533 was crafted to improve the country's education system through a strengthened curriculum. A key feature of this law is the Senior High School program that added Grade 11 and Grade 12 making compulsory pre-college education 13 years. The SHS program was rolled out in 2016, which seeks to produce students that are holistically developed, equipped with the 21st century skills and prepared for the future, regardless of their chosen paths, may it be higher education, attainment of middle-level skills, employment or entrepreneurship. The establishment of the Senior High School program in the Philippines has put technical vocational education in the limelight. The offering of tech-voc education in various schools is aimed at equipping the students with the skills and knowledge needed should they choose middle-level employment after graduation (Ramos, 2021).

The Technical-Vocational Livelihood track is composed of specializations in the agriculture and fishery sectors, garments, tourism, health, processed food and beverages, social and community development service, automotive and land transport, construction, electronics, furniture and fixture, metal and engineering, utilities, and information and communications technologies sectors (DepEd Order No. 21, series 2019). The TVL track is the aspect of the Senior High School program that exposes the learner to acquisition of demonstrable skills/competencies and values that could be transformed into economic benefits (Brillantes et.al, 2019). It intends to provide students with technical vocational training and skills and academic know-how to prepare them for the needs of the community and the global workplace through highly trained competent teachers.

A recent study published by the Philippine Institute for Development Studies (PIDS) presented a process evaluation determining the extent of implementation of the SHS program and identifying the best practices, and issues and areas for improvement. It was revealed in the study that the implementation of the TVL track is hampered by the issues in curriculum delivery, work immersion, students' unpreparedness, problems with partnership, inadequacy of competent teachers, and inadequate material resources (Ramos, 2021).

One of the problems faced by the Department of Education (DepEd) is the enormous need of teachers who will take the challenge in teaching the newly crafted curriculum for the senior high school students. The number of teachers who have the license to teach or those teachers who passed the Licensure Examination for Teachers (LET) are not sufficient to fill in more than 30,000 teaching vacancies in the senior high school, thus, the legislation has authorized the Department of Education and private high schools to hire teachers even from among the non-education graduates to teach science, mathematics and other specialized subjects (Fernandez, n.d.).

It was emphasized by the former Education Undersecretary, Jesus Mateo, as mentioned by Fernandez (n.d.) that if the hiring of teachers for the senior high school will be limited to the licensed teachers, problem may arise as K to 12 curriculum will be executed. He added that the K to 12 law permits DepEd to hire teachers who are not licensed provided that they pass the LET within five years. This is also stipulated in DepEd Order 32, s. 2016 – Hiring Guidelines for Senior High School Teaching Positions Effective School Year 2016 – 2017. Thus, this leads to the mass hiring of non-education teachers who have the desire to teach the courses prescribed in the senior high school curriculum. Hiring non-education graduates to teach in the basic education is not an issue in the educational system. In fact, it has been noticed that most of them were top performers in the LET. This may lead to a conclusion that these graduates are good in content knowledge. However, most of the complaints on this group of teachers were focused on poor teaching methods and techniques (Corpuz & Quiñon, 2009).

Furthermore, Fernandez (n.d.) added that the non-education teachers have also the potentials to teach even though they only have to take a few units of professional education subjects and most of them were not able to undergo the practice teaching, it cannot be avoided that a question may rise about their teaching competence. One could ask if the students taught by non-education teachers learn the

same or achieve well compared to students taught by education-graduate teachers. It is given that a teacher who is a graduate from teacher education program is expected to be well-equipped with knowledge and pedagogical skills. In the senior high school curriculum, there are different tracks the students can choose from: academic (including Business, Science and Engineering, Humanities and Social Science, and General Academics), technical-vocational livelihood (with TESDA qualifications), arts and design, and sports. These tracks aim to equip a student with entrepreneurship skills, employment skills, tech-vocational training, and readiness for higher education. Thus, this entails careful training, hiring, and selection of teachers in the delivery of specialized courses (Department of Education, 2016).

For the TVL track, teachers who are graduate of technical-vocational course (s) in the area of specialization are hired provided that they have met some of the training requirements such as possessing national certificates and having trainers' methodology. Also, non-education TVL teachers are encouraged to pass the Licensure Examination for Teachers (LET) within five (5) years of hiring for them to be considered as permanent (Llego, 2021). For the past years, teachers in Senior High School have been exposed to several capacity-building trainings and seminars to equip them with the necessary content and pedagogical skills. These trainings and seminars have been laid down through the DepEd Memorandum No. 105, s. 2016 Senior High School (SHS) Training of Teachers for the K to 12 Basic Education Program, and the DepEd Order No. 35, s. 2016 The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning (Bacus & Alda, 2022). In support, DepEd Memorandum (2022) requires all senior high school TVL teachers to attend the training on Trainers Methodology (TM). The said training aims to capacitate the TVL teachers in senior high school with the necessary skills. Also, the training is intended to enhance the knowledge, attitude, values and skills (KAVS) of the learners in accordance with the prevailing standards in the Technical Vocational Education and Training (TVET) sector. Evidently, TVL teachers are always empowered by means of providing relevant trainings.

The teacher is at the forefront of curriculum implementation. Harris and Jones (2019) accentuated teacher's contribution to curricular change and their active participation in leading the change. However, teachers are confronted with so many problems. The study of Rivera (2017) attempted to identify the

misalignment of teaching pedagogies in the K to 12 curriculum and purported that there is a need to revisit the content and implementation of the curriculum. Another study by Trance and Trance (2019) explored the experiences of in-service and pre-service teachers and students and identified several issues and challenges they are facing like lack of materials and resources among others. The same concerns were also raised in the report conducted by the Philippine Institute of Development Studies in 2019. It is on this understanding that teachers need to embark on formidable challenges on improving the quality of their teaching while meeting the tremendous demand of change (Navarro et al., 2016). Likewise, coping with these changes of the K to 12 curriculum is still seen as a challenge up until now.

Even at the onset of the K-12 implementation, several arguments and recurring doubts have already surfaced such as scarcity of learning materials, lack of classrooms, and qualifications of teachers who teach the senior high programs had become a national issue (Rabacal et al., 2017). Schools have difficulty in hiring specialized teachers due to a number of factors including requirements and compensation (ADB, 2019). Moreover, schools have tried to address the shortage of qualified SHS teachers. For instance, a number of Junior High School (JHS) teachers are transferred to SHS and made to teach the different tracks/strands. These teachers have been assigned to teach subjects that are not related to their areas of specialization. The same goes for those teachers who came from higher education institutions and industries who opted to teach in the public school system. While some teachers try to study their new subjects, some consider that such practice does not allow them to do “the subject justice” (Brillantes et al., 2019). The senior high school teachers most especially those non-education TVL teachers have felt apprehensions while teaching. As pointed out by Rabacal et al. (2017), teachers’ readiness and qualifications and learning materials as national issues confronting the K to 12 program implementation. These had led to several arguments, uncertainties, and doubts. With only the curriculum guide at hand, multiple designations, the unfamiliarity of the competencies, kinds of public-school students are among the factors that cause discomforts and apprehensions. Moreover, senior high school teachers have identified the following challenges in their teaching profession. This includes selecting activities to carry out the different parts of the lesson, identifying technique to be employed in pacing the activities properly, using a variety of materials, maintaining interest of students, making effective introduction and motivation, excessive stress in doing the tasks, and lack of skills in

directing appropriate questions to students of different abilities. They also observed that some students benefit greatly from group activities and others do not. Some students have the inability to perform/achieve to expected level, and they have lack of basic communication skills (Vertucio, 2019). More to that, authors have contested that non-education graduate teachers are actually acknowledging the detrimental effects of their teaching performance, yet tend to neglect the impacts of it. Although they feel the guilt inside because of the perceived deficiency in the development of their students, they could not find the best remedy to the existing problem - the situation that they are in. What they had in mind was that they have a job - a natural survival instinct. On the other hand, some teachers did try to alleviate the situation, but because of insufficient access and difficulties in getting establishment of their curriculum they utilize, their hope to promote effective teaching had never been the priority (McConney & Price, 2009). Aside from that, there is also a notion, which posits the idea that the quality of teachers also causes the non-aligned teaching loads. This means that those who have great records in their academic performance, those who have undergone trainings and seminars, although not related to the subject to be taught were entrusted to get those loadings, even if the teachers admit that they are not capable of teaching the subjects (Robinson, 2017). Furthermore, in order to address such issue in the performance of the teachers teaching the different subjects, schools should be utilizing the National Competency-Based Teacher Standards (NCBTS) as this will be the guide of the educators to enhance more their critical thinking skills, especially in crafting their teaching strategies in delivering the lesson. This guide sets the teachers with the learning goals in a curriculum. However, no matter how equipped the teachers are in teaching the subjects that they major, even if they hold already the qualifications, many disadvantaged schools suffer from teacher shortage, which forces the school leaders to maximize the teaching force at hand, and so these teachers were assigned to teach classes even if the subjects are out of their fields (du Plessis et al., 2014). A sad reality faces some parts of the United States because of the unequal access of the learners to their privilege of getting quality education. The main cause as being pointed out was the lack of qualified teachers. Because of the complexities of the subjects like the Technology Education and Science Education, different competencies need to be attained for each specialization or component, which posed a serious challenge to the available teachers in schools. In the case of those schools who are serving the poor and minorities, the initiatives of the school administrators always come down to the non-aligned

teaching practice. With this backlash initiative, the once qualified teachers who are teaching the subjects, they major now become the unqualified ones (Darling-Hammond, 2006).

It was revealed that ineffective teachers do exist because of a lack of appropriate training, and the scantiness of adequate teaching materials can be detrimental to the educational process. The inadequacy of available instructional materials can be a major concern for educational stakeholders and may stem from numerous factors (McCubbins et al., 2016). Factors leading to inadequacy include: lack of funding (Saucier et al., 2011); outdated materials (Saucier et al., 2009), lack of adequate training (McKim & Saucier, 2011), and lack of perceived importance (Shultz et al., 2014).

In addition, McCubbin et al. (2016) mentioned that an insufficient supply and poor quality of instructional materials can create significant obstacles as teachers attempt to help students meet state-mandated content standards, pass examinations required for grade-to-grade promotion and high school graduation, and qualify for competitive opportunities in college and the workforce. Educators often face additional challenges when lacking adequate teaching materials, and with ever-changing standards and initiatives.

Islam (2021) revealed that the problems in practical education are getting bigger day by day due to lack of adequate practical equipment in technical and vocational institutions in Bangladesh. There have some problem of practical teachers, classroom, practical apparatus and textbook of practical. Teachers are not able to complete the practical course as they cannot conduct regular classes due to lack of practical equipment in vocational and technical institutions. As a result, students lag behind in appropriate practical education which is a major obstacle for the development.

Perez (2018) stressed that there are still problems which need to be addressed in the implementation of the technical vocational education in the Philippines. These include the lack of learning materials, facilities and equipment as well as space for classrooms. Based from the results, these problems did not drastically affect the perceived level of operational preparedness of the SHS program by various stakeholders- teachers, parents and students. This outcome may be linked to the interventions conducted by teachers, as prescribed in their trainings.

Preparation of contextualized learning materials from existing ones and modification of class schedule (having morning and afternoon class sessions) are examples of these interventions. Gregorio (2016) mentioned that the following are the foremost perceived problems by the TVL teachers in general

secondary schools in teaching the subject are lack of teaching strategies, lack of trainings related to area of specialization, no capital investment and inadequacy of facilities and equipment.

Coping Mechanisms of Non-Education TVL Teachers in Managing the Class

The teachers are at the forefront of SHS curriculum implementation from the time they are hired. Indeed, the experiences of the pilot implementation of the K to 12 program uncover the plight of teachers as they fulfill their tasks in honing their students' competencies. Teachers have acknowledged that a certain degree of adjustments, creativity, and resourcefulness are expected of them. Though there may be apprehensions, there are mechanisms are in place (Bacus & Alda, 2022).

For instance, the Department of Education has outlined and considered the groundwork from planning up to dissemination. Mass trainings for SHS teachers were done at regional and national levels and teachers are enjoined to develop learning materials. Studies by Acar (2017) and Abdullah (2020) showed that teachers are provided with resourceful mechanisms to deliver their lessons in a meaningful way despite the lack of materials and facilities and the school's non-adoption of admission and retention policy. Simpson (2016) identified a teacher's support system as influential in teacher efficacy. Novice teachers, in this case, new in SHS teaching acknowledged guidance and support, professional development, and opportunities for collaboration as instrumental as they carry out their tasks. Since learning materials, out-of-field teaching, and multiple designations are quite challenging, teachers find solace in online resources, in colleagues' assistance, and in attending mass trainings and seminars. Being at the forefront, they acknowledge that they must do something or they will not be able to provide necessary knowledge, skills, and attitude to their students. This assertion is supported by the study of Bacus (2021) on the teacher's distinctive powers to make decisions on how to teach and what to teach, given the needs and context of their students and in a specific learning milieu.

The SHS curriculum should be responsive and adaptive to students' overall needs. Datnow (2020) stated that "teachers are central to educational change and play an important role in the implementation of any educational reforms". The success of any educational reform relies heavily on the direct implementers of these changes. Nonetheless, with still the so many things the SHS teachers must overcome, they have not let go of their aspiration that everything will be in place. They believe that as their administrators and other stakeholders listen to what they have been through, they will act on tangible solutions to address these challenges.

With continuous support and consolidated efforts from all stakeholders, teachers believe that the implementation of the K to 12 program will yield good results. This great optimism among teachers leads them to concretize these beliefs and put them into action. Thus, teachers have augmented deficiencies in instructional materials, pedagogy, content, and the like. Furthermore, “educators play a significant role in any decision making and policy reform as they are the navigators and direct implementers of these curricular changes. They need to be at the forefront of these innovations with their commitment to ensuring an all-out effort for quality education” (Alda et al., 2020).

Furthermore, Tri et al. (2017) asserted that promoting self-directed learning allows educators to cope with the battle between time for teaching and studying and the large amount of knowledge needed to provide to students. Self-directed learning is a learner-driven learning process that is determined by the needs, interests, and learning conditions of the individual. In addition, the self-directed learner actively identifies goals, implements plans, and evaluates learning outcomes. To satisfy the demand of training human resource for the industrial and modern workforce, trainers need adequate teaching content, teaching methods, studying methods, examination methods, and reviewing methods.

Moreover, Brillantes et al. (2019) mentioned that the specific offerings under each of the TVL strands uses TESDA’s Training Regulations (TR) that qualifies TVL strand students for assessments in corresponding COCs (Certificates of Competency) and NCs (National Certifications). These NCs are enhances securing career opportunities in agriculture, electronics, and trade. Such certifications are also needed when applying employment abroad. With this, teachers prepare varied assessment tools and practical performances leading to passing the different standard assessment. Having national certificates serve as pride for TVL teachers. Hussain (2019) stressed that teachers who have NC should be a requirement if the teachers will handle TVL Track such as (HE), (ICT), (AFA), and s (IA). The teachers should work comfortably with relevant technologies, incorporate technology into lessons, utilize tools and equipment for practical lessons, and they have to use various software programs efficiently that are required in a particular environment. The national certificates are product of intensive trainings. Castillo (2012) believed that training can help teachers to move to new levels of effectiveness and can give them anew enthusiasm in carrying out jobs. Stress and burnout are problems that plague teachers for their work require a lot of emotional energy. Training can furnish some new tactics and strategies that minimize stress and decrease burnout. Training people is more challenging than

managing resources from one day to next. It helps to be useful and productive in their present jobs, competitive in their skills, talents and knowledge vis-à-vis their foreign counterparts (Tullao, as cited by Ramos, 2016). It enhances the competencies and productivity of the people and empowers the organization to be competitive in the global market.

Apart from trainings, senior high school teachers are empowered by their passion and trainings. Palmer (2017) revealed that teachers used passion as a teaching tool. Passion was experienced through the care that teachers felt for their students. Teachers who did not plan to use passion used passion when the opportunity was present and realized by the teacher. Using passion was a positive experience for teachers. Teachers who did not plan to use passion recognized changes in their behavior and felt good about themselves as teachers. Meanwhile, motivation plays a great role among teachers. In the study of Adjei and Amofa (2014), it was revealed that teacher motivation highly depends on numerous factors which include high wages and salaries, effective in-service training, teachers participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning resources, conducive working environment, morale support from parents, students academic performance and effective co-operation from heads of school.

Having a conducive working environment also empowered teachers to give their best. Okorie (2000) as cited by Castillo (2012) emphasized that the workshops, laboratories and the overall building technology environment must be adequately equipped so as to reflect the actual working environment beyond the classroom. He stated further that the school environment should expose students to the use of basic building equipment in a way that will lead students to acquire relevant knowledge and skills. He added that the skills being developed by students in training are necessarily limited by the availability of equipment and tools. Hence, teachers must prepare all the necessary tools, materials, equipment needed in any practical activities or performance tasks. Furthermore, employing varied teaching strategies serve as teachers' coping mechanism. Hassan and Wai (2019) stressed that the behavioral reinforcement/incentives approach and behavioral learning techniques employed by TVL teachers are used in interventions and treatment programs. It focuses on their conduct during a lecture with laboratory, computer-assisted learning, peer tutoring, demonstration teaching, oral recitation, report writing, and group activities. It also shows up in student

satisfaction with their teachers' teaching quality, attitude, and style.

The International Labor Organization (2021) revealed that many teachers and trainers were not adequately prepared to adapt to alternative modalities of teaching, keeping students engaged and motivated in distance learning, and managing classes remotely. In some cases, teachers were not properly equipped with the necessary technology and internet access, and reorienting their training strategies in a short period of time created a great deal of stress, pressure and anxiety, undermining working conditions of the teaching staff.

For some teachers, balancing professional and personal responsibilities, such as their own caregiving duties, was challenging and, in some countries and regions, continued in-person training brought concerns regarding their safety and health. Given the important role of teachers and trainers for ensuring an optimal learning environment, these challenges, if unaddressed, may severely affect quality of education and training. This calls for strengthening teachers' adaptability and preparation (International Labor Organization, 2021). In addition, Ramos (2021) stressed that to effectively implement any education programme, adequate human and material resources must be available to the schools. In particular, a large enough number of trained teachers with different types of expertise (science, language, technology, etc.) must be recruited and posted to the schools as and when required. In addition, for effective management, academic staff must be complemented by nonacademic staff in proportionately adequate numbers. Esguerra and Orbeta (2016) suggested that technical vocational education must make training continuously relevant to industry needs. There is a need for a continued review of curriculums and training regulations.

Furthermore, as emphasized by Ramos (2021), many educators are of the view that learning occurs best through participation. The uses of training facilities help teachers to direct the learning of their students instead of talking from higher platform to passive students, some of who might be asleep. The psychological relevance of individualized instruction also necessitates the use of various approaches to cover the different abilities and perceptions of students. Nothing else can help to achieve better diversification of lesson in the classroom than educationally certified training facilities and techniques.

Transformation in education is being defined as the changes that are purposely implemented to make sure that there will be progress and development which should be done to attain the primary objectives of the school to enhance the effectivity and efficiency of the teachers and the students in all areas in the academe as well as the learning environment. This also fits to those non-education teachers who technically go beyond their level of expertise in teaching just to showcase their capability to be flexible and diverse (Crisan & Rodd, 2015). As pointed out by Christenbury (2011), because the goal is learning, effective teachers must adjust curriculum, methods, and pacing to meet the needs of the students. Effective teachers put a priority on student needs rather than on the strictly interpreted demands of the school district curriculum guide or the year-end test. She added that effective teaching is contextual. It responds to individual students, school and classroom communities, and societal needs. Effective teachers alter, adjust, and change their instruction depending on who is in the classroom and the extent to which those students are achieving.

Ingersoll (2001) pointed out that highly qualified teachers who become highly unqualified when assigned to teach subjects for which they have little training or education. In order to address quality issue, school leaders have pushed for more rigorous pre-service and in-service teacher education, training, and certification standards. As emphasized, Nkpa (2011) claimed that once a teacher had been trained effectively, he can continue to function in the business of knowledge transfer. He concluded that teachers should be exposed to in-service trainings where they will further gain new methods of imparting knowledge to students. More so, Edunoh (2002) asserted that education should stimulate curiosity, raise questions, develop functional intellectuals, interpersonal skills and confirm in each individual a concept of self-worth, self-esteem and self-confidence all enhanced by the frequency to which an individual is exposed to the outside world through workshops, seminars and in-service trainings. To sum it up, the implementation of the senior high school curriculum that includes the technical vocational livelihood track has challenged teachers in so many ways. As the frontliners in the implementation, teachers most especially the non-education teachers in the TVL tracks needs to cater all the demands as expected in the teaching-learning processes given the fact that they have no background in the art of pedagogy. However, their shortcomings never stopped them from learning. Instead, they use them as an inspiration to upgrade themselves in order to provide quality education to

their students. Apparently, the struggles of education graduate teachers and non-education graduate teachers are all the same. Based on the responses and shared sentiments of non-education teachers, their challenges help them to craft more techniques to lessen the circumstances they have encountered. Along the way, their journey in teaching have widened their horizon which leads them to gain more insights as to the implementation of the curriculum is concern.

Chapter 3

METHOD

This chapter articulated the phenomenological research approach, data analysis and interpretation, the philosophical assumptions, trustworthiness, role of the researcher, and the data collection process.

Research Design

In this research, I used the qualitative research specifically phenomenological approach. Mohajan (2018) expounded qualitative research as to having a goal which is to explore a certain situation. Besides, it refers to basing on the description data where it does not use any statistics process. It uses words as unit of analysis. Meanwhile, phenomenology is one of the qualitative approaches that is not only focusing on gaining knowledge but it also attempts to make an interpretation and creating meaning based on the acquired shared experiences through having an intellectual engagement with the participants. The purpose of doing phenomenology is to further explore and discover the details about a phenomenon relying on the lived experiences of the actors (those who live it) point of view (Qutoshi, 2018).

In this study, it was appropriate to use the qualitative design specifically the phenomenological approach since it dealt with the personal experiences of the non-education TVL teachers, their means of managing their experiences, and their gained insights. To achieve these goals, I used two data collection methods and techniques in this research report, which were the In-Depth Interview (IDI) and Focus Group Discussions (FGD) in which information was mostly found by using the strategies of the person interviewing, translating, and transcribing written responses and/or by creating community recording and observations.

Role of the Researcher

The role of the researcher in this research is an essential entity to attain the endpoint of any social phenomenon that is the success of the research. I intended to undertake this study because I wanted to unravel the experiences of non-education TVL teachers which I believed was not yet fully explored. In this study, first, my role was an *interviewer*. It was my responsibility to ask various research questions to the participants to extract information which was essential to my study.

Second, I was the *recorder*. I ensured that all data, information, and answers fed to me were properly recorded and translated to English. I recorded everything that transpired during the interview with the consent of the participants.

Third, I was the *transcriber*. I transcribed the audio recorded data. This was done through attentive and repeated careful listening on the audio recorder just to ensure the accuracy of the content and to avoid misinterpretation of data.

Fourth, I was a *moderator* to ensure the smooth running of the discussion and to generate a productive discussion by asking probing questions specifically during the focus group discussion. My main goal was to get information relevant to the purpose of this study and everyone was able to share their ideas.

Fifth, I was the *translator*. I translated whenever there was a need to restate information from the mother tongue to the target language. I needed to make it sure that the main thought of the translated statements reflected the statements in the mother tongue.

Sixth, I was the *primary analyst* since I analyzed the text to understand the context to get the themes of their responses. I was analyzing the common responses of the participants.

Finally, an *encoder* when I finalized all the responses and data in the appropriate columns on the table to make sure that the information in the table was clear to anyone who saw it. I encoded all the needed information in this study. To sum it up, as a researcher, I had the responsibility to clearly get the needed information from the participants. This information included their experiences, means of managing their experiences, and their gained insights.

Research Participants

In this phenomenological inquiry, I followed the suggestion of Creswell (2013) that the studied group should consist of three to fifteen members. However, I go beyond fifteen since I catered 17

participants who met the qualification intended for the purpose of this study. For the in-depth interview, I interviewed ten (10) informants. I used purposive sampling in the selection of the informants. A purposive sampling is a non-probability sampling that is selected based on characteristics of a population and the objective of the study. It is also known as judgmental, selective, or subjective sampling (Crossman, 2020). In the inclusion and exclusion criteria, informants in the in-depth interview must be non-education teachers who are teaching in the TVL track specifically the specialized subjects. They must have at least two years teaching experiences as TVL teacher in the senior high school program. Furthermore, these informants must have been very vocal of their experiences and struggles as non-education teachers in TVL. Teachers who have bachelors' degree in education were not included in the study.

Meanwhile, for the focus-group discussion, I interviewed seven (7) participants. This number of participants was in accordance to the suggestion of Creswell (2013) citing that the studied group for phenomenological approach should consist of three to fifteen members. In this part, purposive sampling was also employed in the selection of the participants.

In the focus group discussion, I invited non-education graduates teaching in Technical, Vocational and Livelihood Education who were willing to divulge their stories-both struggles and successes and let them decide which location they were comfortable for the FGD. They were allowed to choose their own time and address. Before conducting the interview, they were given an orientation of the whole process of the interview. Teachers who were degree holders in education and who were not teaching in TVL were not included.

Data Collection

There are different steps in collecting the research data from the participants. Data can be collected through focus group interviews, observations of the research environment, and video recording (Yuksil & Yildirim, 2015). In the forms of data collection, I shifted to alternative methods of data collection such as telephonic interviews and video conferences via Google Meet, Zoom and other online applications to ensure that health protocols were observed (Khandelwal & Kapoor, 2020).

Following the protocol in the conduct of the study, the researcher submitted the paper for research ethics review. Once reviewed and approved, the researcher asked and requested for an endorsement from the Dean of the Professional Schools. Then, another communication letter was given to the

Schools Division Superintendent, to the Public Schools Division Supervisor as well as the School Head of the school asking permission to conduct the study attaching the endorsement released from the Professional School.

Upon approval, the identified participants were asked to sign the Informed Consent Form (ICF). The participants were chosen based on the inclusion criteria. I made sure that the participants were informed about the nature of the study and the purpose as well. Hence, an orientation was done prior to the scheduled virtual interview. All the participants were oriented about the main purpose of the study. When everything was explained to the participant, I requested them to affix their signature in the ICF. The conduct of In-Depth Interview and Focus Group Discussion followed. The In-Depth Interview was done first, and another schedule was set for the Focus Group Discussion. The whole process for the In-Depth Interview and Focus Group Discussion, since it was virtual interview, were both video and audio recorded in order not to miss any information and to revisit if there would be confusion. Before the interview, I made sure to ask the first permission of the participants for the recording. The written and recorded responses were used to analyze the data carefully to address the research questions. Moreover, before the conduct of in-depth interviews and focus group discussion, research guide questions were formulated that were aligned to the statement of the study to get the significant information from the participants and to attain the purpose of the study. It was also validated by the experts.

After recording, the entire document was stored in a flash drive or a laptop ready for transcription, making sure that the information remained confidential. Then, when the transcription was done, thematic analysis followed. In the thematic analysis, I was assisted by my data analyst to ensure the correct analysis of the data. The data gathered was kept on my personal laptop and email account. I made it sure that a password was set for each word document where the data gathered had been written. For reference, I would keep the gathered data for three years.

During the conduct of the interview, I felt the sincerity of the informants and the participants when they shared their experiences. They were so confident in answering the questions in the interview guide tool. In the entire journey, I had a great time with my supportive participants. The only problem that I experienced was to make myself available based on their availability since I needed to prioritize them.

For the in-depth interview, I conducted it after the office hours. Meanwhile, focus group discussion was realized during weekend. This happened on the month of May 2022.

Data Analysis

Larkin-Perkins (2017) enumerated that Data Logging, Anecdotes, Vignettes, Data Coding, and Thematic Analysis are the five steps in analyzing qualitative data. In order to obtain the themes for this phenomenological approach, Colaizzi's descriptive phenomenological method was employed. This method has seven steps, namely: familiarization, identifying significant statements, formulating meaning, clustering themes, developing an exhaustive description, producing the fundamental structure, and seeking verification of the fundamental structure (Morrow et al., 2015).

In this study, I familiarized the data by reading through all the participants' accounts several times. I also identified the statements with direct significance to the phenomenon. The identified meanings were clustered into themes. I also wrote the full and inclusive description of the phenomenon incorporating all the themes produced. The detailed description was condensed into a short statement that captures the structure of the phenomenon. These fundamental structure statements were returned to the participants to ask whether it captures their experiences.

Meanwhile, coding is an element of data organization that reduces the amount of raw data to the most relevant in the research questions and break down into manageable sections. Through this, the development of themes will emerge. In addition, the more the same the code occurs or if the code will repeatedly emerge, the more likely it can be considered to be a theme (Vaismoradi et al., 2016).

In the context of this study, I used highlighters and colored pens on the text being analyzed that represent important and reoccurring themes. Then, I grouped the text with the same color of pens and highlighter and labeled it with words and short phrases. Meanwhile, thematic analysis is identifying the themes that have emerged from the gathered data. The content analyst chooses between them before proceeding to the high levels of data analysis. Thus, it aided the researcher thorough understanding of qualitative data interpretation (Vaismoradi et al., 2016). In the context of this study, thematic analysis was done after the initial codes were identified. Then, categorizing and analyzing all the responses of the participants from general to specific followed. Responses with similar core ideas were extracted and group together to formulate comprehensive

themes. Each theme should consist of at least three core ideas to make it valid. Furthermore, in my study, I assigned code names for each of the participants.

Trustworthiness of the Study

According to Gunawan (2015), a study is only considered as trustworthy if the reader of the research report judges it to be so. Since the data gathering was through virtual platform, the researcher adhered to the guidelines stipulated in the National Ethical Guidelines (2017) specifically in the use of online and digital tools. Maintaining privacy and confidentiality for the protection of the participants was practiced. This was fully manifested by assigning pseudonyms to the participants, modifying the quotes to prevent immediate retrieval through search engines, and separating data files for identifiers and responses. In addition, to observe trustworthiness in a qualitative inquiry, the following criteria must be adhered to – credibility, dependability, confirmability and transferability (Lincoln & Guba 1985, as cited by Cope, 2014).

Credibility is the equivalent of internal validity in quantitative research and is concerned with the truth of the research findings. Also, it establishes whether the findings represent believable data and correct information extracted from the participants' responses and original views. To achieve the credibility of the study, I utilized triangulation and member checking (Korstjens & Moser, 2018). Triangulation is a method used in qualitative research to establish the validity of the study by analyzing the research questions from a different angle (Vanner & Kimani, 2017). Moreover, triangulation emphasizes the use of various forms of data collection to fully understand the phenomenon which is the main objective of the study. Triangulation was achieved through the gathered data in the in-depth interview and focus group discussion. This tested the consistency of data gathered by using different methods. Meanwhile, according to Birt et al. (2016), member checking is a technique for exploring the credibility of results through returning the results to the participants to check for accuracy. After the results were gathered, it was sent back to the participants through giving a copy for them to check and review what they had said during the interview. It was part of the member checking. This allowed the participants to confirm for accuracy of data being transcribed to avoid bias. After that, I asked them to sign the certification as a sign that they checked and approved the findings presented.

Furthermore, to encourage the participants to share, the researcher applied iterative questioning and prolonged engagement technique. Iterative questioning includes probing to elicit detailed data (Jangu, 2012). Prolonged engagement with study participants can establish good rapport which would aid the researcher to gain deeper inputs from the participants (Abdul Hadi & Closs, 2015). In the context of the study, I employed iterative questioning to my participants by means of asking questions based on their responses to elicit more data. Open-ended questions helped me to gather pertinent information from the participants. It would also be easy for me to gather data from my participants if I employed prolonged engagement. As the researcher, I needed to establish rapport to my participants by meeting them virtually prior to the scheduled interview. This would be helpful for me so that the next time we would meet virtually, we would be both comfortable.

Dependability, according to Bitsch (2005) as cited by Anney (2014), is the unchanging findings even if it takes many years. It can be established using peer examination. He also added that peer examination, overlapping method for the IDI and FGD and audit trail would help to ensure honesty in this undertaking. Audit trail offers visible evidence—from process to product (Nowell et al., 2017). Peer examination, on the other hand, is about discussing reflections and perceptions with a disinterested peer to clarify a situation to help strengthen and grow as a professional (Nowell et al., 2017). Overlapping method is the use of carefully planned methodological triangulation, or multiple data gathering procedures to create overlapping and therefore cross-validating data (Kabir, 2016). In the context of this study, all the raw data, interviews, observation notes, documents, and records in the field gathered in the study were kept for the inquiry process and to conduct a thorough audit trail. Peer examination was done by asking assistance from my data analyst to have a deeper analysis of the data gathered. Also, my work would be a subject for scrutiny and in-depth checking by the panel of experts during the outline and final defenses. Meanwhile, the overlapping method was evident in the study by cross-validating the data in the IDI and FGD.

Confirmability is related to establishing that data and interpretations of findings are based on the data gathered and not on our ideas (Anney, 2014). The assumption of confirmability is the quest of the researcher to attain objectivity. For this study, the researcher did not rely solely on her knowledge about the phenomenon. As a matter of fact, the response of the participants in the In-Depth-Interview would give a clear picture about the phenomenon. Furthermore, the role of triangulation through conducting

Focus-Group Discussion was employed in accomplishing confirmability. To check accuracy, responses were returned to the participants through member checking. The researcher also gathered varied literature and studies that would strongly confirm or negate the result of the study.

More so, studies suggest that confirmability is established when credibility, transferability, and dependability are all achieved in Anney (2014). But in this study, since confirmability was my utmost concern as a researcher towards objectivity of my study, I did audit trail because it offered visible evidence from process and product that the researcher did not simply find what was set out to find so that others can understand how and why decisions were made. Therefore, an audit trail is a popular technique to institute confirmability because it plays a significant role in the examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data are to be collected, recorded and analyzed as mentioned by Anney (2014).

Transferability concerns the aspect of applicability. The researcher should convince the reader that the research applies to their setting by giving an ample description of the participants and the research process (Korstjens & Moser, 2018). In the context of my study, I made it sure that there is a thick description of the methodology of this study. All transcripts and data analyses should not be appended since they contain sensitive data and could exposed participants to be highly traceable. The data or information from the participants was treated with complete anonymity and utmost confidentiality by means of discrete coding. No individual identities were used in any reports, presentations or publications resulting from the research study. All research data or information were kept in locked files at all times material copies and password protected folder for electronic copies. Only the principal investigator would have access to the files. After the research study was completed, the data collected would be retained for three (3) years and be destroyed immediately thereafter in a secure manner that would prevent unauthorized access, use or disclosure to any other party or the public or in a manner prescribed by law.

Ethical Consideration

Ethical conduct of an investigation is an important issue of validity and reliability. This research was guided by the University of Mindanao Ethics Review Committee (UMERC) in dealing with ethical issues

in qualitative research, as a responsible researcher, I secured a certificate following the standards set by the committee. It was proper to protect the privacy of the informants to candidly elucidate the purpose of the study and to ensure that there were no deceptions of the obtained participant's consent to be part of the study.

Ethical issues in qualitative research must be addressed properly. It is given importance by most of the authors who discuss research design (Locke, Spirduso, Silverman, 2009; Creswell, 2007; Marshall & Rossman, 2010; Merriam, 2002). Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict (Denzin and Lincoln, 2003). With this, I was aware of my obligation as a researcher.

It was emphasized in the Belmont Report in the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research on the Ethical Principles and Guidelines for the Protection of Human Subjects of Research as referenced by Mark et.al. (2005), the four principles that are needed to be considered, which included respect for persons, consent, justice and beneficence.

Respect for persons. I examined my informants' limitations and I required myself to be familiar with the principles that were necessary to be observed in the conduct of the study. I put the interest and condition of my informants as my top priority while conducting this research study. Respect for persons needed an obligation of the researcher not to exploit the weaknesses of the research participants. Self-sufficiency was avoided in order to maintain friendship, trust, and confidence among the participants and the researcher. Beforehand, I asked permission from our school head before conducting the research (Creswell, 2012).

Consent. It was my obligation to seek permission from my research participants and to their organization or institution and this will be done through verbal and written consents. Since the sampling method was utilizing a snowballing technique, the participants were informed who referred them to me and they were given enough time to read all the contents in the Informed Consent document. In this document, they were given information and summary on the purpose of the study, study procedures, potential risks and discomforts, potential benefits to participants and/or to society, confidentiality, participation and withdrawal investigator's contact information, rights of research participant, and research participant's consent. Provided in the form are the details about the researcher, which they

can contact if they will have verifications on the process. If they agree to be one of the research participants, they were given an orientation of how the interview should be done. In choosing the venue for the interview, the participants were the ones who decided where they want it to be conducted. Since, some of the settings chosen by my research informants were at some public addresses, I ensured that the area was secured from any interruptions, together with a requested companion who will guard the place. This person served as the gatekeeper during the conduct of the in-depth interviews in public places. Meanwhile, Parry and Mauthner (2004) said that clearance becomes necessary only if the researcher initiated a line of inquiry that touched personal matters. I displayed utmost respect to my informants' rights, requests, beliefs, and yearnings. Consent is another most important way of showing respect to persons during research (Creswell, 2012). Affixing their signature to the Informed Consent form is a strong evident of their Voluntary Participation to be the sources of data that comprised the generated concept model on pedagogical attrition. By securing a consent, this lets all participants become aware on the purpose and objectives of the research study in which they are going to get involved. Written consent was provided to get their approval. In the same manner, stated in the informed consent also their freedom to withdraw from the interview invitation. If they may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied, they may opt not to answer questions, which make them feel any psychological or emotional distress, or they can withdraw as a participant of the study if they feel that they cannot discuss the information that is asked. The researcher valued the participation of the research participants and placed their welfare as the highest priority during the course of the study.

Confidentiality. I ensured confidentiality on the information of the participants who were involved in this research. There was no arising conflict to be tackled in this research, nor there a representation of the whole population among the participants. Confidentiality, ethical treatment, and security of the participants' information are all secure in this research. Confidentiality towards the results and findings, including the safeguard of the participants', coding system was used. Meaning, the participants' identities were hidden (Maree and Van Der Westhuizen, 2007). After the data was recorded and transcribed, the participants were required to sign a Participant Verification Form as proof that there was no fabrication and falsification of the data taken from them. As further recommended, all materials, including audio recordings, encoded transcripts, notes, and others should be destroyed after

the data was analyzed. In addition, anonymity of the interviewee was kept in order not to put each participant into risks. At all times, participants were protected, so every file of information was not be left unattended or unprotected (Bricki & Green, 2007).

Beneficence. I started my interview by assuring my informants that they need not to answer all the prepared questions if they found them difficult to deal with and they may also request to stop the interview if necessary. The identification of my informants was secured. Names of the informants were not known to the public; instead, I used a coding system to ensure concealment and privacy. I have no right to invade the privacy of my informants; if I did the other way around it may cause them harm and humiliation. Only those behaviors and experiences that occurred in the process were included in the study (Bricki and Green, 2007).

Justice. I discussed with my participants of the risks and benefits as a result of the research. They were given proper orientation and briefing to secure all the participants understand the goals of this research and for them to be able to decline questions, or the participation itself, if these does not suit the study or are not applicable to them. This permitted my informants to understand clearly the flow of my research. Further, Greig, Taylor, & Mackay (2007) asserted that informants should be given due recognition and gratitude by providing them feedback on the research results, which I did after I gathered the data.

Justice required a reasonable allocation of the risks and benefits as results of the research. It is very important to acknowledge the contributions of all the participants, as they were generally part of the success of the research. They must be given due credits in all their endeavors (Bloom and Crabtree, 2006). My research participants were informed of the benefits of the study wherein this study can generate relevant information, which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information, which can be used by government agencies such as Commission on Higher Education (CHED) to come up with policies that highlight pedagogical advantages that teacher can benefit from, both intrinsically and extrinsically.

Since most of the literature was taken from an online source like published journals and electronic books, there is a great chance of copying directly the statements of the great minds who have already published their works, Therefore, in order to minimize inclusion of plagiarized contents, paraphrasing

technique was employed. Such computer software would aid the researcher in assuring that the conducted study did not make up any data and/or results, which are not accurate.

Moreover, in order to ensure that there was no trace/evidence of misinterpretation of someone else work as written in the manuscript of this undertaking, this study was subjected to Grammarly or Turnitin software and or Plagiarism Detector. This is to avoid the three cardinal sins in the conduct of the study, the FFP or Falsification (Manipulation of Data), Fabrication (Invention of Data from the Researcher's own point of view and Plagiarism. This is to further make sure that if ever this study will be published; there will be no inconsistency with the existing literature based on the information stipulated in the manuscript. Since the University of Mindanao had set an acceptable level of plagiarized content, this manuscript abided to that limit in order to ensure quality of the output. In addition, the researcher as the author of this undertaking provided an oath of ownership detailing that the conception, design, acquisition of data up to the analysis and interpretation was clearly made by the researcher as the main author as enhanced and deliberated by the panel members. The researcher's adviser who served as the co-author helped me in the refinement of this paper.



Chapter 4

RESULTS

The findings of the study on the experiences of non-education teachers teaching TVL were presented in this chapter. Presentation of data was done through tables with corresponding textual explanation. This contains the responses of the participants gleaned from the interviews specifically in-depth interview and focus group discussion, which I meticulously evaluated before extracting the essential ideas with the help of experts. Core ideas were found from the transcriptions, and themes were discovered through thematic analysis. Personal experiences, coping mechanisms, and insights of non-education teachers teaching TVL are presented in the analysis.

Participants Information

For the organization of the data, the details were carved up into four parts. The first part was all about the data of the participants from which the qualitative data were assembled. The highlight on the inclusion criteria was also presented in this section.

Moreover, the second part discussed the data analysis dealings and the steps in the classifications of the emergent themes collected from the in-depth interviews and focus group discussion of the

participants. Extracted from the core ideas in the statements of the research informants and participants, essential themes emerged and presented per research question. Further, the third part presented the answers to the in-depth interviews and

Table 1

Participants Information

Pseudonym	Gender	Research Code	Group
JAYSON	Male	JAYSON01	IDI
EMILY	Female	EMILY02	IDI
KATHY	Female	KATHY03	IDI
GINA	Female	GINA04	IDI
ANNALIE	Female	ANNALIE05	IDI
HAZEL	Female	HAZEL06	IDI
MALOU	Female	MALOU07	IDI
VERGIL	Male	VERGIL08	IDI
JESSA	Female	JESSA09	IDI
MONETTE	Female	MONETTE10	IDI
KENNETH	Female	KENNETH17	FGD
FEBBIE	Female	FEBBIE17	FGD
RUENA	Female	JOTHER17	FGD
JOTHER	Male	JOTHER17	FGD
BRYAN	Male	BRYAN17	FGD
JEANAME	Female	JEANAME17	FGD
HAYDIE	Female	HAYDIE17	FGD

the focus group discussion questions under each research problem. Lastly, part four included the outline of responses from the different informants.

To delete unnecessary data from the transcription, data reduction was employed to convert this data into essential and logical material, simply understood by many mistakes. Thematic analysis was the approach used in pairs and separating data, a way of sorting and categorizing. Through data reduction, the lengthy and large volumes of qualitative data gathered came out consolidated and manageable, easier to control and understood.

Participants Key Informants. These informants were all teachers in the Public Senior High Schools, Division of Davao de Oro. Ten informants were interviewed one by one for the In-Depth Individual Interview (IDI) data.

More so, another group of seven non-education teachers was convened for the focus group discussion as research participants. Purposively, they were selected and were given pseudonyms in order to preserve confidentiality and privacy as presented below.

I never experienced any difficulty in choosing the participants because all of them are willing to cooperate in the process of documenting their narratives. However, the only trial I encountered in getting the data was the fixing of the schedules, especially for the focus group discussion. Since, the scope was very wide, gathering them in one place on a fixed schedule was challenging.

Nevertheless, I was truly grateful for those who have shared their time in the completion of this research endeavor. Even those who were scheduled for in-depth interviews have allotted their free time just to attend to the appointment as being requested.

Experiences of the Non-Education TVL Teachers

During the in-depth interviews and focus group discussion, probe questions were asked to generate a wide-ranging discussion. The target of the first inquiry was to document the experiences of the non-education teachers teaching TVL who experienced the phenomenon of variable standpoints. Mixed scenarios were painted on the narratives of the research participants. They were able to see the positive side of their situation, yet the negative experiences still outweigh the positive ones.

However, all of them did not have any second thoughts in highlighting the benefits they have gained in teaching TVL. Because of the intent which is to deliver a good quality instruction, more efforts were invested in order for the students to gain positive learning experiences.

In Table 2, presented are the variable standpoints of these non-education teachers teaching TVL. It is apparent that the core ideas, which contributed to the positive experiences of these teachers were more on the expansion of their learning curve. It is evident from their statements that they have the heart of a true educator who sees everything as a learning opportunity.

Since the TVL subject demands technical skills, they also opened and prepared themselves for self-training of those demanded skill. They were all very thankful for the accessible online teaching resources, because from there, they have learned things on their own and that is what they are

transferring to their students. All of them agreed that it demands so much of their time and effort, but they also acknowledge that the rewards are overwhelming.

Advantage of Self-Directed Learning

This is what I admire most about my informants and participants. They were seeing the situation as an opportunity, instead of being pessimistic about it. As JAYSON, ANNALIE, HAZEL, GINA and VERGIL narrated their positive experiences, it was evident that they are taking advantage of the current situation.

The positive experiences that I have gained in teaching TVL subjects were being able to allow the students to do the tasks on their own, letting them experience or gain the skills that they need

Table 2

Major Themes and Core Ideas on the Experiences of the Non-education TVL Teachers

Major Themes	Core Ideas
<p>POSITIVE</p> <p>Advantage of Self-Directed Learning</p> <p>Edge in Holistic Competencies</p>	<ul style="list-style-type: none"> • Easily guide and assess the students. • Effectively integrate the self-directed learning to students. • Everyday learning is there. • It developed and enhanced my skills in that specific field. • It enhanced my knowledge by constantly learning. • I have shared the learnings acquired to the students.
<p>NEGATIVE</p> <p>Ineffectiveness of Output Presentation</p> <p>Inadequacy of Learning Tools</p>	<ul style="list-style-type: none"> • Struggle in presenting class outputs. • Lack of classroom cooperation. • As I teach, I need to improvise because there are no enough materials. • Lack or insufficient equipment. • Most of the materials are not functioning well

and so, it is easier for me to guide and assess them.

JAYSON01 - Q1

Para sakin ito ay yung mabigyan ako ng chance na makapagturo talaga sa mga studyante kahit may mga challenges as a TVL teacher. Na magiging guided sila sa kung ano ang kanilang gagawin.

ANNALIE05 - Q1

In teaching TVL I really develop myself because I also learned.

HAZEL06 - Q1

Ahm for me, it is really good to have something to share to my students and somehow helped them to become self-directed learners.

GINA04 - Q1

My positive experience is that while I am teaching, It seemed like I am also studying because the everyday learning is there.

VERGIL08 - Q1

Edge in Holistic Competencies

It is very clear that my research informants and participants are making use of their positive experiences as these aided them to develop not just their skills but also their knowledge and fullest potential as a whole. As KATHY and EMILY enthused,

Ang positive experience ko ay yung "learning by teaching" dahil nadedevelop and naenhance ang mga skills ko.

KATHY03 - Q1

It enhances my skills and knowledge from the previous trainings and the exposure from my previous job. It is so happy to share all of these to my students.

EMILY02 - Q1

Ineffectiveness of Output Presentation

My heart was pinned when the research informants started sharing their unforgettable experiences in teaching the subject and they highlighted the negative ones. These revelations somehow made me reflect that there is really a problem in this kind of set up. MALOU and FEBBIE shared,

I really find it hard and I truly struggle in presenting class outputs every time because it is either me or the students whom do not actually have the supplies that will somehow materialize the output presentation.

MALOU07 - Q1

There were times that the students failed to cooperate. In my class. They made mistakes and they tend to forget to bring the ingredients needed.

FEBBIE17 - Q1

Inadequacy of Learning Tools

What most of the research participants shared was their worry on the insufficient supply of the materials they can use in teaching the subject. It is very difficult for them to execute the usage of a certain tool and facility, when it is not available for them to use during the demonstration. In my own readings, the concerns of my research participants to the way their students will learn somehow mirrors

a situation of a person who wanted to learn how to swim, yet the only available facility is an empty pool.

As BRYAN, JESSA, and MONETTE expressed,

I have experienced struggle in teaching TVL like the lack of kitchen utensils or materials. So instead of allowing the students to do performance tasks one by one, I will resort in grouping them due to the lack of materials/utensils.

BRYAN17 - Q1

My difficulty in teaching TVL is yung may lacking talaga sa gagamitin na resources. As I teach, I need to improvise because there is no enough materials.

JESSA09 - Q1

It is hard for me to attain a particular competency specially if there is no enough amount of power supply. Most of the materials are not even functioning well.

MONETTE10 - Q1

Coping Mechanisms of Non-Education TVL Teachers in Managing the Class

Because of the negative encounters documented by the research participants, it triggered me to ask about how they are dealing with the situation every single day as they enter each class without having all the weapons, they need in order to join the battle of acquiring knowledge and skills. What they are managing every day is far different from what ordinary teachers do.

Further, the classroom management of these non-education teachers is challenged at its highest level as well as their subject knowledge and skills. Although they have so many online resources, it seemed that these are not enough for them to have all the references they need. In this section, the research informants and participants were able to share their coping mechanism with regards to the challenges they continuously encounter while teaching the subject.

Use of Assessment Tools

The main step they are doing now in order to cope with the difficulties in teaching TVL is the use of various assessment tools to evaluate the development and progress of the students. Thus, in their revelations, it was very apparent that these teachers are truly giving all their best efforts in order to provide quality education to all their learners by applying these assessment tools well effectively.

RUENA, JOTHER, BRYAN, and KENNETH voiced out,

I give my students pre-assessment tests to assess their prior learning and so that I could plan my lesson well. Then, we will be discussing about certain topics or competencies that they will be needing to learn and to measure during their demonstration or performance task if they are actually, listening or learning.

Table 3

Essential Themes and Core Ideas on Coping Mechanisms of Non-Education TVL Teachers in Managing the Class

Essential Themes	Core Ideas
Use of Assessment Tools	<ul style="list-style-type: none"> • I give my students pre assessment tests to assess their prior learning. • I used Diagnostic Test to evaluate the students and their prior knowledge.
Hands-on Training	<ul style="list-style-type: none"> • By watching educational videos, attending seminars and workshops. • By letting the students observe the step-by-step process. • I am into hands-on training after introducing the competency • By making a plan and be familiar with the lessons. • To be ready all the time. You have to plan your action and support the students to learn. • Exerting double efforts and experience the actual activities. • I have hands on activities about the topic. I also impart self-directed learning.
Motivation and Passion in Teaching	<ul style="list-style-type: none"> • I coped up with the challenges by doing my job with passion and love. • Find means to make the teaching and learning experiences more meaningful. • To love the subject and teaching. • If you love teaching, you can deal with the challenges easily.
Availability of Resources and Conducive Learning Environment	<ul style="list-style-type: none"> • I have to make sure that environment is conducive with lots of resources. • The physical environment and the availability of materials/resources. • Learning environment, time, and nature of the students.
Teaching-Learning Strategies	<ul style="list-style-type: none"> • Written test demonstration with oral questioning. • I used rubrics, written exams, and demonstrations. • I also used rubrics for me and the students to be guided during performance task. • Prepare it with rubrics, written exams, demonstrations with oral questioning. • Make use of technology in assessing the students.

Naghahanda at mayroon talaga akong session plan/lesson plan at training plan and I used Diagnostic Test to evaluate the students and their prior knowledge.

JOTHER17 - Q2

I prepare my lesson according to the unit of competencies that the students need to learn and also based on their capabilities and financial status. Also, by watching educational videos, attending seminars and workshops.

BRYAN17 - Q2

By studying, because as a teacher, you cannot give what you do not have so you really need to study still to know what to teach and by letting the students observe the step-by-step process.

KENNETH17 - Q2

Hands-on Training

Most of the non-education teachers teaching TVL preferred actual performances and self-paced teaching and learning. As JEANAME, HAYDIE, FEBBIE, ANNALIE, and MALOU shared,

I am into hands-on training after introducing the competency.

JEANAME17 - Q2

By making a plan and be familiar with the lessons. I managed the class with great determination specially in dealing with various student's behavior. I also make the lessons meaningful and let the students explore.

HAYDIE17 - Q2

To be ready all the time. You have to plan your action and support the students to learn. Hmm For me it is the way I handle my students despite sa mga kakulangan ng materials. Laban lang!

FEBBIE17 - Q2

Exerting double efforts and experience the actual activities.

ANNALIE05 - Q2

I have hands on activities about the topic. I also impart self-directed learning.

MALOU07 - Q2

Motivation and Passion in Teaching

Despite all the negative experiences and discouraging setbacks, the motivation and passion in teaching TVL still overflowed in the hearts of my research participants and informants. KATHY, GINA, HAZEL, and MALOU vented,

I coped up with the challenges by doing my job with passion and love.

KATHY03 - Q2

I really need to find an alternative and accept the challenges. Find means to make the teaching and learning experiences more meaningful.

GINA04 - Q2

To love the subject and teaching. Sa pamamagitan ng paggawa ng trabaho ko na may passion and love at shinishare ko sa mga kasamahan ko for them to know also kung pano ito ideal.

HAZELL06 - Q2

If you love teaching, you can deal with the challenges easily.
MALOU07 - Q2

Availability of Resources and Conducive Learning Environment

In giving the quality education, the non-education teachers believe that it is the availability of resources and the conducive learning environment that would best manifest the effective and productive teaching-learning community that the students need. MONETTE, FEBBIE, and RUENA stated,

I have to make sure that environment is conducive with lots of resources.

MONETTE10 - Q2

For me, talagang importante yung pag consider sa learning environment, time, and nature of the students.

FEBBIE - Q2

It is the physical environment and the availability of materials/resources that really matter.

RUENA17 - Q2

Teaching-Learning Strategies

To be certain in providing only what is best for their learners, these non-education teachers utilized different teaching strategies and different approaches, which all in all, could improve the students' learning and performance in the subject being taught. JAYSON, JEANAME, HAYDIE, VERGIL, and JESSA shared,

Ang mga tools na ginagamit ko kadalasan sa pagaassess ng mga studyante ay written test at demonstration with oral questioning.

JAYSON01 - Q2

I often used rubrics, written exams, and demonstrations.

JEANAME17 - Q2

I also used rubrics for me and the students to be guided during performance task.

HAYDIE17 - Q2

I usually prepare it with rubrics, written exams, and demonstrations with oral questioning.

VERGIL08 - Q2

I really make use of the technology in assessing the students.

JESSA09 - Q2

Insights Shared by Non-Education TVL Teachers

We ended our conversations in their realization and insights about the situation they are in. Most of their statements are inspiring and at the same time, thought-provoking, especially to the school leaders and all educators. They have shared with me their yearnings about how their school leaders can help them become more efficient in teaching because they are not seeing any disadvantages about non-education teaching as long as they will get the necessary help, especially on the trainings for skills.

Hence, it is cheering to read their affirmations about how they are seeing a silver lining from the difficulty they are dealing with every day. In their short messages, you will realize that all of them really have the heart of a dedicated teacher. With these documented revelations, it is in utmost importance that their voices will be heard.

Truly, the good thing about these teachers is that they were able to assess themselves without sugarcoating their statements. They acknowledged their lapses and shortcomings, which paved way for their realizations on what help they will ask from their school leaders and their schools stakeholders.

Thus, enumerated in the core ideas shown in Table 4 are some of their suggestions to those who will act to help them so that it will not require another effort to document and survey what they need because it is already provided, based on their first hand non-education teaching experiences.

Importance of Adaptability and Preparedness

The main thing being significantly realized of non-education teachers teaching TVL are both the ability to adapt and being prepared under any circumstances.

Table 4

Essential Themes and Core Ideas on Insights of Non-Education TVL Teachers

Essential Themes	Core Ideas
Importance of Adaptability and Preparedness	<ul style="list-style-type: none"> • I really need to have an alternative plan in case the actual plan got postponed. • You have to think of an alternative, improvised things. • Adjustments should be done and many factors must be considered.
The Need of Full-Scale Support	<ul style="list-style-type: none"> • The length of academic experience. • Tools and equipment needed by the students. • Financial matters specially during performances.
Teaching Efficiency	<ul style="list-style-type: none"> • Adapt to the challenges and to go with the flow.

Alignment of Specialized Skills

- The teacher must be well-equipped with knowledge.
- It is a great challenge but there are ways to cope with the challenges.
- There should be alignment of specialized skills.

Conduction of Programs, Trainings, and Seminars

- Loading must be aligned to a specific kind of skill.
- For the teachers of a particular specialization to be aligned.
- Should have seminars in all subject areas of TVL.
- Seminars and workshops for students and teachers.
- We must attend trainings and seminars, so we could teach effectively to the students.
- Before given specialization, there should be a proper training.

As a matter of fact, there are so many unexpected changes along the way but the only remedy to deal with such uncertainty is to be ready and be able to find ways to stick with the goal. JAYSON, EMILY, and KATHY opened up,

Narealized ko talaga yang "expectation versus reality" legit talaga. I mean, kahit na nag pa plan na ako well sa mga lessons iba parin talaga pag nasa actual na kailangan ko pa talagang maghanap ng alternative in case na mapo postponed ang actual plan. I really need to have an alternative plan in case the actual plan got postponed.

TJAYSON01 - Q3

When you are in the situation, you really have to think of an alternative plan and you really got to improvised things.

EMILY02 - Q3

There are always changes so adjustments should be done and in doing so, many factors must be considered.

KATHY03 - Q3

The Need of Full-Scale Support

Their suggestions about this matter are very evident. Thus, the common denominator of all of their statements is their need for a full-scale support. VERGIL, RUENA, and JOTHER clearly stated,

Regardless with the length of academic experience, kailangan talaga namin ng support lalo na sa pag sustain sa mga materials.

VERGIL08 - Q3

We really need support, specially when it comes to the different tools and equipment needed by the students for their demonstration and for us to provide the effective teaching.

RUENA17 - Q3

We really need support. I have realized that financial really matters specially during performances.

JOTHER17 - Q3

Teaching Efficiency

One of the best things they have shared was their advices on how a teacher should deal with the situation, which could be applicable to all predicaments that all teachers are dealing in performing the teaching tasks. Indeed, teachers should be open, flexible and versatile.

Ang lessons and insights na ma shi-share ko ay to continue in having that passion sa kung ano man ang iyong ginagawa and i love mo kung ano ang ginagawa mo dahil mas magiging madali ang lahat, adapt to the challenges and to go with the flow.

FEBBIE17 - Q3

The teacher must be well-equipped with skills and knowledge. Teaching TVL students means that I am teaching the community as well. Skills and knowledge cannot be borrowed from anyone else that is why I encouraged every student to practice what they have learned and experienced.

VERGIL08 - Q3

It is a great challenge but there are ways to cope with the challenges. I have learned that regardless of what are the challenges in the TVL program, it is really worth it to continue.

MONETTE - Q3

Alignment of Specialized Skills

Most of their realizations are filled with suggestions on the alignment of skills. In the same manner, they were trying to look at the positive sides of it, which is more invigorating as it could poke the hearts of the many teachers who are also in the same situation, maybe in a different setting or teaching different subjects.

There should be alignment of specialized skills.

RUENA17 - Q3

Loading must be aligned to a specific kind of skill.

EMILY02 - Q3

It is important for the teachers of a particular Specialization to be aligned.

KATHY03 - Q3

Conduction of Programs, Trainings, and Seminars

Undeniably, based on their revealed experiences, most of the unfortunate ones were caused by the deficient programs dedicated to non-education teachers teaching TVL. With this, the realization and application of the effective conduction of programs, trainings, and seminars are manifested.

I wish that there is a specialized training for every specialization for the teacher to have more and updated knowledge and skills in teaching their specialized field. They should also have seminars in all subject areas of TVL.

FEBBIE17 - Q3

It is important to have seminars and workshops for students and teachers.

JESSA09 - Q3

For me it is the trainings and seminars. Para naman kampante talaga ang teachers na magturo kasi they are fully equipped. We must attend trainings and seminars, so we could teach effectively to the students.

JOTHER17 - Q3

Before given specialization, there should be a proper training.

KENNETH17 - Q3

Chapter 5

DISCUSSION

This chapter provides a rich description of the whole process undertaken for the fulfillment of this phenomenological study. Added to this section is other important matters which transpired right after the results have been gathered, especially on the emerging themes and thematic statements generated. Henceforth, included in this phase are the discussions on each of the essential theme, matched with its related literature and own reflection of the researcher. Moreover, this chapter also highlights the implications for practice and implications for future research and everything put together in order to arrive in concluding remarks.

Experiences of the Non-Education TVL Teachers

With the intention to find out the experiences of non-education teachers teaching TVL, one of the central questions is the teachers' experiences regarding the phenomenon. Apparently, most of the teachers teaching the specialized subjects or TLE subjects are non-education graduates. When it comes to delivering instruction, they have both encountered positive and negative experiences. For the positive

experiences, teachers have taken advantage of self-directed learning and have showcased the edge in holistic competencies. Meanwhile, for the negative experiences, they feel the ineffectiveness of output presentation and inadequacy of learning tools.

Advantage of Self-Directed Learning.

One of the positive experiences of the non-education teachers teaching TVL is taking the advantage of utilizing self-directed learning. Teachers find all the means to effectively integrate the self-directed learning since it is evident and useful in specialized subjects specifically TVL subjects. In this case, teachers act as facilitator and find means to guide and assess the students. Apparently, everyday learning is evident.

This finding is consistent with the statement of Tri et al. (2017) asserting that promoting self-directed learning allows educators to cope with the battle between time for teaching and studying and the large amount of knowledge needed to provide to students. Self-directed learning is a learner-driven learning process that is determined by the needs, interests, and learning conditions of the individual. In addition, the self-directed learner actively identifies goals, implements plans, and evaluates learning outcomes. To satisfy the demand of training human resource for the industrial and modern workforce, trainers need adequate teaching content, teaching methods, studying methods, examination methods, and reviewing methods.

Edge in Holistic Competencies

In terms of teaching TVL subjects, non-education teachers' capacity is beyond question. Apparently, they are trained to help learners be equipped with the competencies expected from them. The varied trainings they are exposed to have empowered them as they have been given the chance to develop and enhance their skills in their field of specialization. Having the chance of teaching specialized subjects has paved the way of enhancing their knowledge by constantly learning which they have confidently shared and imparted to their students.

The findings affirm the published Deped Memorandum (2022) requiring all senior high school TVL teachers to attend the training on Trainers Methodology (TM). The said training aims to capacitate the TVL teachers in senior high school with the necessary skills. Also, the training is intended to enhance the knowledge, attitude, values and skills (KAVS) of the learners in accordance with the prevailing

standards in the Technical Vocational Education and Training (TVET) sector. Evidently, TVL teachers are always empowered by means of providing relevant trainings.

Ineffectiveness of Output Presentation

Apart from the positive experiences that non-education TVL teachers have experienced, they also have their share of negative experiences. One of which the ineffectiveness when it comes to output presentation. This exists because of the struggle in presenting class outputs and lack of classroom cooperation. Problems do exist when the students could not provide the consumable materials needed in their performance task. If it is a group task, there is no sense of cooperation among the students.

This struggle is confirmed by various authors. As cited by McCubbins et al (2016), ineffective teachers do exist because of a lack of appropriate training, and the scantiness of adequate teaching materials can be detrimental to the educational process. The inadequacy of available instructional materials can be a major concern for educational stakeholders and may stem from numerous factors. Factors leading to inadequacy include: lack of funding (Saucier, Vincent & Anderson, 2011); outdated materials (Saucier, Terry, & Schumacher, 2009), lack of adequate training (McKim & Saucier, 2011), and lack of perceived importance (Shultz, Anderson, Shultz, & Paulsen, 2014).

It is further emphasized by McCubbin et al. (2016) that an insufficient supply and poor quality of instructional materials can create significant obstacles as teachers attempt to help students meet state-mandated content standards, pass examinations required for grade-to-grade promotion and high school graduation, and qualify for competitive opportunities in college and the workforce. Educators often face additional challenges when lacking adequate teaching materials, and with ever-changing standards and initiatives.

Inadequacy of Learning Tools

TVL teachers in the senior high school program are also pressured by this perennial problem which is inadequacy of learning tools. Teachers need to improvise tools because there are no enough materials. It is evident that there is lack or insufficient equipment. They are also facing the dilemma that most of the materials are not functioning well.

This problematic scenario has been confirmed by Islam (2021) revealing that the problems in practical education are getting bigger day by day due to lack of adequate practical equipment in technical and vocational institutions in Bangladesh. There have some problem of practical teachers,

classroom, practical apparatus and textbook of practical. Teachers are not able to complete the practical course as they cannot conduct regular classes due to lack of practical equipment in vocational and technical institutions. As a result, students lag behind

in appropriate practical education which is a major obstacle for the development.

Perez (2018) stressed that there are still problems which need to be addressed in the implementation of the technical vocational education in the Philippines. These include the lack of learning materials, facilities and equipment as well as space for classrooms. Based from the results, these problems did not drastically affect the perceived level of operational preparedness of the SHS program by various stakeholders- teachers, parents and students. This outcome may be linked to the interventions conducted by teachers, as prescribed in their trainings.

Preparation of contextualized learning materials from existing ones and modification of class schedule (having morning and afternoon class sessions) are examples of these interventions. Gregorio (2016) mentioned that the following are the foremost perceived problems by the TVL teachers in general secondary schools in teaching the subject are lack of teaching strategies, lack of trainings related to area of specialization, no capital investment and inadequacy of facilities and equipment.

Coping Mechanisms of Non-Education TVL Teachers in Managing the Class

Teachers, being known as resilient individuals, have never been intimidated for the lapses they have encountered. Despite those challenging experiences, they have learned to embrace the flaws that are observed in the TVL track. Instead of complaining, they find ways to cope with those challenging situations by using of assessment tools, exposing to hands-on training, intensifying motivation and passion in teaching, ensuring the availability of resources and conducive learning environment, and employing varied teaching and learning strategies.

Use of Assessment Tools

Non-education TVL teachers have their means of managing their class. To ensure learning among the students, they use varied assessment tools. Giving pre-assessment prior to learning is practiced. Teachers also use Diagnostic Test to evaluate the students of their prior knowledge. They also use varied educational videos. Furthermore, they allow students to observe the step-by-step process.

The use of varied assessment tools is aligned to the assertion of Brillantes et al. (2019) mentioning that the specific offerings under each of the TVL strands uses TESDA's Training Regulations (TR) that qualifies TVL strand students for assessments in corresponding COCs (Certificates of Competency) and NCs (National Certifications). These NCs are enhances securing career opportunities in agriculture, electronics, and trade. Such certifications are also needed when applying employment abroad. With this, teachers prepare varied assessment tools and practical performances leading to passing the different standard assessment.As emphasized by Hussain (2019), teachers who have NC should be a requirement if the teachers will handle TVL Track such as (HE), (ICT), (AFA), and s (IA). The teachers should work comfortably with relevant technologies, incorporate technology into lessons, utilize tools and equipment for practical lessons, and they have to use various software programs efficiently that are required in a particular environment.

Hands-on Training

Teaching is a lifelong learning. This holds true to non-education TVL teachers who keep on upgrading themselves in order to serve best their students. Participants relayed that they are hands-on after introducing the competency. They make plan and find means to be familiar with the lessons. They always support the students to learn. Palpably, they double their efforts and utilized self-directed learning.

The findings backed up the ideas of Castillo (2012) believing that training can help teachers to move to new levels of effectiveness and can give them anew enthusiasm in carrying out jobs. Stress and burnout are problems that plague teachers for their work require a lot of emotional energy. Training can furnish some new tactics and strategies that minimize stress and decrease burnout. Training people is more challenging than managing resources from one day to next. It helps to be useful and productive in their present jobs, competitive in their skills, talents and knowledge vis-à-vis their foreign counterparts (Tullao, as cited by Ramos, 2016). It enhances the competencies and productivity of the people and empowers the organization to be competitive in the global market.

Motivation and Passion in Teaching

The negative experiences of non-education TVL teachers have been overcome when their motivation and passion in teaching overpower. These can be manifested by doing their job with passion and love.

They find means to make teaching and learning experiences more meaningful. They love teaching including the circumstances they encounter.

The results confirm the study of Palmer (2017) revealing that teachers used passion as a teaching tool. Passion was experienced through the care that teachers felt for their students. Teachers who did not plan to use passion used passion when the opportunity was present and realized by the teacher. Using passion was a positive experience for teachers. Teachers who did not plan to use passion recognized changes in their behavior and felt good about themselves as teachers.

Meanwhile, in the study of Adjei and Amofa (2014), it was revealed that teacher motivation highly depends on numerous factors which include high wages and salaries, effective in-service training, teachers participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning resources, conducive working environment, morale support from parents, students academic performance and effective co-operation from heads of school.

Availability of Resources and Conducive Learning Environment

Non-education TVL teachers have never felt discouraged despite the observed inadequacy of the materials, tools, and equipment. Instead, they find means to overcome the lapses. They try their best to provide an environment with the availability of materials and resources. They consider the nature and background of the students. Teachers feel fulfilled once they fill in the gaps in the teaching learning process.

The results of the study validate the claim of Okorie (2000) as cited by Castillo (2012) emphasizing that the workshops, laboratories and the overall building technology environment must be adequately equipped so as to reflect the actual working environment beyond the classroom. He stated further that the school environment should expose students to the use of basic building equipment in a way that will lead students to acquire relevant knowledge and skills. He added that the skills being developed by students in training are necessarily limited by the availability of equipment and tools. Hence, teachers must prepare all the necessary tools, materials, equipment needed in any practical activities or performance tasks.

Teaching-Learning Strategies

Non-education TVL teachers have considered varied teaching-learning strategies in managing their classes. Part of their strategies is giving test demonstration with oral questioning. They use rubrics when it comes to demonstrations and performance tasks. They also incorporate technology in assessing their students. Evidently, non-education TVL teachers employ varied teaching-learning strategies.

The findings of the study validate the contention of Ingold (2020) claiming that learning is growth in a world where processes are already unfolding. Teachers must prepare classroom activities and laboratories to satisfy their students' needs. TVL teachers must consider different ages to employ different methods. Online teachers should utilize credible materials. Online tools and playlists or menus help students' study more. Students learn course material and create objectives through teaching strategies. Teaching techniques look at how individuals learn to create the best group strategy.

Hassan and Wai (2019) highlighted that the behavioral reinforcement/incentives approach and behavioral learning techniques employed by TVL teachers are used in interventions and treatment programs. It focuses on their conduct during a lecture with laboratory, computer-assisted learning, peer tutoring, demonstration teaching, oral recitation, report writing, and group activities. It also shows up in student satisfaction with their teachers' teaching quality, attitude, and style.

Insights of Non-Education TVL Teachers

Teachers have shared their positive as well as unfortunate encounters and experiences in dealing with the situation of teaching a TVL subject despite the fact that they do not have earned units in education. In addition, they also have their own coping mechanisms of their setup. With their experiences, they have gained insights that would serve as awakening part to everyone who is part of the teaching-learning processes. They believe the importance of adaptability and preparedness, the need of full-scale support, teaching efficiency, alignment of specialized skills and conduction of programs, trainings, and seminars.

Importance of Adaptability and Preparedness

Teachers are known to be adaptive and prepared to whatever circumstances. The educational setting is always confronted with sudden changes. This pushes teacher including the non-education TVL teachers to be always ready. Teachers always have the alternative plan when their original plan does not prosper. They must know when and how to improvise things. Apparently, adjustments should be done when it is needed and many factors are considered in doing this.

This gained insight is based on the problems encountered by different TVET sectors most especially during the pandemic. The International Labor Organization (2021) revealed that many teachers and trainers were not adequately prepared to adapt to alternative modalities of teaching, keeping students engaged and motivated in distance learning, and managing classes remotely. In some cases, teachers were not properly equipped with the necessary technology and internet access, and reorienting their training strategies in a short period of time created a great deal of stress, pressure and anxiety, undermining working conditions of the teaching staff. For some teachers, balancing professional and personal responsibilities, such as their own caregiving duties, was challenging and, in some countries and regions, continued in-person training brought concerns regarding their safety and health. Given the important role of teachers and trainers for ensuring an optimal learning environment, these challenges, if unaddressed, may severely affect quality of education and training. This calls for strengthening teachers' adaptability and preparation.

The Need of Full-Scale Support

The success of the implementation of the TVL track as part of the senior high school program lies from the full-scale received by the TVL teachers who serve as the frontliners and implementers of the course. This can be realized by exposing teachers to varied professional development program as part of their academic experiences. Being provided with tools and equipment needed by the students helps teachers to be effective. Allocation of budget is also important in the TVL track.

This finding substantiated the claim of Ramos (2016) stressing that to effectively implement any education programme, adequate human and material resources must be available to the schools. In particular, a large enough number of trained teachers with different types of expertise (science, language, technology, etc.) must be recruited and posted to the schools as and when required. In addition, for effective management, academic staff must be complemented by nonacademic staff in

proportionately adequate numbers. Esguerra and Orbeta (2016) suggested that technical vocational education must make training continuously relevant to industry needs. There is a need for a continued review of curriculums and training regulations.

Furthermore, as emphasized by Ramos (2016), many educators are of the view that learning occurs best through participation. The uses of training facilities help teachers to direct the learning of their students instead of talking from higher platform to passive students, some of who might be asleep. The psychological relevance of individualized instruction also necessitates the use of various approaches to cover the different abilities and perceptions of students. Nothing else can help to achieve better diversification of lesson in the classroom than educationally certified training facilities and techniques.

Teaching Efficiency

Non-education teachers teaching TVL must be efficient in teaching their specialized subject. Teachers need to be efficient in coping with the challenges and must be well-equipped with knowledge. They must have great means and ways of coping with the challenges.

Transformation in education is being defined as the changes that are purposely implemented to make sure that there will be progress and development which should be done to attain the primary objectives of the school to enhance the effectivity and efficiency of the teachers and the students in all areas in the academe as well as the learning environment. This also fits to those non-education teachers who technically go beyond their level of expertise in teaching just to showcase their capability to be flexible and diverse (Crisan & Rodd, 2015).

As pointed out by Christenbury (2011), because the goal is learning, effective teachers must adjust curriculum, methods, and pacing to meet the needs of the students. Effective teachers put a priority on student needs rather than on the strictly interpreted demands of the school district curriculum guide or the year-end test. She added that effective teaching is contextual. It responds to individual students, school and classroom communities, and societal needs. Effective teachers alter, adjust, and change their instruction depending on who is in the classroom and the extent to which those students are achieving.

Alignment of Specialized Skills

Non-education TVL teachers must be given loading relevant to their expertise. There should be alignment of specialized skills. Teaching would become easy if they are given subjects relevant to their specialized skills or expertise. However, non-education teaching practices in many schools are causing deteriorations on the performance of the teachers.

As pointed out by Ingersoll (2001), highly qualified teachers who become highly unqualified when assigned to teach subjects for which they have little training or education. Clinton added that in many states, in order to address quality issue, school leaders have pushed for more rigorous pre-service and in-service teacher education, training, and certification standards.

Conduction of Programs, Trainings, and Seminars

Continuous professional development is essential among non-education TVL teachers. As a matter of fact, they are required to have seminars in all subject areas in the TVL. These seminars and trainings help them to teach effectively to their TVL students. It is also shared by the participants that before the non-education TVL teachers be given specialization, there should be a proper training.

The results of this study are aligned to the belief of Nkpa (2011) asserting that once a teacher had been trained effectively, he can continue to function in the business of knowledge transfer. He concluded that teachers should be exposed to in-service trainings where they will further gain new methods of imparting knowledge to students. More so, Edunoh (2002) asserted that education should stimulate curiosity, raise questions, develop functional intellectuals, interpersonal skills and confirm in each individual a concept of self-worth, self-worth, self-esteem and self-confidence all enhanced by the frequency to which an individual is exposed to the outside world through workshops, seminars and in-service trainings.

Implications for Educational Practice

Non-education TVL teachers are very much common in the senior high school program specifically in the public schools. They refer to teachers in the TVL track who have no earned units in education. Hence, they are not fully acquainted in the art of pedagogy. In this case, non-education TVL teachers' expertise are in question because they are not only dealing the specialized subject but also the other core and applied subjects.

The recruitment of the non-education teachers is very common in the TVL track because the main focus of the hiring committee is that as long as they have national certificates and trainings regulated by TESDA, then, these non-education TVL teachers get hired. However, these teachers are given probationary status wherein they are encouraged to earn education units and take the board examination for teachers.

As front liners of delivering instruction, non-education TVL teachers have encountered both their positive and negative experiences. It is good to note that teachers get acquainted of the circumstances and find means to effectively manage their class. With their situation, non-education TVL teachers are encouraged to double their effort and intensify their adaptability and preparedness in respond to teaching. Moreover, they are suggested to keep on upgrading themselves and be exposed to relevant trainings and professional development that would strengthen their specialized skills.

For the higher officials and authorities of the department, a strict monitoring of the status of the non-education TVL teachers may be implemented to verify the responses of the participants. They may create a budget proposal or financial planning which would address the needs of the teachers that requires financial preparation. Furthermore, they may create intervention encouraging TVL teachers to upgrade their education by earning teaching units as an added credentials.

For the school administration, school heads may continuously provide assistance and constructive feedbacking to these non-education TVL teachers. School leaders may craft varied activities relevant to professional development and career growth among teachers. They may also listen to the sentiments of these non-education TVL teachers so that school leaders could concretize their actions relevant to the demands and needs of the teachers.

Recommendations

This study is only limited to seventeen (17) non-education TVL teachers in the senior high school which dealt on their experiences, their means of managing the class, and insights regarding their experienced phenomenon. The result of this study is important as a basis for further research. In addition, it is recommended to conduct a similar study in a wider range of locations and a larger number of participants to gather more substantial information about the study.

Furthermore, research may be done by conducting a re-interview with the same participants to find out parallelism with the extracted information. It is also suggested to conduct a quantitative research or a mixed methods approach to confirm and validate the findings of this study. Furthermore, it is recommended that future researchers may come up a study about non-education TVL teachers suggesting concrete intervention for the challenges they encountered.

For the future researchers, this study may be used as a prototype. On the other hand, variations are suggested to intensify the uniqueness of the study. Also, a comparative research may be conducted to investigate the similarities and differences of the non-education TVL teachers in the private schools and in public schools.

Implications for Future Research

As the nature of any research stresses replicability, this phenomenological study suggests a closer examination of the different cases to which these non-education teachers are involved. Many non-education teachers majoring different fields and teaching other subjects were not targeted as participants in this scholastic endeavor, but their stories could contribute to a beautiful multiple case study.

In understanding this phenomenon in a deeper manner, a model can also be generated, which presumes a grounded theory as a qualitative research design approach to be used. In doing so, many factors and different sides of these tales can be uncovered, which could best explain the occurrence of such phenomenology of disinclination.

Since the problems and somehow the silver lining of the situation presented by the research participants were revealed, a good intervention can be crafted. As suggested, this research study can also be conducted in some other schools or even in higher educational institutions because based on observations and some related literatures, some of these non-education teachers, non-LET passers teaching TVL are being discriminated and experienced social and emotional problems. As such, this is to address the difficulties and strengthen their hopes that this non-education teaching can still offer them fresh opportunities in learning new skills as well as broaden their horizons in this specific field.

Concluding Remarks

Non-education teaching is a reality that many schools must manage in order to break the chains of its crippling negative domino effect to teachers, students, parents, school leaders and the whole community as well. Increasing the supply of teachers to meet the demand, support and retraining for these teachers are the possible keys that can be used to unlock the hidden potentials of these educators.

Clearly, the difference between a negative and positive experience is the level of support a teacher receives, as well as recognition that it is actually quite difficult to teach non-education. Their voices of commitment may sometimes be hidden in their fears to give low quality teaching performance. Not all schools can provide the necessary funding for supporting the retraining of teachers. However, some do, and they need to be looked to as examples of best practice.

An overview of the literature concerning non-education teaching indicates that it is a common and continuing practice in the country. There is debate as to the extent to which it is detrimental to student outcomes depending on pedagogical beliefs, how student learning is measured and what is considered quality teaching. There is little in the literature that is concerned directly with the impact on teachers and to what extent it may be causally linked to teacher stress, burnout or attrition.

Indeed, non-education teaching is not going to go away immediately, even with funded programs for increasing the supply of teachers, but with targeted funding for retraining, professional development programs and mentoring of less specialized teachers, it would be possible to provide opportunities for committed teachers to extend their teaching expertise and maintain high-quality teaching. This would be a reposition non-aligned teaching from a negative to an opportunity for professional expansion.

REFERENCES

Abdullah, S. (2020). Comparative assessment on the full implementation of senior high school curriculum among private and public high schools. *International Education Research Journal*, 10(2), 8-25. <https://doi.org/10.13140/RG.2.2.31671.14247>

Acar, B. (2017). The Implementation of the 11th grade senior high school program academic track in Science Technology Education Center (STEC): An Action Plan. *International Journal of Innovation and Research in Educational Sciences*, 4(4), 2349–5219 https://www.ijres.org/administrator/components/com_jresearch/files/publications/IJIRES_1046_FINAL.pdf

Adjei, H. & Amofa, A. (2015). Teacher motivation in senior high schools in Cape Coast Metropolis. *European Journal of Education and Development Psychology Vol.2, No.1, pp. 18-25, March 2014*

- Alda, R., Boholano H., & Dayagbil, F. (2020). Teacher education institutions in the Philippines towards education 4.0. *International Journal of Learning, Teaching and Educational Research*, 19(8), 137-154. <http://www.ijlter.org/index.php/ijlter/article/view/2449>.
<https://doi.org/10.26803/ijlter.19.8.8>
- Asian Development Bank (2019). *Factors affecting senior high school track offerings in the Philippines*. <https://development.asia/insight/factors-affecting-senior-high-school-track-offeringsphilippines>
- Alos, S. B., Caranto, L., & David, J. (2015). Factors affecting the academic performance of the student nurses of BSU, *International Journal of Nursing Science*, Vol. 5 No. 2, 2015, pp. 60-65.
- Bacus, R. C., & Alda, R. C. (2022). Senior high school teaching: A phenomenological inquiry. *Malaysian Journal of Learning & Instruction*, 19(1), 242-276
<https://doi.org/10.32890/mjli2022.19.1.9>
- Bacus, R. (2021). Teachers' beliefs, praxes, and postmethod pedagogy in English language teaching. *International Journal of Learning, Teaching and Educational Research*, 20(1). <http://ijlter.org/index.php/ijlter/article/view/3196>. <https://doi.org/10.26803/ijlter.20.1.5>
- Brillantes, K. D., Orbeta, A., Francisco-Abrigo, K., Capones, E. & Jovellanos, B. (2019). *Status of senior high school implementation: A process evaluation*. <https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1913.pdf>
- Castillo, R. (2012). *Arts and trade program enhancement in Bauan Technical High School*. Unpublished Master's Thesis, Batangas State University, Batangas City.
- Christenbury, L. (2011). *The flexible teacher*. <https://eric.ed.gov/?id=EJ913794>
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
- Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.
- Datnow, A. (2020). The role of teachers in educational reform: A 20-year perspective. *Journal of Educational Change*, 21(3), 431–441. <https://doi.org/10.1007/s10833-020-09372-5>
- De Monticelli, R. (2007). The phenomenological devolution and the emergence of persons. *Encyclopaideia: Journal of Phenomenology and Education* 11(22), 9–29.
- DepEd Order No. 21, s. 2. (2019). *Policy Guidelines on the K to 12 Basic Education Program*. Retrieved from <http://www.deped.gov.ph>
- Department of Education. (2016). *The K to 12 curriculum and its support system*. SMX Convention Center.
- du Plessis, A. E., Gillies, R. M., & Carroll, A. (2014). Non-aligned teaching and professional development: A transnational investigation across Australia and South Africa. *International Journal of Educational Research*, 66, 90-102.
- Edunoh, M. E. (2002). *Some psycho-social determinants of secondary school science teachers' effectiveness in Calabar Municipality*. Unpublished M.Ed. Thesis, Faculty of Education, University of Calabar, Calabar – Nigeria.

- Esguerra, E., & Orbeta, A. (2016). *The national system of technical vocational education and training in the Philippines: Review and reform ideas*. Discussion Paper Series No. 2016- 07. Philippine Institute for Development Studies.
- Fernandez, B. (n.d.). *The Path to quality education in the senior high school: Is it in the hands of education-graduate teachers or the non-education teachers?*
https://www.academia.edu/33205065/The_Path_to_Quality_Education_in_the_Senior_High_School_Is_it_in_the_Hands_of_Education_Graduate_Teachers_or_the_Non_Education_Teachers_The_Problem_and_Its_Scope
- Gregorio, M. S. R. (2016). Technology and livelihood (TLE) instruction of technical vocational and selected general secondary schools in Catanduanes. *International Journal of Learning, Teaching and Educational Research*, 15(4).
- Guiner, D. B. (2013). Competencies of technology and livelihood education (TLE) instructors: Input to a training module in industrial arts. *International Scientific Research Journal*, 5 (2).
- Harris, A., & Jones, M. (2019). *Teacher leadership and educational change*. School Leadership & Management. <https://www.tandfonline.com/doi/full/10.1080/13632434.2019.1574964>
- Hassan, A., & Wai, L. K. (2019). *Exploring the learning theories underpinning in technical, vocational, Education and training (TVET) curriculum perceived by TVET students: Semantic scholar. undefined*. <https://www.semanticscholar.org/paper/Exploring-the-Learning-Theories-Underpinning-in-and-HassanWai/7f2bc938360a725687dc15e919269c0d99611319>
- Hoftijzer, M., Levin, V., Santos, I. & Weber, M. (2020). *TVET (Technical and Vocational Education and Training) in the times of COVID-19: Challenges and opportunities*. <https://blogs.worldbank.org/education/tvet-technical-and-vocational-education-and-training-times-covid-19-challenges-and>
- Hussain, J. (2019). *The technical skills of senior high school teachers: Its relevance to the Technical Vocational Livelihood (TVL) track*. <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/7247>
- Ingersoll, R. M. (2011). The teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin*, 86631, 16–30.
www.principals.org/news/bltn_teachshort0602.html
- Ingersoll, R. (2001). *Deprofessionalizing the teaching profession: The problem of out-of-field teaching*. <https://www.jstor.org/stable/42927079>
- International Labor Office. (2021). *Skills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training*. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_766557.pdf
- Islam, S. (2021). *Problems of insufficient practical equipment: A study through technical and vocational education in Bangladesh*. <https://www.eajournals.org/journals/international-journal-vocational-technical-education-research-ijvter/vol-7-issue-1-2021/problems-of-insufficient-practical-equipment-a-study-through-technical-and-vocational-education-in-bangladesh/>
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed., pp. 97–128). Thousand Oaks, CA: Sage.
- Llego, M. (2021). *DepEd senior high school qualification standards*. <https://www.teacherph.com/deped-senior-high-school-qualification-standards/>

- McConney, A., & Price, A. (2009). Teaching out-of-field in Western Australia. *Australian Journal of Teacher Education*, 34(6), 86-100.
- McCubbins, O.P., Anderson, R., Paulsen, T. & Wells, T. (2016). Teacher-perceived adequacy of tools and equipment available to Teach Agricultural Mechanics. *Journal of Agricultural Education*, 57(3), 223-236. doi: 10.5032/jae.2016.03223
- McKim, B. R., & Saucier, P. R. (2011). Agricultural mechanics laboratory management professional development needs of Wyoming secondary agriculture teachers. *Journal of Agricultural Education*, 52(3), 75-86. doi: 10.5032/jae.2011.03075
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Navarro, T., Abao, E., Bacus, R., Alda, R., & Espera, C. (2016). *Mother tongue-based instruction: Policy to practice*. International Journal of Education and Research 4(3), 157-172. <https://www.ijern.com/journal/2016/March-2016/12.pdf>
- Oakes, J., & Saunders, M. (2002, October). *Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools*. <http://escholarship.org/uc/item/4ht4z71v>
- Okorie, J. (2000). *Developing Nigeria's workforce*. Calabar. Page Environ publisher.
- Palmer, B. L. (2017). Teacher passion as a teaching tool. *Electronic Theses and Dissertations. Paper 3269*. <https://dc.etsu.edu/etd/3269>
- Perez, R. (2018). Becoming successful K to 12 implementers: Operational preparedness of senior high schools in Hagonoy, Bulacan, Philippines. *JPAIR Multidisciplinary Research Journal*.
- Rabacal, S., & Alegato, C. (2017). K-12 STEM track in one public secondary school: Opportunities and challenges. *Asia Pacific Journal of Multidisciplinary Research* 5(4), <http://www.apjmr.com/wp-content/uploads/2017/12/APJMR-2017.5.4.2.04.pdf>
- Ramos, F. G. (2021). An evaluation of the technical vocational livelihood track in public senior high schools in the Division of Batangas: Basis for an enhancement program. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 877–900.
- Rivera, J. G. (2017). Articulating the foundations of Philippine K to 12 curriculum: Learner-centeredness. *AsTEN Journal of Teacher Education*, 2(1). <https://po.pnuresearchportal.org/ejournal/index.php/asten/article/viewFile/554/269>
- Sahan, G. (2016). *Analysis of the problems encountered in education of teachers and solution recommendations in accordance with the opinions of faculty of education students*. <https://files.eric.ed.gov/fulltext/EJ1114410.pdf>
- Saucier, P. R., Terry, Jr. R., & Schumacher, L. G. (2009). *Laboratory management in-service needs of Missouri agriculture educators*. Paper presented at the 2009 Southern Region of the American Association for Agriculture Education Conference, USA, 176-192.
- Saucier, R. P., Vincent, S. K., & Anderson, R. G. (2014). Laboratory safety needs of Kentucky school-based agricultural mechanics teachers. *Journal of Agricultural Education*, 55(2), 184-200. doi: 10.5032/jae.2014.02184
- Shultz, M. J., Anderson, R. G., Shultz, A. M., & Paulsen, T. H. (2014). Importance and capability of teaching agricultural mechanics as perceived by secondary agricultural educators. *Journal of Agricultural Education*, 55(2), 48-65. doi: 10.5032/jae.2014.02048

Simpson, T. (2016). *The impact of a new teacher support system on teacher efficacy*. Walden Dissertations and Doctoral Studies Collection.

<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3340&context=dissertations>

Trance, N., & Trance, L. (2019). Embracing the K-12 curriculum: Accounts of Philippine teachers and students. *Journal of Physics: Conference Series*, 1254(1) <https://iopscience.iop.org/article/10.1088/1742-6596/1254/1/012031/pdf>

Tullao, T. S. (2003). *Education and globalization*. Makati City: Philippine APEC Study Center Network (PASCN).

Tri, T.M., Hong, B.V. & Xuan, V. T. (2017). *Self- directed learning in the context of internationalization in TVET in Vietnam*. <https://tvvet-online.asia/issue/9/tri-hong-xuan-tvet9/>

Vertucio, L. (2019). *Challenges of senior high school teachers: Basis for personal and administrative intervention program*.

<https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/7766>

