

# Exploring the Attitudes, Skills, and Challenges Encountered by TLE Teachers during the Covid-19 Pandemic

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## Abstract

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This study explored the attitudes, skills, and challenges experienced by Technology and Livelihood Education (TLE) teachers during the COVID-19 pandemic. Through semi-structured interviews, the research provides an in-depth analysis of how educators navigated the abrupt shift to modular distance learning. Key attitudes such as resilience, empathy, and collaboration emerged despite prevalent frustrations. The study also highlights improvements in technological proficiency, adaptability, and creativity among teachers. However, significant challenges were identified, including inadequate access to teaching materials, difficulties in providing feedback and assessments, student disengagement, and the fundamental shift to online pedagogy.

Grounded in Ajzen's (2019) Theory of Planned Behavior, the study emphasizes the role of attitudes, subjective norms, and perceived behavioral control in shaping teachers' responses to educational disruptions. Research by Rasmitadila (2020) underscores that obstacles were a primary concern for educators during the pandemic, reinforcing the need for targeted interventions. In response, this study proposes a competency-building program designed to equip TLE teachers and administrators with the necessary skills to effectively adapt to evolving educational modalities.

The findings offer valuable insights for educators, school administrators, and policymakers, shedding light on teachers' resilience and adaptability amidst the challenges of remote learning. Given the hands-on nature of TLE subjects, the demand for innovative teaching strategies was particularly pronounced in public junior high schools. This research underscores the necessity of sustained support systems to enhance the delivery of skill-based education in a post-pandemic landscape.

**Keywords:** *Attitudes, Skills, Teaching Challenges, Modular Distance Learning, Technology and Livelihood Education (TLE) Teachers*



## INTRODUCTION

In the COVID-19 era, instructors must rethink their teaching approaches, pedagogical preparation, and ways to engage, inspire, and support students' emotional well-being. Teaching is difficult from afar. Thus, teaching needs an understanding of the subject matter and how to effectively convey it to the student. TLE instructors sometimes find teaching modularly tiring during pandemics.

Teachers faced challenges like local government support is significant but limited in modular remote teaching; quality assured modules and stronger financial support would improve modular remote teaching delivery; teacher-in-charge performs extra responsibility in doing the job of school head with teaching loads; and multigrade teachers intricately conduct learning assessments in response to community needs and adherence with the Department of Education.

Teaching is crucial but indirect. This acknowledges that students learn and teachers assist. Students' daily course responses also depend on instructors' instructional attitudes. This includes the teacher's lucidity, enthusiasm, interaction with pupils, and regularity and preparation for class. Basic education teachers are determined, patient, and brave while teaching any subject. They overcome hurdles and work hard in their teaching job.

TLE teaches students workplace-related knowledge, attitudes, and skills. It provides realistic and practical experiences to help students comprehend economic abilities in the four TLE main areas. Based on school resources and community economic needs, first- and second-year students attend experimental courses in the four TLE categories. Ajzen (2019) stated that a person must intend to act before doing so. Attitude affects behavioral intention. Intent is the best indicator of readiness.

Beliefs also affect behavior attitude, subjective norms, and perceived behavioral control. The person's motivation to undertake the action should increase with a pleasant attitude, subjective norm, and perceived control. If individuals have actual behavioral control, people should act on their intentions when the opportunity arises (Tumbali, 2022). In addition, a survey on teachers' perceptions of the COVID-19 pandemic indicated that obstacles were a major concern (Rasmitadila, 2020).

Thus, teachers' attitudes, abilities, and obstacles during the epidemic must be assessed. Teaching skill-based competencies like TLE topic has been one of the biggest demands on teachers, especially in public junior high schools. Academic progress during the epidemic. Therefore, basic education quality and excellence are vital to the country.

### ***TLE teacher attitudes***

COVID-19 has forced instructors to use new methods, technologies, and instructional strategies to educate their kids. Despite these challenges, many instructors have persevered.

In a study published in the Journal of Education and Practice (Adriano et al., 2020), TLE teachers were generally positive about the potential of online teaching to facilitate student learning, but they also reported a number of challenges, such as a lack of access to technology, difficulties in maintaining student engagement, and concerns about abstinence.

In non-emergency situations, a successful shift between online-only and blended learning requires significant rethinking. This necessitates a reform of educators' pedagogy as it affects not just the curriculum and content delivered but also their actions, judgments, and teaching strategies (Code et al., 2020). According to Rap et al. (2020), most instructors disliked the switch to online teaching. They also lacked technology-related pedagogical skills. Teachers' technology pedagogical skills include engaging with students, giving them feedback, and creating collaborative learning projects. Helping instructors practice COVID-19-required teaching behaviors must address cognitive, emotional, and behavioral aims. First, educators' views must be addressed.

### ***TLE Teaching Skills***

According to Tumabali (2019), perceived behavioral control is based on the premise that TLE instructors perform better with competent teachers, instructional materials, training, and trade skill seminars. Teaching promotes learning, according to research. Teachers' duties go beyond curriculum and teaching. The best learning environment lets pupils detect and understand novel situations. By giving students situations that demand alternative methods and tangible examples, teachers may be facilitators rather than lecturers or coaches (Erdem, 2015). However, many instructors worried about their pupils utilizing even the simplest hand tools at home. If education stays online, educators are worried about tool security. The study found that emergency remote teaching hindered instructors' hands-on competency development and student motivation and engagement due to inequitable student access to tools, materials, and resources. In other studies, foreign language instructors used e-diaries, presentations based on specific objectives, and educational apps to help students become self-sufficient. The result showed teachers were enthusiastic and eager to increase student autonomy. Due to the COVID-19 pandemic, online teachers' methods affect students' positive emotions (Salsya & Amalia, 2022).

### ***TLE Teaching Experience***

Participants' lived experience with instructors teaching TLE using the modular distance learning strategy includes addressing the reality that regardless of an individual's emotions and attitude, other teachers in various disciplines should be given the attention and excitement to teach and face challenging learners or students. Cooperation, adaptability, resilience, calm, conviction, and active engagement with school administrators are the participants' coping mechanisms for evaluating their students (Pura & Galicia, 2022). According to Boholano (2021), six themes emerged from the lived experiences of basic education instructors during virtual conferences: unreliable internet connection, saving time and money, superficial experiences, learning in a new way, technological challenges, and convenient learning experiences. Conclusion: Virtual conference organizers and educational institutions may use conference advantages and downsides to improve virtual conference experiences.

Khanal's (2021) study entitled Online Teaching During COVID-19: Curriculum and Teaching Implications An Interdisciplinary Research in Education examined how instructors adapt digital learning, transfer their technical skills to the online classroom, and self-evaluate from their epidemic-related "technology learning and application" experience. The findings showed that teachers were

dissatisfied and grieving because of COVID-19 ambiguity and the increased stress of online teaching during the pandemic. Despite technological issues and crises, educators may teach online. However, various limitations render online dissemination unsuccessful. The study suggests providing teachers and students with ICT tools and facilities, educating both groups, and digitizing curricular materials to maximize virtual learning.

Thematic data analysis by An et al. (2022) suggested four criteria to consider when planning, producing, and implementing sustainable online learning in more high-needs schools: (a) accessibility: physical and digital; (b) usability: functional use and instructional technology; (c) wellness: physical, mental, social, and emotional; (d) support: home and school. Our findings contribute to K-12 online learning research and high-needs school online education research by sharing lived experiences.

Wani et al. (2022) worked on a study entitled Lived Experience of Virtual Learning Environments during COVID-19 Outbreak. In Kashmir's public secondary schools, excessive usage of digital technologies requires a better knowledge of students' and teachers' virtual interactions. This study sought to understand instructors' and students' COVID-19-related virtual learning experiences. This study used phenomenology at two Kashmiri public secondary schools. Semi-structured interviews and focus groups are research methods. The study featured five students and five professors. According to the study, virtual learning environments differ from real ones in freedom, flexibility, and collaboration. Studies demonstrated that COVID-19 changed students' and instructors' views of traditional classroom space as the sole good learning environment. However, virtual world users observed a lack of emotional depth. Malolos, Bulacan's public elementary and secondary schools, were investigated by Nalla (2022) during the epidemic. This study found that a lack of internet connection, the need to multitask and submit lots of paperwork, communication with parents and other teachers, and different learning modalities all contribute to stress and anxiety for most teachers. While attending online courses and working as housewives, instructors wrote modules, taught online, and reported. However, this epidemic showed educators that they could utilize their full capacity and endure this awful time. Instructors also prayed, watched uplifting movies, did yoga, and became farmers to manage stress. Finally, educators offered advice for supporting other teachers affected by the pandemic. Most participants stressed mental health stabilization. ICT-savvy people were advised to help. Responses to the education paradigm shift included continued innovation and self-improvement via study. Nalla (2022) stated that the Philippines Department of Education (DepEd) has received so many complaints that it is impossible to resolve the issue. Given the nation's internet challenges and limited resources, suggest how they may traverse the course.

### ***TLE Teacher Issues***

Teachers teaching TLE using the modular distance learning approach faced the reality that other teachers in different subjects should be given attention and enthusiasm to teach even when they were upset or needed to clear their minds and faced difficult learners or students Pura et al. (2022). Staying calm and believing in what they were doing helped the participants adapt to the instructors' assessment criteria. They coordinated with school administrators. TLE instructors and learners must account for different settings while generating, performing, and grading assessment tasks in modular distance learning. The grading system is 30% written work and 70% performance assignments. It

promotes self-reflection, personal accountability, and student performance profiling (Pura & Galicia, 2022). As recommended by Pura and Galicia (2022), DepEd shall carefully enforce the policy and standards for recruiting instructors, including a comprehensive evaluation of applicant qualifications and assignment of teaching assignments based on their area of competence. To provide an excellent education, administrators or principals should assign qualified or specialized instructors to TLE classes, whether modular or face-to-face. Principals and administrators should encourage teachers to attend seminars.

In-service seminars may improve instructors' pedagogical, communication, and instructional skills. When no qualified teacher is available, experienced instructors should help novice TLE teachers. Modular distance learning TLE teachers should assist students. Team teaching, peer critiquing, and pair-arranging classroom work allow teachers to collaborate and share best practices to help students understand the complexity of their topics. TLE instructors have reported a lack of tools, equipment, and materials for remote hands-on instruction (Dy et al., 2020; Buan, 2021). Some TLE teachers and students lack internet and technological access, making online learning difficult (Dy et al., 2020). TLE teachers struggle with online education, particularly when it comes to hands-on instruction and demonstrations (Dy et al., 2020; Buan, 2021). According to Karasneh et al. (2021), primary school instructors faced online learning challenges during the COVID-19 pandemic. TLE teachers report that some students are disenchanted with online learning, particularly those who prefer hands-on teaching and struggle with independent study (Dy et al., 2020; Buan, 2021). TLE instructors work more to create new materials, help students, and adapt to new teaching methods and technology (Dy et al., 2020; Buan, 2021). During the pandemic, ESL teachers have worried about their students' safety, particularly while conducting hands-on teaching online and in person (Buan, 2021). TLE teachers experienced stress, concern, and burnout during the pandemic, particularly due to the challenges of remote and hybrid teaching (Dy et al., 2020; Buan, 2021). Students, parents, and instructors' widespread online learning experiences have been studied. During the COVID-19 epidemic, some research examined public school teachers' online teaching methods and views. This study examines TLE instructors' attitudes, abilities, and obstacles phenomenologically. This study also examined instructors' readiness to adopt new technologies because online education was adopted overnight during COVID-19.

## METHODOLOGY

This study utilized a qualitative approach using a phenomenological approach in interpretive qualitative analysis that involves interviews and analysis to generate participant perspectives, experiences, and content related to the study, Morrow et al. (2015).

It described the attitudes, skills, and challenges encountered by TLE teachers amidst the COVID-19 pandemic. The methods to be used to investigate the lived experience of TLE teachers will be in-depth, semi-structured interviews and surveys. The unit of analysis in this mixed method case study research was TLE junior high school teachers in General Mamerto Natividad. The research design adopted in this study is located within a constructivist epistemology and an interpretive phenomenological theoretical perspective. A phenomenologically informed approach was used to help interpret the data collected from all the interviews.

**Participants in the Study**

The participants of the study were TLE (Technology and Livelihood Education) teachers of Junior High Schools in General Mamerto Natividad. This study was situated within the District of General Mamerto Natividad context of the 10 participants' experiences of TLE teachers on modular, online, or blended distance learning. Targeted 10 teacher-participants were from Talabutab Norte National High School, General Mamerto National High School, Mataas na Kahoy National High School, Eduardo L. Joson National High School, and Virginia Dulay Integrated School targeted participants in this study.

The inclusion criteria in choosing the participants include (1) experience in teaching TLE in modular distance learning class; (2) More than 5 years in teaching TLE; 3) openness in sharing experiences towards teaching modular and online distance Learning in TLE; and 4) voluntarily signs the Informed Consent Form.

**Research Instrument**

The study used an interview guide, observations, and other significant data and information. The instrument has three parts, first was the profile of the participants, second was an open-ended interview guide on the attitudes and skills of the TLE teachers, and the third part was the challenges encountered during the pandemic in teaching TLE.

**Sampling Procedures**

Purposive sampling was used when selecting the respondents for the study. The researcher established clear inclusion criteria to guide the selection process. Participants had to be certified TLE teachers who had been actively teaching during the pandemic and had transitioned to remote or hybrid teaching models due to the pandemic.

**Data Gathering Procedure**

A questionnaire and an interview guide were used as the primary data-gathering instrument to elicit information from the respondents. Likewise, the researcher used archival documents to interpret.

**Data Management and Analysis**

The researcher wrote narratives for each document after completing the data assignment. The researcher's overall method aimed at discovering patterns, groups, or themes that connected and illustrated the study topic. This procedure was separated into three stages: first, the researcher looked for common themes and patterns within each category; next, patterns across all categories were noticed and compared; and lastly, the present study was evaluated with major themes highlighted.



## RESULTS AND DISCUSSION

### Attitude of the TLE Teachers during the COVID-19 Pandemic

The attitudes of Technology and Livelihood Education (TLE) teachers had a crucial part in the change to remote teaching and learning during the COVID-19 epidemic. Four key attitudes resulted from the interpretative study of the participants' real-life experiences: resilience, frustration, empathy, and support.

During this trying time, TLE teachers showed exceptional resilience. They showed tremendous adaptability and determination despite being thrown into unknown surroundings. They were fast to pick up new digital tools, take part in online training sessions, and adapt their teaching methods to the remote learning environment.

After a year of modular and online teaching, participant 4 realized the classroom setup.

*"The Classroom Setup: The traditional classroom setup has also changed during the pandemic, with most students learning from home. Teachers had to adjust to teaching from their homes, create a virtual classroom environment, and find ways to make remote learning as engaging as possible. Silly! But it was exciting and interesting! It made me question my capability if I could handle it, but yes, I could handle it!"*

Another emotion described by TLE teachers was frustration. They faced various problems, including the difficulty of giving hands-on instruction and issues measuring students' practical abilities in a distant setting. They were also worried about the learning progress of pupils who had restricted access to technology. Participant 2 said that it is stressful on their part due to the abrupt change of the system of teaching, *"It is stressful on the part of the teachers because the pattern or system of teaching and learning has changed."*

Despite the difficulties, TLE teachers have shown empathy for their students' situations. They recognized the challenges that their pupils experienced when studying remotely, particularly those who lacked the essential resources. This compassionate approach inspired their attempts to guarantee that all pupils, regardless of their circumstances, received an education.

Participant 9 shared that home visitation was done during a pandemic to overcome the difficulties in the delivery of the lessons. They even stated, *"I overcome them by talking with their parents or guardians through a phone call or by conducting home visitation. For me to see the student's situation at home and have an agreement to pass their modules or outputs on time"*.

The teacher exhibits tolerance and dedication to their pupils' learning growth. The teacher's proactive approach of reaching out to parents or guardians, either through phone calls or even home visits, indicates their willingness to invest time and effort in understanding the individual circumstances of each student. This is a clear manifestation of patience, as it involves taking additional steps beyond the usual classroom interactions to address issues affecting student performance.

The supportive approach was obvious in the way TLE teachers collaborated with one another, sharing their experiences and best practices. They remained together in their determination to conquer the hurdles of distant learning, providing mutual support and encouragement to one another. Participant 8 believed that *"To me, the Social and Emotional Support, we teachers need to find a way to provide social and emotional support to the children. I have observed that there are children who are already stressed by online*

*and modules, but as a teacher, I became determined to talk to the children about their concerns to reduce what they bring".*

TLE teachers' attitudes throughout the pandemic were marked by a mix of resilience, frustration, empathy, and support. Despite substantial difficulties and disappointments, they displayed resilience, empathy for their pupils, and a supportive attitude toward their colleagues. These attitudes demonstrate TLE teachers' deep dedication to sustaining educational continuity in the face of the pandemic's problems.

### **Skills of the TLE teachers during COVID-19 Pandemic**

The COVID-19 pandemic has necessitated a shift in pedagogical approaches, particularly for educators of Technology and Livelihood Education (TLE). The study's interview data analysis revealed the emergence of essential skills for TLE teachers amidst the current challenging circumstances. The aforementioned proficiencies encompass the following: (1) aptitude in technology, (2) flexibility and adaptability, (3) proficiency in communication and collaboration, and (4) ability to exhibit creativity.

The acquisition of technological competencies has assumed a crucial role amidst the pandemic, given that instructors of Technology and Livelihood Education (TLE) had to expeditiously adjust to the demands of remote instruction. Educators have had to acquire proficiency in diverse online platforms, digital tools, and software to enable the facilitation of teaching and learning. In addition to their technological proficiency, the individuals possessed the ability to effectively diagnose and resolve technical difficulties. This skill was particularly crucial in light of the widespread challenges pertaining to connectivity and device constraints experienced by students.

The shift to remote and online learning has required teachers to become proficient in various technology tools and platforms, such as video conferencing software, learning management systems, and online assessment tools. Teachers have had to learn how to navigate and troubleshoot these tools to ensure effective instruction and engagement with students. Participant 8 revealed that *"Handling of online training and seminars. Webinars like layout and illustration."*

During this period, the ability to be flexible and adaptable was deemed essential. Teachers of Technology and Livelihood Education (TLE) were required to modify their instructional strategies and curricular materials to accommodate the demands of a distance education setting. This entails a notable transition from experiential learning sessions to virtual demonstrations or representations featured in instructional modules. They felt that they were required to adjust their schedules.

*"Bale naging flexible and adaptable po kami, actually parang naging required kami na mag adjust sa mga schedules, and curriculum, like yung naging calendar of activities ng DepEd nabago yung cycle."* (Participant 8).

The statement suggests that the participants were compelled to rearrange their schedules, most likely to meet the changes brought about by the pandemic's shift in teaching techniques. This conclusion is consistent with the research, which has indicated that teachers' schedules and routines have had to be adjusted in response to the demands of remote learning or distant education (Johnson et al., 2020). They focus well on essential competencies, as one participant stated:





*“Naging flexible ako in terms of working on competencies in each week para ma meet yong curriculum or competencies each week or each quarter,” “We learned to make Weekly Home Learning Program instead of using the traditional lesson plan.” (Participant 9).*

This viewpoint is consistent with studies highlighting the need for flexibility in teaching, particularly in online or distant learning situations (Martin et al., 2018). Individualizing education depending on each student's learning speed, style, and knowledge assists educators in promoting more successful learning (Borup et al., 2014). However, this strategy requires a high degree of response and adaptation from teachers, which may be time and effort-consuming (Trust & Whalen, 2020).

The COVID-19 pandemic has underscored the importance of communication and collaboration among Technology and Livelihood Education (TLE) teachers. In light of the practice of physical distancing and restricted in-person communication, the educators made optimal use of social media and other communication channels to sustain their relationships with pupils, guardians, and colleagues. Additionally, they collaborated, exchanging concepts, materials, and tactics to bolster their pupils and one another. *Participant 5: I think the best skills that I have enhanced were communication and collaboration. We are frequently required to answer or give feedback to the parents, barangay officials, and the community in general. We maximized social media, like Facebook, messenger, and emailing, since there were limitations and social distancing. Though mahirap, we still exert our effort to communicate. Teachers have had to come up with strategies to support and promote our students' independent learning, such as giving them direction and critique on their assignments and giving them chances to work with the members of their own families.*

The participant's comments demonstrate a key focus on the use of technology to connect with students and parents.

Finally, the possession of creativity was deemed as a highly advantageous attribute for instructors of Technology and Livelihood Education. The individuals were assigned the responsibility of creating captivating and interactive educational material that could be disseminated through remote means. Additionally, they were required to guarantee that their pupils remained enthusiastic and committed to the learning process.

One positive value shared by the teacher is that they have been able to find ways to motivate students: *“I learned to be more creative and innovative. I had to find new ways to motivate my students, and I had to use interactive activities like Kahoot for an online quiz.” (Participant 3).*

Although Kahoot is mainly meant for student engagement and learning, it may also have a good influence on instructor innovation. Kahoot offers teachers a platform for creating their quizzes and games, enabling them to design new and inventive methods to educate and analyze student learning. According to research published in the Journal of Educational Computing Research, Kahoot may enhance teacher creativity by offering a flexible and adaptable tool for developing interesting learning activities (Halili & McCrory, 2019).

## Challenges Encountered by the TLE Teachers

The COVID-19 pandemic has presented numerous obstacles to the educational sector, requiring TLE instructors to navigate through uncharted territory. The analysis of the interviews has uncovered that the challenges can be broadly classified into four main categories, namely: (1) materials, (2) feedback and assessment, (3) student disengagement, and (4) the transition to modular and online learning.

TLE educators have encountered challenges in furnishing suitable and adequate learning materials for remote instruction. The subject of TLE is inherently practical and experiential, with a strong dependence on tangible resources. The COVID-19 pandemic posed logistical challenges and rendered the delivery and utilization of said materials infeasible in certain instances. Certain students were found to be deficient in the essential tools or equipment required to actively engage in these activities from their respective residences. Participant 10: *“The words cannot speak for themselves. There is a slow pacing due to purely text on modules” (Mabagal ang pacing, kasi purely text lang siya).* This observation highlights the inherent limits of text-based modules in communicating learning information. Participant 2 said, *“I find it problematic because we had no supply, as in zero supply of any TLE module for JHS. I had to print a lot and modify a lot because the resources of TLE modules were very limited during that time and most often contextualized. I thought it was because TLE is a skill-based subject, so it’s quite hopeless to adapt it wholly into a modular approach. However we might say it, TLE needs a TLE teacher to make “TLE things” happen.*

This statement highlights the inherent difficulty in moving Technology and Livelihood Education (TLE) to a completely modular approach, particularly given limited resources and a lack of ready-made modules for junior high (JHS) students. To suit the demands of the students, the responder had to print and revise a substantial quantity of information, emphasizing the resource limits.

According to the research, the quick change to online learning caused by the COVID-19 epidemic caught many educators off guard since they lacked the requisite resources and training to adequately adjust their courses (Hodges et al., 2020). This was especially difficult for skill-based disciplines such as TLE, which have historically relied largely on hands-on, practical education (Pimmer et al., 2020).

The second theme pertains to the provision of feedback and evaluation. The absence of in-person communication posed a challenge for educators in evaluating students' performance, providing prompt feedback, and overseeing their advancement. The issue of authentic assessment was raised due to the possibility of external factors affecting students' work in an online environment.

Participant 7: *“Limited feedback since it was difficult to give them feedback on their progress. So, they find it difficult to see where they need more support or additional guidance. (Limited feedback since it was difficult to give them feedback on their progress. Kaya nahibirapan sila na Makita kung saan nila kailangan ng mas madaming support or additional guidance.)*

The remark emphasizes the difficulties teachers experience in giving students enough feedback and assessing them appropriately while they are studying remotely. According to Reich et al. (2020), the emphasis for tasks given, evaluated, and finished during the remote learning time is on learning,



not compliance. Grading should highlight connectivity and caring for students and staff, as well as the continuance of learning. Participant 7 thought, *“Another thing is Assessment and Evaluation; traditional forms of assessment, like exams or quizzes, are difficult to administer. Thankfully, the examination was removed during the pandemic, and the basis of assessment is only projects or outputs.”*

The issue of disengagement among students has surfaced as a noteworthy obstacle. Educators have noted a decrease in student motivation and engagement, which can be attributed to the absence of face-to-face interaction and the repetitiveness of remote instruction. There were concerns expressed regarding students' inability to complete or return modules, which suggests a lack of accountability and follow-through.

The teachers strongly urge students to get in touch with them so that they may get more assistance or explanation if they need it. According to Participant 7, *“Interaction is limited: With remote learning, there is less interaction between teachers and students, and among students as well. It's hard to give feedback, but we need to stay positive; yes, it was challenging, but we had to find ways.”* The absence of direct, real-time engagement is one of the main issues with distant learning, as this remark brings to light. The instructor admits that this separation and detachment may make it difficult for students to share ideas and get the support and criticism they need to learn effectively.

Hodges et al. (2020) highlighted the necessity for regular communication and clear expectations to support student engagement in an emergency shift to remote learning. Similarly, a study by Trust and Whalen (2020) emphasized the importance of utilizing digital tools to foster meaningful interaction and engagement among students.

Finally, the sudden transition to modular and online education posed its own unique challenges. Educators were required to expeditiously adjust to novel digital technologies and platforms, reorganize their pedagogical approaches, and address technological challenges. The transition posed a significant challenge for TLE due to its conventional dependence on experiential and tactile learning methods.

The shift to modular and online learning has been a significant adjustment for many TLE teachers, who are used to hands-on instruction in things like cooking, sewing, woodworks, and other hard-to-teach skills. which is not face-to-face” (*“Abm, itong pandemik ay nagpakita ng mga makabuluhang hamon para sa mga guro ng TLE. Ang pag-shift sa modular at online na pag-aaral ay naging isang makabuluhang pagsasaayos para sa maraming guro ng TLE, na nakasanayan na sa mga hands-on na pagtuturo sa mga tulad ng pagluluto, pananahi, woodworks, at iba pang mga kasanayan na mahirap ituro na hindi face-to-face.”*) (Participant 1). The transition towards online or remote learning has necessitated TLE instructors to reconsider their pedagogical approaches and techniques. Educators have been compelled to devise inventive approaches to exhibit methodologies, furnish direction, and evaluate learners' competencies and comprehension in the absence of corporeal interaction. Undoubtedly, TLE teachers have faced a significant challenge that may have caused frustration and stress.

In a study titled "Distance Education in Technical and Vocational Education: A Review" (Florez-Arango, 2020), the researchers discussed the challenges of replicating hands-on, practical skills



training in a virtual environment. They suggest the use of augmented reality, simulation tools, and remote labs as potential solutions. Similarly, a study titled "Teaching Practical Skills in Vocational Education during Lockdown: Lessons from COVID-19 for Potential Future Lockdowns" (König et al., 2020) provided insights into the experiences of vocational education teachers in adjusting their teaching methods during the pandemic.

In essence, the outbreak of the pandemic has revealed a multitude of obstacles that TLE educators have had to surmount. During this period, TLE teachers have faced various challenges that have tested their resilience, adaptability, and resourcefulness. These challenges include providing appropriate materials, delivering effective feedback and assessment, addressing student disengagement, and adjusting to modular and online learning. Notwithstanding these obstacles, they persist in their efforts to deliver an education of high caliber to their pupils.

## CONCLUSIONS

The participants' resilience, frustration, empathy, and support show the pandemic's complexity. The participants' resilience showed their capacity to adapt, endure, and remain optimistic despite the limitations of distance learning. Despite their perseverance, technological issues, and remote teaching limits, especially in TLE, caused them annoyance. Their concern for students' issues showed their devotion to teaching. Their emphasis on aid, both given and received, highlights the need for cooperation and shared resources in facing the enormous difficulties of our age. The complex interplay of these attitudes underscores the varied and dynamic nature of the teachers' pandemic experiences, revealing both the obstacles and the methods utilized to navigate this new educational landscape.

The epidemic has changed TLE teachers' instructional, interpersonal, and technological skills. Technological skills, flexibility and adaptability, communication and cooperation, and creativity cover these emerging qualities. Remote learning platforms and digital technologies have grown essential to education, making technology skills more necessary. Teachers must adapt to varied learning styles, situations, and the pandemic's fast-changing landscape. Communication and collaboration help instructors maintain engagement, establish a supportive learning environment, and interact with parents and stakeholders. Finally, remote learning has its limitations, but instructors must be innovative to provide engaging and relevant lessons. These skills underscore TLE teachers' multifaceted position during the outbreak and provide a roadmap for enhancing teacher preparation and performance in future crises or educational paradigm shifts.

The pandemic affected TLE instructors' teaching experience and efficacy. Materials, feedback and evaluation, student disengagement, and modular and online education were the key difficulties.

First, a shortage of sufficient teaching materials hindered instructors' ability to give thorough and engaging courses. Second, distant learning made it hard to provide relevant feedback and assessment. Teachers struggle to assess pupils' understanding and growth. Third, disengagement worried me. Remote learning made it harder for instructors to engage students, perhaps lowering learning outcomes. Finally, moving from conventional classroom education to modular and online forms required teachers to quickly adapt and establish new teaching strategies, which was challenging and time-consuming.

## Conflict of Interest

The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study. The author affirms that there is no conflict of interest in the execution and publication of this research. This includes any financial, personal, or other relationships with other people or organizations that could inappropriately influence or be perceived to influence our work.

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