Transition to Post-Pandemic Education: Teaching Strategies of Tle Teachers in Secondary Public Schools

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In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN HOME ECONOMICS

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APPROVAL SHEET

This thesis entitled "TRANSITION TO POST-PANDEMIC EDUCATION: TEACHING STRATEGIES OF TLE TEACHERS IN SECONDARY PUBLIC SCHOOLS" prepared and submitted by **Janessa Dawn C. Abayon**, in partial fulfillment of the requirements for the degree **Master of Arts in Home Economics** has been examined and recommended for approval and acceptance.

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ABSTRACT

This study explored the teaching strategies of Technology and Livelihood Education (TLE) course in Cluster 5, Davao City. There were eight (8) home economics teachers who participated in the study. This study made use of a phenomenological approach to extract the ideas of the parent participants. The participants were purposely selected as representatives from the group of home economics teachers from schools in the same division. The in-depth-interview was employed to gather some information as regards to their respective experiences on the transition of their classes from blended learning to the new face to face classes during the post pandemic school year. Using the thematic analysis, the following themes emerged as pertains to the teaching strategies that were most effective for students during the post pandemic time, these are: the most effective teaching strategies in their TLE classes were demonstration method, lecture method and solving common problems. The challenges of the teachers were: the lack of funds, lack of practical strategies and lack of qualified teachers. The suggested teaching strategies to facilitate the students learning was to improve communication and improvement of their collaboration with stakeholders. The Technology and Livelihood Education teachers may be more proactive in implementing the course to their learners. The teachers may be more attentive to the needs and predicaments of their learners and other stakeholders, thus creating the harmonious learning environment.

ACKNOWLEDGMENT

DEDICATION

To God my creator, whom we render our life on earth.

To my dear family the most precious gifts that God has given to me.

To my boyfriend as the source of my inspiration and aspiration in life during the making of this research.

To Rizal Memorial Colleges, Faculty, and Staff, for the provision of services, and assistance, and for the opportunity to grow into valuable individuals.

To my fellow teachers and colleagues in making this research, for being supportive and constructive in their criticism to make this research worthy, and to all the respondents, who love and treasure the value of this research.

To them, the fruit of my hard labor of love is humbly offered.

The Rizal Memorial Colleges, Inc.

Research Ethics Committee

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ETHICS COMPLIANCE CERTIFICATE

This is to certify that the study entitled "TRANSITION TO POST-PANDEMIC EDUCATION: TEACHING STRATEGIES OF TLE TEACHERS IN SECONDARY PUBLIC SCHOOLS" prepared and submitted by: JANESSA DAWN ABAYON a candidate for the degree of MASTER OF ARTS IN HOME ECONOMICS has been examined by the RMC Research Ethics Committee (RMC-REC) and has been evaluated to comply with adequately the requirements for the research ethics protocol and is therefore, cleared for implementation using scientific procedures and international accepted guidelines.

Given this 15th day of May 2023 at the Rizal Memorial Colleges, Graduate School, Davao City, Philippines.

DR. GUILLERMO DIMALIGALIG

RMC-Research Ethics Committee

RELEASED
BY:
DATE: GS0027-5-15

CHAPTER ONE
THE PROBLEM AND ITS SETTING

When we are confronted with adversity, we learn what it truly means to be together and to stand together as a community. In spite of the fact that people have, for a very long time, maintaining a sense of separation from one another, the pandemic has shown us that we are all simply humans and that there are no boundaries that distinguish us from one another. We have always held the belief that the globe is more of a global village and that each and every one of us is a resident of the same planet. This pandemic has once again shown that problems can be solved most effectively by working together. Because of this, some of the things that have been brought to our attention as a result of the pandemic include cultivating unity and standing shoulder-to-shoulder with one another.

Unimaginable global disruptions were brought upon by the universal COVID-19. Thinking back on the last two years and the terrible pandemic consequences that continue to this day, it is evident that one of the industries most devastated was education. Neither society nor educational institutions were prepared for the rapid move to adopting internet platforms around the world. In reaction to the pandemic, international schools swiftly moved online. Before long, students were spending hours a day perched in front of a computer instead of in real places that provided them with much-needed social contacts.

According to Nalaskowski in 2020, following the COVID-19 epidemic, Poland adopted remote learning in March 2020. As per the guidelines provided by the Ministry of National Education in Poland, headmasters are now in charge of overseeing the educational process and schools have shifted to remote teaching. It is important to note that the shift was centered not only on universities but also on elementary and secondary schools, which had overnight closures for students. During the initial phase of the COVID-19 pandemic, Poland's school lockdown was deemed ill-planned, disorganized, and disorderly.

At the period, Poland's institutions of higher learning occupied slightly distinct positions. The choice to place universities under lockdown at the start of the outbreak rested with their authorities. The majority of public colleges made the decision to switch to online instruction. The teaching process in Polish institutions was still done remotely in October 2020, when the new semester started. However, the first phase of the COVID-19 pandemic, which occurred between March and June 2020, gave researchers the opportunity to collect some information regarding the process of remote learning and to note both its benefits and drawbacks.

Thus far, an initial investigation has been carried out among students at the University of Economics in Katowice (UEK) in Poland concerning the effects of the COVID-19 pandemic on the educational process and the students' acceptance of distant learning. According to the authors, students were unsure of their own efficacy in this type of instruction and were not fully persuaded about the usefulness of distant learning. However, individuals thought highly of their computer skills and the tools they utilized, both of which were intuitive. Though they stated they would frequently employ remote learning techniques, students expressed a desire to go back to traditional classroom instruction.

In the Philippines, education has a big influence on how pupils behave. The importance of teachers in the process of attaining high-quality learning cannot be overstated (Riconalla et al., 2022). Teachers give today's kids the opportunity for a better future by providing them with knowledge (Ando et al., 2022). In response to COVID-19's rise in the Philippines in March 2020, certain changes were implemented to the educational system. The Department of Education established the teaching methodology that the instructors were using. Instruction to guarantee that pupils could continue to learn in spite of the pandemic. Due to the pandemic's spread, schools were compelled to switch from in-person education to modular learning, which made it harder for them.

In Davao City, The Department of Education set the plan for the opening of classes last August 24, 2020. Socio-economic differences and perceptions of the current situation may influence students' mode of learning. A study was conducted to determine the preferred learning modality of the students in Davao City National High School. A total of n=5754 respondents participated in the study via an online survey. Results showed that there are 4841 (84.13%) students with smartphones but there are only 1600 (27.81%) with computers and or laptops. In terms of the internet accessibility, only 2806 (48.77%) have access and 2309 (72.67%) have good to excellent connection status. In terms of learning modality, students' preferred distance learning with 4860 (84.86%), specifically modular being the most preferred with 3139(54.55%), followed by online teaching and learning with 1696 (29.48%) while TV/radio-based being the least preferred distance learning modality with 25 (.43%). A total of 676 (11.75%) opted to go for blended learning while only 218 (3.79%) for homebased schooling.

➢ *Purpose of the Study*

The purpose of the study is to know the experiences of TLE teachers in facilitating learning, especially in their teaching strategies since the start of full-blast face-to-face classes. It will be conducted to identify how teachers' adjusted their teaching style after the pandemic era. In addition, the purpose of this study is to know also how the students embrace the new normal face-to-face class.

➢ *Research Questions*
- What teaching strategies are most effective for students who experienced the pandemic?
- What are the challenges of TLE teachers in delivering their lessons to students who experienced the pandemic?
- What teaching strategies can be made in the classroom environment to facilitate equal learning, especially for students who were emotionally disturbed because of the pandemic?

The following benefited the study: the school administrator, the TLE teachers, the learners.

School Administrator. They will benefit from the study since they were informed of the dilemma and address the needs starting at the administrative level. Also, they became aware of the factors to be considered in order to help the TLE teachers find easy means to teach these learners. Through this awareness, they may be able to devise certain program to improve the TLE teachers performance.

TLE Teachers. This study helped them improve their teaching strategies in line with their everyday challenges in teaching face-to-face class. Hence, applying the recommendations from the result of this study will build more effective and comprehensive interaction between the teacher and the learner with the use of different teaching styles.

Learners. The students will also learn something from this study. They will be able to have teachers who are more effective in teaching because they have dealt with their challenges.

The following terms are operationally defined to make this study more comprehensive.

Teaching Strategies. Is a broad lesson plan that comprises the framework, learning objectives, and a list of the planned techniques that will be used to carry out the strategies. Furthermore, according to Isaac (2010), teaching tactics are the ways in which a teacher demonstrates his behavior in the classroom, such as the development of teaching strategies, providing the right stimulus for prompt responses, practicing previously learned responses, increasing response rates through extracurricular activities, and so forth. *Post-Pandemic Education*. This term refers to the classes being conducted after almost three years of off-classroom classes. These classes are currently on face-to-face mode.

TLE Teachers. This term refers to the teachers teaching Technology and Livelihood Education (TLE) subject in secondary school of cluster 15, Buhangin, Davao city.

Review of Significant Literature
This part presented the review of the research and literature. This discussed the function and provided insights about the study. Thus, it established a solid background of the topic that deals with the experiences of teachers conducting classes using different teaching strategies in a classroom setting after the pandemic.

Teaching strategy cover all methods a teacher could employ to actively involve students in the learning process. In order to achieve specific learning objectives and make sure that their students have the resources they need to succeed, teachers use these tactics to guide their lesson.

Good teaching methods accommodate various types of learning preferences and student developmental needs. To be as effective as possible and to improve the learning chances for students, teachers must possess a well-rounded armory of efficient teaching tactics.

Meta-analyses and a thorough research feedback are both available. 131 studies covering over 12,000 participants were used in a meta-analysis in the general area, which yielded an average effect of 0.38. More meta-analysis research has been done in classroom settings, with all of the studies conducting meta-syntheses to look at how feedback affects students' learning. An early examination of 12 meta-analyses, comprising 196 papers with 6972 effect sizes, discovered an average effect size of 0.79, indicating that feedback is a significant determinant of students' academic achievement. Depending on the type of information in the feedback. The feedback that focused solely on praise or punishment produced the lowest effect sizes, while feedback that included instructions on how to complete a task and performance information produced the largest effect sizes.

Scaffolding.   According to the most recent synthesis, scaffolding for learners is ranked 16th out of 252 impacts in instructional techniques. Teaching at all levels—from elementary school to college—often uses this tactic. By offering knowledgeable assistance, scaffolding helps learners close the gap between their present skill level and the upcoming learning phase. Many scaffolding strategies have been used in the teaching of a variety of subjects, including reading mathematics, computational thinking, and physics. These scaffolding strategies range from more concrete ends of teaching tools (e.g., pictures, prompts, and cue cards) to more abstract ends of teaching techniques (e.g., teacher modeling and think-aloud).

The transient nature of using scaffolding strategies is a crucial aspect. Stated differently, as learners' competence and capacities grow, the likelihood of employing scaffolds will certainly decrease. The students will eventually become autonomous and self-reliant learners after they have mastered the necessary knowledge and abilities.

For maximum impact, scaffolding must be limited to the zone of proximal growth of the individual students. Accordingly, the technique could not always provide positive results if the scaffolds are set too high above the students' present knowledge, skills, and abilities. Thus, teachers continue to confront a problem when it comes to effectively manipulating and incorporating scaffolding into the teaching and learning processes. Since young students require more guidance from teachers to develop new ideas and concepts, mastering scaffolding tactics is especially difficult for primary school teachers.

Active Learning. I It is commonly known that learning is an active process rather than a passive one, and that students, not teachers, are the primary agents in the learning process. The foundational notion of active learning comes from constructivism, which holds that people learn best when they make connections between new concepts and experiences and what they already know in order to create new or improved understanding. Active learning is the ability to forge connections between concepts and produce new knowledge by drawing on prior knowledge and experience. Passive learning, on the other hand, frequently results in boredom and a loss of interest in the material.

*Collaborating*Learning collaboratively entails both parties participating in the process and each person's contributions to the task being inextricably linked. There are several benefits that collaborative solutions offer over teacher-centered strategies. Initially, it fulfills the needs of pupils for individualized attention, which is difficult to provide when a single teacher is teaching a big class of kids. Secondly, it could aid educators in efficiently running their classrooms as students bear some of the responsibility for the education that teachers are expected to provide. Students get attention from others when they collaborate, which could raise their degree of involvement and engagement in the learning process. In order to practice key learning tasks, explain concepts, and reinforce teacher instructions, students act as teachers to one another during peer interaction. Students' academic results and cognitive development may also be improved by collaborative tactics. Peer-assisted approaches, for example, outperformed traditional methods in improving children' academic performance across all curriculum areas, with an average effect size of 0.33, according to a meta-analysis of more than 80 intervention trials involving elementary school students. Evidence that small group instruction could improve students' capacity to apply what they have learned to new contexts was found in another meta-analysis on the effect of small group collaboration on academic performance.

Students' affect, including their motivation, self-efficacy, self-esteem, self-concept, and social interaction abilities, has also been observed to rise in response to collaborative tactics.

Even while working together generally has advantages, not all forms of collaboration are successful. Prior research has shown that students frequently engage in off-topic conversations when discussing and exchanging knowledge during collaborative procedures, especially when friends establish collaborative groups. According to studies, in order for collaboration to be successful, student autonomy should be promoted, interaction structure guidelines should be provided, and student interaction needs to be assessed. Therefore, how well collaboration occurs in the classroom may have an impact on how well it leads to desired learning results.

Teachers' Self-Concept. "A person's perception of themselves...formed through his experience with his environment...and influenced especially by environmental reinforcements and significant others" is the definition of self-concept. The foundation of the positive psychology movement is the concept of self-concept. Self-concept has been studied in a variety of fields due to its significance, including the social sciences, education, psychology, child development, exercise and sports sciences, and mental health.

A multidimensional, hierarchical construct with domain-specific structure is the self-concept construct. Self-concept among students in educational settings has been the subject of much research. A favorable academic self-concept can improve students' academic behavior and performance, according to research that has repeatedly demonstrated this. An additional finding supports the reciprocal effects paradigm, which holds that academic self-concept and performance are mutually reinforcing. That is to say, improvements in self-perception frequently translate into improvements in performance, and vice versa. There has been far less research on instructors' self-concept than there has been on students' intellectual self-concept.

In addition to improving teachers' psychological wellbeing, cultivating a positive self-concept for themselves (i.e., valuing and appreciating their teaching effectiveness) can act as a mediating factor in the production of desired teaching outcomes, such as improving students' learning behaviors and academic achievement in schools. Furthermore, it seems sense to assume that teachers' self-concept and their teaching behaviors are mutually affecting and reinforcing each other given the reciprocal effects between self-concept and behaviors in general.

Studies have consistently demonstrated that teachers' approaches to teaching are influenced by their beliefs about what teaching actually entails. Teachers who view their role as primarily imparting knowledge tend to concentrate on the subject matter they are teaching. As a result, they try to create classes that are more understandable for students—a strategy known as knowledge transfer or teacher-focused techniques. However, they are more likely to use a method that focuses on the learning processes of their students if they view teaching as assisting students in changing their conceptual understanding of a subject. Thus, in an attempt to foster conceptual change and student-focused approaches, these teachers work to engage students' preexisting concepts of the subject matter and to support students' reconstruction of knowledge. However, little study has been done in elementary schools regarding the connection between teachers' practices and how they view themselves as educators. Given the gap in the literature, the current study looked at how teachers' self-concepts were predicted by each of the specific teaching strategies (such as feedback, scaffolding, active learning, and collaborating strategies) as opposed to more general teaching approaches (like student- and teacher-centered approaches).

Students' Engagement in Learning. While academic performance is recognized as the main measure of a quality education, schools and teachers should aim higher than test scores. Crucially, effective instruction should also focus on deeper learning processes and long-term results, such as student enjoyment and engagement. There's no one definition for involvement in learning, just like there are for many other constructs in educational research. While previous research has primarily focused on a single facet of engagement, learning engagement is a multifaceted concept that includes behavioral, emotional, and cognitive components.

Student engagement is important for learning because it yields several benefits, including a sense of community within the school, increased critical thinking skills, good personal growth and dispositions, and improved academic performance. Academic achievement and general student involvement in learning were found to be positively correlated, with a moderate to high impact size, based on a meta-analysis of 69 independent studies involving 196,473 individuals. The authors found that gender, cultural values, and the manner in which students rated their engagement with the material had an impact on the relationship between academic accomplishment and student engagement in learning through moderator analysis.

Teachers must establish clear standards for successful learning and present explicit learning intents in order for students to be actively involved in their education rather than merely sitting in class. Using a self-determination theory as an example, it was discovered that primary school pupils' participation in their coursework was generally improved by teachers' support of their autonomy. The two behaviors that stand out the most are "suppressing criticism" and "fostering relevance." The study's findings suggest a strong correlation between instructors' instructional strategies and students' participation in the learning process. The primary goal of this study is to address the lack of prior research on the potential effects of various instructional styles on students' engagement.

In order to better understand how different teaching strategies may impact teachers' perceptions of their own teaching competence (i.e., teaching self-concept) and students' engagement, the current study surveyed primary school teachers on four specific teaching strategies they may use in the classroom. Two research questions in particular were posed:

In what way may teachers' self-concept be predicted by the four widely used teaching strategies?

Based on existing literature, the study posited that the four distinct teaching strategies—namely, feedback, scaffolding, active learning, and collaboration—would exhibit a positive correlation with the perceived level of student involvement and the teachers' self-perception. These four tactics' contributions, though, are probably not going to be as significant. Of the four techniques, teachers' self-concepts would likely be most influenced by feedback and scaffolding because they both view teachers as active participants in the classroom. Because students would take a more active part in their education than teachers would, active learning and collaboration would have proportionally greater effects on students' involvement in learning.

What teaching strategies are most effective for students who experienced the pandemic?

In order to help with teaching and learning, demonstration is a teaching approach that involves a teacher visually presenting actions, exercises, or practical work that is connected to the concepts and information of a lesson that is being taught in the classroom. A teacher employing this technique presents the things, tools, phenomena, action, and events associated with instructing his lesson in a practical manner. The common demonstration that the teacher presents to the class gives all of the pupils in the class deeper, more practical experiences all at once. Hence, these kinds of presentations aid in their comprehension of the facts and ideas in their correct context, both conceptually and practically.

The lecture technique is thought to be the most widely utilized teaching strategy across all levels of educational institutions. To put it plainly, this is the way that teachers teach their students academic topics and lesson plans in a classroom context. They employ a range of instructional techniques and teaching-learning resources. When utilizing these, a number of elements must be taken into account, including the students' grade levels, the subjects and concepts, the needs and requirements of the students, the

academic goals, and the educational system as a whole. The lecturers must have the necessary tools when they are preparing their courses. One of the most crucial things is that they should be able to allay students' fears and respond to their inquiries. There are benefits and drawbacks to the lecture approach. Reiterating the benefits and reducing the drawbacks are necessary. As a result, when using the lecture technique in teaching at all educational levels, teachers must ensure that students can effectively grasp the material. The components required to organize a lecture, the abilities required to develop the lecture method, and the benefits and drawbacks of the lecture method are the primary themes examined in this research study.

One of the traditional teaching approaches is the lecture method, which consists solely of oral idea delivery. The majority of the exercises involve the teacher speaking, with the students either participating only marginally or as passive listeners. This type of instruction results in memorization. This mostly talk-and-chalk strategy will not work well for teaching chemistry since it does not foster meaningful learning and, as a result, is not retentive. But it may be better if it were combined with other successful strategies.

Solving common problems. Teams may have difficulties when it comes to misunderstanding or addressing issues that are crucial to the operation of the company. There could be issues with user engagement, design, growth, and even team morale and happiness. In summary, every team should possess problem-solving techniques. Individuals who give in to overwhelm or turn a blind eye to difficult issues frequently lose their minds and go crazy. Typically, people approach thinking haphazardly and are shocked to discover that they are unable to advance and are instead left floundering. The process of solving an issue entails recognizing it, formulating potential solutions, selecting the best one, and putting it into action. There are frequently multiple appropriate answers to a given issue. However, you are often searching for the best answer that fits your own situation. For example, cutting less on food, incorporating healthier foods into your diet, walking for 30 minutes a day, swimming three times a week, preparing for a 5K race, increasing your water intake, and numerous more practical methods can help you lose weight.

What are the challenges of TLE teachers in delivering their lessons to students who experienced the pandemic?

Lack of funds. Inequalities in funding within an educational district can change the chances that pupils have to reach their full academic potential. Americanprogress.org claims that a shortage of funds makes it impossible to make investments in the things that are important to students. Schools require funding for purchases other than textbooks.

It's crucial to comprehend how public education is first funded in order to completely comprehend how school funding affects educational inequality. According to the Center for American Progress, federal, state, and local governments provide funding for all public schools in the United States. The goal of education reform in the 1970s, 1980s, and 1990s was to close this gap. States were compelled by new legislation and court rulings to increase low-income district spending to match that of higher-income districts, according to the American Economic Journal: Applied Economics.

Lack of practical strategies. Teaching pupils who confront a wide range of personal and social-emotional difficulties, unlike any other generation, is a difficult responsibility for educators nowadays. Today's students in our classrooms are what we call the "recession babies"—a group of kids whose parents went through difficult times financially, suffered from addiction, lost their jobs, and went through other traumas. Many still haven't fully recovered. The teacher, who must make sure that students receive the knowledge and abilities required to "close the gap" and guarantee performance on standardized tests, is caught in the center of this moral, ethical, and social conundrum.

Lack of qualified teachers. In an effort to address the teacher shortage in the nation's public schools, a group called on the Department of Education (DepEd) to hire 30,000 new teachers annually over the course of the next five years on Wednesday, March 22. In response to Vice President and Education Secretary Sara Duterte's announcement that the agency intends to hire new teachers annually, the Alliance of Concerned Teachers (ACT) Philippines demanded that 30,000 new teachers be hired year until 2028 in order to address the teacher shortage. This is why, he continued, normal classes, particularly in urban areas, have fifty or more pupils in them, and each teacher is responsible for teaching at least six classes and overseeing the academic development of three hundred students annually.

What teaching strategies can be made in the classroom environment to facilitate equal learning, especially for students who were emotionally disturbed because of the pandemic?

Improve communication. The cornerstones of effective teaching are the teachers' conceptions of knowledge and learning. The teacher's understanding of the pupils aids in the comprehension of various learning styles. The ability of teachers to communicate effectively is a prerequisite for effective teaching, and this cannot be achieved without an understanding of the learner's traits and problem, as well as the use of appropriate approaches. It is imperative that all current students learn how to communicate. Increasingly competitive businesses and institutions, shifting career paths, and developments in digital media have made it imperative for students to improve their communication abilities. If students hope to make an impact in the collaborative workplaces of the future, they will need to go beyond simply memorizing interview questions the night before a big interview.

There is never a better moment to start learning critical communication skills than now. You can use films or videos of these conversations to teach your students the fundamentals of conversation. Pause the video and ask questions such as, "What message is the listener sending by crossing his arms? What else can you tell by observing the expressions and body language of both people. The ability to communicate effectively is essential for success in many facets of life. The atmosphere of a classroom greatly influences the quality of communication that occurs there. The modern educational paradigm places a high value on training students to be the best professionals in their fields. Regardless of the field in which they work, effective communication is a necessary component of a professional life. Students who possess these skills are more likely to participate in class discussions, will ultimately gain more from their time in the classroom, and will be more productive members of groups.

Improve collaboration. Conversely, when a teacher employs collaborative or active learning strategies, students think while they learn, draw on existing knowledge, and connect new ideas to related ones in their schema. As a result, they are typically more successful in gaining a deeper understanding than their peers who were taught using teacher-centered strategies. Stated differently, learning possibilities are contingent upon the intentional pedagogical acts of teachers. When employed in teaching and learning, active or collaborative tactics provide chances and environments for varied forms of engagement, negotiation, collaboration, and thinking. For this reason, the pedagogies that teachers employ to facilitate learning are strongly related to the degree of interaction among students in the classroom. All of the activities created by the teacher to improve group communication and simplify the idea are included in the usage of collaborative techniques.

➢ *Synthesis*

The literature cited above has contributed to a greater understanding of teaching strategies. Several issues and ideas were presented by various experts in the discipline of teaching. Studies on teaching strategies were also cited to prove the worth of this study. Along with the discussion of teaching strategies were the design, its characteristics, and the highlighted teaching strategies. There is an author has revealed that good teaching methods accommodate various types of learning preferences and student developmental needs.

➢ *Theoretical Lens*

The researcher will use two theories to support the study: Fox's personal theories of teaching and learning by Ryan and Deci Self Determination Theory.

The first theory is predicated on Fox's individual theories of instruction and acquisition. Decisions about instruction are influenced by a teacher's beliefs about learning and teaching. Simple or evolved theories are how Fox defines instructors' beliefs in his own theories of teaching and learning. Descriptors that characterize conventional teaching beliefs have been linked to Fox's straightforward theoretical framework in the research on teachers' conceptions of what constitutes teaching. Researchers connected the traits that characterize student-centered teaching beliefs with Fox's constructed theoretical framework. Fox concentrated on the perceptions of university instructors regarding instruction and the relationship between instruction's goal and learning. A teacher's concept of instruction determines whether their personal conceptions of teaching and learning are basic or sophisticated. A basic principle of teaching and learning holds that a teacher's job is to transfer knowledge to their students. Educators who adhere to a basic theory of teaching and learning also see their role as forming students' conceptual understanding.

Self Determination Theory by Ryan and Deci is the second theory. The degree to which fundamental psychological requirements influence how motivated and capable pupils are to study is a topic of research falling under the purview of SDT. Students constantly gain when their requirements for competence, relatedness, and autonomy are satisfied, according to research. When their fundamental psychological needs are met, for instance, pupils are more driven to do their schoolwork. Studies on relatedness show that pupils are more driven to succeed in school when they believe they have better interpersonal relationships. When their demands for competence are met, students are more intrinsically driven; nevertheless, autonomy should also be fostered in addition to competence. When students' requirements for competence and autonomy are met, they are more likely to succeed, be more involved, be more intrinsically motivated, and have fewer unpleasant experiences. Apart from these combined effects, student outcomes such as increased academic motivation, pleasant emotions, perseverance, information processing, wellbeing, and academic achievement are all associated with autonomy support.
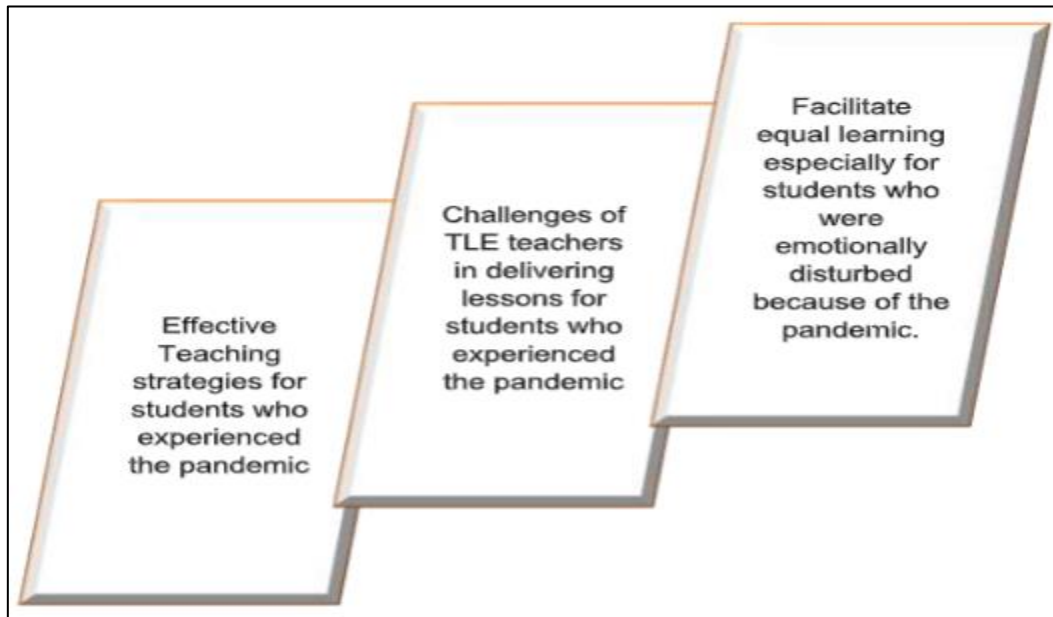
Fig 1. Conceptual Framework of the Study

CHAPTER TWO
METHOD

Presented in this chapter are the research design, participant, instrument, data gathering procedure and analysis, ethical consideration and trustworthiness of the study.

This chapter covers the data collecting, data analysis, reliability, ethical considerations, the researcher's role, research participants, and the research strategy that was employed.

Participant observation, in-depth interviews, and focus groups are the three most popular qualitative techniques. Every technique works well for acquiring a certain kind of data. Data collection on naturally occurring activities in their typical situations is best done through participant observation. The best method for gathering information about people's backgrounds, viewpoints, and experiences is through in-depth interviews (IDI), especially when delicate subjects are being discussed. Focus groups can yield valuable insights into a group's cultural norms and provide comprehensive summaries of themes that are important to the represented cultural groups or subgroups.

➢ *Philosophical Assumptions of the study*
The philosophical assumption serves as a framework for gathering, examining, and interpreting facts in a particular area of study. It provides the context for the decisions and conclusions that follow. The various forms of common philosophical assumptions are explained here. A good research project includes choosing the paradigm and the topic, challenge, or area of interest.

Ontology. This section of the study focuses on the relationship between the problem and reality. As perceived by study participants, reality is subjective and multifaceted, according to Creswell. For the qualitative researcher, the ontological question deals with the nature of reality. The people involved in the research circumstance construct reality. There are thus several realists: the researcher's reality, the realities of the people under investigation, and the realities of the reader or audiences who are interpreting the study. The purpose of this study was to clarify the home economics teachers' own experiences in bolstering their students' living skills in the modern world. I used the participants' voices and interpretations from long quotes, themes that echoed what they said, and supporting data from many angles to do this study. To establish the commonality and discreteness of responses, the study participants' answers were coded and examined. I ensured that the participant responses were meticulously coded to guarantee the dependability of the outcome. As the study moves forward, the researcher maintains the validity of the responses and refrains from introducing personal bias.

Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible as during the study in order obtain firsthand information. Guba and Lincoln (1985) as cited by Creswell (2013) state that on epistemological assumption, the researcher attempted to lessen distance himself or herself from the participants. He suggests that being a researcher he or she collaborates, spends time in the field with participants, and becomes an "insider. I will identify phenomenology with the use of thematic analysis as the best means for this type of study. In this regard, individual researchers "hold explicit belief". The purpose of this research was to gather important details on the ways by which the TLE teachers improves their teaching strategies for the benefits of their students in the post-pandemic classes specifically in Buhangin, Davao City.

I assured to establish a close interaction with the participants to gain direct information that will shed light to the knowledge behind the inquiry particularly on the experiences of TLE teachers in giving their teaching strategies in Buhangin, Davao City.

Axiology refers to role of values in research. The role of values in a study is significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes own interpretation in conjunction with interpretation of participants.

I uphold the dignity and value of every detail of information obtained from the participants. The researcher understands the personal and the value–laden nature of information gathered from the study. I therefore preserve the merit of the participant's answers and carefully interpreted the answers in the light of the participant's personal interpretation.

Rhetorics. This philosophical assumption stressed that the researcher may write in a literary, informal style using the personal voice and uses qualitative terms and limited definition. In the context of the study, the researcher used the first person in explaining the experiences of home economics teachers as they dreamed in strengthening the life skills of their students.

As a researcher, I agree with the post modernism philosophy of Afzal-os-sadat Hossieni (2011). The teaching of critical thinking, knowledge production, the formation of social and personal identities, and self-creation are, in my opinion, the main goals of education. Teachers in postmodern education just guide students' discoveries. They offer chances to talk on various topics and come up with original ideas. Students get practice listening to different voices in this setting. They attempt to think critically

while tolerating the criticism of others. They pick up respect for diverse ethnicities and civilizations. Also they emphasize on cooperative learning independent learning, and dialectic, critical and verbal methods. It is deducted that postmodernism and creativity are embedded in each other and we can find the result of this opinion in postmodern education.

➢ *Qualitative Assumptions*

Methodology is different from method. Methodology is creative and responsive approach to understand questions and subject matter while method refers to the exact knowledge and procedure (Gerodias, 2013). In this study the experiences of TLE teachers were unleashed based on their personal sharing of their thoughts pertaining to their teaching strategies

The researcher's drive in knowing the deeper meaning of the experiences of TLE teachers became the basis for doing a qualitative research, considered helpful in looking for "meanings and motivations that underline cultural symbols, personal experiences and phenomena ". By using phenomenology, this need was hoped to be addressed by bringing the stories of the floating teachers in a manner that, as David (2005) wrote, the themes, symbols and meaning of the experiences will be presented. Phenomenological research is based on two premises. The first is that experience is a valid, rich and rewarding source of knowledge. According to Becker (1992), as cited in Morrissey & Higgs, (2006), that experience is a source of knowledge and shapes one's behavior.

From the definition, human experience is viewed as a cornerstone of knowledge about human phenomena and not as an unreliable source. The second premise of phenomenological research lies in the view that the everyday world is a valuable and productive source of knowledge, and that we can learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey & Higgs, 2006).

By doing phenomenology which concerns with that "what" and the "how" (Moustakas, 1995), the researcher anticipated that the personal involvements and challenges of the home economics teachers were explored and insights were drawn as basis for the possible future researches and policy analysis in relation to this research.

➢ *Design and Procedure*

The qualitative design of this study will also adhere to a phenomenological approach. Qualitative research provides an organized method for examining a phenomenon in a specific setting. Furthermore, by looking at the perspectives of those who are involved in a particular situation and their lived experiences, phenomenological research aims to understand the components of a phenomenon.

In this paper, phenomenological approach served as a big help in knowing the experiences of TLE teachers in their present teaching strategies used for instruction, since this approach focuses on the experiences of people in a certain phenomenon. Furthermore, the design gave information as to what were the experiences and challenges, they encountered when teaching students after the pandemic era and identified their insights to the different challenges. More so, TLE teachers shared valuable information on their coping mechanisms to the challenges in teaching to the new normal.

➢ *Research Participants*

To identify the participants of the study, I will utilize purposive sampling. According to Alkassim, Etikan and Musa (2016), purposive sampling is also called as judgement sampling where in the choice of the researchers in choosing a participant depends on the qualities that the participant possesses. With that, I will use purposive sampling in determining the participants since the chosen participants were persons who were willing to provide information by virtue of knowledge and experience. Moreover, the research participants will be the TLE teachers in Davao City particularly in Cluster 5. The total target schools are 3 , with 5 teachers to participate in in-depth-interview and another five teachers to participate in the focused group discussion. All of them are TLE teachers. Also, according to Creswell (2013), the participants for qualitativephenomenological research should be five to 25. Hence, 10 participants are an adequate number for the stud

➢ *Role of the Researcher*

In this study, I am primary collector of the data. Interviews will be conducted with the interview guide among ten TLE teachers. According to Biber (2007), the researcher is the one who sets the agenda in the interview and makes the decisions before the analysis based on the approach to the problem and the constructed research questions. I will also consolidate participants' answers and will evaluate and analyze their answers clearly and as objectively as I can. All records will be kept safe in a closed room and I will make sure that no personal information will be disclosed. I am also liable to all the information and facts gathered and will only describe relevant factors that will make this *successful.*

➤ *Ethical Considerations*
The following considerations will be observed carefully by the researcher in gathering the data.

Social Value. The first is the Social Value. The researchers believe that the study is relevant to community and national needs because it promotes and encourage teachers to conduct researches that address community and national needs. With capable teacher-researchers, more research that are relevant to the improvement of the community can be conducted.

Informed Consent. Another consideration is the Informed Consent. Prior to the distribution of questionnaires, the researchers thoroughly explained to the respondent the purpose of the study and how their answers will be used in this paper. The researchers also asked the target respondents to sign a consent form.

Risks, Benefits and Safety. As for Risks, Benefits and Safety, the researchers made sure that the respondents are free from risk when participating in the data collection. The researcher also finds this study beneficial to the target respondents because the result of this study will be helpful in strengthening their research capability through programs that will result from this study.

Privacy and Confidentiality of Information. Moreover, the Privacy and Confidentiality of Information are ensured by avoiding any information in the paper that may lead to the identification of a specific respondents. Names, designations or any characteristic of any particular respondents will not be mentioned in the paper. The research questionnaire itself will also not ask any information such as name, age or educational attainment of the respondents.

Transparency. As for Transparency, the researcher will divulge any conflict of interest that may arise and it will be addressed appropriately in a manner that eliminates bias. The researcher will also ensure that only accurate data are reported with full honesty.

Qualification of Researcher. Additionally, I believe that when it comes to Qualification of Researcher, I are very much qualified to conduct the study, having completed several researches. Also, I organize trainings that encourage teachers to produce research papers. As a practicing teacher I am also familiar with the topic being studied.

Adequacy of Facilities. For Adequacy of Facilities, the researchers will conduct the data gathering in an air-conditioned room. The target respondents will also be served with light snacks to ensure that they are full and comfortable when answering the questionnaire. All this will be coordinated with the Head of the School where the respondents are connected. I will also make sure that the interviewees are relaxed during the interview.

Community Involvement. Finally, in preparing the research questionnaire, the researchers will make sure that the statements do not in any way reflect any bias against race, religion or culture. After the paper is completed, the researchers plan to disseminate the result of the study to empower more teachers to conduct research. The respondents will be duly acknowledging for their significant participation in the completion of the study. This shall ensure Community Involvement of participants.

➤ *Data Collection*
The following procedures will be followed by to get sufficient information from the participants: First, I will visit the schools and will ask consent forms from the participants who are willing to be interviewed for the study. When the consents will be given, I will prepare measures for the interview. Moreover, since phenomenological research is a description of the human experiences about a concept or the phenomenon was examined, the interview will be performed through first through in-depth interview. In this case, the I will be able to explore the meaning of the experiences of the participants and on how they describe their strategies when teaching TLE subject. The data that will therefore be collected through interview with audio recordings and it will be was analyzed and then presented thematically. Moreover, I will also conduct focused group discussion for triangulation. In order to validate the data that was gathered, triangulation strategy was utilized. According to Shank (2006), triangulation refers to the process of converging upon a particular finding by using different sorts of data and data gathering strategies. Through this, all the data gathered from the in-depth interview and focused group discussion will be cross examined to direct and focus on the objective of the study. This will be done by gathering and examining related literatures, studies and categorizing similarities and differences from the findings. Then, the implications of the study will also be presented.

➤ *Data Analysis*
To gather data for this study, I will prepare an interview guide.

Creating an interview guide helps interview research in a number of ways. An interview guide is simply a list of the questions that I plan asking in the interview. I will try limit my guide to one page so that it is easy to refer to.

The process of creating such a guide can help me to focus and organize my line of thinking and therefore questioning. When conducting the interview, I will bring a fresh copy of the guide so that I can easily cross off questions or topics as they are

covered. Often, I may find that some questions are answered during the course of our conversation with the interviewee without even asking. Using the guide, I can check off the question on the guide so that I do not ask it explicitly later. It is important to remember that the interview guide really is only a guide. I do not have to follow the exact ordering and there is nothing wrong with going off script at times if a particular line of questioning that I had not anticipated seems worthwhile.

Thematic Content Analysis. A thematic analysis strives to identify patterns of themes in the interview data. One of the advantages of thematic analysis is that it's a flexible method which can be both for explorative studies, where the researcher   do not have a clear idea of what patterns is being searched for, as well as for more deductive studies, where the researcher know exactly what he or she is are interested in. No matter which type of study is being done and for what purpose, the most important thing in the analysis is that the researcher respects the data and try to represent the results of the interview as honestly as possible (Montensen,

2020).

Document analysis. Document analysis is a form of qualitative research that uses a systematic procedure to analyse documentary evidence and answer specific research questions. Similar to other methods of analysis in qualitative research, document analysis requires repeated review, examination, and interpretation of the data in order to gain meaning and empirical knowledge of the construct being studied. Document analysis can be conducted as a stand-alone study or as a component of a larger qualitative or mixed methods study, where it is often used to triangulate findings gathered from another data source (e.g., interview or focus group transcripts, observation, surveys). When used in triangulation, documents can corroborate or refute, elucidate, or expand on findings across other data sources, which helps to guard against bias (Frey, Bruce B., 2018).

Triangulation of Data. Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon (Kulkarni, Prashant, 2013).

Environmental triangulation. The use of Environmental triangulation is limited only to those studies where the findings can be influenced by certain environmental factors. This type of triangulation uses different settings, locations and other factors such as time, day, season in which the study took place. The idea is to determine which of these factors influence the information received, these factors are then changed to see if the findings are the same. If the findings remain unaltered under varying environmental factors, then validity can be established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirements as mentioned is the use of environmental triangulation best suit the environment of the research being conducted.

Figure 2. Analytical Framework of the Study
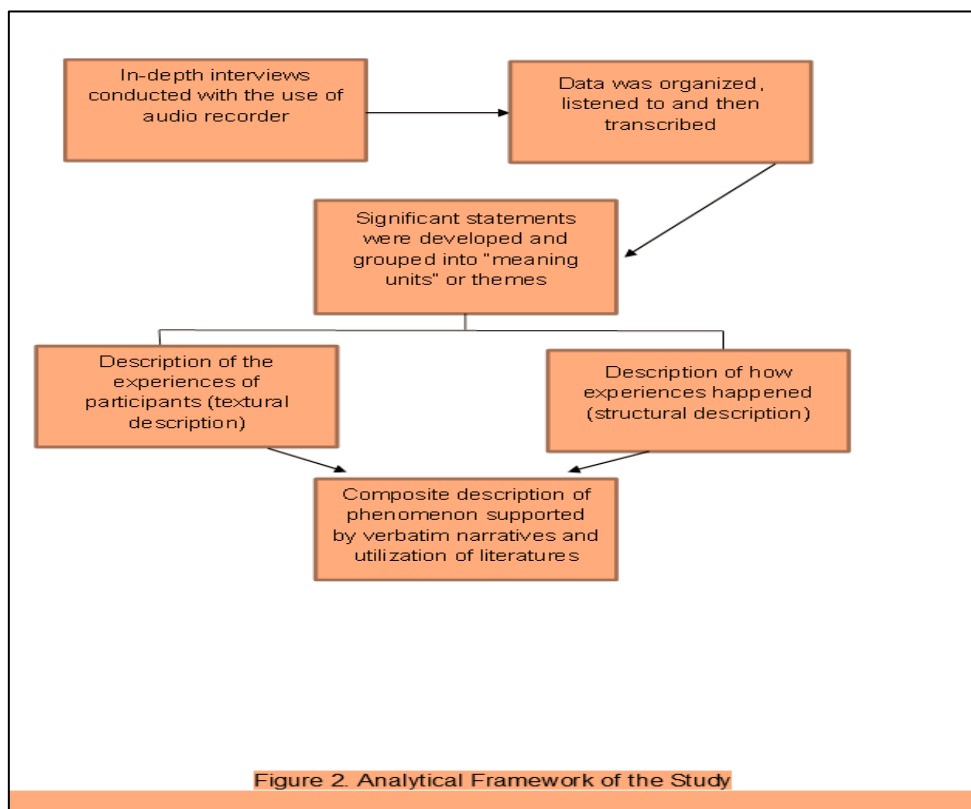
➢ *Trustworthiness of the Study*

The quality of the researcher's data is the cornerstone of research excellence. In the study of Stumpfegger (2017), she cited that Lincoln and Guba (1985) created a corresponding set of criteria for trustworthiness of qualitative research: credibility, transferability, dependability and confirmability in order to provide a different set for criteria that can be used for ascertaining the quality of the research.

Credibility. This depends on the richness of the data and analysis and can be enhanced by triangulation (Patton, 2002), rather than relying on sample size aiming at representing a population. To achieve this, I will ask the confidence of the TLE teachers to respond to the guide questions spontaneously without hesitations to make this research sound factual and believable as it is.

Transferability. This is the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents. I will facilitate the transferability judgment by a potential user through thick description. Merriam writes that external validity is concerned with the extent to which the findings of one study can be applied to other situations. It provides sufficient detail of the context of the fieldwork for a reader to be able to decide whether the prevailing environment is similar to another situation with which he or she is familiar and whether the findings can justifiably be applied to the other setting (Shenton, 2004). In this study, I will provide rich account of data from the excerpts one on one interview, focused group discussion, number of participants, interview procedures which can also be varied to different in future researches. The findings could be a reference point to further study online education even in different field and location.

Dependability. This is a reference to the degree to which research procedures are documented, enabling an external party to monitor, assess, and provide feedback on the research process, as well as the consistency and dependability of the study findings. The reader can evaluate the degree to which suitable research practices have been adhered to by reviewing the comprehensive presentation of the methodology and methodologies utilized. As a result, will record the technique, procedures, and specifics of data collecting, along with the research design and implementation.

Confirmability. Confirmability requires researchers to show how the findings are directly related to the conclusions in a manner that is easy to follow and can be repeated as a procedure. Confirmability is equally relevant to applicability as credibility, with special consequences for studies that offer policy recommendations. In keeping with this, I will outline the actions done to both manage and consider the consequences of their experiential or philosophical preferences. Even if bias existed, it clarified how the researcher's viewpoint could show up in the research results while still producing insightful information.

CHAPTER THREE
RESULTS AND DISCUSSIONS

This part of the research dealt with the research questions and its answers based on the responses of the participants of the study. The participants unraveled their experiences as they revealed their experiences as they transitioned from the pandemic to the new face to face classes in home economics classes particularly in Cluster 5, Davao city.

The teaching strategies that are most effective for students who experienced the pandemic in Technology and Livelihood Education (TLE).

Demonstration method. It is a common knowledge that demonstration method is the most common teaching strategy in most classes, specifically for home economics. By way of class demonstration, the teachers were able to show how well were the procedures done in a particular TLE class. For the learners, it was one of the most welcome teaching strategies for them to actually see how things are done in a particular class activity.

Dorm of the responses of the participants of this study were noted as follows:
- As I conducted my TLE classes, I used the demonstration method to show them how cooking is done (T2).
- I enjoyed being with my students especially when I am demonstrating some TLE procedures in my classes (T4).
- I used demonstration method since it is the most common strategy in teaching TLE (T5).
- It can be gleaned from the responses of the participants that they mostly used the demonstration strategy in their classes. As per the response of T2, she showed the cooking activities through this method. As for T4, she was totally happy and enjoyed her classes every time she does class demonstrations, it was also the same strategy used by T5.

Other experts in the teaching strategies agreed with the above findings through their respective ideas about demonstration strategy.

As a method of instruction, demonstration refers to the visual presentation of the action, exercises, or practical work pertaining to the information and ideas of a lesson given by the instructor in the classroom with the intention of assisting with the teaching and learning process. When employing this technique, a teacher presents the things, tools, phenomena, action, and events associated with instructing his lesson in a hands-on manner. As a result of the teacher's shared demonstration, every student in the The class simultaneously gains more in-depth and useful experiences.

Giving a demo or carrying out the action is what is meant by the word demonstration. The demonstration technique is a systematic, step-by-step approach that the teacher uses to teach his students. Practical teaching methods such as the demonstration technique, in which the teacher engages students in an activity to teach a topic, are frequently used when students struggle to make the connection between theories and real-world applications, or when they are unable to comprehend the theories and their applications.

Lecture Method. One of the tactics that is most frequently employed globally is the lecture method. The ease with which lectures or lecturettes can impart significant ideas to a group of people or a class has led to their increasing popularity. The majority of the theories are presented to the public in lectures without getting too technical. It is an easy way to communicate important theories or thoughts. Some responses of the participants were noted:

- When I am giving lectures, the students were very receptive to my discussions (T1).
- Most of my students were attentive every time I give lectures I my TLE classes. They even asked questions to clarify ideas not familiar to them (T2).
- My activities were varied in my classes, mostly, I used to give lectures first before i proceed to other class activities (T6)
- My lectures in my classes were short but effective (T7).

Based on the responses of the participants during the interview, they openly shared that they utilized the lecture method to convey their important ideas in the classroom. As for T1, her students were very attentive to her lectures. The same class response was observed by T2. T6 used several activities in her classes coupled with lectures before going to another lesson. As for T7, her lectures were short but she observed that it was effective.

In support to the above findings, the following experts bared their respective theories about lecturing in the classroom.

The lecture technique is thought to be the most widely utilized teaching strategy across all levels of educational institutions. To put it plainly, this is the way that teachers teach their students academic topics and lesson plans in a classroom context. They employ a range of instructional techniques and teaching-learning resources. When these are made use of, various factors need to

be taken into consideration, i.e., grade levels of students, subjects and concepts, needs and requirements of the students, academic goals and the overall system of education. The lecturers must have the necessary tools when they are preparing their courses. One of the most crucial things is that they should be able to allay students' fears and respond to their inquiries. There are benefits and drawbacks to the lecture approach. Reiterating the benefits and reducing the drawbacks are necessary. As a result, when using the lecture technique in teaching at all educational levels, teachers must ensure that students can effectively grasp the material. The components required to organize a lecture, the abilities required to develop the lecture method, and the benefits and drawbacks of the lecture method are the primary themes examined in this research study.

One of the traditional teaching approaches is the lecture method, which consists solely of oral idea delivery. The majority of the exercises involve the teacher speaking, with the students either participating only marginally or as passive listeners. This type of instruction results in memorization. This mostly talk-and-chalk strategy will not work well for teaching chemistry since it does not foster meaningful learning and, as a result, is not retentive. It could be enhanced, though, by adding to it more useful strategies.

Solving common problems. Most of the problems in the classrooms, as mentioned by the participants of this study were dealt with using the problems solving method. As teachers, they gave their students ample time to deal with their problems in class groups. The students faced their fears through problem solving. Example, for those who are not inclined in TLE activities, they were given the chance to perform in their groups while others assisted them. It indeed a teamwork to find great solutions to their simple class activities.

The participants responses were noted as follows:
- Yes, it was a very successful strategy for me, I usually give them problems and they provide the solutions to the class (T2).
- It is very true that problem solving is effective in my classes. Everyone participated well (T3).
- I always group my students and provide them some problem-solving activities and they share their answers at the end of the class (T5).

As mentioned by participant T2, her lecture method was one of the most successful strategies she used in her classes. For T3, she made mentioned that problems solving strategy was effective since it involved all the members of the group in her classes while T5 reiterated that she constantly used the problems solving techniques in her classes. In this way, most of the students were not hesitant to share their thoughts and answers to the group.

Every team and organization has difficulties as they expand. Teams may have difficulties when it comes to misunderstanding or addressing issues that are crucial to the operation of the company. There could be issues with user engagement, design, growth, and even team morale and happiness. In summary, every team should possess problem-solving techniques. People who give in to overwhelm or who neglect difficult issues frequently get agitated and perplexed. They typically approach thinking in an ad hoc manner, which leaves them shocked when they discover they are stumbling along with no forward motion. The steps involved in problem-solving techniques are recognizing an issue, formulating potential solutions, selecting the best one, and putting it into action. Problems frequently have multiple correct answers.

Life presents challenges to everyone. Generally speaking, we are able to easily and swiftly resolve them. We either employ a previously effective tactic or quickly come up with a remedy. For example, if you overslept in the morning and are going to be late for work, you might decide to call work and explain your situation while getting dressed and ready in half the usual time. Problems become more difficult when there is no obvious solution and strategies that you have tried in the past don't work. These kinds of issues necessitate fresh approaches and generate a lot of worry and anxiety. The main purpose of problem-solving techniques is to assist a team or group in the process of first recognizing issues and obstacles, then generating potential solutions, and then selecting the best one.
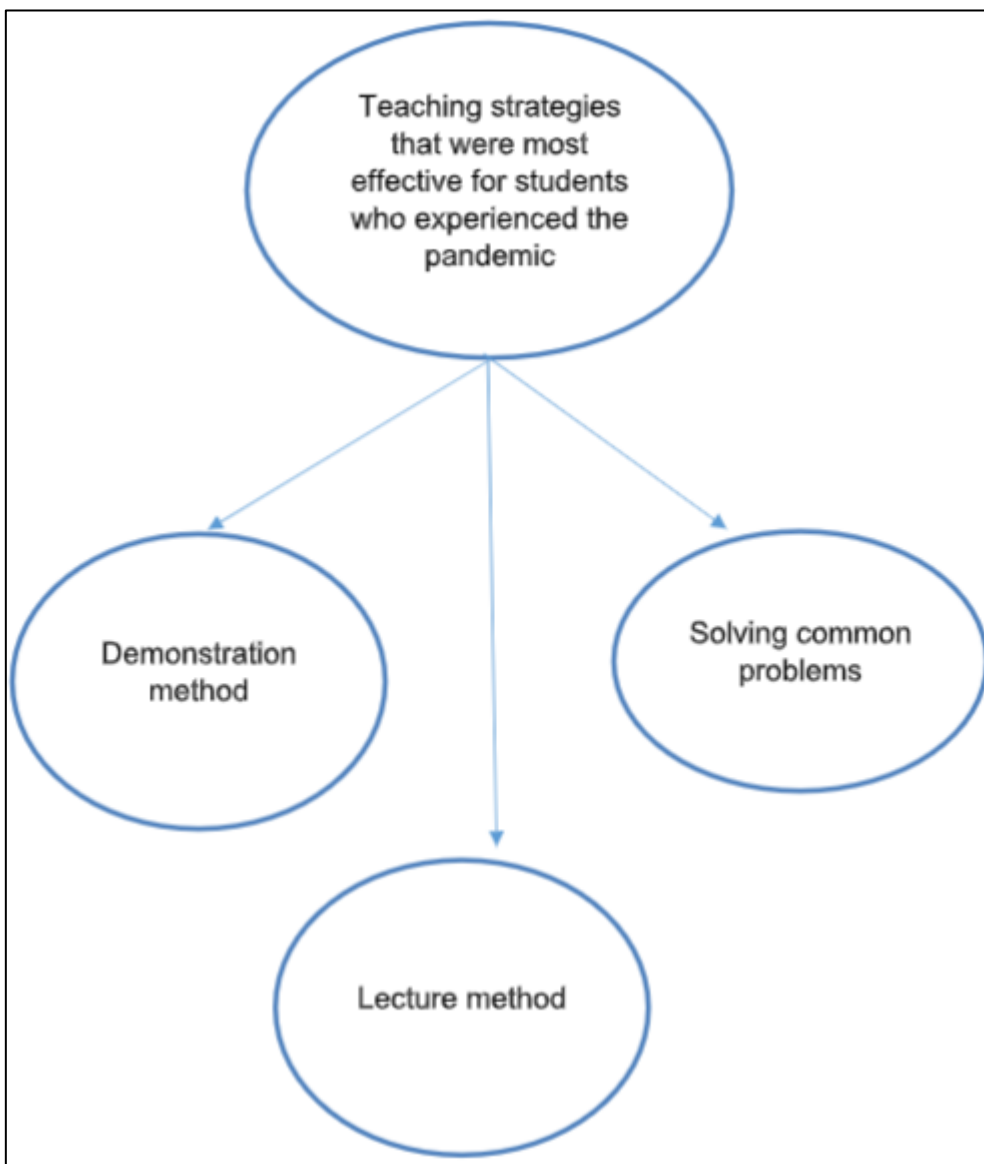
Fig 3. Teaching Strategies That Were Most Effective for Students Who Experienced the Pandemic

➢ *The challenges of TLE teachers in delivering their lessons to students who experienced the pandemic.*

Lack of funds. One of the most challenging issues in teaching technology and livelihood education is the money to be spent for class activities. It a reality that most of the TLE classes were not given their class funds to purchase their needed materials for their class use. This means that, there is no fund from the school, unless it was stipulated in the operating expenses of the school. In terms of classes or sections, there was no clear source of funds to purchase the needed materials for class activities. One of the best ways to solve this problem was to make the students contribute some amount to buy the necessary ingredients or materials to pursue with the class performance tasks.

Some of the participants responses were recorded as follows:
- One of the challenges in my classes was the lack of funds. There was no budget to perform the activities (T1).
- It is difficult since there is no source of funds. We rely on the contributions of the students to perform the activities I TLE classes (T2).
- Lack of funds has always been a problem in my classes (T5).
- My students were poor, they belong to the lower family classes, they have no money to contribute for the class activities (T8).

Based on the responses of the participants, T1 mentioned that having no particular budget is a real challenge in her classes, the class activities were at stake. For T2, she found the lack of budget as a very difficult problem to solve, in most cases, the students contributed money to purchase their needed materials to perform their tasks. T5 and T8 were in the same thought when they mentioned that the lack of funds in purchasing their needed class materials to perform the tasks is not available. Most of their students were poor, this means that they belong to poverty line and as teachers they cannot demand too much from these students. Education Inequalities in funding within an educational district can change the chances that pupils have to reach their full academic potential. Americanprogress.org claims that a shortage of funds makes it impossible to make investments in the things that are important to students. Schools require funding for purchases other than textbooks. According to School of Education (2020), it's critical to comprehend how public education is first supported in order to completely comprehend how school funding affects educational inequality. According to the Center for American Progress, federal, state, and local governments provide funding for all public schools in the United States. The goal of education reform in the 1970s, 1980s, and 1990s was to close this gap. States were compelled by new legislation and court rulings to increase spending for low-income districts to match that of higher-income ones, according to the American.

Lack of practical strategies. Even if the teachers were given their freedom to select their class strategies, they still found out that there were times when they lack the practical aspect in dealing with their classes.

Moreso, for the students, they do not have enough knowledge to think about the practical side of their assigned tasks. Most the teachers as well as the students were focused on the stated and common strategies, they tended to forgot the practical side of teaching and learning process. Some of their responses were noted:

- There were times that I lack the idea of having practical activities (T1).
- One of the challenges was the lack of practical activities in my classes, we follow the handbook (T2).
- Some activities are lacking. I cant remember some of it. Because we follow some handouts (T7).

As responded by the participants during the interview, T1 openly recalled that there were moments when she lacked the practical side in teaching TLE. She was so emersed in following the procedures in the resource manuals or books. As to T2, she observed that most of the activities were done on a step-by-step procedure, when in fact some of these steps may be done in another manner. For T7, there were times when the procedures or activities were lacking, thus she realized that the practical side of doing these activities is more applicable.

Teaching pupils who confront a wide range of personal and social-emotional difficulties, unlike any other generation, is a difficult responsibility for educators nowadays. Today's students in our classrooms are what we call the "recession babies"—a group of kids whose parents went through difficult times financially, suffered from addiction, lost their jobs, and went through other traumas. Many still haven't fully recovered. The teacher, who must make sure that students receive the knowledge and abilities required to "close the gap" and guarantee performance on standardized tests, is caught in the center of this moral, ethical, and social conundrum.

According to contemporary psychological structural and humanistic learning theories, the classroom ought to be a genuine place of respect and support for each student's personal growth. In order to foster the best possible development of every student, the school community, as a modern microorganization, should create an open, cooperative, flexible, and socioemotional environment that respects and acknowledges the diversity of needs, values, abilities, and beliefs. It should also work to influence the opinions, values, and behavior of all parties involved in the training process, allowing them to participate in and have an impact on students' development based on their roles. The necessity to modify the conventional function of the teacher has given rise to modern trends in education.

Lack of qualified teachers. The lack of qualified teachers to handle important subjects or courses in secondary level is not a new topic in most schools in our country. There were times when the class was overcrowded that the class was to be regrouped into 2 or more classes. This is where the problem starts when no one is qualified to teach or to handle the TLE classes. Other teachers were made to teach such course based on their current knowledge about the contents of the class activities. However, despite these common problems, the assigned teacher was still able to reach the end point of their class demands. Some for the teachers found their class lectures and activities too difficult to handle due to their lack of experience and knowledge about the subject matter. Some teachers are not qualified to teach TLE (T3).

With many students in our classes, other teachers who are not qualified due to their major were made to handle the subject (T4) Other teachers handling TLE are not qualified, so they have difficulties in the subjects they teach (T5).

Other teachers were simply given the teaching load due to lack of teachers who will handle the class (T6).

Based on the narratives of the TLE teachers, T3, T4, T5 and T6, all mentioned that they encountered issues pertaining to the qualifications of the teachers. This observation was not only true to TLE classes but some other disciplines such as science,

mathematics and other subjects. The lack of qualified teachers is one of the major setbacks in attaining the best quality education. The scarcity of qualified teachers in most disciplines has been a common problem in other schools that needs to be addressed. Hernando- To resolve the teacher shortage in the country's public schools, a group on Wednesday, March 22, urged the Department of Education (DepEd) to hire 30,000 new teachers yearly in the next five years. The Alliance of Concerned Teachers (ACT) Philippines demanded that 30,000 new teachers be hired year up to 2028 in order to address the teacher shortage, in response to Vice President and Education Secretary Sara Duterte's announcement that the agency intends to hire new teachers every year. Because of this, he clarified, ordinary classrooms include 50 students or more, particularly in urban areas, and each instructor is responsible for teaching at least six sessions and overseeing the academic development of 300 students annually.

The teacher shortage is serious, widespread, and getting worse faster than we anticipated. The lack of credentialed teachers is more severe than commonly believed when indices of teacher quality (certification, relevant training, experience, etc.) are considered. High-poverty schools are especially affected. Students, instructors, and the public education system as a whole suffer when there is a teacher shortage. The ability of pupils to learn is threatened by a lack of skilled teachers, staff instability lowers teachers' effectiveness, and a high teacher turnover rate wastes money that may be better used elsewhere. This furthers the persistence of the teacher shortage by making it more challenging to establish a strong reputation for teaching and to professionalize it.
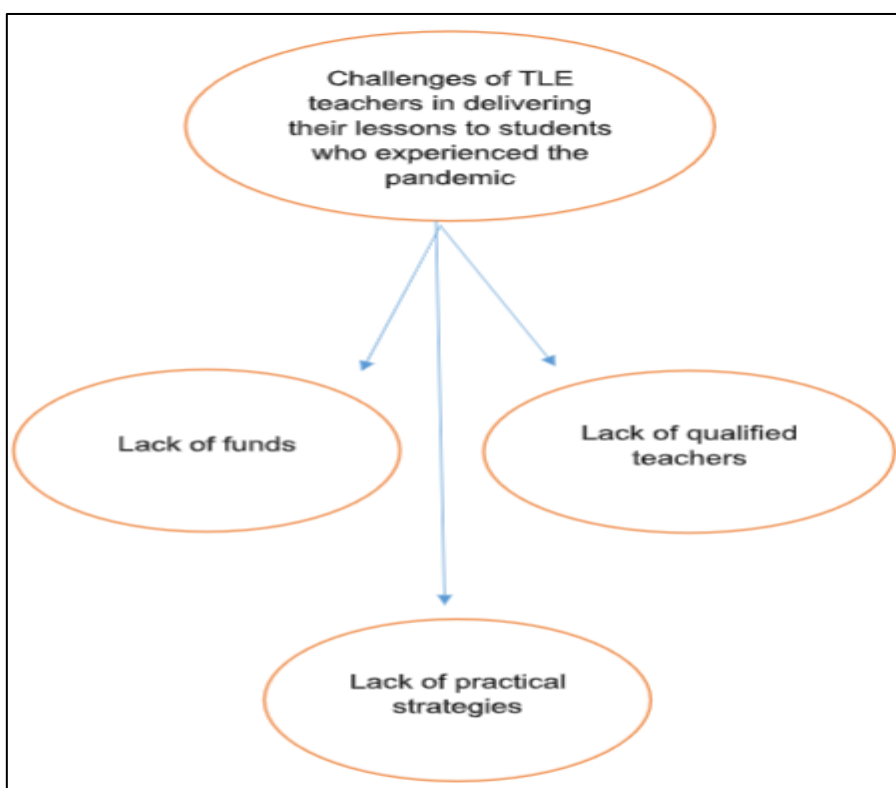

Fig 4. Challenges of TLE Teachers In Delivering Their Lessons to Students Who Experienced the Pandemic

➤ *Teaching strategies that can be made in the classroom environment to facilitate equal learning, especially for students who were emotionally disturbed because of the pandemic.*

The classes during the pandemic period were all in vain. No one was prepared to conduct classes on line or in blended form. Despite all the trials in the academe, everyone was given the chance to learn new technologies to cope with the demands of time. Various teaching strategies were tested and proven to be effective. It can be noted that each teaching strategy does not always make positive outcomes, all these depended on situation of the school, the geographical location, availability of internet connections and gadgets were noted as factors that hinders effective teaching and learning process.

Improve communication with stakeholders. Improving communication is one of the most effective ways in dealing with the students as well as with the stakeholders. During the onset of the pandemic where no one was allowed to meet face to face, the way of communication was one of the first problems to be solved. One good thing about our place or locality was that, there was internet connectivity, although there were times that it was intermittent, however, various technologies were the medium of communication used during the pandemic classes and even to the present face to face classes.

As per the narratives of the participants, some of them suggested that a particular strategy may be adopted in their locality, such was noted from the comments of the participants:

One way to improve the TLE delivery is to improve the communication strategies of teachers and students (T1).

Based on my experiences, a good communication can be developed to enhance the teaching and learning activities in TLE (T2).

Make communication one of the key components in the classroom teaching activities. The more the students talk, the better they understand (T4).

The narratives of T1, T2 and T4 were common, that was all about the ways of communicating with their students and other stakeholders from the school. Their teaching deliveries were effective through constant communication with their students through the cellular gadgets or computers. As times passed by, the teachers were able to discover new techniques in communicating with their students and the parents. Teachers, parents and students just had their share in improving their means of content delivery and responses. The more the TLE teachers communicated with their students, the better were the responses and class outputs of the students. All was a matter of clearly explaining the class tasks and expectations.

The cornerstones of effective teaching are the teachers' conceptions of knowledge and learning. The teacher's understanding of the pupils aids in the comprehension of various learning styles. The ability of teachers to communicate effectively is a prerequisite for effective teaching, and this cannot be achieved without an understanding of the learner's traits and problem, as well as the use of appropriate approaches. It is imperative that all current students learn how to communicate. Increasingly competitive businesses and institutions, shifting career paths, and developments in digital media have made it imperative for students to improve their communication abilities. If students hope to make an impact in the collaborative workplaces of the future, they will need to go beyond simply memorizing interview questions the night before a big interview. There is never a better moment to start learning critical communication skills than now. You can use films or videos of these conversations to teach your students the fundamentals of conversation.

Improve collaboration with stakeholders. Improving the class and other stakeholders' collaboration was found to be very effective and successful in our classes. As a researcher, I noticed that proper collaboration with students created a more successful class work. The students were able to comply with their projects and the parents were also receptive to the call of the teachers. The more collaborative activities there is, the better was the performance of the students.

Some of the narratives of the participants were taken note as follows:
Class grouping is a very good strategy to improve the students collaboration (T5).

Enhance the collaboration among the group members so that the students will learn that there are other people within their group (T7).

Let the students open up their ideas and learn to collaborate with others embers of the group (T8).

Based on the accounts of the participants T5, T7 and T8 of this study, improving the collaboration of all the stakeholders is the key to a better relationship of all. This includes the performance outcomes of the students. Further, proper collaboration with the parents and other stakeholders would provide a better avenue in the success of the school activities. I would say that the more collaboration activities to be done in the class or school, the more successful our activities and tasks performance would be. It was also observed that some of the students were emotionally disturbed during the past years of pandemic classes, thus, it was considered as a good move to enhance the students, parents and other stakeholders' communication and collaboration.

In other words, learning opportunities do not occur without a teacher's intentional pedagogical actions. When a teacher employs active or collaborative strategies, students think as they learn, activate their prior knowledge, and link new concepts to related ones in their schema. As a result, they tend to be more effective in developing deeper understanding than peers who were taught using teacher-centered strategies. When employed in teaching and learning, active or collaborative tactics provide chances and environments for varied forms of engagement, negotiation, collaboration, and thinking. For this reason, the pedagogies that teachers employ to facilitate learning are strongly related to the degree of interaction among students in the classroom. Some trends highlight how, in contrast to the traditional lecture hall and classroom environments that teachers and teacher educators are used with, learning is becoming more social, casual, and less structured. As they aim to allow students freedom of access and engagement with classmates and/or teachers within and outside the locality, modern learning spaces—which can be real or virtual—are actually less restrictive than conventional learning spaces. This is a result of the fact that learning and instruction are now confined to spaces other than the classroom, and that classrooms are both adaptable and demountable. As a result, learning interactions and teamwork occur more frequently.

A lot of us had to retrain ourselves in the art of teamwork during the pandemic. Without face-to-face contacts, teams did, in fact, adapt quickly and come up with innovative ways to stay coordinated, engaged, and connected. But with remote and hybrid work arrangements here to stay, you may need additional skills to take your team player credentials to the next level. Here are five ways to become a consummate collaborator, whatever your work environment: Communicate clearly, Choose the right digital tool for the right task, go beyond your comfort zone, Find or become a mentor and participate in team-building activities.
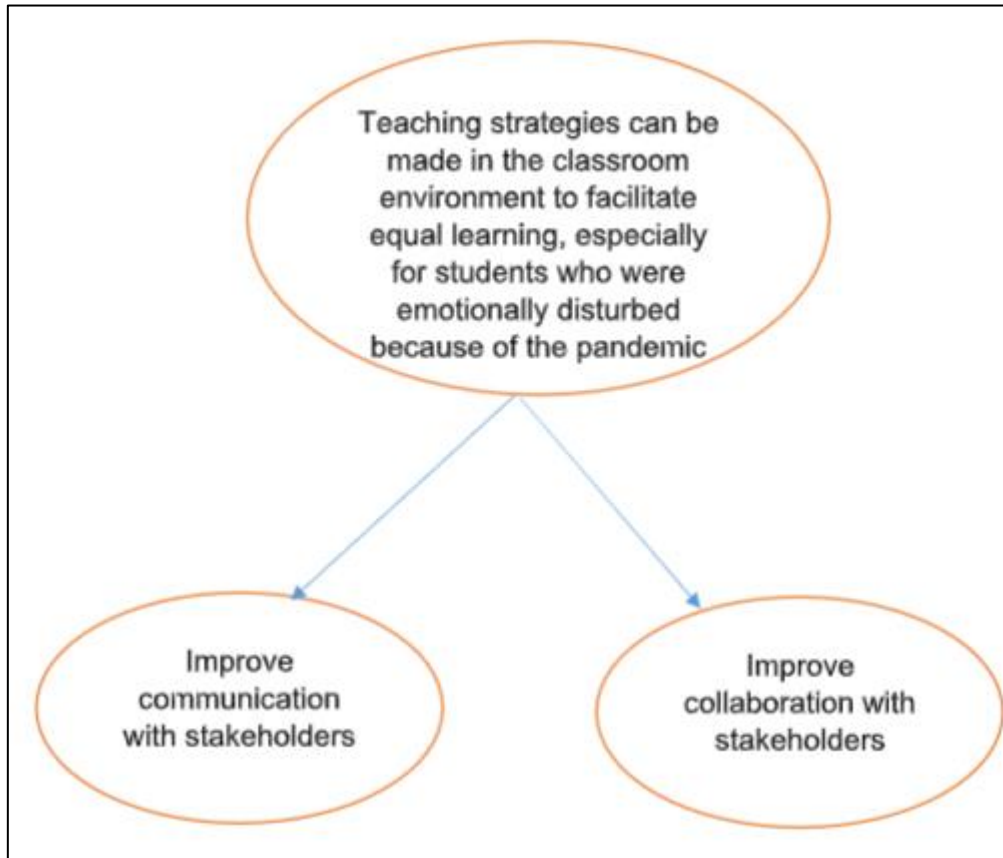

Fig 5. Teaching Strategies Can Be Made in the Classroom Environment to Facilitate Equal Learning, Especially for Students Who Were Emotionally Disturbed

CHAPTER FOUR
IMPLICATIONS AND FUTURE DIRECTIONS

In this chapter, the summary of the study is presented, from the summary of the findings, I drew the implications and future directions. The purpose of my study was to explore the views of Technology and Livelihood Education (TLE) teachers during the transition of classes from blended learning modes to the current face to face classes, specifically in Cluster 5, Davao City.

To achieve the research objectives, I made use of qualitative phenomenological method with the use of thematic analysis. In adherence to Cresswell's (2006) guidelines in which open ended questions for interview were applied to get authentic understanding of the teacher's experiences. Furthermore, through this interview approach, I encouraged my participants to fully and openly discuss their own ideas on the phenomenon being explored which were the views of TLE leachers as they transitioned from the pandemic form of teaching and learning to the new face to face classes.

Based on the results of thematic analysis of the responses of the home economics teacher participants as to their experiences, challenges and recommended teaching strategies, the following themes on the TLE teachers' experiences emerged: the most effective teaching strategies in their TLE classes were demonstration method, lecture method and solving common problems. The challenges of the teachers were: the lack of funds, lack of practical strategies and lack of qualified teachers. The suggested teaching strategies to facilitate the students learning was to improve communication and improvement of their collaboration with stakeholders.

➢ *Implications*
The results of my analysis revealed the following significant findings.

The teaching strategies of the Technology and Livelihood Education (TLE) teachers were as follows:

One of the identified effective teaching strategies in TLE classes was the demonstration method. This strategy was very useful in showing to the student's various class activities and step by step procedures in the class. Through class demonstration, the students were able to see in action what was stipulated in the manual of activities per subject matter. During demonstrations, the students may move around the demonstration area, they had the chance to ask questions directly as the demonstration was being done. This strategy was more appealing to the students since hands on activities does not require so much theory to discuss, but the learning experiences were remarkable.

The second identified strategy was about the lecture method. This method is currently one of the most abused teaching strategies worldwide. It was easy for the teacher to discuss important principles in the class. Most of the significant theories are enumerated. Class Lectures may be delivered using the latest slide presentations, video recordings or through the YouTube recordings. Chalk board lectures are still the most common strategy being used especially in areas where it is off-grid or no available electricity. In the absence of modern technology gadgets, the lecture method is still considered the best way in conveying ideas to the class.

The third strategy that emerged during the participants interview was on solving common problems. The teachers were most focused on the hand outs and books made available for them. As thought by the teachers, they may have forgotten the idea of being practical in solving their class problems, particularly on the class performance tasks. Following the exact procedures was an excellent move, however, there were times when such procedures do not apply in their current situations. One way of dealing with it was for them to solve the problems in the most practical way, but still came up with the expected results.

The challenges encountered by the TLE teachers delved on the lack of funds. This is a reality that TLE teachers must deal with in a daily basis.

There are no funds available to purchase materials needed to perform the desired activity. One of the most convenient ways in dealing with this problem was to make the students contribute in kind or share their expenses. The parents as well as other stakeholders in the school were made aware of this problem.

The second challenge that emerged was on lack of practical strategies. As I have observed as the researcher, the participants were drawn to the procedures being written the activities. Some teachers were not blessed with the identification of the practical side of teaching. It is very true that most of the materials listed on the activities may not be available, therefore, the idea of substitution may apply, for as long as the outcomes are the same.

The third challenge that emerged from the interviews of the participants was on lack o qualified teachers. Not all the teachers who were made to teach TLE were majors in the same field. Some of them were handpicked by the school head to handle the course since no one will teach the subject. Again, this is a reality that we need to understand and face with open mind.

Some teachers had been teaching some subjects not in their major field for several years, thus, they gained their content expertise through constant lectures and attendance to seminars. Afterall, the content and idea were delivered well to the students.

One of the strategies that can be adopted to improve the teaching ad learning activities in TLE classes was on the improvement of communication. Despite all the challenges faced by all teachers and students during the onset of the pandemic, the teachers kept an open communication with their constituents. It was a way of enlightening everyone about the current academic delivery. Various modes of communications were done such as verbal, text messaging and calling were equally effective in conveying ideas and messages.

Another strategy that was identified to help facilitate students learning was on the improvement of collaboration. The more the teachers collaborate with their constituents, the better were their outputs, despite the challenges they faced during the pandemic and post pandemic classes. As a researcher I may say that the improvement of collaborative efforts of the teachers depends on their initiatives and cooperation of al their stakeholders.

➢ *Future Directions*

Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended for.

The findings of the study as to the experiences of home economics teachers in the transition to post pandemic classes, the teachers challenges and their teaching strategies may provide a great information to the following entities:

The DepEd Personnel and School Heads may provide more trainings to TLE teachers on the current post pandemic teaching and learning procedures. School policies may be revisited to align with the current post pandemic class activities.

The Technology and Livelihood Education teachers may be more proactive in implementing the course to their learners. The teachers may be more attentive to the needs and predicaments of their learners and other stakeholders, thus creating the harmonious learning environment. The TLE learners may be guided properly to enrich their knowledge in the discipline, that this course is not only intended to improve their skills but to improve their lives during the post pandemic life.

For the *future researchers*, a similar study may be conducted in other regions or divisions. The researchers may consider other stakeholders as participants. Studies on the other teaching strategies from other disciplines may be explored.

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Republic of the Philippines

Department of Education

REGION XI

SCHOOLS DIVISION OF DAVAO CITY

Office of the Schools Division Superintendent

June 05, 2023

Janessa Dawn C. Abayon
Proponent
Rizal Memorial Colleges, Inc
Lopez Jaena & F. Torres Street
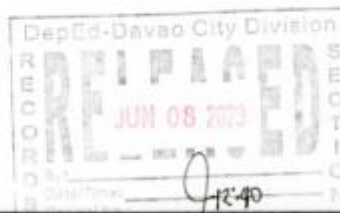Davao City

Dear Ms. Abayon:

This has reference to your letter received by this Office on June 05, 2023, requesting permission to conduct a research study, this Division, as a requirement for the study entitled **"Transition to Post-Pandemic Education: Teaching Strategies of TLE Teachers in Secondary Public Schools"**.

In this connection, permission is hereby granted provided the following conditions are met:

1. That COVID-19 health and safety precautions shall be strictly observed;
2. That prior arrangement with the school administrator be made;
3. That classes shall not be disrupted;
4. That all expenses relative to the activity shall be borne by the researcher;
5. That explicit consent and assent be obtained in writing from each participant prior to their participation in the research;
6. That participant must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time;
7. That participant should receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions;
8. That participant should receive assistance from any form of anxiety they experience throughout the research and thereafter;
9. That CONFIDENTIALITY and ANONYMITY of the personally identifiable information will be maintained throughout the research and thereafter; and
10. That this office shall be furnished with the result of this study.

Very truly yours,

REYNANTE A. SOLITARIO, CESO VI
Schools Division Superintendent

Address: Elpidio Quirino Avenue, Davao City
Telephone No: (082) 224-3274, (082) 222-1672
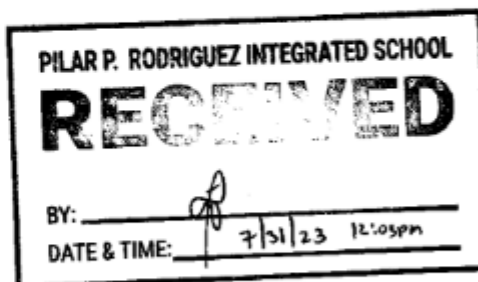E-mail: davao.city@deped.gov.ph

THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez Jaena & F. Torres, Sts,
Barangay 8-A Poblacon District, Davao City

PILAR P. RODRIGUEZ INTEGRATED SCHOOL
RECEIVED
BY: _____
DATE & TIME: 7/31/23 12:05pm

July 24, 2023

ALMA M. CASQUEJO
School Head

Ma'am:

This is to respectfully endorse the request for permission of **Ms. JANESSA DAWN C. ABAYON**, a candidate for Master's to conduct a study entitled **"TRANSITION TO POST-PANDEMIC EDUCATION: TEACHING STRATEGIES OF TLE TEACHERS IN SECONDARY PUBLIC SCHOOLS"** in partial fulfillment for the course leading to the degree of Master of Arts in Home Economics (MAHE). Ms. Abayon will cooperate with the school heads to avoid disruption of classes and office functions and no government funds must be used in the course of the study.

Your support and concern for the educational growth of Ms. Abayon is greatly appreciated.

Very truly yours,

JANESSA DAWN C. ABAYON
Researcher

APPROVED:

PABLO F. BUSQUIT, PhD, FRIEdr
Dean, Graduate School

Rizal Memorial Colleges
F. Torres St., Davao City
Office of the Graduate School

TRANSITION TO POST-PANDEMIC EDUCATION: TEACHING STRATEGIES OF TLE TEACHERS IN SECONDARY PUBLIC SCHOOLS

JANESSA DAWN C. ABAYON

INTERVIEW GUIDE

Research Questions	Guide Question	Probing Questions
1. What teaching strategies are most effective for students who experienced the pandemic?	1.1 What particular activities do you conduct in your daily lesson?	1.1.1 What are your experiences in conducting different teaching strategies for the students in the new face-to-face classes? 1.1.2 How did the students respond to the activities you conducted? 1.1.3 Were your efforts in facilitating different teaching strategies for the students paid off?
2. What are the challenges of TLE teachers in delivering their lessons to students who experienced the pandemic?	2.1. What were the coping mechanisms you worked to deliver your lesson?	2.1.1 What specific coping téchnique did you work out to improve your teaching strategies? 2.1.2 Were your coping mechanisms effective in improving the learning of your students?
3. What teaching strategies can be made in the classroom environment to facilitate equal learning, especially for students who were emotionally disturbed because of the pandemic?	3.1 What are your insights about those students who shows emotionally disturbed because of the transition from modular to face-to-face classes?	3.1.1 What have you learned from your experiences in enhancing your teaching strategies to meet the needs of your students in the post-pandemic classes?

Appendix B
Validation Sheets

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: _____ Degree Enrolled: _____
Title of Research: _____
_____

Name of Evaluator: _DEXTER D. CORATE_ Dated: Evaluated: _____
Degree of Evaluator: _MAPD-Math, Ph.D. in Math.Ed._ Signature of Evaluator:: _____
RATING: Number of YES marks   CAK
( ) 4 Very Good   ( ) 2 Maybe upgraded if revised
( ) 3 Good   ( ) 1 For revalidation
To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.		✓		
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS: _The questions are simple and well-organized_
_____

ACSCU-ACI accredited: Master of Arts in Education Program

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: _____ Degree Enrolled. _____
Title of Research: _____

_____

Name of Evaluator: PHELMA O. CAMACHO   Dated: Evaluated 10/11/21
Degree of Evaluator: DOCTOR OF EDUCATION   Signature of Evaluator: _____
RATING: Number of YES marks

( ) 4 Very Good   ( ) 2 Maybe upgraded if revised
( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research question, except special cases.	✓			

REMARKS: _____

_____

_____ Master of Arts in Education Program

Rizal Memorial Colleges
F. Torres St., Davao City
Office of the Graduate School

TRANSITION TO POST-PANDEMIC EDUCATION: TEACHING STRATEGIES OF TLE TEACHERS IN SECONDARY PUBLIC SCHOOLS

ABAYON, JANESSA DAWN C.

INTERVIEW GUIDE

Research Questions	Probing Questions
1.1. What teaching strategies are most effective for students who experienced the pandemic?	1.1.1 What are your experiences in conducting different teaching strategies for the students in the new face-to-face classes? I had many experiences in my TL classes (T1). As I conducted my TLE classes, I used the demonstration method to show them how cooking is done (T2). I experienced many things during the pandemic, teaching was very difficult (T3). I enjoyed being with my students especially when I am demonstrating some TLE procedures in my classes (T4). I used demonstration method since it is the most common strategy in teaching TLE (T5). I had a lot of experiences (T6). Well, I experienced many problems during the pandemic (T7). I had many experiences (T8). 1.1.2 How did the students respond to the activities you

conducted?

When I am giving lectures, the students were very receptive to my discussions (T1).

Most of my students were attentive every time I give lectures I my TLE classes. They even asked questions to clarify ideas not familiar to them (T2).

My students respond based on what I aksed (T3).

Some of them spoke about their feelings in my class (T4).

S0ome of them liked my activities, others were very passive (T5).

My activities were varied in my classes, mostly, I used to give lectures first before ai proceed to other class activities (T6)

My lectures in my classes were short but effective (T7).

Only few of them responded (T8).

1.1.3 Were your efforts in facilitating different teaching strategies for the students paid off?

Not all were ok (T1).

Yes, it was a very successful strategy for me, I usually give them problems and they provide the solutions to the class (T2).

It is very true that problem solving is effective in my classes. Everyone participated well (T3).

Some were ok some of the strategies was not (T4).

I always group my students and provide them some problem solving activities and they share their answers at the end of the class (T5).

	Yes (T6). Yes, some strategies wire accepted other strategies were not effective (T7). No (T8).
2. 2. What are the challenges of TLE teachers in delivering their lessons to students who experienced the pandemic	2.1.1 What specific coping technique did you work out to improve your teaching strategies? One of the challenges in my classes was the lack of funds. There was no budget to perform the activities (T1). Its is difficult since there is no source of funds. We rely on the contributions of the students to perform the activities I TLE classes (T2). I used many coping strategies in my classes (T3). I remember a few of them, I actually did some experimentation (T4). Lack of funds has always been a problem in my classes (T5). I combines some strategies in my classes (T6). I lectured (T7). My students were poor, they belong to the lower family classes, they have n money to contribute for the class activities (T8). 2.1.2 Were your coping mechanisms effective in improving the learning of your students? There were times that I lack the idea of having practical activities (T1). One of the challenges was the lack of practical activities in

	my classes, we follow the handbook (T2).
	Some teachers are not qualified to teach TLE (T3).
	With many students in our classes, other teachers who are not qualified due to their major were made to handle the subject (T4).
	Other teachers handling TLE are not qualified, so they have difficulties in the subjects they teach (T5).
	Other teachers were simply given the teaching load due to lack of teachers who will handle the class (T6).
	Some activities are lacking. I cant remember some of it. Because we follow some handouts (T7).
	Yes (T8).
3.3. What teaching strategies can be made in the classroom environment to facilitate equal learning, especially for students who were emotionally disturbed because of the pandemic?	3.1.1 What have you learned from your experiences in enhancing your teaching strategies to meet the needs of your students in the post-pandemic classes?
	One way to improve the TLE delivery is to improve the communication strategies of teachers and students (T1).
	Based on my experiences, a good communication can be developed to enhance the teaching and learning activities in TLE (T2).
	I learned that during the pandemic, you have to make many adjustments in your classes (T3).
	Make communication one of the key components in the classroom teaching activities. The more the students talk, the better they understand (T4).
	Class grouping is a very good strategy to improve the

students collaboration (T5).

Make the most of your time (T6).

Enhance the collaboration among the group members so that the students will learn that there are other people within their group (T7).

Let the students open up their ideas and learn to collaborate with others embers of the group. (T8).

JANESSA DAWN C. ABAYON
SECONDARY SCHOOL TEACHER I

PERSONAL BACKGROUND

Address: 13 Molave street, Buhangin, Davao City
Date of Birth: October 13, 1995
Place of Birth: Lupon, Davao Oriental
Sex   Female
Civil Status: Single

Nationality: Filipino
Father: Adriano Abayon
Mother: Evelyn Abayon

EDUCATIONAL BACKGROUND

Elementary: Benito Barol Sr. Elementary School
              Corporacion, Lupon, Davao Oriental

Secondary: Lupon Vocational High School
              Lupon, Davao Oriental

College: University of Southeastern Philippines
              Bo. Obrero, Davao City

Course: Bachelor of Technical Teacher Education
              Major in Electronics Technology

Graduate Studies: Rizal Memorial Colleges
                    F. Torres Street, Davao City
Course: Master of Arts in Home Economics

ACADEMIC HONORS RECEIVED

With Honorable ...

With Honorable Mention

CUM LAUDE

CIVIL SERVICE ELIGIBILITY

LET (LICENSURE EXAMINATION FOR TEACHER) Rating : 84.2
PD 907 (HONOR GRADUATE ELIGIBILITY)

WORK EXPERIENCE

9 / 3 / 2019 - PRESENT   PILAR P. RODRIGUEZ INTEGRATED SCHOOL
                                SECONDARY TEACHER I

8 / 7 / 2017 - 12 / 15 / 2017   UNIVERSITY OF SOUTHEASTERN PHILIPPINES
                                PART TIME INSTRUCTOR

TRAININGS & SEMINARS

CLUSTER 3 DIGITAL TECHNOLOGY SKILLS ENHANCEMENT TRAINING
DISTRICT RE ECHO TRAINING WORKSHOP ON TEST ITEM PREPARATION
VIRTUAL CLUSTER ENHANCEMENT TRAINING IN ACTION RESEARCH
CLUSTER 3 BASIC LEADERSHIP WEBINAR SSG AND BKD ADVISERS TRAINING
DIVISION VIRTUAL SEMINAR WORKSHOP ON NEWSLETTER PRODUCTION
MID - YEAR PERFORMANCE REVIEW AND EVALUATION 2020
CLUSTER TRAINING FOR TEACHERS ON LEARNING MANAGEMENT SYSTEM
WEBINAR SESSIONS ABOUT ADOBE PHOTOSHOP ESSENTIALS
TINKERCAD 3D DEVELOPMENT WEBINAR SERIES
THE NEW NORMAL CLASSROOM MODALITY TEACHING
MID - YEAR PERFORMANCE REVIEW AND EVALUATION 2019
BASIC TRAINING COURSE FOR OUTFIT ADVISORS
NATIONAL CERTIFICATE II IN COMPUTER SYSTEM SERVICING