Teaching Edukasyong Pantahanan at Pangkabuhayan (EPP): Developing Skills Among Learners in the New Normal

Venus P. Quindato

Abstract. The study was conducted to understand and describe teachers' experiences in teaching Edukasyong Pantahanan at Pangkabuhayan in Talaingod District, given the new learning modality in the new face-to-face classes. A qualitative research design was used, and assumptions regarding selecting participants and ethics in collecting, analyzing, and interpreting data were considered. Respondents were the newly-hired teachers purposely selected through referrals, using facilitating questions to draw out narratives on their experiences, challenges, coping mechanisms, and further learning insights given their undertakings as novice teachers. Teachers' experiences were found to have been challenged by experiences such as scarcity of resources, limited time in preparing lesson plans, and challenges with designing types and forms of assessments. Coping mechanisms have been found to advocate for resources and support, seek professional development opportunities, and adapt various teaching methods. Educational insights found need to develop a strong understanding of the subject matter, making connections to real-world experiences, and building a positive relationship with students can make a difference in the lives of the learners. Future direction includes investigating professional development opportunities' impact on teacher practices and student outcomes. Future research can also explore the perspectives of students and other stakeholders in the EPP learning process to gain a more comprehensive understanding of the issues and opportunities for improvement.

KEY WORDS

1. Teaching Edukasyong Pantahanan at Pangkabuhayan   2. Skills in the New Normal

1. Introduction

Educating pupils is the main reason for all teaching-learning processes undertaken in each classroom on the formal education platform. Learners are the core of the education process, which entails day-to-day activities and performances. It has been expounded that the strategized methods, such as research and innovation, learning interventions, and remediation practices to expand learning in the scope of student retention, were evident in assessing the student's performance tasks. Moreover, teachers in developing their pedagogical content knowledge (PCK) in teaching were found to have been influenced by their own prior knowledge and beliefs about science teaching, as well as the support and resources available to them. Meanwhile, Kozan and Kose (2019) shared the impact of limited lesson planning time on Turkish teachers. Teachers often feel overwhelmed by the demands of preparing pedagogical strate-

gies, leading to increased stress and burnout. The authors suggest that the implementation of supportive policies and practices, such as reducing administrative tasks and providing access to professional development opportunities, can help alleviate the burden on teachers. In developing countries, there is limited time, which is often exacerbated by challenges such as a lack of resources and inadequate training. Mavunga and Chitiyo (2018) examined the challenges primary school teachers face in Zimbabwe. Limited time for lesson planning was a significant issue, with many teachers struggling to develop effective lesson plans due to a lack of training and resources. The authors suggest that the implementation of supportive policies, such as providing access to training and resources, can help address this challenge. On the other hand, Cacho, Diestro, and Balingit (2016) explored teachers' experiences in integrating technology into TLE instruction in the Philippines. Teachers faced a variety of challenges related to a lack of resources, inadequate training and support, and the need to adapt to constantly evolving technologies. However, teachers who overcame these challenges could enhance their teaching practices and provide their students with more engaging and effective learning experiences. The 21st century teachers face new technological education challenges (Akturk and Ozturk, 2019) wherein the students are well-equipped. This paves the way to making the classroom collaborative in nature. Due to the pandemic brought about by COVID-19, the Department of Education (DepEd) uses modular instruction across all learning areas as stipulated in DepEd Order number 018 series of 2020. With this, the teachers are forced to embrace the changes and the challenges. Accessing teaching-learning resources is typically found to be a challenge in discussion settings. Insufficient interaction with teachers, a shortage of materials, and a sense of isolation are significant challenges for teachers of Technology and Livelihood Education (TLE).

The Philippines' K to 12 Basic Education Curriculum (2012) is sufficient to prepare students for work. The curriculum enables the students to acquire Certificates of Competency (COCs) and National Certifications (NCs) in accordance with TESDA training regulations. This allows graduates to have middle-level skills and offers them better opportunities to be gainfully employed or become entrepreneurs. There is a school-industry partnership for Technical Vocational tracks to allow students to gain work experience while studying and offer the opportunity to be absorbed by the companies. Technology and Livelihood Education for General High School and Technical Vocational Education for Technical Vocational School are some of the subjects that can prepare our young students to be more productive in terms of work (Elli and Ricafort, 2020). Given this premise, competent teachers create learning and increase students' motivation to learn TLE competencies. Carreon (2018) concluded that schools and industries could collaborate to put learning in the workplace by developing a formal collaboration framework. Vocational education provides learners with a variety of competencies that prepare them for employment, including information technology skills. Thus, teachers should be provided with technical support, including software and hardware services, in order to expand the possibilities of Information and Communication Technology (I.C.T.) integration in the educational system. In the locality of Talaingod District, Teachers are ready to teach and however, learners have difficulty in progressing their development needs and performance skills. Grades 4, 5 and 6 are trying hard to absorb the learning competencies to be mastered and as well as performance tasks to be exhibited. This study aimed to explore and determine which components can possibly help augment and master skills among learners in the EPP/TLE learning area. Thus, this is proposed.

The purpose of this phenomenological re-

search study was to describe the teachers teaching Edukasyong Pantahanan at Pangkabuhayan in developing skills among learners in the new normal at Talaingod District, Davao del Norte. At this stage in the research, teachers' classroom instruction was explored given pupils' lived experiences, challenges encountered, and insights and as the stakeholders' expectations to make learners improve skills and academic performance despite of all instructional interventions delivered, and where learning is generally expected to happen not only in school but at home as well is being considered to be explored.

1.1. Research Questions—This study aimed to understand and describe the experiences of learners given teachers teaching Edukasyong Pantahanan at Pangkabuhayan in Talaingod District given new learning modality in the new face to face classes. It sought to answer the following research questions:

(1) What are teachers' experiences developing their skills in Edukasyong Pantahanan at Pangkabuhayan?
(2) How do EPP teachers cope with their learning difficulties in developing learners' skills in Edukasyong Pantahanan at Pangkabuhayan?
(3) What educational management insights are drawn from the findings of the studies?

The proposed study's goal was to determine learners' development skills given teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) components in the new normal, appreciating the context of Talaingod District, Davao del Norte Schools Division. The results of this study will be beneficial and provide significant inputs and bases for the management of curriculum implementation and assessment, given the quality assurance assessment cycle for schools to consider improving the curriculum of Grade 5 and 6 combination classes policy amongst schools in Davao del Norte Division. The following stakeholders shall be beneficial given the outputs of the study. School Principals. The school heads/principals set the management and eventually direct the teachers and other stakeholders to improve performance, whether in the school's operation or curriculum management. The school principal is expected to manage the curriculum implementation of EPP to prepare learners for the skills intended to be mastered given the new normal learning modality. Thus, the results of the study would provide insights to school heads in Talaingod District schools, Davao del Norte School as to how EPP Grade 5 and 6 curriculum through its extent of management and implementation can be of help as intervention in making learners enhance development skills. Teachers. Teachers as generalist in the elementary curriculum are expected to teach all learning areas following the Most Essential Learning Competencies in EPP Grades 5 and 6, further do follow directions based on the provided plan that is comprehensive and doable in each time and cost. In this context, teachers ensure that their efforts in implementing and facilitating learning to learners given EPP components will not be in vain. Thus, the effectiveness and production of outputs based on objectives and targets set by the MELCs can be achieved. The study's results would give an idea to EPP teachers so they can see clearly if components can make learners more productive and contribute to their performance development skills. Parents play significant roles in their children's skills development. The study's results would also give insights and enlightenment to the members of the PTA and the school governing council in advocating empowerment to

continuously improve the school's process and performance and learners' academic achievement through full participation in the whole cycle process. Future Researchers. Implications based on the study's generated results would provide more information to future researchers so they can replicate the practices discovered in the proposed research. These practices include the type and approaches of curriculum implementation and the elements of efficiency in improving the quality delivery of education outputs through the process introduced in the MELCs.

The following terms are variables used in the study and definitions by the concept and operation is presented according to how the terms were used in the context of the study. This served as the reference in the analysis and interpretation of the results to come up with meaningful implications for a better understanding and recommendations.

Teaching Edukasyong Pantahanan and Pangkabuhayan (EPP). This is also known as the Edukasyong Pantahanan and Pangkabuhayan (EPP) encompasses the fields of Home Economics (H.E.); Industrial Arts (IA); Agri-Fishery Arts (AFA); and Information, Communication. and Technology (ICT). In line with the school's vision and mission, the TLE Department aims to develop critical thinking, self-reliance, independence, cultural sensitivity, and entrepreneurship in the students by enhancing their skills in the different uses of technology and the application of life skills. This study explores the term to determine the phenomenology of teaching the subject to Grade 5 and 6 learners given components during the new normal.

Learners' Development Skills. The term refers to student development as "the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education" (Rodgers, 1990). In this study, the term is used to refer to learners' development of skills and performance.

1.2. Review of Significant Literature—This section reviews significant literature and studies on teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) to develop skills among learners in the new normal.

1.2.1. Teacher Experiences and Challenges—Teachers in the Philippines face various challenges in developing teaching skills for EPP. These include limited resources, lack of training, and the subjective nature of assessments. Studies have shown that:

Scarcity of Resources: Limited availability of equipment, materials, and funds hinders effective teaching and practical learning experiences (Ali, Ashfaq, Iqbal, 2019; Abalkhail Almohammadi, 2017; Rosales Yap, 2020). Teachers cope by using locally available resources (Aladejana, Aladejana, Ogunleye, 2015).

Assessment Challenges: Assessing practical skills in EPP is difficult due to the lack of resources and teacher training, affecting the validity and reliability of evaluations (Flores Piamonte, 2019; De Guzman, Chavez, Macapagal, 2018; Cabahug Bongcayao, 2020).

Professional Development: Continuous professional development is crucial for teachers to improve their pedagogical skills and adapt to new teaching methods. Studies emphasize the impact of professional development on teacher effectiveness and student learning outcomes (Beijaard, Meijer, Verloop, 2015; Kamarainen et al., 2015; Lawrence Pei, 2018; Borko Putnam, 2015; Kennedy, Archambault, McAllister, 2016).

1.2.2. Coping Mechanisms—Teachers employ various strategies to cope with these challenges:

Professional Development: Participating in workshops, seminars, and courses enhances teachers' knowledge and skills, improving their

4

teaching practices (Beijaard, Meijer, Verloop, 2015).

Collaboration: Working with colleagues allows teachers to share experiences and strategies, fostering a supportive learning community (Lawrence Pei, 2018).

Reflective Practices: Engaging in reflective practices helps teachers critically analyze their teaching methods and make necessary improvements (Schön, 2017).

1.2.3. International Perspectives—Internationally, similar challenges are observed, with studies highlighting the importance of adapting teaching methods and resources to local contexts (De Bie, Valcke, De Schrijver, 2015; Liu, Chin, Lou, 2019). Advanced professional development opportunities are essential for teachers working in diverse cultural contexts.

1.3. Theoretical and Conceptual Framework—As the education sector adapts to the new normal, teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) has become crucial in developing skills among learners. EPP was a subject in the Philippine K-12 curriculum that aims to develop essential skills and competencies in home economics and livelihood education. To design an effective EPP curriculum, it is necessary to consider appropriate theoretical frameworks that align with the subject's objectives. Constructivism was a learning theory that suggests that learners construct their knowledge and understanding through experiences and interactions with the environment. In the context of EPP, constructivism emphasizes experiential learning and applying practical skills. According to Bandura (1986), learners learn through observation, imitation, and modeling. This approach emphasizes hands-on activities, group work, and real-life scenarios. For example, learners can learn basic cooking skills by cooking a meal rather than just reading about cooking techniques in a textbook. Constructivism is particularly relevant in the new normal, where online learning is shared. In

an online environment, constructivism can be facilitated through interactive simulations and virtual experiments. Social learning theory suggests that learning occurs through interactions with others in the social environment (Bandura, 1977). In EPP, social learning theory emphasizes the importance of collaboration and communication skills in the context of home economics and livelihood education. Learners can learn from peers and teachers through discussions, group work, and feedback. For example, learners can work in groups to plan and execute a small business project and receive feedback from their peers and teachers. Social learning theory can be facilitated in the new normal through online group work and discussion forums. Humanistic learning theory suggests that learning should be centered around the learner's needs, interests, and experiences (Rogers, 1961). In EPP, humanistic learning theory emphasizes the importance of self-reflection and personal growth in the context of home economics and livelihood education. Learners can develop personal and interpersonal skills by exploring their interests and passions. For example, learners can develop creativity and innovation skills by designing their clothing line or creating a new recipe. In the new standard, humanistic learning theory can be facilitated through online self-reflection activities and personalized projects. Teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) in the Philippines has become more critical than ever as the country's education system continues adapting to the new regular's challenges. Appropriate theoretical frameworks must be applied in teaching EPP to develop essential skills and competencies among learners. According to Chua and Palomar (2015), constructivism is relevant in the Philippine context because it aligns with the K-12 curriculum's objectives of developing 21st-century skills among learners. Constructivism can be applied in teaching EPP through project-based learning and other experiential
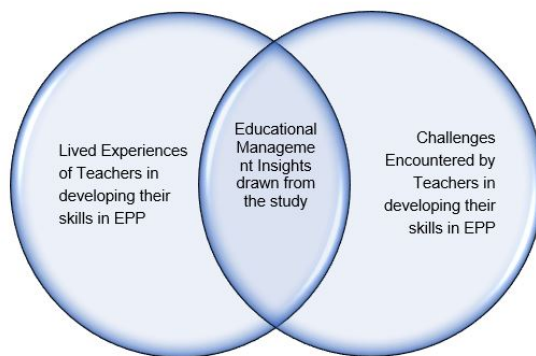
Fig. 1. Conceptual framework of the study

learning activities. For example, learners can develop practical skills such as cooking and sewing by doing these activities rather than just reading about them in textbooks. In a study by Mallorca and Racines (2019), EPP teachers in the Philippines reported using project-based learning and hands-on activities to promote constructivist learning. In the context of EPP, social learning theory could be applied through collaborative learning and other group-based activities. In a study by Amor and Palomar (2016), EPP teachers in the Philippines reported using group work and peer feedback to promote social learning. According to Sevilla (2018), integrating technology in the Philippine education system has made facilitating social learning in EPP easier. For example, online discussion forums and group work can promote collaboration and communication skills among learners. In teaching EPP, humanistic learning theory can be applied through student-centered approaches prioritizing learner autonomy and self-directed learning. According to Mendoza and Esteban (2020), EPP teachers in the Philippines can promote humanistic learning by providing learners with opportunities for self-expression and creativity. For example, learners can develop their products and services in EPP projects, allowing them to explore their interests and passions. In this study, the EPP Learning area plays a vital role and contributes to the holistic development of a young learner. As mandated by the curriculum guide of the K to 12 program, such components will enhance skills to improve self and family and contribute to the community. If the components are delivered effectively by teachers and learning facilitators, this study could assume that learners can develop fullness, develop more productive daily life skills, and continuously improve. Figure 1 shows the Venn diagram as a conceptual framework for the study. The figure shows the lived experiences of teachers in developing their skills in EPP, challenges encountered by teachers in developing their skills in EPP and the educational management insights drawn from the study.

2. Method

This chapter of the study presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. Exploring facts and knowledge in this study necessitates the consequent design and implementation, as elaborated in this chapter. This details the operational implementation of the methodology in the conduct of the study. The main sources of the concepts were taken from the respective authors who established the foundation for qualitative research methods. Parts of this chapter are philosophical assumptions, qualitative assumptions, design and procedure, ethical considerations,

the role of the researcher, data collection, analysis, framework, and the study's trustworthiness. Each section is thoroughly conceptualized to establish authority and ethical standards in the process of collection, analysis, and interpretation. The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when exploring sensitive topics. Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2002) defined phenomenology as inquiry that asks the question," What is the structure and essence of the experience of his phenomenon for these people? "the goal of this research worked well with this definition in trying to understand the experiences of the BE Coordinators as they try to compare its implementation then and now. Giorgi (2007) cautioned researchers to be prepared for an investigation greater in depth and breadth than the offered description implied. He suggested information be viewed as only the tip of the iceberg.

2.1. Philosophical Assumptions of the Study

The philosophical assumption was a framework used to collect, analyze, and interpret the data collected in a specific field of study. It establishes the background used for the coming conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research involves selecting the topic, problem or area of interest, as well as the paradigm. Stanage (1987) traces 'paradigm 'back to its Greek (paradigm) and Latin origins (paradigm), meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions were taken. Differently stated, a paradigm was an action of submitting to a view. This view was supported by Denzin and Lincoln (2000), who defend a research paradigm as a "basic set of beliefs that guide action", dealing with first principles, "ultimates' or the researcher's worldview or philosophy. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality is subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the experiences of teachers in teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) are discussed by the participants to develop skills among learners in the new normal and in addressing the challenges and educational insights. In this study, the researcher relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct the commonality and discreteness of responses. It was made sure that the responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by

7

Creswell (2012), state that on the epistemological assumption, the researcher attempted to lessen the distance between 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'. Based on Davidson (2000) and Jones (2011). The researcher identified phenomenology using thematic analysis as the best means for this type of study. In this regard, individual researchers "hold explicit belief." The intention of this study was to gather information from the participants or teachers in Talaingod District as to how the teachers teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) developed learners' skills in the new normal based. It is assured that close interaction with the participants was established to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the experiences and challenges encountered by EPP teachers in developing learners' skills. Axiology. It refers to the role of values in research. Creswell (2012) avers that the role of values in a study was significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with the interpretation of participants. The researcher ensured the dignity and value of every detail of information obtained from the participants. The researcher understands the personal and value-laden nature of information gathered from the study. Therefore, the researcher preserved the merit of the participants' answers and carefully interpreted the answers in the light of the participants' interpretation. Rhetoric. It means reporting what reality was through the eyes of the research participants. This was important because it meant that the research would report objectively on what was observed and heard from the participants. The research used personal voice and qualitative terms and limited definitions. In the context of the study, the researcher used the first person in elucidation of the experiences of EPP teachers as they develop skills among learners in the New Normal.

2.2. Qualitative Assumptions—The methodology is a creative and responsive approach to understanding questions and subject matter, while the method refers to the exact knowledge and procedure (Gerodias, 2013). In this study, the challenges experienced by the elementary school teachers in teaching EPP to develop skills among learners in Talaingod District were gathered through an In-Depth Interview (IDI), and their coping mechanisms were extracted from the participants. The researcher's drive to know the deeper meaning of the challenges experienced by elementary school teachers in teaching EPP became the basis for doing qualitative research, a means which Kalof and Dietz (2008), as cited from Gerodias, (2013) 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 challenges experienced elementary school teachers in teaching EPP in a manner that, as David (2005) wrote, the themes, symbols, and meaning of the experiences presented. Phenomenological research was based on two premises. The first was that experience was 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 shaped one's behavior. From the definition, human experience was 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 the "what" and the "how" (Moustakas,

1995), the researcher projected that the challenges experienced and mechanisms used by the elementary school teachers were explored and insights drawn, which will form the basis for possible future research and policy analysis in relation to this research.

2.3. Design and Procedure—This study employed a qualitative approach to research, specifically a phenomenological research design. According to Creswell, (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data, such as documents, observations, and art, were also used. The data were read and reread and were culled for phrases and themes grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation, or experience and arrive at a more profound understanding of the phenomenon. Moreover, Maxwell (2013) also added that phenomenology, with its roots in philosophy, psychology, and education, attempts to extract the purest, untainted data. In some interpretations of the approach, the researcher uses bracketing to document personal experiences with the subject to help remove him or her from the process. One method of bracketing is taking notes. According to Corbetta (2003), the phenomenological research design was a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help grasp the subjects' perspective. Creswell, (2012) also claimed that interviews were primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record

their answers. Often audio tapes were utilized to allow more consistent transcription. Interviews are also useful to follow up with individual respondents after questionnaires, such as to further investigate their responses. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees said (McNamara, 1999). Withal, based on the statements of Quad (2016), the researcher transcribed and typed the data into a computer file, in order to analyze it after interviewing. Interviews particularly be useful for uncovering the story behind a participant's experiences and pursuing in-depth information about a topic. The researcher collected data from individuals who have experienced the phenomenon under investigation, typically via long interviews. Next, the data analysis involved triangulation that extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her personal meaning of the experiences here. Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected for the study were individuals who had actually experienced the phenomenon. The researcher needed to bracket his or her own experiences and observations, which was difficult to do. The researcher also needed to decide how and when his or her personal observations should be incor-

9

porated into the study. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity and emphasized the importance of personal perspective and interpretation. As such, they were powerful tools for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom Since the focus of this study was to explore and asses the teacher experience and feelings towards the school environment and the perspectives of the seasoned teachers, the researcher will intend to employ the phenomenology type of qualitative method research.

2.4. Ethical Considerations—Ethical considerations are significant in the design of this research study. The researcher needed to consider several ethical issues regarding the research participant in this fieldwork. Ethical considerations can be specified as one of the most important parts of the research. The researcher needs to adhere to the aims of the research, imparting authentic knowledge, truth, and prevention of error. Social Value. The research was essential to society. In this study, the social value was focused on the experience of teachers. This study was conducted explicitly among EPP teachers. This study also served as a basis for the higher authorities to create more programs and resolutions from which classroom teachers could benefit. Thus, the social problem that pushes the researcher's interest is the challenges faced by the teachers in teaching EPP for learners' skills to be developed in the new normal. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to the participants was ensured that their participation in the research was completely voluntary in nature and was based on the understanding of adequate information. The participant recruitment and selection are lodged in the appendices of this study. Gaining the trust and support of research participants was critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007, as cited by Pillerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter is to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and anticipate the information the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. Vulnerability of Research Participants. The participants of this study were capable of answering the research instrument, for they are all professional teachers in public elementary schools. Thus, the researcher assured them that as the researcher, he or she can easily be reached through the contact number and address in case there are some clarifications or questions with regard to the study. Risks, Benefits and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members in case they had queries related to the study. Furthermore, in the event that respondents would experience potential discomfort and inconvenience while answering the questions, they were not compelling to participate in any manner. Further, the researcher has ensured that the respondents were safe during the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered during their convenient time. The dominant concern of this study was the Treaty

Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given considerations so that there will be no conflict of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way and must be avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were briefed that they had to be fully honest in answering the survey questions and that any type of communication related to the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first from the study's results. Transparency. Each of the participants was advised that they have the right to withdraw their information at any time up to the completion of the data collection process and that they can be requested and allowed to verify their individual transcript after the interview is carried out. This provided the participants with the opportunity to amend or remove any information which they felt might identify them. The researcher reserved the right to employ the use of pseudonyms, and changing names and or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she possesses the needed qualifications to conduct the study. The researcher should have completed the academic requirements and passed the comprehensive examination prior to thesis writing, which was the last requirement to obtain the master degree, and that the researcher should be qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study will reach its completion. Adequacy of Facilities. The researcher strived that the study can be completed successfully in the specified time and that he or she is equipped with the necessary resources. Likewise, the technical committee helped in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that she had enough funds to continue and finish the research. Thus, this study was hoped to be completed in the target time. Community Involvement. The researcher showed respect to the local tradition, culture, and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher necessarily expressed great pleasure in the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication as the researcher. The researcher respected other works by properly citing the author and rewriting what someone else has said his or her own way. The researcher also used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present in working on the manuscript and no intentional misrepresentation and making up of data or results was included, or purposefully put forward conclusions that are not accurate.

2.5. Research Participants—Qualitative analyses typically require a smaller sample size the quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback

for most or all perceptions. Obtaining most or all of the perceptions will lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25 and Morse (1994) suggests at least six (6). There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990). The participants of this study were Eight (8) teachers from Talaingod District, Division del Norte. The participants were chosen based on the following criteria: (1) must be in the service for at least 5 years; (2) elementary school teacher; and (3) experienced in teaching EPP. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It is also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

2.6. Roles of the Researcher—The researcher is responsible for uncovering, transferring, and exploiting knowledge to benefit educational institutions. To do so, the researcher takes up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. The researcher conducts interviews with the participants and guides them in the process. The researcher interprets ideas and responses based on existing literature and related studies and not on the researcher's own knowledge, thoughts, and feelings to avoid the intrusion of bias. Expert in qualitative methods. The researcher implements the qualitative method correctly. To do so, the researcher assessed herself and sought help from the research

adviser and other research professionals. These help her exhibit competence in explaining the study without biasing the participants, conducting interviews properly according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, and employing Environmental Triangulation and Thematic Content Analysis precisely. Collector and Keeper of data. The researcher ensures different ways of making a record of what was said and done during the interview and Focus Group Discussion, such as taking handwritten notes or audio and/or video recording. The recordings are transcribed verbatim before data analysis can begin. Records done by the researcher are properly secured as they contain sensitive information and are relevant to the research. However, the data were being collected, and the researcher's primary responsibility was to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and must be approved by a relevant research ethics review board before the research begins. Data analyst. The researcher sees the phenomenon or problem from the participants' perspective by interpreting data, transcribing and checking, reading between the lines, coding, and theming. The researcher made sure that the findings are true to the participants and that their voices are heard. Organizer and presenter of data. The researcher presents the problem and the related literature and studies that support it. Findings of the study are presented through research questions – stating the results for each one by using themes to show how the research questions were answered in the study. Moreover, the researcher gives future directions and implications of the study for the improvement of educational policy and practices.

2.7. Data Collection—The following are the step-by-step process of gathering the data needed. Securing endorsement from the Dean of Graduate School. The researcher asked for

an endorsement from the Dean of the Graduate School as one of the documents needed for submission to the office of the Schools Division Superintendent in asking permission to conduct the study. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher will send a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument explaining the objectives of the study and identifying the participants. The researcher will wait for the response of the SDS before conducting the study. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools. Obtaining consent from the participants. The researcher asked permission from the participants and their parents/guardians. They were formally oriented about the study and the process they would undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire. The profile of the participants was taken, jotted down notes, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it to English. Data Coding and Thematic Content Analysis. After the transcription, the data will then be categorized and coded. Then, themes were extracted, and individual data within the participants was compared and contrasted. The researcher then conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants; additional information gathered was examined thoroughly and integrated into the existing body of data. After which, data were compared and contrasted between the participants to develop patterns and trends.

2.8. Data Analysis—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involving generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ends this phase by collating all their codes and relevant data extracts. Searching for themes was coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. For these, Thematic Content Analysis was employed by the researcher. Thematic Content Analysis was a descriptive presentation of qualitative data in which a detailed analysis of each theme was made by identifying the 'essence' of each theme and constructing a concise, punchy, and informative name for

each theme (Andersen, 2013). In addition, to enhance validity and to create a more in-depth picture of the phenomenon, Environmental Triangulation was also employed by the researcher. It was a technique to analyze the results of the same study using different methods of data collection. The key was identifying which environmental factors, if any, might influence the information that is received during the study. These environmental factors are changed to see if the findings are the same across the settings (David, 2015). This type of triangulation uses different settings, locations, and other factors such as time, day, and season in which the study took place. The idea was 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 requirement, as mentioned, was the use of environmental triangulation best suited to the environment of the research being conducted.

Writing up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it in relation to existing literature.

2.9. Analytical Framework—Figure 1 shows the diagram of the analytical framework, which emphasizes the manifestation of the process flow in the conduct of the data gathering through thematic analysis of the study. When I conducted in-depth interviews using an audio recorder, I followed a comprehensive process to ensure thorough data collection and analysis. I began by preparing an interview guide with open-ended questions aimed at eliciting detailed responses. During the interviews, I used the audio recorder to capture the full range of participants' answers, allowing me to focus on the conversation without the distraction of taking extensive notes. After each interview, I securely stored and labeled the audio files for easy retrieval. Once all interviews were completed, I listened to the recordings carefully, taking preliminary notes to capture key points and insights. I then transcribed the recordings verbatim, a meticulous process that involved replaying the audio multiple times to ensure accuracy. This step was crucial for preserving the authenticity of the participants' narratives, including their tone and emotional nuances. The transcriptions were organized systematically, with each document labeled according to the interview details. With the transcriptions in hand, I began identifying themes by coding the data, looking for recurring patterns and significant statements. This thematic analysis allowed me to develop a textual description that summarized what the participants said, capturing the essence of their experiences. Alongside this, I created a structural description that focused on how the participants experienced the phenomenon, considering the context and conditions that shaped their responses. To enrich my analysis, I composed a comprehensive description of the phenomenon, supported by verbatim narratives from the interviews. These direct quotes provided vivid illustrations of the themes and helped convey the participants' perspectives authentically. Finally, I integrated relevant literature to contextualize my findings, comparing them with existing research to highlight similarities and differences. This thorough process ensured that my study was grounded in both the participants' voices and the broader academic discourse, resulting in a nuanced and well-supported understanding of the phenomenon.
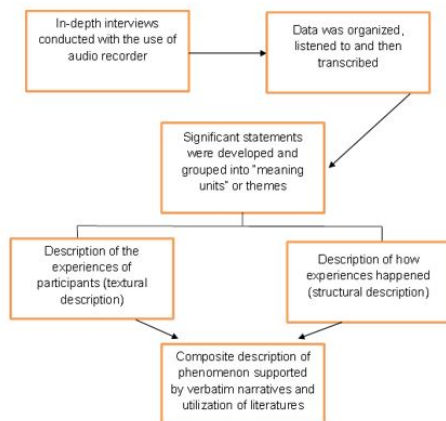
Fig. 2. Analytical Framework of the Study

2.10.   Trustworthiness of the Study—Trustworthiness was all about establishing credibility, transferability, confirmability, and dependability. In qualitative study, trustworthiness was very important because the result and finding of the research study would depend on the process of how it was being conducted by the researcher. The trustworthiness of a research study is important to evaluate its worth. Due to the nature of the qualitative study, honesty in all the data and details is required. Trustworthiness makes the researcher's study worthy to read, share, and be proud of. Credibility was how confident the qualitative researcher was in the truth of the research study's findings. The researcher in this study believed that honesty in everything you do was essential to attain worthwhile success. The researcher has no derogatory records or administrative issues that ruin her integrity. Lincoln and Guba (2000) state that credibility refers to the idea of internal consistency, where the main issue is "how we ensure rigor in the research process and how we communicate to others that we have done so." Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. The researcher has already studied the effects of using graphic or-ganizers to teach reading comprehension. The use of graphic organizers as a strategy in teaching reading comprehension is effective in the domains of analysis and creation. With this, the researcher was interested to know the students' perspective of using this strategy. Gasson (2004) emphasizes transferability as the extent to which the reader can provide a generalization of the study based on his own context and can address the core issue of "how far a researcher may make claims for a general application of the theory." Confirmability was the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not the researcher's potential bias or personal motivations. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. The information using the audit trail in this situation is thoughtfully recorded by the researcher which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses. Gasson (2004) states that confirmability was based on the acknowledgment that research is never objective. Dependability was the extent to which the study could be repeated by other researchers and that the

findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher uses an inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and can be repeated. In this component, the use of a database was very important in backing up information collected and noting changes for all types of research studies. All the data collected was properly kept for future use as references. Gasson (2004) stated that dependability deals with the core issue that "the way in which a study is conducted should be consistent across time, researchers, and analysis techniques."

3. Results and Discussions

This part of the research dealt with the research questions and required of this study. The participants disclosed their experiences in Developing Skills in Teaching Edukasyong Pantahanan at Pangkabuhayan during the school year 2022-2023.

3.1. Lived Experiences of Teachers in Developing Skills in Teaching Edukasyong Pantahanan at Pangkabuhayan—Teachers' experiences in developing teaching skills refer to the challenges, successes, and learning opportunities that they encounter as they work to improve their teaching practices and enhance their effectiveness in the classroom. This can include a variety of activities such as attending professional development workshops, collaborating with colleagues, and reflecting on their own teaching practices. Dacumos and Raneses (2021), teachers' experiences in developing skills in teaching can be influenced by a variety of factors, including their own personal motivation, the availability of resources and support, and the specific teaching strategies and techniques they are working to develop. Piamonte and Ramona (2020) explored the experiences of teachers in developing their teaching skills in the context of technology integration. Cacho, Diestro, and Balingit (2016) explored the experiences of teachers in integrating technology into TLE instruction in the Philippines. The study found that teachers faced a variety of challenges related to lack of resources, inadequate training and support, and the need to adapt to constantly evolving technologies.

3.1.1. Scarcity of Resources—Scarcity of resources is a common challenge in technology education, affecting the teaching and learning skills of learners worldwide. According to Ali, Ashfaq, and Iqbal (2019), the limited availability of resources, such as equipment, materials, and funds, hinders teachers' ability to provide hands-on learning experiences necessary for developing learners' skills. In their study, Abalkhail and Almohammadi (2017) found that the lack of access to technology and tools in the classroom significantly challenged the teaching and learning of technology education in Saudi Arabia. Teachers reported that they were unable to conduct practical lessons due to a shortage of equipment, leading to a theoretical approach to teaching that limited the development of learners' skills. Rosales and Yap (2020) report that teachers in the Philippines face a scarcity of funds, which makes it difficult for them to plan engaging and innovative technology education lessons. The lack of funds also limits the training and professional development opportunities for teachers, ultimately impacting their ability to teach learners effectively.

The reponses can be interpreted that scarcity

of resources can also affect the ability of teachers to provide practical and hands-on learning experiences, which are essential components of Edukasyong Pantahanan at Pangkabuhayan. Students from low-income families or those living in rural areas may have less access to quality Edukasyong Pantahanan at Pangkabuhayan instruction due to limited resources in their schools. Despite the challenges, teachers have developed creative ways to cope with resource scarcity in technology education. In their study, Aladejana, Aladejana, and Ogunleye (2015) found that teachers in Nigeria improvised by using locally available resources such as scrap materials and waste products to conduct practical lessons. This approach not only made the learning process engaging but also helped learners develop practical skills using locally available resources. Rodriguez and Canto (2015) in the Philippines found that teachers of Edukasyong Pantahanan at Pangkabuhayan faced a scarcity of resources, which led to challenges in providing quality instruction to their students. The teachers reported that they did not have sufficient equipment, materials, or supplies to conduct practical activities and hands-on learning experiences. This scarcity of resources, according to the teachers, hindered the development of learners' skills in the subject area. Guieb (2016) found that resource scarcity was a significant challenge for teachers of Edukasyong Pantahanan at Pangkabuhayan in the Philippines. The author noted that many schools lacked the necessary facilities, equipment, and supplies, which made it difficult for teachers to provide effective instruction and develop learners' skills. Addressing this challenge requires a collaborative effort from educators, policymakers, and stakeholders to ensure that schools have the necessary resources to provide high-quality instruction in this subject area.

3.1.2. Limited Time for Lesson Planning—Limited time for lesson planning refers to the constraints faced by teachers in developing and organizing lesson plans due to time limitations. In the international context, the issue of limited time for lesson planning is not unique to any particular country or region but is a universal challenge faced by teachers. According to a study by Pei et al. (2015), teachers in China face significant challenges due to limited time for lesson planning. The study found that teachers often struggle to develop effective lesson plans that incorporate interactive teaching methods and cater to the individual learning needs of their students. Similarly, a study by Kozan and Kose (2019) examined the impact of limited time for lesson planning on Turkish teachers. The study found that teachers often feel overwhelmed by the demands of lesson planning, leading to increased stress and burnout. In developing countries, limited time for lesson planning is often exacerbated by challenges such as a lack of resources and inadequate training. A study by Mavunga and Chitiyo (2018) examined the challenges primary school teachers face in Zimbabwe. The study found that limited time for lesson planning was a significant issue, with many teachers struggling to develop effective lesson plans due to a lack of training and resources. Overall, limited time for lesson planning is a significant challenge faced by teachers in the international context. This challenge can be addressed through the implementation of supportive policies and practices, such as professional development opportunities, reducing administrative tasks, and providing access to resources and training.

The responses are manifesting that lesson planning is a critical aspect of effective teaching. It allows teachers to prepare and organize lessons that are aligned with the curriculum, appropriate for the students' level, and engaging enough to achieve the desired learning outcomes. However, limited time for lesson planning can negatively affect the quality of teaching and learning in Edukasyong Pantahanan at Pangkabuhayan in the Philippine education set-

ting. Lasmarias et al. (2015) found that teachers who have limited time for lesson planning tend to rely on traditional teaching methods, such as lectures and note-taking, which may not effectively engage learners and develop their skills. The authors suggested that teachers need to have enough time for lesson planning to incorporate innovative teaching strategies and create more interactive and engaging lessons that would enhance students' learning experience. Another study by Cruz (2018) explored how limited time for lesson planning affects the quality of teaching and learning in Edukasyong Pantahanan at Pangkabuhayan. The study found that teachers who have limited time for lesson planning tend to rely on traditional teaching methods that are teacher-centered and do not encourage active participation from learners. These methods are ineffective in developing the critical thinking, problem-solving, and decision-making skills essential for learners to succeed in their future careers. The scarcity of time for lesson planning also affects teachers' ability to integrate new technologies and innovative teaching methods into their lessons. In a study by Mendoza and Yumol (2019), they found that teachers who have limited time for lesson planning are less likely to integrate technology into their lessons, which can negatively impact learners' technological skills and limit their exposure to new technologies that are essential in today's society. In conclusion, limited time for lesson planning is a significant challenge for teachers in developing their teaching and learning skills in Edukasyong Pantahanan at Pangkabuhayan in the Philippine education setting. It affects their ability to create effective lesson plans, resulting in the use of traditional teaching methods and low academic performance among students.

3.1.3.   Challenges with Assessment—Assessment is a crucial teaching component as it helps teachers evaluate the student's learning and understanding. However, the assessment process has several challenges that affect the teaching and learning process. In the international context, these challenges vary and depend on factors such as cultural background, educational system, and assessment practices. One of the challenges with assessment is the language barrier. In countries where the primary language of instruction is different from the students' native language, assessing their understanding of the subject matter becomes difficult. According to Safa and Khan (2017), the language barrier is a significant challenge in assessing the knowledge of international students. Another challenge is the lack of alignment between assessment and instruction. Teachers need to ensure that the assessment aligns with the learning objectives and the instructional strategies used in the classroom. According to Al Mekhlafi and Nagaratnam (2018), teachers in international schools face challenges in designing assessments that align with the curriculum and the instructional strategies used in the classroom. This can result in assessments that do not measure what was taught in the classroom, leading to inaccurate results. The challenges with assessment can significantly impact teaching Grade 5 and 6 learners in the international setting. For instance, inaccurate assessment results can lead to incorrect placement of students in academic programs or tracking systems. This can affect the student's self-esteem and motivation and lead to the underachievement of students who may have been placed on a lower academic track than their abilities warrant. Moreover, if assessments do not accurately measure what was taught in the classroom, teachers may not be able to identify areas of weakness and may not be able to adjust their instruction to meet students' needs effectively. In addition to cultural differences, the educational system is another factor that affects the assessment process. In some countries, the educational system is exam-oriented, which means that assessments are based on high-stake exams. This puts pressure on teachers and students to focus on mem-
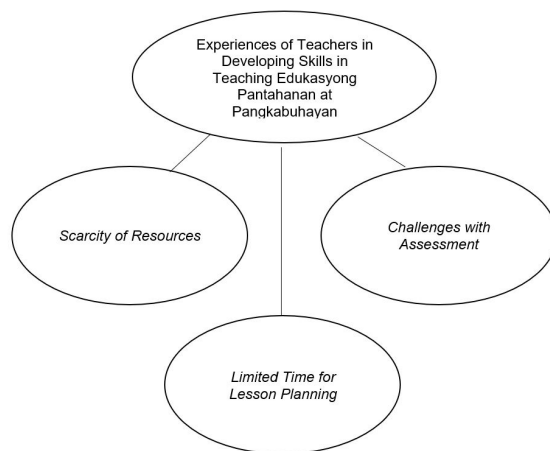
18

Fig. 3. Emerging Themes on the Lived Experiences of Teachers in Developing Skills inTeaching Edukasyong Pantahanan at Pangkabuhayan

orization rather than understanding the subject matter. According to Feng and Yang (2016), the exam-oriented system in China affects the quality of assessments. The authors argue that teachers focus on teaching exam content rather than helping students understand the subject matter.

The challenges in assessment in teaching Edukasyong Pantahanan at Pangkabuhayan have significant implications for teaching Grade 5 and 6 learners in the Philippine setting. The limited resources available for assessment may lead to inaccurate evaluation of students' skills and hinder their learning progress. The lack of teacher training in assessment may affect the quality of assessment, leading to inaccurate grading of students' performance. Furthermore, the subjective nature of the subject may affect the reliability of the assessment, leading to biased evaluation of students' skills. Another challenge with assessment in teaching Edukasyong Pantahanan at Pangkabuhayan is the lack

of teacher training in assessment. Teachers may not be equipped with the necessary skills and knowledge to assess their students' performance effectively. In a study conducted by De Guzman, Chavez, and Macapagal (2018), they found that most teachers in the subject lacked training in assessment. The authors noted that the lack of training affected the validity and reliability of the assessment, which in turn affected the accuracy of students' grades. In conclusion, assessment in teaching Edukasyong Pantahanan at Pangkabuhayan comes with challenges that affect teaching Grade 5 and 6 learners in the Philippine setting. These challenges include limited resources available for evaluation, lack of teacher training in assessment, and the subjective nature of the subject. Teachers need to be equipped with the necessary skills and knowledge to effectively assess their students' performance. This can be achieved through regular training and the provision of adequate resources for assessment.

3.2. EPP Teachers Cope with their Learning Difficulties in Developing Learners Skills in Edukasyong Pantahanan at Pangkabuhayan— Teachers play a crucial role in developing learners' skills, and it is imperative that they have a good grasp of the concepts and skills they

are teaching. However, teachers also encounter learning difficulties in their professional development. One way teachers cope with their learning difficulties is through professional development opportunities, which can take the form of workshops, seminars, or courses. Accord-

ing to Beijaard, Meijer, and Verloop (2015), professional development provides opportunities for teachers to learn new concepts, improve their pedagogical skills, and enhance their teaching practices. In a study conducted by Kamarainen, Metcalf, Grotzer, Dede (2015), it was found that professional development programs that are focused on developing teacher's knowledge and skills in technology-enhanced learning can be effective in improving student learning outcomes. Another way that teachers cope with their learning difficulties is through collaboration with their colleagues. In a study by Lawrence Pei (2018), it was found that teacher collaboration can provide opportunities for teachers to learn from each other, share their experiences, and exchange ideas on how to improve their teaching practices. This can lead to the development of a supportive learning community where teachers can learn from each other, share resources and ideas, and help each other in overcoming challenges. According to Schön (2017), reflective practice involves critically analyzing one's own experiences, beliefs, and assumptions and using this knowledge to improve their teaching practices. In conclusion, teachers face learning difficulties in developing learners' skills, and there are several ways that they can cope with these difficulties. Professional development opportunities, collaboration with colleagues, and reflective practices can provide opportunities for teachers to learn new concepts, improve their pedagogical skills, and enhance their teaching practices. As the world continues to change, teachers must continue to learn and develop their skills to ensure that they can provide high-quality education to their students.

3.2.1. Seek Resources and Support—Teaching is a challenging and dynamic profession that requires constant skill development to meet the demands of modern education. Teachers are often faced with the challenge of finding ways to develop their own skills while also ensuring that their students acquire the knowledge and skills they need to succeed. One of the main challenges teachers face in developing learners' skills is staying current with the latest teaching techniques, technologies, and strategies. This requires a significant investment of time and effort, which can be difficult to achieve on their own. Seeking out resources and support can provide teachers with the necessary tools and knowledge to develop their skills and improve their teaching effectiveness. One important resource for teachers is professional development programs. These programs offer teachers the opportunity to learn new teaching strategies, techniques, and technologies that can enhance their teaching effectiveness. Professional development programs may include workshops, seminars, online courses, and conferences. By attending these events, teachers can network with other professionals and gain insights into best practices in teaching. Asuncion, Delos Reyes, and Reyes (2019) examined the challenges faced by technology and livelihood education (TLE) teachers in the Philippines, particularly in terms of the lack of instructional resources. The study revealed that teachers cope with these challenges by seeking support from their colleagues, school administrators, and local government units. They also rely on personal resources, such as their own knowledge and skills, to make the most out of their limited resources. Balansay and Medado (2018) focused on the coping strategies of teachers in teaching science in the Philippines. The study found that teachers seek support from their colleagues, mentors, and professional organizations. They also attend seminars and training programs to update their knowledge and skills in teaching science.

The responses manifested that technology can also be a useful resource for teachers in EPP. In recent years, there has been an increase in the use of online platforms and applications that provide teaching resources and materials. For

instance, the DepEd Commons online platform provides free resources for K-12 education, including EPP. This can be a valuable resource for teachers with limited learning materials and equipment access. Aside from external support, seeking support from colleagues and parents can also be beneficial for teachers in EPP. According to Ramos and Arugay (2020), teachers who collaborate with their colleagues and involve parents in learning tend to have better outcomes in EPP teaching. Colleagues can provide additional resources and ideas, while parents can contribute by sharing their knowledge and experiences in practical skills and entrepreneurship. In addition to seeking support from external sources, teachers also rely on their personal coping skills, such as creativity and resourcefulness, to overcome the challenges of limited resources. As highlighted by Escano and Asuncion (2019), teachers in the Philippines use various low-cost or no-cost strategies to create innovative teaching materials and engage learners, such as using recycled materials and integrating technology in their lessons. According to Reyes (2018), teachers need to be resourceful and creative in utilizing whatever resources they have to ensure that learners can still acquire the necessary skills in EPP. However, this can be challenging for some teachers, especially those lacking training and improvisation experience. Department of Education (DepEd) provides various programs and initiatives that aim to support teachers in improving their teaching skills and providing better learning opportunities for students. These programs include training workshops, partnerships with private organizations, and the provision of learning materials (DepEd, 2019).

3.2.2. Advance with Professional Development Opportunities—Advanced Professional Development Opportunities refer to educational experiences and opportunities that allow teachers to enhance their knowledge, skills, and attitudes, which, in turn, improves their teaching effectiveness and contributes to the academic achievement of their students. These opportunities may include in-service training, workshops, seminars, conferences, and other professional development programs that allow teachers to update their knowledge, learn new teaching strategies, and interact with other professionals. A study by Borko and Putnam (2015) noted that professional development can significantly impact teacher practice and student learning outcomes. Additionally, Kennedy, Archambault, and McAllister (2016) found that professional development opportunities can improve teacher morale, motivation, and retention. De Bie, Valcke, and De Schrijver (2015) found that professional development opportunities were necessary for international teachers working in diverse cultural contexts to adapt to different teaching practices and curricula. Additionally, a study by Liu, Chin, and Lou (2019) found that professional development opportunities were crucial for teachers in developing countries to improve their teaching effectiveness and promote student learning outcomes. As noted by Darling-Hammond and Richardson (2016), ongoing professional development can help teachers become instructional leaders, leading to improved teaching practices and better learning outcomes for students.

In the Philippines, teachers' professional development is mandated by the Department of Education (DepEd) through the Philippine Professional Standards for Teachers (PPST). PPST is a framework that guides teachers in their professional development to improve their teaching practices and enhance the quality of education in the country (DepEd, 2017). There are various professional development opportunities available for teachers in the Philippines. One of which is the Continuing Professional Development (CPD) program, which is designed to provide teachers with opportunities to learn new skills, knowledge, and best practices in teaching. The program includes various activities such as seminars, workshops, conferences, and online

courses. A study by De Lara (2015) showed that the CPD program has a positive impact on teachers' knowledge and skills, particularly in the areas of curriculum development, instructional design, and assessment. In addition to the CPD program, other professional development opportunities for teachers in the Philippines include graduate studies, action research, and teacher exchange programs. These opportunities allow teachers to further their education, gain new perspectives, and develop their teaching skills to provide quality education for their students (Capa, 2017; Espinosa, 2019). Moreover, Flores and Ongaco (2018) emphasized the importance of professional development opportunities in addressing the challenges faced by teachers in teaching Edukasyong Pantahanan at Pangkabuhayan. They found that participating in training programs on innovative teaching strategies and the use of technology in teaching can help teachers improve their skills and confidence in teaching the subject. In summary, advanced professional development opportunities are essential for teachers in the international context to enhance their teaching effectiveness, adapt to diverse teaching practices, and improve student learning outcomes. These opportunities can also provide teachers with leadership development and ongoing learning opportunities, which can contribute to long-term professional growth and development.

3.2.3. Adapt Teaching Methods—Adapting teaching methods is an essential skill for educators in the international setting to create a student-centered learning environment. This approach requires teachers to adjust their methods to cater to the unique needs of diverse learners. According to Kuswandi and Syaiful (2016), adapting teaching methods involves understanding students' background, culture, and language, and incorporating it into lesson plans to enhance learning. As reported by Wang and Teng (2015), teachers in international settings are faced with a challenge to create an inclusive learning environment for students with different cultures and backgrounds. Therefore, it is essential to consider the students' cultural and linguistic diversity when adapting teaching methods. According to Elumalai, Murugan, and Sundararajan (2016), teachers can use digital resources to enhance the effectiveness of teaching methods and support student learning. In addition, the use of digital resources promotes self-directed learning and allows students to access information outside of the traditional classroom setting.

In teaching Technology and Home Economics, the use of hands-on activities and project-based learning has also been found to be effective in promoting students' skills development. A study conducted by Cheah and Lai (2019) examined the effectiveness of using project-based learning in teaching culinary arts among secondary school students in Malaysia. The study found that the use of project-based learning improved students' culinary skills, creativity, and problem-solving skills. Adapting teaching methods has been identified as a coping mechanism among teachers in the Philippine setting, particularly in teaching Technology and Home Economics subjects. According to Cruz (2019), teachers who adapt their teaching methods to meet the needs of their learners are better able to cope with the challenges they face in the classroom. This is especially important in the context of Technology and Home Economics, where teachers need to constantly update their knowledge and skills to keep up with advances in technology and changing trends in home economics. Similarly, a study by Baliling and Dagooc (2018) found that adapting teaching methods to suit the learning styles of students was an effective way for teachers to manage their workload and improve the learning outcomes of their students. Carreon and Tarrayo (2015) emphasized the importance of using technology as an adaptable teaching method in Technology and Home Economics subjects. The authors found that integrating technology into teaching
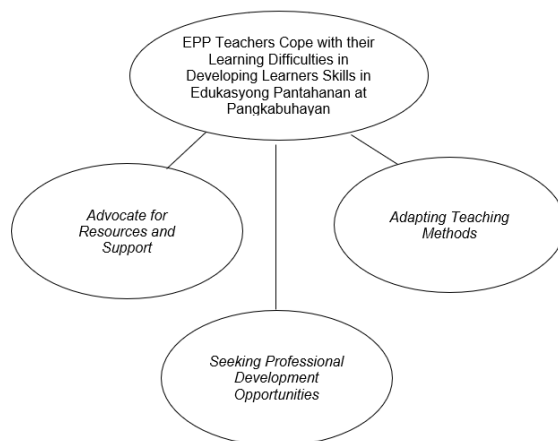
Fig. 4. Emerging Themes on the Coping up with their Learning Difficulties in Developing Learners Skills in Edukasyong Pantahanan at Pangkabuhayan

improved student engagement and participation, as well as the quality of their work. They also noted that using technology allowed teachers to create a more personalized learning environment, which was beneficial for students with different learning needs and preferences. Teachers who adapt their teaching methods to suit the needs of their learners are better able to manage their workload and improve learning outcomes. Additionally, integrating technology into teaching has been found to be a useful tool for creating a personalized learning environment that caters to the diverse needs of learners.

3.3. *Educational Management Insights drawn from the study*—Educational management insights refer to the knowledge and understanding gained through the study and practice of managing educational institutions or organizations. They involve the application of managerial principles and techniques in the field of education to ensure the attainment of educational goals, effective resource allocation, and the provision of quality education to learners. Educational management insights are crucial for teachers who face challenges in teaching technology and home economics in the international setting. These insights provide a guide on how to manage educational institutions, allocate resources effectively, and improve educational outcomes for learners. According to Ali and Ahmed (2015), educational management insights can help teachers identify the needs of learners, assess their learning progress, and develop strategies for enhancing their learning experiences. This is especially important in teaching technology and home economics, where learners require practical skills and hands-on experiences. In addition, Ahangar et al. (2019) noted that educational management insights also involve creating a positive learning environment for learners. Teachers should encourage collaboration and teamwork among learners, foster positive teacher-student relationships, and provide opportunities for learners to engage in self-directed learning.

3.3.1. *Develop Strong Understanding of the Subject Matter*—Developing a strong understanding of the subject matter refers to the deep knowledge and comprehension of the content or material being taught. It is the ability of the teacher to master the subject and deliver it effectively to the learners, using different instructional strategies and techniques. Strong understanding of the subject matter is crucial for effective teaching. It allows teachers to better grasp the concepts, theories, and principles related to the subject. It also helps teachers explain difficult concepts

and relate them to real-life situations. Teachers who have a strong understanding of the subject matter can also design and develop appropriate learning materials and activities that align with the learning objectives.

Teachers who possess a strong understanding of the subject matter they teach are more likely to engage in effective teaching practices, such as effective questioning, making connections between topics, and providing feedback. They are also more likely to be able to adapt their teaching to meet the needs of diverse learners. Teachers who possess this insight can guide their students better in their learning process by integrating real-life situations, appropriate instructional materials and activities, and providing meaningful feedback. In conclusion, possessing a strong understanding of the subject matter is an essential educational insight for effective teaching of Edukasyong Pantahanan at Pangkabuhayan. It allows teachers to design and deliver well-informed, relevant, and engaging lessons, which can ultimately lead to better learning outcomes for students. As such, providing opportunities for ongoing professional development and support can be beneficial in enhancing teachers' knowledge and skills in this subject area. Schunk and Mullen (2018), teachers who strongly understand the subject matter can better guide students in their learning process. This can be achieved by integrating real-life situations in the teaching process, making use of appropriate instructional materials and activities, and providing meaningful feedback to students.

3.3.2. Make Connections to Real-World Experiences—This teaching approach emphasizes the importance of connecting the classroom learning experience to real-world situations. By providing opportunities for learners to make connections between the classroom and real-world experiences, educators can facilitate deeper learning and foster the development of practical skills that learners can use beyond the classroom. According to Cepni, Cakiroglu, and Basaran (2015), making connections to real-world experiences helps learners to understand the relevance of what they are learning and to develop a sense of curiosity and engagement with the subject matter. In their study, they found that teachers who used real-world examples in their teaching were able to foster deeper learning and promote a more positive attitude towards the subject matter. Similarly, a study by Ozdemir (2019) found that when learners are given the opportunity to apply their knowledge and skills to real-world situations, they become more motivated and engaged in the learning process. By making connections to real-world experiences, learners can better see the practical application of what they are learning, which can help them develop a deeper understanding of the subject matter. De Asis and Bayani (2018), integrating real-world experiences in teaching Home Economics can help learners develop practical skills and apply these in their daily lives. Similarly, Reyes and Santos (2018) highlighted the importance of integrating real-world experiences in teaching Technology and Livelihood Education, as this can help learners develop practical skills and prepare them for the workforce. Delfino et al. (2019) emphasized the importance of teachers' creativity and innovation in making connections between the subject matter and real-world experiences. They highlighted the need for teachers to be able to design activities and projects that connect the concepts learned in class to real-world situations.

In summary, making connections to real-world experiences is an important educational insight in teaching Edukasyong Pantahanan at Pangkabuhayan in the Philippine context. Teachers must be creative and innovative in designing activities and projects that connect classroom learning to real-world situations to help learners develop practical skills that they can apply in their daily lives. In conclusion, making connections to real-world experiences is an effective teaching approach that
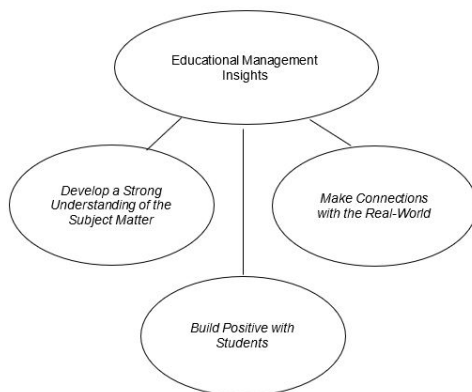
Fig. 5. Emerging Themes on the Educational Management Insights

can help learners to develop practical skills and deepen their understanding of the subject matter. In the context of teaching technology and home economics, this approach can be particularly valuable, as it helps learners to see the practical application of what they are learning and to develop skills that they can use in their daily lives.

3.3.3.   Build Positive Relationship with Students—Building positive relationships with students is an important aspect of teaching that involves creating a supportive, inclusive, and respectful learning environment where students feel valued and motivated to learn. According to Robles and Yadao (2018), building positive relationships with students in the classroom is essential to improving academic performance, increasing attendance rates, and reducing negative behaviors. Robles and Yadao (2018), teachers were found to have used various strategies to build positive relationships with students, including showing interest in their lives, being available to them, and using positive reinforcement. Similarly, Zara and Quitoriano (2017) found that positive teacher-student relationships in the Philippines are fostered through teacher-student interactions that are respectful, supportive, and friendly. Olasina and Onasanya (2015) emphasized that positive teacher-student relationships are based on trust, respect, and care. In their study, they found that teachers who have positive relationships with their students can better address their learning needs and provide appropriate support to help them succeed. Additionally, teachers who develop positive relationships with their students can effectively manage classroom behavior and create a safe and supportive learning environment. Tan (2019) emphasized that building positive relationships with students also involves effective communication and active listening. According to the author, teachers who take the time to understand their students' backgrounds, interests, and learning styles can create more meaningful learning experiences for them.

In summary, building positive relationships with students is a critical aspect of teaching, particularly in the context of technology and home economics. Teachers can use various strategies to build positive relationships with their students, such as showing interest in their lives, being available to them, using positive reinforcement, and using humor and a warm and friendly tone in their interactions. This can enhance students' academic performance, attendance rates, and overall social and emotional well-being.

4. Implications and Future Directions

This chapter presents the study's implications and directions given the discussion of the results of analysis of the data gathered. The following are findings and implications based on the analysis of the themes generated and its corresponding future directions.

4.1. Findings—Given the results and discussions presented, the following are findings of the phenomenology on strengthening the novice teachers' passion in teaching based from the learning of older generation teachers. The lived experiences of teachers in developing their skills in Edukasyong Pantahanan at Pangkabuhayan found that they were challenged by experiences such as scarcity of resources, limited time in preparing lesson plans, and challenges with designing types and forms of assessments. The coping mechanisms of EPP teachers in their learning difficulties in developing learners' skills in Edukasyong Pantahanan at Pangkabuhayan have been found to be advocating for resources and support, seeking professional development opportunities, and adapting various teaching methods. Given experiences and challenges and by addressing through developing a coping mechanisms, the educational insights that EPP teachers have realized and worth sharing is that there is a need to develop a strong understanding of the subject matter for whatever it takes, learning process must be delivered. Making connections to real-world experiences makes it more worthwhile to both teachers and learners, and lastly, by building a positive relationship with students, teachers can make a difference in the lives of the learners.

4.2. Implications—The experiences and challenges encountered by the EPPS teachers provide an idea that Impact on learner outcomes due to scarcity of resources, limited time in preparing lesson plans, and challenges with designing types and forms of assessments may negatively affect the quality of education provided to learners. This, in turn, may impact their academic performance and overall learning outcomes. To overcome the challenges of limited resources and time, EPP teachers need to develop innovative teaching strategies that can help them deliver quality education despite these limitations. This may involve the use of technology, peer collaboration, and experiential learning. The coping mechanisms teachers employ in addressing the challenges in EPP have significant implications for their effectiveness as educators. By seeking resources and support, such as attending professional development opportunities and collaborating with colleagues, teachers can enhance their skills and knowledge in teaching EPP and gain access to additional materials and resources. Adapting teaching methods, making connections to real-world experiences, and developing a strong understanding of the subject matter are also effective coping mechanisms that enable teachers to create engaging and relevant lessons for their students. Additionally, building positive relationships with students can help teachers to create a positive classroom environment, which can contribute to better learning outcomes. Given learning insights in addressing the challenges in teaching EPP have the potential to not only mitigate the effects of limited resources and time constraints, but also to enhance the overall learning experience for students. Through these coping mechanisms, teachers can create a more effective and engaging learning environment that supports the development of important life skills among learners.

4.3. Future Directions—Based on the study's findings, the school principal may need to reassess the resources allocated to the EPP department and find ways to address the scarcity of resources. They may also need to provide

professional development opportunities to the EPP teachers to improve their skills and knowledge in designing assessments and lesson plans. The school principal may also need to facilitate communication and collaboration between the EPP teachers, students, and parents to promote a positive learning environment.

Teachers can use the coping mechanisms identified in the study, such as seeking resources and support and adapting teaching methods, to address the challenges they encounter in teaching EPP. They can also develop a strong understanding of the subject matter and make connections to real-world experiences to make their lessons more engaging and relevant. Teachers can also advocate for more resources and support from the school administration to improve their teaching practices. The study's findings can inform parents about the challenges and coping mechanisms of EPP teachers. This can help parents understand the importance of supporting their children's learning at home and advocating for better resources and support for EPP teachers. Future research can build upon the findings of this study to further explore the challenges and coping mechanisms of EPP teachers. This can include investigating the impact of professional development opportunities on teacher practices and student outcomes. Future research can also explore the perspectives of students and other stakeholders in the EPP learning process to gain a more comprehensive understanding of the issues and opportunities for improvement.

5. References

Abalkhail, J. M., & Almohammadi, M. S. (2017). Teachers' perceptions of the challenges of teaching technology education in saudi arabia. *Journal of Education and Practice*, *8*(6), 111–117. https://doi.org/10.7176/JEP/8-6-13

Aguinaldo, M. A. S., Nolasco, J. D., & Bautista, R. B. (2016). Mastery of home economics subject matter by home economics teachers in selected schools in the division of city schools, quezon city. *Asia Pacific Journal of Multidisciplinary Research*, *4*(1), 61–68. https://doi.org/10.7748/nr2010.07.17.9.28.c7847

Ahangar, R. G., Saberian, M., & Souri, A. (2019). The impact of educational management insights on improving the quality of education. *Journal of Education and Learning*, *8*(2), 201–207. https://doi.org/10.5539/jel.v8n2p201

Aladejana, F., Aladejana, A., & Ogunleye, O. (2015). Strategies for teaching technical and vocational education courses in nigeria. *Journal of Education and Practice*, *6*(25), 73–78. https://doi.org/10.7176/JEP/6-25-07

Ali, M., Ashfaq, A., & Iqbal, M. J. (2019). Role of technology in skill development for future workforce. *Journal of Educational and Social Research*, *9*(1), 127–133. https://doi.org/10.36941/jesr-2019-0009

Ali, S., & Ahmed, S. (2015). Educational management: Concepts and emerging dimensions. *Journal of Education and Practice*, *6*(19), 40–45.

Amor, E., & Palomar, J. (2016). Teaching strategies and students' performance in selected areas of home economics and livelihood education. *Asia Pacific Journal of Multidisciplinary Research*, *4*(4), 24–32. https://doi.org/10.6084/m9.figshare.3463418.v1

Asuncion, E. V., Delos Reyes, R. A., & Reyes, P. G. (2019). Instructional resources and the professional development needs of technology and livelihood education (tle) teachers

in the philippines. *Asia Pacific Journal of Multidisciplinary Research*, *7*(4), 1–8. https://doi.org/10.2478/bjha-2019-0017

Awang, H., & Aziz, N. A. (2016). The effectiveness of inquiry-based learning in teaching of home economics education in malaysia. *Journal of Education and Practice*, *7*(6), 107–114. https://doi.org/10.7176/JEP/7-6-13

Balansay, M. D. C., & Medado, R. D. (2018). Coping strategies of science teachers in the philippines. *Journal of Baltic Science Education*, *17*(6), 1046–1055. https://doi.org/10.33225/jbse/18.17.1046

Baliling, M. L., & Dagooc, E. A. (2018). Workload management and student learning outcomes: Adapting to different teaching styles. *Kasarinlan: Philippine Journal of Third World Studies*, *33*(2), 109–123. https://doi.org/10.21315/kjts2018.33.2.6

Bandura, A. (1977). *Social learning theory*. https://doi.org/10.1037/11281-000

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. https://doi.org/10.1016/B978-0-89859-211-1.50002-6

Bautista, M. A. R., & Talabong, R. G. (2019). Assessment and evaluation of student learning outcomes in technology and livelihood education (tle): Basis for instructional enhancement. *International Journal of Multidisciplinary Research and Publications*, *1*(2), 22–31. https://doi.org/10.33969/IJMRP.2019.010204

Beijaard, D., Meijer, P. C., & Verloop, N. (2015). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *50*, 1–12. https://doi.org/10.1016/j.tate.2015.04.001

Bengu, B., & Durak-Ata, L. (2017). Cheating in technology-based assessment: An exploratory study. *Journal of Educational Technology & Society*, *20*(1), 106–118. https://doi.org/10.1007/s11423-017-9518-1

Bickmore, K., & Parker, J. (2017). The importance of educational management insights in the development of effective educational leaders. *International Journal of Educational Management*, *31*(4), 496–507. https://doi.org/10.1108/IJEM-02-2016-0023

Borko, H., & Putnam, R. T. (2015). *Studying teacher education: The report of the aera panel on research and teacher education*. Routledge.

Cabahug, R. B., & Bongcayao, R. S. (2020). Teachers' assessment practices and challenges in technology and livelihood education. *Asian Journal of Humanities and Social Studies*, *8*(2), 43–50. https://doi.org/10.11648/j.hss.20200402.11

Caballes, A. E., & Macaranas, A. P. (2019). Teachers' perceptions on lesson planning practices in teaching grade 10 mathematics. *Asia Pacific Journal of Education, Arts and Sciences*, *6*(1), 1–8. https://doi.org/10.26713/apjeas.v6i1.1074

Cacho, N. N., Diestro, M. L. A., & Balingit, J. V. (2016). Teachers' experiences in integrating technology into teaching livelihood education: The case of the philippine k-12 basic education curriculum. *The Online Journal for Technical and Vocational Education and Training in Asia*, *6*(1), 1–10. https://doi.org/10.15766/ovtae.v6i1.36

Capa, R. (2017). Professional development opportunities for science teachers in the philippines. *Journal of Education and Practice*, *8*(24), 42–47. https://doi.org/10.7176/JEP/8-24-06

Carreon, J. R., & Tarrayo, V. M. (2015). Integrating technology in the teaching of home economics: Issues, challenges and strategies. *Philippine Journal of Home Economics*, *8*(1), 1–15.

Cepni, S., Cakiroglu, J., & Basaran, M. (2015). Investigating the effect of real-world examples on learning: A case study of physics education. *Educational Sciences: Theory and Practice*, *15*(3), 775–787. https://doi.org/10.12738/estp.2015.3.2534

Chapter 9 from cresswell.pdf. (n.d.).

Cheah, Y. N., & Lai, M. L. (2019). Project-based learning for culinary arts education: A study on effectiveness of knowledge transfer. *Journal of Tourism, Hospitality, and Culinary Arts*, *11*(2), 33–41. https://doi.org/10.3126/jthca.v11i2.24991

Choi, J., & Lee, H. (2017). The effects of professional development on science teachers' knowledge and instructional practices. *Asia Pacific Education Review*, *18*(3), 345–354. https://doi.org/10.1007/s12564-017-9503-3

Chua, R., & Palomar, J. (2015). Integrating 21st century skills in the k-12 curriculum: A case study of edukasyong pantahanan at pangkabuhayan (epp) teachers in the philippines. *The Asia-Pacific Education Researcher*, *24*(4), 771–779. https://doi.org/10.1007/s40299-015-0272-6

Cochran-Smith, M., & Villegas, A. M. (2015). Framing teacher preparation research: An overview of the field, part i. *Journal of Teacher Education*, *66*(1), 7–20. https://doi.org/10.1177/0022487114557206

Commons, D. (n.d.). About deped commons. https://commons.deped.gov.ph/about/

Creswell, J. (2013). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd). SAGE Publications.

Creswell, J. W., & Clark, V. L. P. (n.d.). *Principles of qualitative research: Designing a qualitative study* (Vol. 13).

Cruz, C. A. (2019). Adapting to learner diversity: Implications for teacher development. *Journal of Research in Special Educational Needs*, *19*(S1), 56–65. https://doi.org/10.1111/1471-3802.12531

Cruz, J. (2018). The challenges of teaching home economics in secondary schools in the philippines. *Journal of Home Economics Research*, *7*(3), 95–108. https://doi.org/10.12691/jher-7-3-1

Dacumos, R. E., & Raneses, A. D. (2021). Teacher's perception on professional development program: Basis for enhancement of teaching skills. *Journal of Open Innovation: Technology, Market, and Complexity*, *7*(3), 77. https://doi.org/10.3390/joitmc7030077

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://doi.org/10.1080/02607476.2018.1519583

Darling-Hammond, L., & Richardson, N. (2016). Teacher learning: What matters? *Educational Leadership*, *73*(8), 10–15.

De Asis, J. P. R., & Bayani, J. E. P. (2018). Integrating real-world experiences in home economics education. *International Journal of Academic Research in Business and Social Sciences*, *8*(14), 107–119. https://doi.org/10.6007/IJARBSS/v8-i14/5012

De Bie, M., Valcke, M., & De Schrijver, J. (2015). Cross-cultural adaptation of international teachers: A systematic review. *Teaching and Teacher Education*, *50*, 89–100. https://doi.org/10.1016/j.tate.2015.05.006

De Guzman, A. B., Chavez, J. M. T., & Macapagal, M. E. (2018). Developing a competency-based assessment tool for teaching technology and livelihood education in the philippines. *Journal of Technology Education and Training*, *10*.

De Lara, D. D. (2015). Teachers' professional development and its impact on teaching and learning. *International Journal of Research Studies in Education*, *4*(2), 19–31. https://doi.org/10.5861/ijrse.2015.1033

Delfino, M. V., Flores, M. A. E., Rada, J. M. C., & Martinez, M. R. R. (2019). Creativity and innovation in connecting the subject matter to real-world experiences. *Journal of Physics: Conference Series*, *1379*(1), 012007. https://doi.org/10.1088/1742-6596/1379/1/012007

Elumalai, G., Murugan, A., & Sundararajan, K. (2016). Digital resources for enhancing the effectiveness of teaching methods in higher education. *International Journal of Applied Engineering Research*, *11*(4), 2744–2748. https://doi.org/10.11591/ijere.v11i4.2146

Escano, L. D., & Asuncion, E. V. (2019). Innovative teaching practices and its influence on students' performance in secondary education in the philippines. *International Journal of Emerging Trends in Education Research and Policy*, *5*(1), 60–67. https://doi.org/10.2478/ijeterp-2019-0007

Espino, M. R. M. (2017). Challenges and opportunities in the implementation of the k to 12 program: Insights from a philippine context. *Journal of Research in Curriculum and Instruction*, *1*(1), 35–44. https://doi.org/10.23856/0101-7659.10001

Espinosa, A. C. (2019). Beyond the classroom: Exploring the impact of teacher exchange programs on filipino educators' professional development. *Asia Pacific Journal of Education*, *39*(3), 380–392.

Fajardo, J. R. (2015). Assessment in the philippine basic education: Assessment practices, policies, and issues. In C. Wyatt-Smith, V. Klenowski, & P. Colbert (Eds.), *Designing assessment for quality learning* (pp. 215–230). Springer. https://doi.org/10.1007/978-94-6300-025-6_11

Feng, Y., & Yang, Y. (2016). Exploring the validity of the college english test: Insights from a comparative study. *Frontiers of Education in China*, *11*(3), 397–421. https://doi.org/10.3868/s110-005-016-0029-7

Fidan, N. (2016). The importance of positive teacher-student relationships for effective classroom management: An interpretive study. *Journal of Education and Training Studies*, *4*(9), 80–91. https://doi.org/10.11114/jets.v4i9.1685

Flores, M. V., & Ongaco, M. L. (2018). Innovative strategies in teaching tle in the philippines. *International Journal of Humanities and Social Science Research*, *8*(3), 45–49. https://doi.org/10.11648/j.hssr.2018.0803.11

Focus, T. (n.d.). An introduction to qualitative research.

Foster & Newman. (2005). "going going....." why are males underrepresented in pre-service primary education courses at university.

Garingan, A. C., & Bello, A. B. (2017). Lesson plan as a basis of efficient teaching-learning process. *International Journal of Multidisciplinary Research and Modern Education*, *3*(1), 34–42. https://doi.org/10.5281/zenodo.258146

Gasson, S. (2004). Rigor in grounded theory research: An interpretive perspective on generating theory from qualitative field studies. In M. E. Whitman & A. B. Woszczynski (Eds.), *The handbook of information systems research* (pp. 79–102). Idea Group.

Giorgi, A. (2007). Concerning the phenomenological methods of husserl and heidegger and their application in psychology. http://www.cirp.uqam.ca/documents%20pdf/Collection%20vol.%20

Gomez, J. F. (2015). Exploring teachers' use of technology to support collaborative inquiry learning: A case study. *Journal of Educational Technology Society*, *18*(1), 136–148. https://doi.org/10.14356/kjtc.2015.12.12.283

Grimaldo, A. C., & Rances, J. V. (2019). Teachers' understanding of the subject matter and their pedagogical practices in teaching technology and livelihood education. *International Journal of Curriculum and Instruction*, *11*(1), 31–45. https://doi.org/10.18844/ijci.v11i1.4588

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 105–117). Sage.

Gustavsen, B. (2008). Action research, practical challenges and the formation of theory. *Action Research*, *6*(4), 421–437. https://doi.org/10.1177/1476750308094130

Hall, A. K., & Dickerson, K. L. (2019). Content knowledge for teaching home economics: Pre-service teachers' perceived preparedness to teach. *International Journal of Home Economics*, *12*(2), 23–34. https://doi.org/10.14434/ijhe.v12i2.27318

Jumawan, J. E., & Barrot, J. S. (2018). Professional development program for technical vocational education and training teachers (pdp-tvet): Its impact on the pedagogical content knowledge and instructional practices of tvet teachers in the philippines. *International Journal of Engineering Research and Technology*, *11*(11), 1327–1332. https://doi.org/10.17577/IJERTV11IS110171

Kalof, L., & Dietz, T. (2008). *Essentials of social research*. McGraw-Hill Education.

Kamarainen, A. M., Metcalf, S., Grotzer, T. A., & Dede, C. (2015). Teachers as designers of technology-enhanced learning. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers and teaching* (pp. 321–328). Springer. https://doi.org/10.1007/978-1-4614-3185-5_37

Kauts, A., & Kaur, H. (2015). A study on teachers' experiences in developing pedagogical content knowledge (pck) in teaching science. *The International Journal of Indian Psychology*, *2*(1), 80–91. http://oaji.net/articles/2015/1170-1420770167.pdf

Kennedy, A., Archambault, L. M., & McAllister, L. (2016). Teacher professional learning communities: A descriptive study of practices that support student learning. *Journal of Educational Research and Practice*, *6*(2), 97–113. https://doi.org/10.1016/j.tate.2015.05.006

Kong, S. C., & Song, Y. (2015). An interactive mobile-assisted seamless learning environment (imasle) for effective english as a second language (esl) learning. *British Journal of Educational Technology*, *46*(5), 977–991. https://doi.org/10.1111/bjet.12199

Kozan, K. M., & Kose, G. (2019). The effect of time-related pressure on turkish teachers' burnout: The moderating role of autonomy support. *Educational Sciences: Theory & Practice*, *19*(2), 85–110. https://doi.org/10.12738/estp.2019.2.0006

Kuswandi, D., & Syaiful, A. (2016). Adapting teaching methods to improve students' success in a diverse learning environment. *Journal of Education and Practice*, *7*(1), 135–141. https://doi.org/10.7176/JEP/7-1-19

Lasmarias, L. G., De Guzman, A. B., & Mabborang, J. C. (2015). Effects of time on planning and instructional innovations: The case of philippine secondary school teachers. *International Journal of Social Sciences and Humanity Studies*, *7*(1), 114–121. https://doi.org/10.11114/ijsshs.v7i1.849

Lawrence, J., & Pei, L. (2018). Teacher collaboration and professional learning in chinese higher education. *Teaching and Teacher Education*, *72*, 44–53. https://doi.org/10.1016/j.tate.2018.02.007

Liu, K., Chin, C., & Lou, Y. (2019). Developing and sustaining teacher professional learning in developing countries: A review of the literature. *International Journal of Educational Development*, *65*, 260–271. https://doi.org/10.1016/j.ijedudev.2018.09.007

Lomboy, M. F., & Aquino, M. L. V. (2015). Industry partnership program of technology and livelihood education teachers in the division of city schools in san jose del monte: A perspective. *Asia Pacific Journal of Multidisciplinary Research*, *3*(5), 1–9. https://www.researchgate.net/publication/301802272_Industry_Partnership_Program_of_Technology_and_Livelihood_Education_Teachers_in_the_Division_of_City_Schools_in_San_Jose_del_Monte_A_Perspective

Mallorca, A. D., & Racines, J. M. (2019). Constructivist practices in teaching edukasyong pantahanan at pangkabuhayan (epp): Basis for an enhanced curriculum. *Asia Pacific Journal of Education, Arts and Sciences*, *6*(1), 1–10. https://doi.org/10.18510/apjeas.2019.61.1

Mavunga, E. D., & Chitiyo, R. (2018). Challenges faced by primary school teachers in developing countries: A case of zimbabwe. *Journal of Education and Practice*, *9*(14), 43–50. https://files.eric.ed.gov/fulltext/EJ1189322.pdf

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*.

Mendoza, A. D., & Esteban, R. M. (2020). Factors affecting the implementation of edukasyong pantahanan at pangkabuhayan (epp) program in selected public schools in calabarzon, philippines. *International Journal of Research Studies in Education*, *9*(2), 111–123. https://doi.org/10.5861/ijrse.2020.4721

Mendoza, M. P., & Yumol, M. A. (2019). Challenges and opportunities in teaching technology and livelihood education in the philippines. *Journal of Research in Technical Careers Education*, *2*(1), 12–18. https://doi.org/10.17979/jrte.2019.02.01.4463

Mohd Yakin, H. S., & Abu Bakar, A. (2017). The effectiveness of flipped classroom on home economics education among secondary school students in malaysia. *International Journal of Academic Research in Business and Social Sciences*, *7*(12), 697–711. https://doi.org/10.6007/IJARBSS/v7-i12/3638

Moolenaar, N. M., Daly, A. J., & Sleegers, P. J. C. (2015). Teachers' response to professional development: A theoretical perspective. *Review of Educational Research*, *85*(2), 163–202. https://doi.org/10.3102/0034654314540007

Nistal, A. R. (2016). A case study on the teaching and assessment practices of tle teachers in the philippines. *Journal of Education and Practice*, *7*(20), 49–54. https://doi.org/10.7176/JEP/7-20-05

Norton, L. (2019). *Action research in teaching and learning: A practical guide to conducting pedagogical research in universities*.

of Education, D. (2017). Philippine professional standards for teachers. https://www.deped.gov.ph/wp-content/uploads/2017/10/Philippine-Professional-Standards-for-Teachers.pdf

of Education, D. (2019). Programs and projects. https://www.deped.gov.ph/programs-and-projects/

Olasina, G., & Onasanya, S. (2015). Teacher-student relationship and academic achievement in secondary schools in ekiti state. *Journal of Education and Practice*, *6*(26), 9–14. https://doi.org/10.7176/JEP/6-26-02

Ozdemir, E. (2019). Making real-world connections: The effect of authentic contexts on motivation and achievement. *Journal of Education and Practice*, *10*(10), 34–42. https://doi.org/10.7176/JEP/10-10-04

Pallant, J. (2004). *Spss survival manual: A step-by-step guide to data analysis using spss for windows (versions 10 and 11); [applies to spss for windows up to version ii]*. Open Univ. Press.

Patton, M. (2000). Two decades of developments in qualitative inquiry: A personal, experiential perspective. https://journals.sagepub.com/doi/10.1177/1473325002001003636

Pei, Y., Li, Y., Li, Y., & Shu, X. (2015). Teachers' perceptions of and attitudes towards lesson planning in china. *Asia Pacific Journal of Education*, *35*(4), 465–478. https://doi.org/10.1080/02188791.2015.1077919

Piamonte, E. C., & Ramona, R. P. (2020). Teachers' experiences in developing technology integration skills in teaching. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(12), 105–118. https://doi.org/10.3991/ijet.v15i12.12571

Pimentel, L. R., & Quizon, E. S. (2018). Teacher-student relationships and academic achievement of high school students in pasay city, philippines. *Journal of Social Sciences Research*, *12*(1), 238–245. https://doi.org/10.32861/jssr.121.238.245

Popham, W. J. (2018). Assessment validity from an international perspective. *Educational Assessment, Evaluation and Accountability*, *30*(4), 393–402. https://doi.org/10.1007/s11092-018-9286-x

Ramos, L., & Arugay, A. (2020). Attitudes, practices, and perceptions of teachers towards edukasyong pantahanan at pangkabuhayan (epp) curriculum: Basis for proposed enhancement. *Journal of Educational and Social Research*, *10*(2), 221–228. https://doi.org/10.36941/jesr-2020-0021

Reyes, G. (2018). The importance of edukasyong pantahanan at pangkabuhayan (epp) in the k-12 curriculum. https://www.academia.edu/37507650/The_Importance_of_Edukasyong_Pantahanan_at_Pangkabuhayan_EPP_in_the_K_12_Curriculum

Reyes, J. E. M., & Santos, J. B. (2018). The integration of real-world experiences in the teaching of technology and livelihood education. *Journal of Educational and Social Research*, *8*(1), 59–65. https://doi.org/10.5901/jesr.2018.v8n1p59

Reyes, M. A. G., & Diamante, R. N. (2018). Lesson planning practices of high school teachers in the division of batangas city. *International Journal of Research Studies in Education*, *7*(4), 13–24. https://doi.org/10.5861/ijrse.2017.1776

Robles, V., & Yadao, E. (2018). The role of teacher-student relationships in academic performance of filipino students. *Journal of Social Studies Education Research*, *9*(2), 172–195. https://doi.org/10.17499/jsser.87711

Rogers, C. R. (1961). *On becoming a person*. https://doi.org/10.1037/10653-000

Rosales, R. E., & Yap, L. M. (2020). Availability of instructional materials and equipment for the implementation of technology and livelihood education (tle) program in the philippines. *Asia Pacific Journal of Multidisciplinary Research*, *8*(4), 45–49. https://doi.org/10.2478/APJMR-2020-0072

Saban, A. (2018). Issues and challenges in assessing student learning outcomes in the philippines. *Asia Pacific Journal of Multidisciplinary Research*, *6*(2), 72–79. https://doi.org/10.18488/journal.64.2018.62.72.79

Safa, M. A., & Khan, M. (2017). International student assessment and evaluation: Language barriers and possibilities. *Journal of International Students*, *7*(2), 265–277. https://doi.org/10.5281/zenodo.556583

Schön, D. A. (2017). *The reflective practitioner: How professionals think in action*. Routledge. https://doi.org/10.4324/9781315466230

Schunk, D. H., & Mullen, C. A. (2018). Self-efficacy as an engaged learner. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (2nd ed., pp. 145–158). Routledge. https://doi.org/10.4324/9781315691951-10

Sevilla, C. G. (2018). Integrating technology to improve teaching and learning in edukasyong pantahanan at pangkabuhayan (epp) in the philippines. *International*.

Shulman, L. S. (2015). Signature pedagogies in the professions. *Daedalus*, *144*(2), 20–29. https://doi.org/10.1162/DAED_a_00327

Stanage, S. M. (2017). *Adult education and phenomenological research: New directions for theory, practice and research*. Robert E. Krieger.

Tabachnick, B. G., & Fidell, L. S. (20). Using multivariate statistics [[5th ed., Pearson internat. ed., [Nachdr.]]].

Tan, E. (2019). Building positive teacher-student relationships: An essential component of effective classroom management. *The Asia-Pacific Education Researcher*, *28*(2), 111–119. https://doi.org/10.1007/s40299-019-00464-1

Wang, J., Shen, Y., & Sun, Y. (2020). The influence of teacher's professional development on their self-efficacy and instructional practices: Evidence from china. *International Journal of Educational Development*, *75*, 102161. https://doi.org/10.1016/j.ijedudev.2019.102161

Wang, Y., & Teng, Y. (2015). Adapting teaching methods in a culturally diverse classroom. *Theory and Practice in Language Studies*, *5*(6), 1242–1246. https://doi.org/10.17507/tpls.0506.16

Watts, T., & Padhi, N. (2021). The power of mentorship: The role of mentors in supporting teacher development. *International Journal of Mentoring and Coaching in Education*, *10*(1), 2–14. https://doi.org/10.1108/IJMCE-09-2020-0167

Wu, H. K., & Tsai, Y. T. (2019). An effectiveness study of a professional development program for home economics teachers. In *Journal of research in education sciences* (pp. 199–227, Vol. 64). https://doi.org/10.6209/JORIES.201909_64(3).0007

Zara, N. J., & Quitoriano, J. B. (2017). An exploratory study of the teacher-student relationships in the philippine context. *Asia Pacific Journal of Multidisciplinary Research*, *5*(3), 37–44. https://doi.org/10.24294/apjmr.v5i3.474