

Shaping Lives: A Qualitative Inquiry on the Lived Experiences of Educators

Mae Zette H. Galila

Master of Arts in Education Major in Educational Management, La Carlota City College, Graduate School, La Carlota City, Negros Island Region, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100800340>

Received: 20 August 2026; Accepted: 25 August 2026; Published: 04 September 2026

INTRODUCTION

This chapter shows the study's background, conceptual framework, problem statement, study hypotheses, significance, scope, and limitations, and definitions of terms.

Background of the Study

Education remains one of the most powerful instruments for social and economic development, with teachers serving as the driving force behind students' learning and personal growth. Across the world, however, the teaching profession has become increasingly demanding as educators are expected to perform multiple responsibilities beyond classroom instruction. They are required to address diverse learning needs, integrate technology into teaching, accomplish extensive administrative tasks, and respond to increasing accountability measures. These responsibilities have contributed to higher levels of work-related stress, emotional exhaustion, and burnout among teachers in many countries. Drawing on data from more than 100,000 teachers across over 40 education systems, Jerrim and Sims (2022) found that accountability demands are significantly associated with teacher stress, while the Organisation for Economic Co-operation and Development (OECD, 2021) emphasized that heavy workloads, limited well-being, and insufficient workplace support continue to affect teachers' professional satisfaction and retention. Despite these challenges, educators remain committed to their profession because of the meaningful relationships they build with learners and the opportunity to make a lasting difference in students' lives.

The Philippine educational system reflects many of these global realities. In recent years, teachers have experienced increasing responsibilities as they adapted to curriculum reforms, digital and blended learning, learning recovery initiatives, and the diverse academic and psychosocial needs of learners. Beyond classroom teaching, educators are expected to prepare instructional materials, complete extensive documentation, attend school-related activities, and communicate regularly with parents and stakeholders. These responsibilities often extend beyond regular working hours, placing considerable demands on teachers' physical and emotional well-being. At the same time, Filipino educators continue to demonstrate resilience, adaptability, and commitment to ensuring quality education despite resource limitations and workplace pressures. Similar conditions are observed in many local public schools, where teachers strive to balance professional responsibilities with personal well-being while remaining dedicated to supporting learners. These realities highlight the need to understand not only the difficulties teachers encounter but also the experiences that enable them to remain motivated and committed to their profession (Carroll et al., 2022; Berger et al., 2022).

Although recent studies have examined teacher stress, burnout, workload, job satisfaction, and well-being, much of the existing literature has relied on quantitative approaches that measure the prevalence of these conditions or examine relationships among variables. Comparatively fewer qualitative studies have explored how educators personally experience both the challenges and the meaningful successes that define their professional lives. The

voices of teachers are essential in understanding how they cope with adversity, sustain their passion for teaching, and continue influencing the lives of their learners despite everyday difficulties. Addressing this gap, the present study, *Shaping Lives: A Qualitative Inquiry on the Challenges and Triumphs of Educators*, seeks to explore the lived experiences of educators by examining the challenges they face, the triumphs they celebrate, and the support systems that sustain their commitment to teaching. The findings are expected to contribute to the growing body of knowledge on teacher well-being and provide practical insights for school leaders, policymakers, and future researchers in designing programs that promote a more supportive and sustainable teaching profession.

CONCEPTUAL FRAMEWORK

The conceptual framework illustrates the overarching theme, Transformative Teaching, which emerged from the lived experiences of educators. Positioned at the center of the framework, Transformative Teaching represents the process through which educators continuously develop professionally, refine their instructional practices, strengthen relationships within the school community, exercise meaningful leadership, and positively influence future generations of learners. The five interconnected sub-themes collectively explain how transformative teaching is experienced and manifested in educational settings.

Guided Paths Toward Professional Growth reflects the continuous journey of educators in enhancing their knowledge, pedagogical skills, and professional competencies. Through mentoring, professional development activities, reflective practice, and lifelong learning, teachers establish a strong foundation for effective instruction and career advancement.

Learning by Doing emphasizes experiential learning as an essential component of teacher development. Educators acquire practical knowledge and instructional expertise through classroom experiences, problem-solving, reflective practice, and adapting to real-life teaching situations. This theme highlights that professional competence is strengthened through authentic teaching experiences.

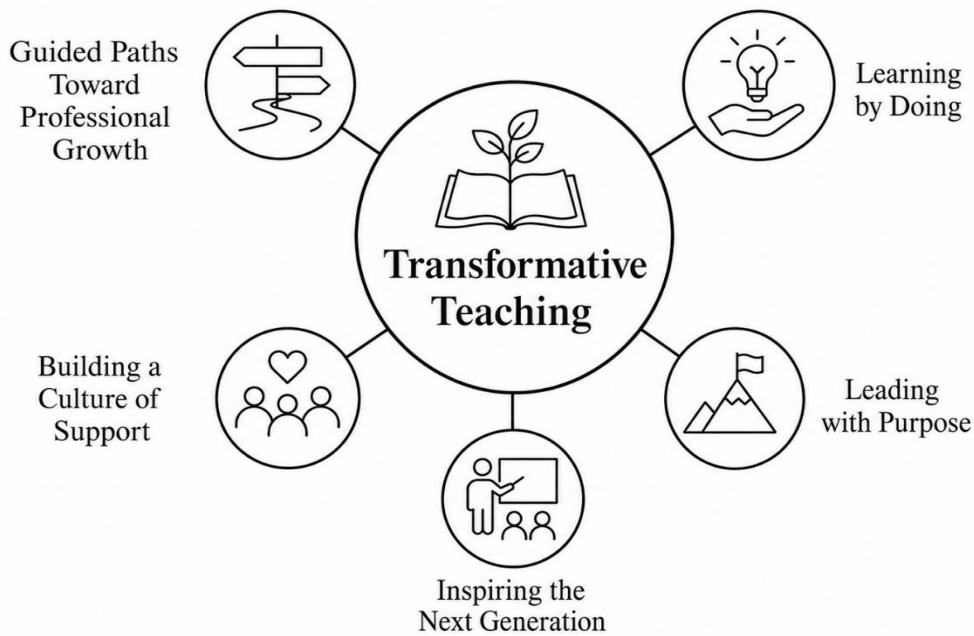
Building a Culture of Support underscores the importance of collaborative relationships among teachers, school leaders, learners, parents, and the wider community. A supportive environment promotes collaboration, trust, shared learning, and mutual encouragement, enabling educators to overcome challenges and sustain their commitment to quality education.

Leading with Purpose represents educators' commitment to serving as instructional leaders, mentors, and role models. It reflects their dedication to ethical practice, informed decision-making, accountability, and a clear sense of mission in guiding learners toward academic and personal success.

Inspiring the Next Generation captures the ultimate impact of transformative teaching. Through their dedication, values, and instructional practices, educators motivate learners to achieve their full potential, develop lifelong learning habits, and become responsible, productive members of society.

The framework demonstrates that these five sub-themes are interconnected dimensions of transformative teaching rather than independent components. Professional growth enhances teachers' capacity to learn through experience; experiential learning strengthens leadership abilities; supportive relationships foster effective leadership; purposeful leadership inspires learners; and the inspiration educators provide reinforces their commitment to continuous professional growth. Together, these interconnected experiences culminate in Transformative Teaching, illustrating how educators shape lives through meaningful teaching practices, continuous development, collaborative engagement, purposeful leadership, and lasting influence on future generations. This framework serves as the basis for interpreting the participants' narratives and understanding the essence of their lived experiences as educators. Figure 1 below represents the interplay of the variables.

Figure 1. Simulacrum of the Study.



Objective of the Study

This study sought to explore and understand the lived experiences of technical-vocational educators. The insights gained may contribute to enhancing policies, support systems, and professional development programs for technical-vocational educators.

Specifically, it aimed to answer the following questions:

How do technical-vocational educators describe their experiences in shaping students' skills and lives?

Significance of the Study

The result of the study would be beneficial to the following:

Policy Makers. This study may provide evidence-based insights that can guide the formulation and enhancement of policies related to technical-vocational education. By understanding educators' realities, policy makers can design responsive, inclusive, and sustainable programs that strengthen teacher support and improve student outcomes.

Educational Institutions. Schools, training centers, and agencies such as TESDA may benefit from the findings by identifying areas where institutional support can be improved. The study can inform the development of mentoring programs, workload management strategies, and professional development initiatives tailored to the needs of technical-vocational educators.

Teachers. Technical-vocational educators themselves may gain validation of their experiences and recognition of their coping strategies. The study highlights resilience, collaboration, and creativity as strengths, offering teachers a resource for reflection and identity formation.

Students. Learners may benefit indirectly through improved teaching quality and stronger mentorship. By supporting educators, students experience better skill development, enhanced classroom engagement, and preparation for workforce readiness.

Community and Industry Partners. Since technical-vocational education is closely tied to employment and industry needs, community stakeholders and industry partners may benefit from insights into how educators

prepare students for real-world demands. This can foster stronger collaboration between schools, industries, and local communities.

Scope and Limitation of the Study

This study focuses on the lived experiences of technical-vocational educators in public schools, particularly the challenges they face, the coping mechanisms they employ, the support systems available to them, and the personal narratives that shape their professional identity. Using a qualitative phenomenological approach, data were gathered through interviews and reflective accounts from a purposively selected group of educators within the Philippine context. The scope is limited to technical-vocational teachers, acknowledging the influence of local policies, institutional structures, and cultural factors on their experiences.

While the study aims to provide rich insights, certain limitations must be noted. The findings are context-specific and may not be generalizable to other regions or educational systems. As a qualitative inquiry, results rely on self-reported narratives, which may be influenced by personal biases or selective memory. The sample size is intentionally small to allow depth of exploration rather than broad statistical representation. Moreover, the study does not measure quantitative outcomes such as student performance, focusing instead on the subjective meanings and lived realities of educators as the basis for recommendations in policy and practice.

Definition of Terms

The following terms were conceptually and operationally defined in the study:

Adjustment. Conceptually, Adjustment refers to the psychological and behavioral processes individuals use to adapt to new environments, roles, or stressors, ensuring functional balance and wellbeing (Schneiders, 2022).

Operationally, adjustment refers to how technical-vocational educators adapt to workload demands, institutional expectations, and classroom realities.

Coping Mechanism. Conceptually, coping mechanisms are cognitive and behavioral strategies individuals use to manage stress and reduce its negative impact (Lazarus & Folkman, 2021).

In this study, coping mechanisms refer to the strategies educators employ—such as peer collaboration, mentoring, faith-driven resilience, and creativity—to overcome professional challenges.

Identity Formation. Conceptually, Identity formation is the process through which individuals develop a sense of self and professional identity, shaped by experiences, roles, and social interactions (Erikson, 2020).

In this study, identity formation refers to how educators construct meaning and purpose in their teaching roles through their lived experiences.

Lived Experiences. Lived experience refers to first-person accounts of conscious life events, often explored in phenomenology to uncover meaning and personal interpretation (Manen, 2022).

In this study, lived experiences are the personal narratives of technical-vocational educators regarding their challenges, coping strategies, support systems, and professional journeys.

Phenomenology. Conceptually, it is a qualitative research approach that seeks to understand and describe how individuals experience phenomena, focusing on the essence of lived experiences (Moustakas, 2021).

In this study, phenomenology refers to the research design used to explore and analyze the lived experiences of technical-vocational educators through interviews and thematic analysis.

Resilience. Conceptually, resilience is the capacity to recover quickly from difficulties and adapt positively in the face of adversity (Masten, 2021).

In this study, resilience refers to the ability of educators to sustain their teaching practice despite challenges, setbacks, and institutional pressures.

Support Systems. Conceptually, support systems are networks of social, familial, and institutional resources that provide emotional and practical assistance, enhancing wellbeing and performance (Thoits, 2021).

In this study, support systems refer to the encouragement and assistance educators receive from family, colleagues, and institutions.

Technical Education and Skills Development Authority (TESDA). Conceptually, TESDA is the Philippine government agency responsible for managing and supervising technical education and skills development, ensuring workforce readiness and national productivity (TESDA, 2023).

Operationally, TESDA refers to the institutional body that provides policies, programs, and support systems affecting technical-vocational educators.

Technical-Vocational Education. Conceptually, technical-vocational education and training (TVET) is formal and non-formal education designed to equip learners with practical skills, competencies, and knowledge for employment and lifelong productivity (UNESCO-UNEVOC, 2013).

In this study, technical-vocational education refers to the curriculum and programs in public schools, particularly Technology and Livelihood Education (TLE), where educators deliver skills-based instruction.

Technical-Vocational Teachers. Conceptually, technical-vocational education and training (TVET) teachers are professionals who deliver practical, skills-based instruction to prepare learners for workforce readiness (Tanaka, Angel-Urdinola, & Rodon, 2023).

In this study, technical-vocational teachers are those employed in public schools who teach Technology and Livelihood Education (TLE) or vocational subjects, and whose experiences form the basis of the inquiry.

REVIEW OF RELATED LITERATURE AND STUDIES

Pertinent research and literature on the current subject of study are presented in this chapter. This literature's goal is to provide readers with a clear comprehension of the subject being studied.

Technical-Vocational Teachers

Technical-vocational education in the Philippines has been recognized as a critical driver of workforce readiness. TESDA (2021) emphasized that TVET trainers must possess not only technical expertise but also transversal skills such as digital literacy and effective pedagogy to meet the demands of the Fourth Industrial Revolution. The report highlighted gaps in teacher preparation, particularly in adapting to rapid technological changes, which directly affect the quality of vocational instruction.

Bartolome (2025) assessed the competence of technical-vocational teachers in terms of Technological, Pedagogical, and Content Knowledge (TPACK). Findings revealed strong pedagogical competence but weaknesses in technological integration, underscoring the need for professional development programs that enhance digital teaching skills. This aligns with global calls for teachers to adapt to blended and technology-driven learning environments.

Chiang et al. (2023) explored the challenges and opportunities faced by Technology and Livelihood Education (TLE) teachers in Philippine public schools. The study identified human, pedagogical, and material issues, such as limited resources and difficulty sustaining student interest. Teachers often resorted to personal funds and stakeholder support to address these gaps, demonstrating resilience and resourcefulness despite systemic constraints.

International perspectives also highlight similar challenges. Diao and Yang (2021) reframed TVET teacher competency in the information age, noting that multiple roles—industry expert, pedagogue, and mentor—require continuous professional development. Their findings resonate with Philippine contexts where teachers juggle diverse responsibilities while adapting to evolving educational standards.

Technical-vocational education plays a vital role in preparing learners for employment, entrepreneurship, and industry-based skills development in the Philippines. Technical-vocational teachers are expected to possess both pedagogical competence and industry-relevant technical expertise to effectively deliver instruction aligned with the demands of the labor market. Recent studies emphasize that the success of Technical-Vocational Education and Training (TVET) programs largely depends on the competence, adaptability, and professional preparedness of teachers.

According to the study of Alinea (2021), technical-vocational teacher education programs in the Philippines must align with both academic and industry standards to ensure that graduates possess relevant technical and pedagogical skills. The study revealed that curriculum responsiveness and industry alignment are essential in preparing competent technical-vocational teachers capable of meeting the evolving demands of workplaces and educational institutions.

Similarly, Alinea and Reyes (2023) emphasized the importance of a gender-responsive and industry-responsive curriculum in Technical-Vocational Teacher Education (TVTEd). Their study found that teachers and graduates identified gaps in technical competencies, pedagogical preparation, and industry exposure. The researchers recommended strengthening partnerships between schools and industries to improve teacher preparation and curriculum relevance.

Teacher competency remains a major concern in technical-vocational education. Naelgas and Malonisio (2022) examined the competencies and needs of technical-vocational teachers in the Division of Aklan. Findings showed that although teachers demonstrated satisfactory general competencies, there were still gaps in technical expertise, instructional delivery, and access to professional development opportunities. The study highlighted the need for continuous training programs to improve teachers' instructional and technical skills.

In the implementation of the Technical-Vocational and Livelihood (TVL) track in senior high school, Villacorta and Arnado (2023) identified several challenges experienced by teachers, including inadequate instructional resources, insufficient training, limited industry immersion, and difficulties in handling competency-based instruction. Despite these challenges, teachers demonstrated resilience and commitment to delivering quality education. The study further revealed that teachers' competencies and instructional skills significantly influenced the effectiveness of TVL implementation.

Another issue faced by technical-vocational teachers is teaching subjects outside their specialization. Salvador (2022) explored the challenges and adaptation strategies of TVE teachers assigned to teach courses beyond their field of expertise. The findings showed that teachers experienced stress, lack of confidence, and difficulty in preparing instructional materials. However, teachers coped by engaging in self-study, attending training, collaborating with colleagues, and utilizing online learning resources.

The integration of technology in teaching also became a significant concern among teachers during and after the pandemic. Hafalla (2022) found that technological self-efficacy and Technological Pedagogical Content Knowledge (TPACK) significantly influence teachers' constructivist teaching practices. Teachers with higher confidence in using technology were more effective in implementing interactive and student-centered instruction. This suggests that technical-vocational teachers need continuous digital literacy training to adapt to modern educational demands.

Teacher self-efficacy is another important factor influencing teaching performance. Sales, Uchi, and Solsona (2022) explained that Filipino teachers' sense of efficacy affects their ability to manage classrooms, engage students, and implement effective instructional strategies. High self-efficacy contributes to improved teacher performance and better student learning outcomes.

Furthermore, Mariano and Baptista (2024) investigated the policies, resources, and competency gaps in Bachelor of Technical-Vocational Teacher Education (BTVTEd) programs in the Philippines. Their findings revealed concerns regarding inadequate facilities, lack of qualified faculty, insufficient funding, and misalignment between TESDA standards and curricular competencies. The study recommended curriculum revision and stronger institutional support to address these gaps.

Overall, recent literature and studies indicate that technical-vocational teachers in the Philippines face challenges related to competency development, curriculum alignment, technological adaptation, industry exposure, and resource availability. However, these studies also highlight the importance of continuous professional development, curriculum enhancement, institutional support, and industry collaboration in strengthening the quality of technical-vocational education in the country.

Coping Mechanisms and Teacher Resilience

Teacher resilience has become a focal point in recent studies, particularly in the wake of the COVID-19 pandemic. Doronila Maridable (2021) examined stress-coping strategies among Filipino teachers, finding that problem-focused coping (e.g., time management, collaboration) was linked to higher resilience and job satisfaction, while emotion-focused coping (e.g., avoidance) correlated with burnout. Institutional support was identified as a critical factor in sustaining teacher wellbeing.

Emborgo and Uchang (2025) investigated coping strategies of public school teachers during professional development demands. Their qualitative study revealed themes such as perseverance, resourcefulness, self-care, collaboration, and faith. These strategies enabled teachers to endure overlapping responsibilities and limited resources, highlighting the role of resilience in professional growth.

Ylanan and Paglinawan (2026) explored correlations between school culture, teacher self-efficacy, and coping mechanisms. Results showed that collaborative school culture and professional development significantly predicted effective coping strategies. This suggests that resilience is not solely individual but shaped by organizational environments.

Ama and Duran (2025) found a strong relationship between stress levels, coping mechanisms, and teaching performance. Teachers who employed adaptive coping strategies demonstrated better classroom management and instructional effectiveness, reinforcing the importance of resilience in sustaining educational quality.

Teachers in the Philippines continue to face various professional, emotional, and psychological challenges brought about by educational reforms, increased workload, technological demands, and post-pandemic adjustments. Because of these challenges, coping mechanisms and teacher resilience have become important areas of educational research. Recent studies reveal that Filipino teachers utilize different adaptive strategies to manage stress while maintaining effectiveness in teaching.

According to Agayon, Agayon, and Pentang (2022), Filipino secondary school teachers experienced numerous difficulties during the implementation of modular and distance learning in the COVID-19 pandemic. These challenges included lack of instructional resources, unstable internet connection, excessive workload, and emotional stress. Despite these difficulties, teachers employed coping mechanisms such as time management, peer support, positive thinking, and spiritual practices to continue fulfilling their professional responsibilities. The study highlighted that resilience enabled teachers to adapt to the demands of the “new normal” in education.

Similarly, Sanchez and Mananquil (2024) examined teachers’ coping mechanisms in face-to-face classes in selected districts in Central Philippines. Their findings revealed that teachers demonstrated a very high level of coping mechanisms in managing classroom stress, workload pressure, and personal concerns. Teachers who effectively coped with stress were more capable of maintaining emotional stability, professional commitment, and positive relationships with learners and colleagues. The study emphasized that resilience contributes significantly to teachers’ effectiveness and well-being.

Teacher resilience was also explored by Zara et al. (2022) in a study involving educators from Thailand and the Philippines. The researchers introduced the concept of “pedagogical resilience,” which refers to teachers’ ability to continue teaching effectively despite disruptions caused by the pandemic. Filipino teachers showed resilience through adaptability, creativity in instructional delivery, and commitment to student learning. The study further noted that institutional support, professional collaboration, and technological readiness strengthened teachers’ resilience.

In the field of special education, Mendoza (2023) investigated the perspectives, challenges, and coping mechanisms of Special Education (SPED) teachers in the Philippines during blended learning implementation. The study found that teachers encountered emotional exhaustion, communication barriers, and difficulties in addressing the needs of learners with disabilities. However, teachers managed these challenges through emotional regulation, family support, professional collaboration, and faith-based coping strategies. These coping mechanisms helped teachers remain resilient and motivated despite demanding work conditions.

Dotimas (2023) also studied work-related stress and coping mechanisms among SPED teachers in Philippine schools. Findings indicated that teachers experienced moderate to high levels of stress due to workload demands, administrative tasks, and learner-related concerns. To manage stress, teachers practiced relaxation activities, sought emotional support from colleagues, and engaged in recreational and spiritual activities. The study concluded that effective coping mechanisms are essential in sustaining teacher resilience and mental wellness.

Another study by Mendoza et al. (2023) explored coping mechanisms and innovative practices among teachers involved in modular distance learning. Teachers faced challenges in preparing learning materials, monitoring student progress, and balancing personal and professional responsibilities. Despite these challenges, teachers displayed resilience by developing innovative teaching practices, utilizing technology, and participating in professional learning communities. The study emphasized that adaptability and innovation are important indicators of teacher resilience.

Recent literature also suggests that resilience among teachers is strengthened by social and emotional support systems. Hungo (2025) found that Filipino teachers relied on spirituality, peer support, and leisure activities to manage burnout and workload stress during distance learning. The study revealed that resilience transcended demographic factors, indicating that teachers from different backgrounds can develop strong coping abilities when adequate support systems are present.

Overall, the reviewed studies indicate that Filipino teachers employ various coping mechanisms such as spirituality, peer collaboration, time management, emotional regulation, and positive thinking to address work-related stress and educational challenges. These coping strategies contribute to teacher resilience, enabling educators to remain committed, adaptable, and effective despite changing educational conditions. The literature further highlights the importance of institutional support, professional development, and mental wellness programs in strengthening teacher resilience in the Philippines.

Challenges

Teaching has become increasingly demanding as educators face growing responsibilities that extend beyond classroom instruction. In recent years, teachers have been expected to address learners' academic, emotional, behavioral, and social needs while simultaneously complying with institutional policies and accountability requirements. These multiple roles have significantly increased teachers' workloads, making it difficult to maintain effectiveness without experiencing stress. Studies consistently show that excessive responsibilities reduce teachers' capacity to balance instructional quality with administrative duties, ultimately affecting their overall well-being and professional satisfaction (Carroll et al., 2022; Jerrim & Sims, 2022).

One of the most widely reported challenges among educators is workload intensification. Besides preparing lesson plans and delivering instruction, teachers spend considerable time assessing student performance, preparing reports, attending meetings, communicating with parents, and completing school documentation. These additional tasks often extend beyond regular working hours, leaving educators with limited opportunities

for rest and personal life. According to recent reviews, prolonged workload pressure is a major contributor to occupational stress and emotional exhaustion among teachers across different educational settings (Berger et al., 2022; Sohail et al., 2023).

Teacher stress has also become a significant concern because it affects both educators and the quality of education they provide. High levels of stress may reduce teachers' motivation, decision-making abilities, classroom engagement, and instructional effectiveness. Carroll et al. (2022) found that workplace demands, limited organizational support, and challenging teaching environments increase the likelihood of teacher burnout. Likewise, a comprehensive scoping review by Montgomery and colleagues (2022) reported that persistent stress frequently develops into anxiety, depression, and burnout when teachers experience prolonged exposure to demanding work conditions without adequate support systems.

Another challenge commonly experienced by educators involves maintaining a healthy work-life balance. Many teachers continue working after school hours by preparing instructional materials, checking assessments, and responding to administrative requirements. As professional responsibilities consume personal time, educators often experience physical fatigue and emotional strain. Evidence synthesized by the OECD (2021) indicates that maintaining teacher well-being requires manageable workloads and supportive school environments because excessive demands negatively affect job satisfaction and long-term commitment to the profession.

The growing prevalence of teacher burnout has become one of the most pressing issues in education today. Burnout is characterized by emotional exhaustion, depersonalization, and a diminished sense of professional accomplishment. Research has shown that burnout develops gradually when educators are continuously exposed to heavy workloads, insufficient resources, and prolonged occupational stress. Longitudinal evidence further suggests that organizational factors, including excessive demands, limited autonomy, and inadequate institutional support, significantly increase the risk of burnout among teachers (Mijakoski et al., 2022). Furthermore, burnout does not only affect educators themselves but can also influence students by reducing instructional quality, learner motivation, and academic achievement (Madigan & Kim, 2021).

Another major challenge encountered by educators is managing student behavior while maintaining a positive learning environment. In many classrooms, teachers face increasing behavioral concerns, varying levels of student engagement, and diverse learning needs that require individualized approaches. These responsibilities demand additional time, emotional energy, and professional skills. When teachers continuously address disciplinary concerns alongside instructional responsibilities, they experience greater stress and emotional exhaustion, making classroom management one of the most demanding aspects of the profession (Madigan & Kim, 2021; Brown et al., 2023).

The rapid integration of educational technology has also introduced new challenges for educators. Although digital tools have improved access to learning resources, many teachers initially struggled to adapt to online and technology-supported instruction. Learning unfamiliar platforms, preparing digital instructional materials, and solving technical problems significantly increased teachers' workload. Research indicates that inadequate technological skills, limited technical support, and insufficient digital infrastructure contributed to stress and burnout, particularly during and after the COVID-19 pandemic. However, continuous professional development and improved technological competence helped many educators gradually overcome these challenges (Rastegar & Rahimi, 2023).

Institutional support plays a vital role in helping educators manage workplace demands. Teachers who perceive limited support from school leaders often report lower job satisfaction and greater psychological strain. Supportive leadership, collaborative school cultures, and accessible professional development opportunities encourage resilience and improve teachers' ability to cope with occupational stress. Conversely, insufficient organizational support may intensify technostress, reduce work engagement, and increase teachers' intentions to leave the profession. Recent studies emphasize that schools must provide both emotional and professional support systems to promote teacher well-being and effectiveness (Llorente-Alonso et al., 2023).

Another important challenge involves the emotional labor required in teaching. Educators are expected to remain patient, positive, and emotionally supportive despite experiencing their own stress and fatigue. They frequently regulate their emotions while interacting with students, parents, colleagues, and school administrators. Brown et al. (2023) explain that teachers perform emotional labor in nearly every professional interaction, making emotional regulation an essential yet demanding component of teaching. Likewise, Snow et al. (2023) found that teacher educators experienced considerable emotional strain while balancing professional responsibilities with caring for students and colleagues during periods of educational disruption. These findings demonstrate that emotional labor is an often-overlooked challenge that significantly affects teachers' well-being and professional commitment.

Overall, the literature consistently demonstrates that educators face interconnected challenges that extend beyond classroom instruction. Heavy workloads, occupational stress, burnout, classroom management difficulties, technological demands, limited institutional support, and emotional labor collectively influence teachers' professional experiences. While these challenges vary across educational settings, research consistently highlights the importance of supportive leadership, continuous professional development, adequate resources, and wellness initiatives in helping teachers remain effective and committed to their profession. These studies provide a strong foundation for the present qualitative inquiry, as they underscore the need to explore educators' lived experiences in overcoming the complex challenges they encounter throughout their teaching careers.

Support System

Support systems are essential in helping educators manage the demands and pressures of the teaching profession. Effective support from school administrators, colleagues, parents, and the community enables teachers to cope with workplace challenges while maintaining their professional commitment and well-being. A supportive work environment encourages collaboration, improves morale, and strengthens teachers' confidence in performing their responsibilities. Research has consistently shown that educators who perceive higher levels of organizational and social support experience lower stress, greater job satisfaction, and stronger resilience in challenging situations (Gearhart et al., 2022; Kaihoi et al., 2022).

School leadership is one of the most influential sources of support for teachers. Administrators who provide clear communication, professional guidance, recognition, and opportunities for growth create positive working conditions that help educators overcome daily challenges. Supportive leadership also fosters trust and collaboration, allowing teachers to feel valued and motivated despite increasing workloads. Studies indicate that schools with strong leadership support report higher teacher engagement, lower burnout rates, and better overall well-being among educators (McLure & Aldridge, 2022).

Collegial support also plays a significant role in promoting teachers' emotional and professional well-being. Teachers who regularly share experiences, exchange teaching strategies, and provide emotional encouragement develop stronger professional relationships that help reduce occupational stress. Kaihoi et al. (2022) found that supportive relationships among colleagues serve as protective factors against burnout by providing opportunities for collaboration, mentoring, and emotional reassurance during difficult situations. Such professional networks encourage teachers to solve problems collectively rather than facing challenges alone.

Professional development and mentoring programs further strengthen teacher support systems. Continuous training equips educators with updated instructional practices, classroom management strategies, and technological competencies that improve their confidence and effectiveness. Coaching and mentoring likewise provide personalized guidance that enables teachers to implement evidence-based practices while addressing classroom challenges. Research demonstrates that structured professional support enhances teacher competence, self-efficacy, and long-term professional growth (Samudre et al., 2022).

Overall, the literature emphasizes that comprehensive support systems are vital in helping educators overcome professional challenges and sustain their commitment to teaching. Administrative support, positive collegial relationships, mentoring, and continuous professional development collectively strengthen teachers' resilience and improve their capacity to provide quality education. These findings reinforce the importance of exploring

how educators perceive and experience different forms of support in overcoming the challenges encountered throughout their teaching careers.

Support from families and the wider community also contributes significantly to teachers' professional well-being. Positive relationships between schools and parents encourage open communication, mutual understanding, and shared responsibility for students' learning. When parents actively cooperate with teachers, educators are better able to address learners' academic and behavioral concerns. Conversely, weak parental involvement often places additional pressure on teachers, who must independently manage students' educational and emotional needs. Recent studies have emphasized that strong family-school partnerships create a more supportive environment for both teachers and students, leading to improved educational outcomes (Kim & Asbury, 2020; OECD, 2023).

Another important component of a teacher's support system is access to mental health and wellness programs. Because educators frequently experience stress, anxiety, and emotional exhaustion, schools that offer counseling services, wellness activities, and psychological support help teachers cope with work-related pressures more effectively. These initiatives encourage healthy coping strategies, strengthen resilience, and reduce the likelihood of burnout. Research has shown that schools promoting teacher well-being through structured wellness programs report higher levels of job satisfaction and stronger organizational commitment among educators (Hascher & Waber, 2021).

Professional learning communities (PLCs) have likewise emerged as an effective support mechanism for educators. Through regular collaboration, teachers share instructional strategies, discuss classroom challenges, and reflect on teaching practices to improve student learning. Participating in PLCs not only enhances teachers' professional knowledge but also builds a sense of belonging and mutual trust within the school. Admiraal et al. (2021) found that schools with well-established professional learning communities provide teachers with greater opportunities for collaboration, continuous learning, and peer support, which positively influence both instructional quality and teacher motivation.

The availability of educational resources and institutional assistance further strengthens teachers' ability to perform their duties effectively. Adequate instructional materials, reliable technology, manageable class sizes, and administrative assistance enable teachers to focus more on teaching rather than overcoming resource limitations. In contrast, shortages of instructional resources often increase teachers' workload and reduce their instructional effectiveness. Recent educational research highlights that providing sufficient material and organizational support allows teachers to adapt more effectively to changing educational demands while maintaining their professional confidence (OECD, 2023).

Overall, the literature consistently demonstrates that teacher support systems encompass multiple dimensions, including administrative leadership, collegial relationships, professional development, parental involvement, mental health initiatives, collaborative learning communities, and adequate institutional resources. These interconnected forms of support strengthen teachers' resilience, improve their professional satisfaction, and help them overcome the complex challenges associated with teaching. Since the present study seeks to understand the lived experiences of educators, examining these support systems provides valuable insight into how teachers sustain their commitment and continue shaping the lives of their learners despite the difficulties they encounter.

RESEARCH METHODOLOGY

This chapter shows the study's research design, participant selection, research instruments, data collection methods, and analytical procedures.

Research Design

This research employed a qualitative design, specifically utilizing a phenomenological approach, to examine the lived experiences of technical-vocational educators in public schools. Phenomenology is well-suited for this inquiry because it seeks to uncover the essence and meaning of human experiences, allowing the researcher to

capture both professional and personal dimensions of teaching (Creswell & Poth, 2020; Moustakas, 2020 as cited by Reyes et al, 2025). By centering on the narratives of educators, this design enables a deep exploration of their challenges, coping mechanisms, and support systems, as well as the ways they construct identity within their roles. Unlike quantitative methods that emphasize measurement and statistical generalization, phenomenology prioritizes the richness of participants' accounts, highlighting the emotional, contextual, and relational aspects of their professional journeys.

This study was utilizing in-depth interviews as the primary method of data collection, supported by reflective field notes to provide contextual detail and strengthen interpretation (Riessman, 2021; Chase, 2021 as cited by Reyes et al, 2025). Participants were chosen through purposive sampling, ensuring that they are technical-vocational educators with firsthand experience of the challenges, coping mechanisms, and support systems within their profession. The collected data were examined using thematic coding, where significant statements and recurring patterns are identified to construct both textural and structural descriptions of their experiences (Creswell & Poth, 2020 as cited by Reyes et al, 2025). This analytic process allows the researcher to integrate individual narratives into a holistic understanding of the phenomenon, generating insights that can inform institutional support, professional development programs, and policy initiatives in technical-vocational education.

Participants of the Study

The participants of this study consisted of technical-vocational educators from the particular division in Negros Island Region. They were purposively selected to ensure that they possess firsthand experiences of adjusting to the demands, responsibilities, and challenges unique to technical-vocational education. By focusing on educators within this specific division, the study aimed to capture the contextual factors, institutional environments, and support systems that influence their professional journeys. The inclusion criteria are as follows: (1) must be a non-education graduate and took education units; must be assigned to TLE; (2) must have a minimum of five years teaching experience; and (3) must be willing to participate in the study. The narratives of these participants provided rich insights into their lived experiences, including the obstacles they encounter, the coping mechanisms they adopt, and the guidance they receive from colleagues, mentors, and family members.

Sampling Technique

This study used purposive sampling to select five technical-vocational educators from the particular division in Negros Island Region who can provide rich accounts of their early professional journeys. Purposive sampling allows the researcher to focus on participants with direct experience of the phenomenon under investigation, ensuring that the data gathered is both meaningful and relevant to understanding the challenges, coping strategies, and support systems of beginning educators (Campbell et al., 2020; Gill, 2020). By including teachers who are currently navigating their initial years in technical-vocational education, the study prioritizes depth of insight and lived experience over numerical representation. This approach aligns with the objectives of qualitative phenomenological research, which emphasize the quality, context, and meaning of personal narratives rather than statistical generalization (Nyimbili & Nyimbili, 2024 as cited by Reyes et al, 2025).

Data Gathering Instrument

This study employed a semi-structured interview guide as the primary tool for gathering comprehensive data from participants. As Reyes et al. (2025), this method allows the researcher to pose pre-determined questions while giving participants the flexibility to expand on issues and introduce new perspectives. The semi-structured format ensures that the researcher remains aligned with the study's objectives while also capturing the depth of participants lived experiences by balancing structure with openness.

To explore the narratives of technical-vocational educators, the researcher was designing an interview guide that reviewed and validated by the research adviser. The questions are intended to elicit detailed accounts of professional experiences, including the challenges encountered in teaching vocational subjects, the coping strategies employed, the support networks accessed, and reflections on their evolving professional identity.

Follow-up questions were used to encourage deeper storytelling and ensure that responses authentically reflect the participants' viewpoints.

This instrument is particularly suited to phenomenological inquiry because it enables participants to construct meaning through storytelling rather than being confined to brief or pre-set answers. In doing so, the interview guide becomes a tool for uncovering the richness of educators' narratives, highlighting both individual distinctiveness and shared themes across participants.

Trustworthiness in Research

In qualitative research, trustworthiness ensures that findings are credible, dependable, confirmable, and transferable, thereby establishing the reliability and significance of the results (Lincoln & Guba, 1985, as cited in Reyes et al., 2025). This study employs several strategies to uphold validity, reliability, and data integrity throughout the research process.

Credibility is achieved by ensuring that the findings accurately reflect participants' narratives. Member checking was conducted, allowing participants to review interview transcripts and initial interpretations to verify accuracy. Prolonged engagement with participants was pursued to build rapport and uncover deeper insights into their lived experiences, thereby strengthening the authenticity of the data (Creswell, 2013; Merriam, 2009, as cited in Reyes et al., 2025).

Dependability was addressed by maintaining consistency in both methods and results. An audit trail was documented, recording decisions made during data collection and analysis to ensure transparency and replicability. Peer debriefing employed, wherein colleagues with expertise in qualitative research provide feedback on methodology and interpretations, ensuring alignment with the study's objectives (Merriam, 2009, as cited in Cypress, 2017; Reyes et al., 2025).

Confirmability was ensured by grounding findings in participants' narratives rather than researcher bias. Reflexivity practiced, with the researcher consistently reflecting on their role and potential influence on the study. This process ensures that conclusions are shaped by educators' accounts rather than assumptions. The audit trail further supports confirmability by allowing independent verification of the research process (Patton, 2002, as cited in Cypress, 2017; Reyes et al., 2025).

Finally, transferability was strengthened through detailed descriptions of the research context, participants, and methodology. By providing thick, rich accounts, readers are enabled to assess the applicability of findings to similar educational settings or populations (Creswell, 2013, as cited in Reyes et al., 2025).

Data Analyses

To ensure a thorough examination of the qualitative data, this study follows an organized strategy grounded in thematic analysis as outlined by Braun and Clarke (2006) and discussed by Nowell et al. (2017) and Reyes et al. (2025). This approach is particularly suited to phenomenological inquiry because it preserves the individuality of each educator's narrative while identifying recurring patterns across participants.

Data Familiarization. The researcher was immersing in the data by repeatedly reading interview transcripts and reflective notes. This step ensures a deep understanding of the participants' accounts, including their challenges in teaching vocational subjects, coping strategies, identity reflections, and experiences within institutional and social contexts. Preliminary notes highlighted emerging insights and significant details.

Generating Initial Codes. Key elements of the narratives were systematically coded. Segments of data related to professional difficulties, coping mechanisms, support networks, and reflections on career identity categorized to provide structure for subsequent analysis.

Searching for Themes. The codes were examined to identify potential themes that capture the essence of participants lived experiences. Emerging themes may include navigating classroom realities, building resilience,

accessing support systems, and reframing professional identity. These themes highlight both individual distinctiveness and collective patterns.

Reviewing and Refining Themes. Each theme was carefully evaluated to ensure consistency and alignment with the dataset. Adjustments were made to refine themes, eliminate redundancies, and strengthen coherence. This process guarantees that the final themes authentically represent the educators' narratives.

Defining and Naming Themes. Once finalized, themes were clearly defined and labeled to reflect the core ideas uncovered in the data. Each theme was emphasized a distinct aspect of the participants' experiences, such as challenges, coping strategies, or personal growth.

Producing the Report. The final stage involves synthesizing the findings and aligning them with the study's objectives. The researcher interpreted the themes in the context of technical-vocational educators lived experiences, offering insights into their coping mechanisms, professional challenges, and identity construction. Supporting narratives included to enhance authenticity and transparency.

Presentation, Analysis And Interpretation Of Data

This chapter presents the findings of the study based on the lived experiences of Technical-Vocational-Livelihood (TVL) teachers who transitioned into the teaching profession from various educational and professional backgrounds. The data were gathered through in-depth interviews and analyzed using thematic analysis. The interview transcripts were carefully examined through coding, categorization, and theme development, resulting in five overarching themes that describe the participants' experiences, challenges, coping mechanisms, and professional growth.

Theme 1. Transformative Teaching

Subtheme 1.1. Guided Paths Toward Professional Growth

Guided Paths Toward Professional Growth. This theme describes the different experiences and circumstances that led the participants to become Technical-Vocational-Livelihood (TVL) teachers. Although their backgrounds varied, a common pattern was evident: none of them described their journey into teaching as straightforward. Instead, their professional paths were shaped by encouragement from family members, colleagues, career opportunities, and personal realizations that gradually strengthened their commitment to the teaching profession.

The findings suggest that becoming a teacher was not simply a matter of obtaining the required qualifications. Rather, it was a developmental process in which participants discovered their professional identity through lived experiences. Their stories demonstrate that professional growth begins long before teachers become confident in the classroom. It starts with opportunities, support from significant individuals, and a willingness to embrace new challenges despite uncertainty.

One participant who clearly illustrated this experience was Teacher 1. During the interview, he admitted that teaching was never part of his original career plan. He candidly shared:

"Honestly speaking... wala pa ga sink in sakon nga mag maestro ko."

His statement reflects the uncertainty that many beginning teachers experience before fully accepting their professional role. Rather than intentionally choosing teaching from the beginning, he found himself entering the profession through circumstances that gradually unfolded over time.

As the interview progressed, Teacher 1 explained that his mother encouraged him to take supplemental education units, which eventually qualified him to teach.

"Hambal ni mama, kwa ta supplemental units."

When asked how he eventually viewed this career decision, he simply answered,

"Destiny lang guro."

These responses indicate that family members played a significant role in influencing his career decision. What initially appeared to be an unexpected opportunity eventually became a meaningful profession. His experience suggests that family encouragement can help individuals recognize career paths they had not previously considered.

A similar experience was shared by Teacher 2, whose journey into teaching began after working in the private sector for almost a decade. He explained,

"After 10 years nga ara ko sa office industry, naminsar ko nga what is my purpose..."

His statement reveals that his career transition was motivated by a search for personal fulfillment rather than dissatisfaction with his previous employment. He reached a point where he wanted work that would allow him to make a greater contribution to other people.

Teacher 2 further shared that a colleague encouraged him to pursue education and become a teacher.

"Sir Leo... encourage me pwede ka kwa education para makatudlo ka."

This highlights the importance of professional networks in influencing career decisions. Sometimes, encouragement from colleagues provides individuals with the confidence to pursue opportunities they had never seriously considered before.

Eventually, Teacher 2 discovered that teaching brought him greater satisfaction than his previous profession.

"I much enjoy teaching."

His experience demonstrates that career fulfillment is often developed through experience rather than predetermined before entering the profession.

Likewise, Teacher 3 described a different journey toward professional growth. Before teaching agriculture, he was assigned to several subjects outside his specialization. Although he accepted these teaching responsibilities, he explained that he experienced greater satisfaction after finally teaching within his area of expertise.

"Diri na gid sa Doña... agriculture na gid ang akon gina tudlo."

Teaching within his specialization enabled him to maximize his knowledge and skills while increasing his confidence as an educator. His experience demonstrates the value of aligning teachers' academic preparation with their teaching assignments.

Teacher 4 also described the adjustments he experienced during his transition into the teaching profession. Even though he was assigned to teach within his specialization, adapting to the demands of classroom teaching was not easy.

He recalled,

"Nag-align man ko sa subjects nga ginatudlo ko but... may culture shock."

Despite the challenges, his perspective gradually changed as he gained more classroom experience. He shared,

"Narealize ko nga nami magteach... gusto ko siya."

He also expressed increased confidence in his ability to teach by saying,

"Nakita ko gali nga kaya ko nga impart ang knowledge ko."

These responses demonstrate that confidence develops over time through repeated teaching experiences. Initial uncertainty gradually gives way to competence as teachers gain experience and observe their students' learning.

Another perspective was offered by Teacher 5, whose decision to join the TVL department was initially influenced by career advancement.

He stated,

"Siling ko sa TLE, basi diri lako mapromote."

Although promotion was his initial motivation, his experiences as a TVL teacher eventually contributed to his own professional development. His story suggests that career aspirations and professional commitment can coexist, with personal growth occurring as teachers become more engaged in their work.

Across all participants, one important observation became evident. Their pathways into teaching were different, yet each eventually developed a strong sense of commitment to the profession. Some entered teaching because of family encouragement, others through professional influence, career transitions, or opportunities for advancement. Regardless of how they began, all participants described a gradual process of learning, adjustment, and personal growth that strengthened their professional identity as TVL teachers.

The findings support the idea that teacher professional identity develops continuously through experience, reflection, and participation in supportive professional environments rather than through initial career intentions alone. Recent studies have emphasized that teachers' professional growth is strengthened when schools promote collaborative learning, shared leadership, and continuous professional development opportunities embedded within the school culture. These experiences enable teachers to build confidence, refine their instructional practices, and sustain long-term commitment to the profession.

The participants' narratives therefore illustrate that professional growth is not a single event but an ongoing journey. Each participant entered teaching through different circumstances, yet they all arrived at the same realization—that teaching became more than a job. It became a profession through which they found purpose, developed confidence, and discovered meaningful ways to contribute to the lives of their students.

Although the participants entered the teaching profession through different circumstances, their narratives revealed several common experiences that contributed to their professional growth. These experiences revolved around four interconnected factors: personal influence, career transition, alignment with specialization, and professional fulfillment. Together, these factors illustrate that becoming a TVL teacher is a developmental journey rather than a single career decision.

One of the strongest influences identified was the support received from significant individuals. For Teacher 1, his mother's encouragement became the turning point that led him to pursue supplemental education units and eventually enter the teaching profession. Likewise, Teacher 2 credited a colleague who encouraged him to pursue teacher education after years of working in the corporate sector. These accounts demonstrate that the encouragement of family members and professional colleagues can significantly influence career decisions by helping individuals recognize opportunities that they might not have pursued independently.

Another common experience involved career transition. Teacher 2 left a stable position in the private sector because he sought a profession that provided greater personal meaning. Similarly, Teacher 5 viewed his transfer to the TVL department as an opportunity for career advancement, but over time his motivation shifted from promotion to professional commitment. Although their reasons for changing careers differed, both participants eventually found satisfaction in teaching and recognized the importance of their role in shaping students' lives.

The narratives also highlight the value of teaching within one's area of specialization. Teacher 3 explained that after teaching several subjects outside his field, he finally had the opportunity to teach agriculture, which

increased both his confidence and job satisfaction. Likewise, Teacher 4 initially experienced adjustment difficulties despite teaching subjects related to his specialization. However, as he gained experience, he became more confident in delivering instruction and realized that teaching had become his passion. These findings suggest that while educational preparation provides the necessary foundation, confidence is strengthened through actual classroom experience and continuous practice.

Across all five participants, professional growth did not occur immediately after entering the profession. Instead, it developed gradually as they encountered challenges, reflected on their experiences, and recognized the positive influence they had on their students. This gradual transformation reflects the continuous nature of teacher development, where professional identity evolves through experience, learning, and reflection rather than through initial career intentions alone.

The findings are consistent with the study of Admiraal et al. (2021), which emphasized that teachers' professional growth is strengthened when schools provide opportunities for collaboration, mentoring, and continuous professional learning. Teachers who receive meaningful support are more likely to develop confidence and remain committed to the profession. Similarly, Antinluoma et al. (2021) explained that professional learning communities create environments where teachers continuously construct their professional identity through collaboration, shared experiences, and reflective practice. These perspectives reinforce the participants' experiences, which show that professional growth is an ongoing process influenced by both individual motivation and supportive professional environments.

Furthermore, the findings align with the work of Darling-Hammond et al. (2020), who argued that teachers' effectiveness develops through sustained professional learning, reflective practice, and opportunities to apply new knowledge in authentic classroom settings. Rather than viewing professional competence as a fixed outcome of teacher education, the authors emphasized that teacher expertise continues to evolve throughout one's career. This observation is reflected in the participants' experiences as they gradually transformed uncertainty into confidence and commitment.

Overall, Guided Paths Toward Professional Growth illustrates that the participants' journeys into teaching were shaped by different life experiences but eventually converged toward the same outcome—a strong commitment to educating learners. Their stories demonstrate that professional growth is not determined solely by formal qualifications or initial career choices. Instead, it emerges through supportive relationships, meaningful experiences, continuous reflection, and the willingness to embrace new opportunities. These experiences laid the foundation for the succeeding theme, which explains how participants developed their competence and confidence through actual teaching experiences.

Subtheme 1.2. Learning by Doing

This theme reflects how the participants developed their teaching competence through direct classroom experience, continuous self-learning, adaptability, and practical application of knowledge. Rather than relying solely on their pre-service education or formal training, the participants described learning as an ongoing process that occurred while they were already performing their teaching responsibilities. Through trial and error, independent learning, and reflection on their classroom experiences, they gradually developed the confidence and competence needed to become effective TVL teachers.

The findings indicate that the participants encountered numerous challenges during their early years of teaching. However, instead of allowing these difficulties to discourage them, they viewed every challenge as an opportunity to learn and improve. Their experiences demonstrate that professional competence develops not only through formal education but also through continuous practice, problem-solving, and real-life teaching experiences.

Teacher 1 emphasized that much of what he learned came from his own initiative. Instead of waiting for formal training opportunities, he sought knowledge independently through online resources. He shared,

"Personal study lang. Sa YouTube eh."

His statement illustrates the importance of self-directed learning in professional development. By actively searching for instructional strategies and technical knowledge, he was able to improve his teaching despite limited institutional support. This initiative reflects his commitment to continuous learning and his willingness to adapt to the changing demands of technical-vocational education.

In addition to learning independently, Teacher 1 believed that students learn more effectively through authentic experiences. He explained,

"Learning by doing gid eh."

He also stated,

"Gina-contextualize ko gali."

These responses show that he intentionally connected classroom lessons with real-life situations, allowing students to apply theoretical concepts in practical contexts. Such an approach is particularly important in TVL education, where learners are expected to develop workplace competencies that prepare them for employment or entrepreneurship.

Teacher 2 likewise described the uncertainty he experienced during his first years of teaching. He admitted,

"Na shock ko eh... chakto ni ang akon gina tudlo?"

This statement reflects the self-doubt commonly experienced by teachers who transition from other professions into education. Despite possessing industry knowledge, he questioned whether his teaching methods were appropriate for classroom instruction. Rather than giving up, he gradually developed confidence through experience and reflection.

Teacher 2 also explained that limited instructional resources required him to become resourceful. He shared,

"Ngita ka sa iban nga division... provide ka sang mga laptop mo."

He further stated,

"Mangita ka gid sang paagi para ma-providan sila."

These responses demonstrate that adaptability became one of his greatest strengths. Instead of allowing resource shortages to interrupt instruction, he identified alternative ways to ensure that students continued learning. His experience highlights the resilience that many TVL teachers develop when faced with limited facilities and equipment.

A similar pattern emerged in Teacher 3's experience. Because he handled several subjects outside his specialization, he recognized the need to continuously update his knowledge and teaching practices. He emphasized,

"Dapat flexible... ma-adjust ka gid."

He also stated,

"Update mo man kaugalingon mo."

To remain current with developments in agriculture, he regularly accessed online resources.

"Ara lang gid ko sa news kag YouTube."

These statements demonstrate that effective TVL teachers recognize learning as a lifelong process. As industry practices continue to evolve, teachers must also update their knowledge to ensure that classroom instruction remains relevant and responsive to current workplace standards.

Teacher 4 likewise described learning through experience. He acknowledged that adjusting to TVL teaching required patience and perseverance.

"First challenging... may adjustment period."

However, he explained that repeated classroom practice enabled him to master the competencies expected of him.

"Namaster na siya... nahatag na ang competency."

When classrooms and laboratory facilities were unavailable, he sought alternative learning spaces rather than postponing instruction.

"Nangita way... maki-insert para makaklase."

These experiences demonstrate that professional competence develops through persistence and continuous adaptation rather than through perfect teaching conditions.

Teacher 5 also emphasized the importance of resourcefulness. Faced with limited instructional materials, he improvised by asking students to bring damaged electronic circuit boards for laboratory activities.

"Nagpadala ako sang mga guba nga board sa kabataan."

He further explained,

"Mangita ka nalang sang pamaagi."

His responses indicate that effective teaching often requires creativity and innovation. Instead of viewing limited resources as barriers, he transformed them into opportunities for meaningful learning experiences.

Across all participants, several common patterns emerged. First, they recognized that classroom competence develops through actual teaching experience. Second, they demonstrated strong initiative by engaging in self-directed learning and continuously updating their knowledge. Third, they adapted their instructional strategies according to students' needs and available resources. Finally, they consistently viewed challenges as opportunities for professional growth rather than obstacles to success.

These findings suggest that learning by doing is a defining characteristic of effective TVL teachers. Professional growth occurs not only through formal seminars or graduate studies but also through everyday classroom experiences, reflective practice, and the willingness to improve continuously. The participants' experiences reveal that practical teaching experience serves as one of the most valuable sources of professional learning because it allows teachers to apply theoretical knowledge in authentic educational settings.

Furthermore, the participants' narratives demonstrate that resilience, adaptability, and lifelong learning are essential competencies for TVL teachers. Since technical-vocational education continuously responds to technological advancements and industry demands, teachers must also remain committed to updating their instructional practices and professional knowledge. Through continuous learning and reflection, they become better equipped to provide meaningful learning experiences that prepare students for the world of work.

The findings support experiential learning theory, which emphasizes that meaningful learning occurs through direct experience followed by reflection and application. They also align with contemporary research on teacher professional learning, which highlights that teachers develop expertise by integrating formal knowledge with authentic classroom practice and continuous reflective learning.

The findings under the theme Learning by Doing reveal that the participants developed their teaching competence primarily through direct experience in the classroom. While each participant encountered different situations and challenges, their narratives consistently demonstrated that practical experience became their most valuable teacher. Rather than depending solely on formal teacher education or professional training, they acquired knowledge, refined their instructional skills, and strengthened their confidence through continuous practice, reflection, and adaptation.

One common experience shared by the participants was self-directed learning. Teacher 1 explained that he relied heavily on independent study to improve his teaching competence. He explored various online resources, particularly YouTube, to learn new teaching strategies and technical skills relevant to agriculture. Likewise, Teacher 3 regularly consulted news articles, online videos, and reference books to keep himself updated with current agricultural trends and practices. These narratives indicate that the participants recognized the importance of taking personal responsibility for their own professional development. Rather than waiting for formal seminars or institutional training, they actively sought opportunities to enhance their knowledge and improve their classroom instruction.

Another common pattern that emerged was adaptability. All participants acknowledged that becoming an effective TVL teacher required them to adjust continuously to changing educational demands, industry developments, and students' learning needs. Teacher 3 emphasized that teachers must remain flexible because both technology and learners continuously change. Similarly, Teacher 4 explained that he had to adjust his teaching methods while simultaneously mastering the competencies required in technical-vocational education. Teacher 5 also recognized that technological developments require teachers to update their knowledge continuously to remain effective in electronics instruction.

The participants likewise demonstrated remarkable resourcefulness despite the limitations they encountered in their respective schools. Several participants described shortages of classrooms, laboratories, instructional materials, computers, and agricultural equipment. Instead of allowing these limitations to hinder student learning, they found practical solutions. Teacher 2 borrowed equipment and personally used his laptop during instruction. Teacher 4 searched for available classrooms and laboratories where he could continue teaching despite limited facilities. Likewise, Teacher 5 improvised laboratory activities by asking students to bring discarded electronic circuit boards that could still be used for practical exercises. These experiences demonstrate that effective TVL teachers possess strong problem-solving skills and remain committed to student learning despite institutional constraints.

The participants also emphasized the importance of experiential teaching. Teacher 1 consistently highlighted that students learn best when they perform tasks themselves rather than simply listening to classroom lectures. He contextualized lessons and encouraged students to apply agricultural concepts in actual farming activities. Similarly, Teacher 2 integrated his previous industry experience into classroom instruction, allowing students to learn from authentic workplace situations. These teaching practices illustrate that TVL education extends beyond theoretical instruction by emphasizing authentic learning experiences that prepare students for employment and entrepreneurship.

Taken together, these findings suggest that learning by doing is both a teaching strategy and a professional learning process for TVL teachers. As they encouraged students to acquire practical competencies, the teachers themselves also learned through experience, reflection, and continuous improvement. Every classroom challenge became an opportunity to develop new teaching strategies, strengthen professional confidence, and refine instructional practices.

The present findings support the concept of experiential learning, which proposes that knowledge is created through the transformation of experience into understanding and improved practice. Teachers who actively reflect on their experiences are better able to adapt their instructional approaches and respond effectively to learners' needs. In addition, these findings are consistent with recent studies emphasizing that effective professional development occurs when teachers engage in continuous learning, reflective practice, collaboration,

and authentic classroom experiences. Such learning opportunities enable teachers to strengthen instructional competence while remaining responsive to changing educational and industry demands.

Furthermore, the participants' experiences reinforce the importance of lifelong learning among TVL teachers. Since technical-vocational education is directly influenced by technological innovation and labor market demands, teachers cannot rely solely on the knowledge acquired during their pre-service education. Instead, they must continually update their technical expertise, instructional methods, and professional competencies to ensure that students receive relevant and high-quality education. This commitment to continuous learning ultimately benefits not only the teachers themselves but also the learners whom they prepare for future employment.

Overall, Learning by Doing illustrates that professional competence is gradually built through authentic teaching experiences, reflective practice, adaptability, and continuous self-improvement. The participants demonstrated that effective teaching is not achieved overnight but is developed through persistence, resilience, and a genuine willingness to learn from every classroom experience. Their narratives reveal that practical experience remains one of the most influential sources of professional growth, particularly within the context of technical-vocational education where learning is inherently experiential.

This finding is consistent with the study of Darling-Hammond et al. (2020), who argued that effective teacher professional development is grounded in active learning, reflection, collaboration, and opportunities to apply newly acquired knowledge in authentic classroom settings. The authors emphasized that teachers become more effective when professional learning is directly connected to their classroom experiences rather than limited to theoretical discussions. This perspective is evident in the experiences of the participants, who acquired confidence and competence through repeated teaching practice and continuous reflection.

Similarly, Admiraal et al. (2021) explained that teachers' professional learning is strengthened when schools cultivate professional learning communities that encourage collaboration, reflective practice, and shared problem-solving. Such environments enable teachers to exchange ideas, refine instructional strategies, and continuously improve their professional practice. Although several participants in the present study relied heavily on self-directed learning because of limited institutional support, they likewise demonstrated that continuous learning remains essential for maintaining instructional quality and responding to the evolving demands of technical-vocational education.

The findings also align with the work of Antinluoma et al. (2021), who reported that teachers develop professionally when they actively participate in collaborative learning processes and continually evaluate their classroom practices. According to the authors, reflective practice enables teachers to recognize both their strengths and areas requiring improvement, leading to sustained professional growth. Likewise, the participants in this study consistently reflected on their classroom experiences and adapted their instructional methods to improve student learning.

Moreover, the participants' emphasis on flexibility and continuous updating of technical knowledge reflects the dynamic nature of technical-vocational education. Since technology and industry practices continuously evolve, TVL teachers must remain lifelong learners to ensure that the competencies they teach remain relevant to workplace demands. This observation supports the findings of Schleicher (2020), who emphasized that teachers in the twenty-first century must continuously upgrade their professional knowledge, embrace innovation, and develop adaptive expertise to respond effectively to rapidly changing educational and workplace environments.

Subtheme 1.3. Building a Culture of Support

This theme highlights the importance of institutional support, adequate instructional resources, professional development opportunities, effective leadership, and collaborative relationships in enabling Technical-Vocational-Livelihood (TVL) teachers to perform their responsibilities effectively. While the participants demonstrated resilience and resourcefulness in addressing the challenges they encountered, they consistently emphasized that a supportive school environment significantly influences the quality of instruction and their professional growth.

The participants shared that one of the major challenges they experienced was the lack of instructional resources and laboratory facilities necessary for effective TVL instruction. Since technical-vocational education requires hands-on learning experiences, the absence of appropriate equipment and materials limited students' opportunities to develop the competencies required by the curriculum.

Teacher 2 described the scarcity of technological resources in their school by stating,

"Due to lack of learning materials... kinanglan mo gid mga computer."

Despite this challenge, he remained committed to helping his students by using his own laptop and searching for available resources from other schools.

"Ngita ka sa iban nga division... provide ka sang mga laptop mo."

His experience demonstrates that while teachers often compensate for limited school resources through personal initiative, such efforts should not replace the responsibility of educational institutions to provide adequate instructional materials.

Similarly, Teacher 3 explained that agricultural education requires specialized facilities that were often unavailable in their school. He emphasized,

"Dapat may laboratory rooms gid."

He further added,

"Dapat may one is to one ratio sa tools."

These statements reflect the participants' belief that effective skills training depends on sufficient laboratory facilities and appropriate equipment. Without these resources, students may not fully develop the practical competencies expected in technical-vocational education.

Teacher 4 likewise experienced inadequate instructional facilities. He shared,

"Wala ka classrooms... learning materials... tools... laboratory."

To continue teaching, he personally purchased laboratory tools and searched for alternative classrooms where practical activities could be conducted.

"Mabakal gid ka."

"Nangita way... maki-insert para makaklase."

These responses reveal the participants' dedication to maintaining instructional quality despite limited institutional support. However, they also underscore the need for schools to provide adequate facilities that enable teachers to implement competency-based instruction effectively.

Teacher 5 experienced similar challenges when teaching electronics. He explained,

"Challenges... wala kami mga materials."

Rather than postponing laboratory activities, he improvised by asking students to bring discarded electronic circuit boards for classroom use.

"Nagpadala ako sang mga guba nga board sa kabataan."

His initiative demonstrates creativity and resourcefulness. Nevertheless, his experience also reflects the continuing shortage of instructional resources available for TVL teachers.

Beyond instructional resources, the participants emphasized the importance of administrative support. Teacher 2 believed that school leaders should actively assist teachers by ensuring equitable resource allocation and maintaining open communication. He explained,

"Assist man sang management ang mga teachers."

He further stated,

"Communication kis-a importante."

Similarly, Teacher 3 expressed that teachers require consistent support from school administrators through continuous training and regular updating of professional knowledge.

"Dapat support gid sang management... training kag updating."

These narratives indicate that effective school leadership extends beyond administrative supervision. It includes providing teachers with opportunities for professional development, facilitating communication, and ensuring that instructional needs are addressed promptly.

Professional development also emerged as a critical form of institutional support. Teacher 5 recalled that earlier in his career, the school sponsored specialized training programs that enabled teachers to acquire the qualifications required for TVL instruction.

"Ginpaeskwela kami sang eskwelahan."

However, he observed that such opportunities had become less frequent in recent years.

"Sa subong ya, daw wala na kami... patraining."

Likewise, Teacher 4 emphasized,

"Tagaan sang training ang teachers."

These statements demonstrate that continuous professional development remains essential for teachers to maintain current industry knowledge and improve instructional competence.

Another important aspect of support identified by the participants was positive relationships within the school community. Teacher 3 described his positive experiences with colleagues and parents, stating,

"Kanami sang inyo nga relationship with your colleagues... very supportive man ang mga parents."

His statement suggests that collaborative relationships contribute to a positive teaching environment where teachers feel valued and supported. Such relationships also strengthen communication between schools and families, ultimately benefiting student learning.

Across all participants, a common message emerged. While they demonstrated remarkable commitment and resilience, they believed that teachers should not carry the responsibility for instructional improvement alone. Effective teaching requires collaboration among school administrators, fellow teachers, parents, and other educational stakeholders. Adequate instructional resources, continuous professional development, supportive leadership, and positive working relationships collectively create an environment where both teachers and students can succeed.

The participants' experiences indicate that institutional support is not merely an additional benefit but an essential component of quality technical-vocational education. When teachers receive sufficient resources, meaningful professional development, and strong administrative support, they are better positioned to deliver effective instruction, remain motivated, and foster student success.

The findings under the theme Building a Culture of Support demonstrate that a supportive school environment is fundamental to the professional effectiveness of Technical-Vocational-Livelihood (TVL) teachers. Although the participants remained committed to delivering quality instruction despite numerous challenges, they consistently emphasized that adequate instructional resources, supportive leadership, continuous professional development, and positive working relationships significantly influence their ability to provide meaningful learning experiences. Their narratives suggest that while personal commitment is important, institutional support is equally essential in sustaining teacher effectiveness and improving student learning.

A common issue identified by all participants was the shortage of instructional resources and laboratory facilities. Since TVL education focuses on developing practical skills, participants believed that inadequate tools and equipment limited students' opportunities to acquire the competencies required by the curriculum. Teacher 2 emphasized the need for computers and other instructional materials to facilitate effective teaching. Likewise, Teacher 3 stressed the importance of establishing permanent agriculture laboratories and ensuring that students have sufficient tools during practical activities. Similar concerns were expressed by Teacher 4 and Teacher 5, who experienced shortages of classrooms, laboratory equipment, and learning materials that affected the delivery of competency-based instruction.

Despite these limitations, the participants consistently demonstrated resourcefulness. Several teachers purchased instructional materials using their personal funds, borrowed equipment from other schools, improvised laboratory activities, or searched for alternative learning spaces to ensure that students continued learning. These experiences illustrate the participants' strong sense of professional responsibility and dedication to student success. However, they also highlight an important concern: teachers should not bear the sole responsibility for addressing deficiencies in instructional resources. Schools and educational authorities play a critical role in providing the facilities and equipment necessary for quality technical-vocational instruction.

Another significant finding involves the participants' perceptions of administrative support. The participants consistently expressed that school leaders should provide not only instructional resources but also encouragement, effective communication, and equitable opportunities for all teachers. Teacher 2 emphasized that teachers need assistance from school management and that open communication strengthens collaboration within the school. Similarly, Teacher 3 believed that administrators should actively support teachers through regular training and professional updating. These responses indicate that participants value school leaders who are responsive to teachers' needs and who create an environment where teachers feel respected, supported, and empowered.

The participants likewise recognized the importance of continuous professional development. They believed that seminars, technical training, and industry updates enable teachers to remain competent and responsive to changes in technology and workplace practices. Teacher 5 recalled that previous opportunities for specialized training significantly improved teachers' qualifications, although he noted that such opportunities had become less frequent in recent years. Teacher 4 also emphasized the need for regular teacher training to strengthen instructional competence. These findings demonstrate that professional learning should be viewed as a continuous process rather than a one-time activity, particularly in technical-vocational education where industry standards continually evolve.

Positive relationships within the school community also emerged as an essential component of a supportive teaching environment. Teacher 3 described the strong support he received from colleagues and parents, explaining that these positive relationships contributed to a more productive and encouraging workplace. Such collaborative relationships not only enhance teachers' professional experiences but also strengthen partnerships that contribute to improved student learning and school effectiveness.

Overall, the participants' narratives reveal that a culture of support extends beyond the provision of physical resources. It also includes effective leadership, continuous professional learning, open communication, collegial collaboration, and shared responsibility for educational improvement. These interconnected forms of support enable teachers to perform their duties more effectively while fostering a positive environment for both educators and learners.

The findings of this study are supported by recent literature emphasizing that teacher effectiveness is closely associated with supportive school environments. According to Admiraal et al. (2021), schools that function as professional learning communities create conditions that encourage collaboration, continuous professional learning, and shared leadership. These conditions enable teachers to improve instructional practices, strengthen professional confidence, and sustain their commitment to teaching. The participants' experiences reflect these findings, particularly their recognition of the importance of collaboration, communication, and ongoing professional development.

Similarly, Antinluoma et al. (2021) found that supportive school cultures encourage teachers to engage in collaborative learning, reflective practice, and collective problem-solving. Such environments foster continuous professional growth by allowing teachers to exchange ideas, share expertise, and work together to address instructional challenges. This observation aligns with the participants' belief that positive relationships with colleagues, administrators, and parents contribute significantly to their professional development and classroom effectiveness.

Darling-Hammond et al. (2020) likewise emphasized that sustained professional development is most effective when it is job-embedded, collaborative, and directly connected to teachers' instructional responsibilities. Professional learning opportunities that address teachers' actual classroom needs are more likely to improve instructional quality and student achievement. The participants' repeated calls for specialized training, industry updates, and capacity-building activities support this perspective and demonstrate their desire to continuously improve their professional competencies.

Furthermore, recent evidence from the OECD (Schleicher, 2020) highlights that schools with strong instructional leadership and adequate educational resources are better positioned to support teacher effectiveness and student learning. School leaders who promote collaboration, equitable resource allocation, and continuous improvement create conditions where teachers are more motivated, resilient, and capable of responding to educational change. The participants' narratives similarly underscore the need for administrators to provide equitable support, sufficient instructional materials, and meaningful opportunities for professional growth.

Subtheme 1.4. Leading with Purpose

This theme reflects how the participants viewed their roles not only as instructors but also as mentors, role models, and leaders who shape the character, values, and future of their students. Beyond teaching technical competencies, the participants emphasized the importance of inspiring learners, modeling professionalism, promoting discipline, and preparing students to become responsible and productive members of society. Their experiences demonstrate that effective teaching extends beyond the delivery of lessons; it involves leading students through example, encouragement, and genuine concern for their personal and professional growth.

The participants consistently expressed that their influence as teachers extends beyond the classroom. They believed that every interaction with students presents an opportunity to develop not only technical knowledge but also positive attitudes, values, and life skills that students can carry into their future careers.

Teacher 2 emphasized the significant influence teachers have on learners when he stated,

"As a teacher we have influence man sa aton nga student."

He further explained that his previous experience in the industry enabled him to provide practical knowledge that students could apply in real workplace situations.

"Actual experience... magamit mo then matudlo mo sa mga bata."

His responses indicate that teachers become more effective when they connect classroom instruction with authentic workplace experiences. Through this approach, students gain a clearer understanding of industry expectations while appreciating the practical value of the competencies they develop in school.

Similarly, Teacher 3 viewed teaching as an opportunity to prepare students for life beyond the classroom. He emphasized the value of agriculture by reminding learners that practical skills can provide sustainable livelihoods.

"Kung pisan ka indi ka magutom."

He also explained that he regularly updated his instructional practices to ensure that students remained informed about current developments in agriculture.

"Kung ano ang trends subong amo man na gina-adjust ko."

These statements demonstrate his commitment to preparing learners for the realities of the agricultural sector. Rather than teaching outdated practices, he ensured that his students acquired competencies relevant to current industry needs.

Faith also served as an important source of motivation in Teacher 3's teaching career. He shared,

"Naga pray lang gid ko... makabulig pa ko sa akon mga estudyante."

His response reflects a strong sense of personal responsibility and commitment to serving students despite the many challenges associated with teaching.

Teacher 4 likewise emphasized that effective teaching requires continuous improvement. He explained,

"Teaching styles and techniques gina-enhance mo man."

He further stated,

"Need to follow the curriculum at the same time enhance the current trends."

These statements indicate that teachers should balance curriculum requirements with current industry developments to ensure that instruction remains meaningful and relevant. By integrating emerging workplace practices into classroom instruction, teachers better prepare students for employment after graduation.

Teacher 4 also highlighted the importance of respectful communication in building positive relationships with learners.

"Kung indi ka gusto makabati sang malain... indi ka man maghambal."

According to him, teachers should model respect because students often imitate the attitudes and behaviors they observe from their educators.

He also emphasized the critical role of school leadership by stating,

"Leadership gid da ya."

He further explained,

"Ang leader... motivate your teachers."

and

"I-push mo sila to their limits... maging productive kag successful."

These responses suggest that effective educational leadership creates an environment where teachers are encouraged to maximize their potential and continuously improve their instructional practices.

Teacher 5 presented another perspective by emphasizing discipline as an essential component of effective teaching.

He stated,

"Amo ko na ya ka disciplinarian."

He believed that discipline helps students develop responsibility and accountability, particularly in technical fields where precision and safety are essential.

He also taught students the importance of perseverance by reminding them,

"Kung mag electronics ka dapat may pasensya ka."

His statement demonstrates that TVL education is not limited to technical skills but also develops work values necessary for future employment.

Moreover, Teacher 5 emphasized building students' confidence and maintaining positive relationships in the classroom.

He shared,

"Dapat nami ka sa ila nga makwa mo ang ila attention."

He further stated,

"Trust and confidence nga dapat ma-develop sang bata."

These responses illustrate that effective teachers recognize students' emotional and social needs in addition to their academic development. By creating supportive classroom environments, teachers help learners become more confident, motivated, and engaged in the learning process.

Across all participants, one common idea emerged: teaching is fundamentally an act of leadership. The participants viewed themselves as individuals who influence not only students' academic achievement but also their attitudes, values, character, and future aspirations. Whether through sharing industry experiences, modeling professionalism, promoting discipline, encouraging perseverance, or demonstrating respect, each participant recognized that their actions have a lasting impact on students' personal and professional development.

The participants' narratives suggest that purposeful leadership is characterized by commitment, integrity, compassion, and a genuine desire to prepare learners for successful lives beyond school. Their experiences demonstrate that effective TVL teachers lead not simply by providing instruction but by serving as positive role models whose influence extends far beyond the classroom.

The findings under the theme Leading with Purpose demonstrate that the participants perceived teaching as a profession that extends beyond the transmission of knowledge and technical skills. Across all interviews, the participants consistently viewed themselves as mentors, role models, and leaders whose influence reaches students' academic performance, personal values, work ethics, and future career aspirations. Their narratives reveal that effective TVL teachers intentionally cultivate not only students' competencies but also their character, confidence, discipline, and sense of responsibility.

One of the strongest similarities among the participants was their belief that teachers influence students beyond classroom instruction. Teacher 2 emphasized that teachers have a significant influence on learners because students often learn from both what teachers teach and how they conduct themselves professionally. He also highlighted the value of integrating his industry experience into classroom instruction, enabling students to connect theoretical concepts with real workplace situations. His experience demonstrates that TVL teachers serve as bridges between school learning and industry expectations, preparing students for the realities of employment.

Similarly, Teacher 3 viewed teaching as an opportunity to develop students into self-reliant individuals. Rather than limiting instruction to agricultural concepts, he consistently encouraged learners to appreciate agriculture as a practical means of livelihood and financial independence. His commitment to updating instructional practices according to current agricultural trends also reflects his desire to provide students with relevant knowledge that will remain useful beyond graduation. These experiences demonstrate that purposeful leadership involves preparing students not only for academic success but also for lifelong productivity and responsible citizenship.

Another common finding was the participants' emphasis on continuous improvement and professionalism. Teacher 4 recognized that teachers must consistently enhance their instructional strategies while integrating current industry practices into the curriculum. He also highlighted respectful communication as an essential characteristic of effective teachers, explaining that educators should model the behavior they expect from their students. His perspective suggests that teachers influence learners not only through instruction but also through their daily interactions and professional conduct.

The participants likewise emphasized the importance of leadership within the school organization. Teacher 4 believed that effective school leaders motivate teachers, encourage professional growth, and inspire educators to maximize their potential. His statements indicate that leadership is not limited to school administrators; rather, leadership is a shared responsibility in which teachers also inspire, support, and influence one another toward continuous improvement.

Teacher 5 contributed another important dimension by emphasizing discipline, perseverance, and student confidence. He believed that students develop responsibility when teachers establish clear expectations while maintaining positive relationships with learners. Rather than relying solely on authority, he encouraged students through patience, trust, and supportive guidance. His approach illustrates that effective leadership in education balances discipline with compassion, enabling students to develop both competence and confidence.

Collectively, the participants' narratives indicate that purposeful leadership is demonstrated through everyday teaching practices. Leadership was reflected in the participants' commitment to modeling professionalism, encouraging resilience, promoting ethical behavior, supporting students' personal growth, and preparing learners for future careers. Their experiences suggest that effective teachers lead not because of formal authority but because of the positive influence they have on students and the school community.

The findings further reveal that leadership is expressed through service. Despite facing limited instructional resources and numerous classroom challenges, the participants remained committed to providing meaningful learning experiences because they viewed student success as their primary responsibility. This commitment illustrates that leadership in education is grounded in dedication, integrity, and a genuine desire to make a positive difference in the lives of learners.

The findings of this study are supported by recent literature emphasizing that teacher leadership plays a vital role in improving both teaching quality and student learning outcomes. According to Harris and Jones (2022), teacher leadership extends beyond formal leadership positions and is demonstrated through teachers' ability to influence students, colleagues, and school improvement initiatives. Teachers who serve as instructional leaders foster collaborative learning environments, promote innovation, and contribute significantly to school effectiveness. The participants in the present study demonstrated these characteristics by continuously improving their instructional practices, motivating learners, and serving as positive role models.

Similarly, Wenner and Campbell (2021) explained that teacher leaders strengthen educational quality by sharing professional expertise, mentoring students, and encouraging continuous improvement among their peers. Their study emphasized that effective teacher leadership develops through professional commitment, collaboration, and reflective practice rather than through administrative authority alone. This observation is consistent with the participants' experiences, which illustrate leadership through daily classroom interactions, guidance, and service to students.

The participants' emphasis on modeling positive values also aligns with the findings of Day and Gu (2020), who argued that teachers' personal commitment, moral purpose, and professional identity significantly influence their effectiveness. According to the authors, teachers who demonstrate integrity, empathy, and dedication create supportive learning environments that encourage both academic achievement and students' personal development. The participants in this study reflected these qualities through their commitment to respectful communication, discipline, perseverance, and genuine concern for learners' well-being.

Furthermore, instructional leadership has been identified as a critical factor influencing teacher motivation and professional growth. Hallinger (2020) emphasized that school leaders who promote collaboration, provide instructional support, and encourage professional learning contribute significantly to teachers' effectiveness and commitment. This perspective supports the participants' belief that educational leaders should motivate teachers, provide opportunities for continuous development, and cultivate positive school environments that promote teaching excellence.

Subtheme 1.5. Inspiring the Next Generation

This theme reflects the participants' deepest motivation for remaining in the teaching profession despite the challenges they encountered. Throughout the interviews, the participants consistently expressed that their greatest fulfillment comes from witnessing their students succeed academically, professionally, and personally. They viewed students' achievements as tangible evidence that their efforts as teachers had made a meaningful and lasting impact. Beyond teaching technical competencies, the participants aspired to inspire learners to pursue higher education, develop productive careers, and become responsible members of society.

The participants explained that the true measure of their success as teachers is not based on awards or recognition but on the accomplishments of their former students. Their narratives reveal that seeing learners apply the knowledge and skills acquired in school gives them a profound sense of satisfaction and purpose.

Teacher 2 emphasized that student success serves as his greatest source of fulfillment. He stated,

"Makita mo nga nangin successful ang imo nga studyante."

He further explained that he remains committed to teaching because he wants to share his knowledge and help students prepare for their future careers.

"Ang nabal-an ko, ipabalo ko bala sa mga kabataan."

Despite the numerous challenges he encountered throughout his teaching career, he remained optimistic and dedicated.

"Discourage, daw wala man."

These responses demonstrate that his motivation is rooted in the belief that education has the power to transform lives. Rather than focusing on the difficulties associated with teaching, he derives satisfaction from witnessing students achieve their goals.

Teacher 3 likewise shared that the greatest reward of teaching is seeing his former students become successful professionals. He proudly recalled,

"Ang akon mga estudyante nangin maistra man subong."

He also explained,

"May iban nag sunod sa akon... nag teacher man sila."

These statements indicate that his influence extended beyond classroom instruction. Some of his former students were inspired to pursue the same profession, demonstrating the lasting impact of his mentorship and leadership.

Moreover, Teacher 3 described how many former students continue to communicate with him years after graduation.

"Ga greet man sila... hidlaw man sila."

Maintaining these relationships provided him with reassurance that the connections formed inside the classroom continued long after students completed their education. These experiences illustrate that meaningful teacher-student relationships often have lasting effects that extend into adulthood.

Similarly, Teacher 4 expressed that his greatest motivation is ensuring that students learn knowledge and skills that they can apply in their everyday lives.

He stated,

"Basta matudlo ko kay ang bata ko ya may matun-an."

He further emphasized,

"May makwa sakon kag may maapply sa daily life ya."

His responses demonstrate that he values meaningful learning rather than memorization alone. He believes that education should equip students with practical competencies that enable them to improve their quality of life and succeed beyond the classroom.

Teacher 5 also described the fulfillment he experiences when former students achieve professional success. He proudly shared,

"Naapply nila."

He further recalled,

"Engineer na na subong."

Another former student successfully completed a degree in agriculture and passed the licensure examination.

"Nag-eskwela agriculture... nakapasar sa board exam."

These accomplishments strengthened his commitment to teaching because they served as concrete evidence that his guidance contributed to students' professional achievements.

Teacher 5 also emphasized his unwavering commitment to every learner entrusted to his care.

"Ang estudyante nga nagkadto sa imo dapat tudluan mo na."

This statement reflects his belief that every student deserves equal opportunities to learn regardless of their academic ability or personal background. His perspective illustrates a genuine commitment to inclusive and student-centered education.

Across all participants, a common theme emerged: student success serves as the greatest source of teacher motivation. Regardless of the difficulties they experienced—including limited instructional resources, inadequate facilities, and increasing professional demands—the participants remained committed because they believed that their efforts could positively influence students' futures. They measured their professional success not through promotions or external recognition but through the accomplishments, growth, and life achievements of the learners they had taught.

The participants' narratives further demonstrate that inspiration is reciprocal. While teachers strive to inspire students, students' achievements also inspire teachers to remain committed to the profession. Every successful graduate, licensed professional, skilled worker, or responsible citizen represents the lasting impact of teachers' dedication and perseverance. This mutual relationship between teacher commitment and student success reinforces the enduring value of the teaching profession.

Overall, the findings indicate that inspiring the next generation is the ultimate purpose that sustains the participants' commitment to teaching. Their experiences reveal that the true legacy of a teacher lies not only in the lessons delivered inside the classroom but also in the lives transformed through education. For these TVL teachers, every successful student represents a meaningful reminder that their work continues to create positive change beyond the school setting.

The findings under the theme Inspiring the Next Generation reveal that the participants' greatest source of motivation and professional fulfillment comes from witnessing the success of their students. Although the participants came from different professional backgrounds and taught different TVL specializations, they shared a common belief that the true measure of effective teaching is reflected in the achievements, personal growth, and future success of their learners. Their narratives demonstrate that teaching is a profession grounded in service, where the lasting impact on students' lives becomes the greatest reward for teachers.

One of the most evident similarities among the participants was their belief that student success represents the ultimate outcome of quality teaching. Teacher 2 explained that nothing compares to the fulfillment of seeing former students become successful in their chosen careers. Despite the challenges he encountered throughout his teaching career, he remained committed because he believed that every lesson he shared contributed to his students' future. His perspective reflects a strong sense of purpose that extends beyond classroom instruction toward preparing learners for lifelong success.

Similarly, Teacher 3 described teaching as a profession that creates a lasting influence on students' lives. He proudly shared that several of his former students eventually became teachers themselves, while others continued to communicate with him even after graduation. These experiences demonstrate that the teacher-student relationship often extends beyond formal schooling. The continued appreciation expressed by former students suggests that meaningful teaching creates lasting personal and professional connections that endure long after students leave the classroom.

The findings also indicate that the participants measured their success by the practical application of learning rather than by students' examination scores alone. Teacher 4 emphasized that he considered his teaching successful when students were able to apply the knowledge and skills they had learned in their daily lives. His perspective reflects the fundamental objective of Technical-Vocational-Livelihood education, which is to develop learners who possess competencies that enable them to become productive members of society. Rather than focusing solely on academic achievement, he valued learning that translated into meaningful life and career outcomes.

Likewise, Teacher 5 viewed his students' professional accomplishments as evidence of the effectiveness of his teaching. He proudly recalled former students who became engineers and licensed professionals after completing their education. For him, these achievements represented more than individual success stories; they symbolized the long-term impact of quality instruction, mentorship, and continuous encouragement. His unwavering commitment to teaching every student regardless of ability further demonstrates his belief that all learners deserve opportunities to achieve their full potential.

Across all participants, a consistent pattern emerged: teachers derive professional satisfaction from seeing students succeed beyond the classroom. Promotions, awards, and professional recognition were rarely mentioned as sources of fulfillment. Instead, participants repeatedly described feelings of pride and accomplishment when former students secured employment, completed higher education, passed licensure examinations, or established successful careers. These experiences strengthened their commitment to remain in the teaching profession despite the numerous challenges they encountered.

Another important finding is that the participants perceived teaching as an investment in future generations. They believed that every lesson, demonstration, encouragement, and mentoring opportunity contributes to students' long-term development. Their narratives illustrate that the influence of teachers extends beyond academic instruction by shaping students' confidence, aspirations, values, and work ethic. Consequently, inspiring students was not viewed as a separate responsibility but as an integral component of effective teaching.

Overall, the participants' experiences indicate that the success of learners provides teachers with a profound sense of meaning and professional fulfillment. Student achievements serve as tangible evidence that teachers' dedication, perseverance, and sacrifices have contributed to positive life outcomes. These findings reinforce the idea that the true legacy of teaching lies not in the lessons delivered but, in the lives, transformed through education.

The findings of this study are supported by recent research emphasizing that teachers' professional fulfillment is closely associated with students' academic, personal, and career success. According to Day and Gu (2020), teachers who possess a strong sense of moral purpose derive satisfaction from seeing their students develop into competent, responsible, and successful individuals. The authors explained that meaningful relationships with students strengthen teachers' commitment to the profession and enable them to remain resilient despite workplace challenges. This finding is reflected in the participants' narratives, which consistently identified students' achievements as their greatest source of motivation.

Similarly, Klassen and Kim (2021) found that teachers' sense of professional fulfillment is strongly influenced by their perception of making meaningful contributions to students' lives. When teachers observe positive student outcomes, they experience greater job satisfaction, stronger professional commitment, and increased motivation to continue improving their instructional practices. This observation closely aligns with the participants' experiences, particularly their belief that student success represents the true measure of their effectiveness as educators.

The findings also support the work of Collie (2021), who emphasized that positive teacher-student relationships contribute significantly to teacher well-being, professional engagement, and instructional effectiveness. Teachers who establish supportive and respectful relationships with learners are more likely to experience fulfillment and remain committed to their profession. The participants demonstrated this commitment through their continued relationships with former students, many of whom maintained communication even after graduation.

Furthermore, UNESCO (2021) emphasized that teachers play a central role in achieving quality education by developing learners who possess the knowledge, competencies, values, and attitudes necessary for sustainable development and lifelong learning. Effective teachers inspire students to become active contributors to society while preparing them for future employment and responsible citizenship. This perspective reflects the participants' commitment to equipping students with practical competencies and life skills that extend beyond classroom instruction.

Likewise, the Philippine Professional Standards for Teachers (PPST) emphasize that teachers are expected to establish nurturing learning environments, support learners' holistic development, and promote lifelong learning. The participants demonstrated these professional competencies through their dedication to mentoring students, fostering confidence, encouraging perseverance, and preparing learners for meaningful careers. Their experiences illustrate how the principles of the PPST are translated into everyday classroom practice.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter summarized the key findings of the study, outlined the conclusions formulated from the results, and presented recommendations intended to guide future practice, policy, and research.

Summary of Findings

This section summarizes the study's findings, emphasizing the key themes that emerged and the lived experiences of technical-vocational educators.

This qualitative study explored how technical-vocational educators describe their experiences in shaping students' skills and lives. Through thematic analysis of the participants' narratives, one overarching concept, Transformative Teaching, emerged. This concept reflects the participants' shared experiences of growing professionally, overcoming challenges, fostering meaningful learning, demonstrating purposeful leadership, and inspiring students to become competent and responsible individuals. Five interconnected themes explained this concept. The first theme, Guided Paths Toward Professional Growth, revealed that the participants entered the teaching profession through different life circumstances and career paths. While some were encouraged by family members and colleagues, others were motivated by career advancement or a desire to find greater purpose in their work. Despite these different beginnings, all participants described teaching as a profession they gradually embraced through experience, reflection, and continuous learning. Their stories showed that professional growth developed over time as they adapted to the responsibilities of teaching and strengthened their commitment to educating young people. These experiences illustrate that becoming an effective TVL teacher is a continuous journey shaped by personal experiences, supportive relationships, and a willingness to grow professionally. The second theme, Learning by Doing, highlighted that the participants developed their teaching competence through direct classroom experience rather than relying solely on formal teacher education. They learned through trial and error, independent study, reflective practice, and practical application of knowledge. The participants consistently emphasized the importance of adaptability, self-directed learning, and resourcefulness in addressing the challenges they encountered in technical-vocational instruction. Their experiences demonstrated that teaching competence is strengthened through continuous practice, lifelong learning, and the ability to respond effectively to changing educational and industry demands. The third theme, building a Culture of Support, emphasized the importance of institutional support in promoting teacher effectiveness. The participants identified adequate instructional resources, functional laboratories, supportive school leadership, professional development opportunities, and positive relationships with colleagues and parents as essential factors that contributed to quality teaching. Although they frequently experienced shortages of facilities and instructional materials, they remained committed by finding practical solutions that ensured students continued learning. Their narratives suggest that while teachers demonstrate resilience and initiative, meaningful institutional support remains necessary for sustaining effective technical-vocational education. The fourth theme, Leading with Purpose, demonstrated that the participants viewed themselves as more than classroom instructors. They considered themselves mentors, role models, and leaders who influence students' attitudes, values, work ethics, and future aspirations. The participants believed that effective teaching involves modeling professionalism, encouraging perseverance, promoting discipline, and preparing students for meaningful careers and responsible citizenship. Their experiences revealed that purposeful leadership is reflected not only in instructional competence but also in the ability to positively influence students through everyday interactions, guidance, and genuine concern for their development. The fifth theme, Inspiring the Next Generation, revealed that the participants' greatest source of professional fulfillment comes from seeing their students succeed in life. They described student achievements, career success, and personal growth as the most meaningful outcomes of their teaching. Rather than measuring success through promotions or recognition, they viewed the accomplishments of their learners as evidence that their efforts had made a lasting difference. The participants believed that every successful student represents the enduring impact of education and reinforces their commitment to continue serving as educators. Overall, the findings indicate that the lived experiences of technical-vocational educators are best described through the concept of Transformative Teaching. The participants demonstrated that shaping students' skills and lives extends far beyond the delivery of technical knowledge. It involves continuous professional growth, experiential learning, collaborative support, purposeful leadership, and a genuine commitment to helping students achieve meaningful and productive lives. These

experiences illustrate that the influence of TVL educators is not confined to the classroom but continues to shape the personal, academic, and professional development of the learners they serve.

Conclusions

Based on the findings of the study, it is concluded that technical-vocational educators play a vital role in shaping students' technical skills, character, and future opportunities. Their experiences show that effective teaching is built through continuous professional growth, practical experience, adaptability, and a strong commitment to student development.

The teachers develop their competence through actual classroom experiences, reflective practice, and lifelong learning. Although they encounter challenges such as limited resources and facilities, they remain dedicated by finding practical ways to provide meaningful learning experiences for their students. The findings also highlight the importance of institutional support. Adequate instructional resources, professional development, supportive leadership, and collaborative relationships help teachers perform their roles more effectively and improve the quality of technical-vocational education. Moreover, the participants viewed themselves as mentors and role models who influence students beyond academic learning. They believed that their greatest achievement is seeing their students become skilled, responsible, and successful individuals. Overall, the study concludes that Transformative Teaching best represents the lived experiences of technical-vocational educators. Their commitment, resilience, and dedication demonstrate that teaching is not only about developing technical competencies but also about transforming students' lives and preparing them for a productive future.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. School Administrators may strengthen support for Technical-Vocational-Livelihood (TVL) teachers by providing adequate instructional materials, modern laboratory facilities, and sufficient equipment necessary for competency-based instruction. They should also ensure that teachers have access to regular professional development programs that enhance both technical and pedagogical competencies.
2. Technical-Vocational Educators can continue engaging in lifelong learning by participating in seminars, skills training, industry immersion, and professional learning communities. They are also encouraged to adopt innovative and experiential teaching strategies that promote active student participation and prepare learners for real-world work environments.
3. The Department of Education (DepEd) may strengthen policies and programs that support TVL teachers through continuous capacity-building, updated industry-based training, improved allocation of instructional resources, and stronger partnerships with industries and technical institutions.
4. School Leaders can cultivate a supportive school culture by promoting collaboration, mentoring, open communication, and shared leadership among teachers. Recognizing teachers' contributions and addressing their professional needs can improve motivation, job satisfaction, and instructional effectiveness.
5. Students may actively participate in hands-on learning activities, develop positive work values, and maximize the opportunities provided through technical-vocational education to strengthen their skills, confidence, and career readiness.
6. Future Researchers are encouraged to conduct similar qualitative or mixed-method studies involving a larger number of participants from different schools, divisions, or regions. Future research may also explore the perspectives of students, school administrators, and industry partners to gain a broader understanding of the experiences and contributions of technical-vocational educators.

REFERENCES

Books

1. Day, C., & Gu, Q. (2020). *The new lives of teachers*. Routledge.

2. Erikson, E. H. (1968). *Identity: Youth and crisis*. W. W. Norton & Company.
3. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
4. Schleicher, A. (2020). *World class: How to build a 21st-century school system*. OECD Publishing.
5. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
6. UNESCO-UNEVOC. (2013). *Technical and vocational education and training for the twenty-first century*. UNESCO Publishing.
7. van Manen, M. (1990). *Researching lived experience: Human science for an action-sensitive pedagogy*. State University of New York Press.

Magazine/Publication/Journal/Researches

1. Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: What can schools do to support professional development of their teachers? *Professional Development in Education*, 47(4), 684–698. <https://doi.org/10.1080/19415257.2019.1665573>
2. Agayon, A. J. D., Agayon, A. K. R., & Pentang, J. (2022). Teachers in the new normal: Challenges and coping mechanisms in secondary schools. *International Journal of Humanities and Education Development*, 4(1), 67–75.
3. Alhazmi, A., & Kaufmann, H. (2022). Phenomenological qualitative methods in cross-cultural education. *Qualitative Research in Education*, 11(2), 145–162.
4. Alinea, J. M. (2021). Evaluation of technical-vocational teacher education program towards an academe-and industry-responsive curriculum. *Journal of Technical Education and Training*, 13(4), 65–81. <https://doi.org/10.30880/jtet.2021.13.04.006>
5. Antinluoma, M., Ilomäki, L., & Toom, A. (2021). Practices of professional learning communities. *Frontiers in Education*, 6, Article 617613. <https://doi.org/10.3389/feduc.2021.617613>
6. Berger, E., Reupert, A., Campbell, T. C. H., Morris, Z., Hammer, M., Diamond, Z., Hine, R., et al. (2022). A systematic review of evidence-based wellbeing initiatives for schoolteachers and early childhood educators. *Educational Psychology Review*, 34(4), 2919–2969. <https://doi.org/10.1007/s10648-022-09690-5>
7. Brown, E. L., Stark, K., Vesely, C., & Choe, J. (2023). Acting often and everywhere: Teachers' emotional labor across professional interactions and responsibilities. *Teaching and Teacher Education*, 132, 104227. <https://doi.org/10.1016/j.tate.2023.104227>
8. Carroll, A., Forrest, K., Sanders-O'Connor, E., Flynn, L., Bower, J. M., Fynes-Clinton, S., York, A., et al. (2022). Teacher stress and burnout in Australia: Examining the role of intrapersonal and environmental factors. *Social Psychology of Education*, 25, 441–469. <https://doi.org/10.1007/s11218-022-09686-7>
9. Collie, R. J. (2021). Teacher well-being and professional engagement: The role of positive teacher-student relationships. *Educational Psychology Review*, 33(4), 1–24.
10. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute.
11. Doronila Maridable, J. (2021). Stress-coping strategies and resilience among Filipino teachers during the pandemic. *Philippine Social Science Journal*, 4(1), 23–34.
12. Dotimas, J. V. G. (2023). Level of work-related stress and coping mechanism of special education teachers. *AIDE Interdisciplinary Research Journal*, 3(1), 180–194. <https://doi.org/10.56648/aide-irj.v3i1.62>
13. Farrell, M. (2020). Phenomenology in education: Bridging theory and practice. *Educational Philosophy and Theory*, 52(3), 231–243.
14. Gearhart, C. A., Blaydes, M., & McCarthy, C. J. (2022). Barriers to and facilitators for teachers' wellbeing. *Frontiers in Psychology*, 13, 867433. <https://doi.org/10.3389/fpsyg.2022.867433>
15. Hallinger, P. (2020). Leadership and teacher learning in educational reform. *Educational Management Administration & Leadership*, 48(4), 563–565.
16. Harris, A., & Jones, M. (2022). Teacher leadership and educational change: Contemporary perspectives. *School Leadership & Management*, 42(2), 123–138.

17. Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from 2000 to 2019. *Educational Research Review*, 34, 100411. <https://doi.org/10.1016/j.edurev.2021.100411>
18. Jerrim, J., & Sims, S. (2022). School accountability and teacher stress: International evidence from the OECD TALIS study. *Educational Assessment, Evaluation and Accountability*, 34(1), 5–32. <https://doi.org/10.1007/s11092-021-09360-0>
19. Kaihoi, C. A., Bottiani, J. H., & Bradshaw, C. P. (2022). Teachers supporting teachers: A social network perspective on collegial stress support and emotional wellbeing among elementary and middle school educators. *School Mental Health*, 14(4), 1070–1085. <https://doi.org/10.1007/s12310-022-09529-y>
20. Kim, L. E., & Asbury, K. (2020). "Like a rug had been pulled from under you": The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology*, 90(4), 1062–1083. <https://doi.org/10.1111/bjep.12381>
21. Klassen, R. M., & Kim, L. E. (2021). Teacher well-being, motivation, and professional commitment: A systematic review. *Educational Psychology Review*, 33(3), 757–789.
22. Llorente-Alonso, M., García-Martín, J., et al. (2023). Factors that impact the relationship between perceived organizational support and technostress in teachers. *Behavioral Sciences*, 13(5), 364. <https://doi.org/10.3390/bs13050364>
23. Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, 105, 101714. <https://doi.org/10.1016/j.ijer.2020.101714>
24. McLure, F. I., & Aldridge, J. M. (2022). A systematic literature review of barriers and supports: Initiating educational change at the system level. *School Leadership & Management*, 42(5), 402–431. <https://doi.org/10.1080/13632434.2022.2113050>
25. Mijakoski, D., Cheptea, D., Marca, S. C., Shoman, Y., et al. (2022). Determinants of burnout among teachers: A systematic review of longitudinal studies. *International Journal of Environmental Research and Public Health*, 19(9), 5776. <https://doi.org/10.3390/ijerph19095776>
26. Montgomery, C., Rupprecht, S., et al. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, 19(17), 10706. <https://doi.org/10.3390/ijerph191710706>
27. Rastegar, N., & Rahimi, M. (2023). Teachers' post-pandemic outlook on the role of technological and pedagogical content knowledge in coping with burnout under adverse conditions. *Frontiers in Psychology*, 14, 1129910. <https://doi.org/10.3389/fpsyg.2023.1129910>
28. Sales, J. V., Uchi, N., & Solsona, R. (2022). Validating the Filipino teacher's sense of efficacy scale using exploratory factor analysis. *International Journal of Research Studies in Education*, 11(11), 107–116. <https://doi.org/10.5861/ijrse.2022.856>
29. Salvador, R. Q. (2022). Exploring technical-vocational education teachers' challenges and adaptation strategies in teaching courses outside their specializations. *Journal of Technical Education and Training*, 14(2). <https://doi.org/10.30880/jtet.2022.14.02.004>
30. Samudre, M. D., Burt, J. L., & LeJeune, L. M. (2022). An adaptation of multitiered systems of professional development to support teacher implementation of Tier 2 behavioral supports. *Teacher Education and Special Education*, 45(2), 152–170. <https://doi.org/10.1177/10742956211026672>
31. Snow, J. L., Dismuke, C., Carter, H., Larson, A., Holloway, S., & Snow-Gernona, J. (2023). The emotional work of being a teacher educator and persisting through a pandemic. *Teaching and Teacher Education*, 127, 104098. <https://doi.org/10.1016/j.tate.2023.104098>
32. Sohail, M. M., Baghdady, A., Choi, J., Huynh, H. V., Whetten, K., & Proeschold-Bell, R. J. (2023). Factors influencing teacher wellbeing and burnout in schools: A scoping review. *Work*, 76(4), 1235–1252. <https://doi.org/10.3233/WOR-220234>
33. Villacorta, F., & Arnado, A. A. (2023). Competencies, instructional skills, and challenges of teachers in implementing the technical-vocational and livelihood senior high school track. *International Journal of Membrane Science and Technology*, 10(2), 653–678. <https://doi.org/10.15379/ijmst.v10i2.1304>
34. Wenner, J. A., & Campbell, T. (2021). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 91(1), 134–171.

35. Zara, C. G., Balazon, F., Wangdi, T., Perales, W. F., Praditson, P., & Ulla, M. B. (2022). Exploring the concept of pedagogical resilience during the COVID-19 pandemic: Teachers' perspectives from Thailand and the Philippines. *Frontiers in Education*, 7, 981217. <https://doi.org/10.3389/feduc.2022.981217>

Online Resources

1. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). Effective teacher professional development. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
2. OECD. (2021). Building teachers' well-being from primary to upper secondary education. OECD Publishing. <https://doi.org/10.1787/722fe5cb-en>
3. OECD. (2023). Supporting teachers through professional learning: Insights from TALIS 2018. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
4. Tanaka, N., Angel-Urdinola, D., & Rodon, G. (2023, December 4). Teachers in technical and vocational education and training are critical for successful workforce development. *World Bank Blogs*.
5. Technical Education and Skills Development Authority. (2021). Annual report on technical-vocational education and training in the Philippines. <https://www.tesda.gov.ph>
6. Technical Education and Skills Development Authority. (2023). Annual report on technical-vocational education and training in the Philippines. <https://www.tesda.gov.ph>

APPENDICES

Appendix C

Semi-Structured

A. Opening / Rapport-Building

(Purpose: ease the participant into the interview)

- 1.Can you tell me a little about yourself and your experience as a technical-vocational educator?
 - Probe: How long have you been teaching in this field?
 - Probe: What subjects or specializations do you handle?
 - Probe: What inspired you to become a technical-vocational educator?

B. Lived Experiences

- 2.Can you describe your overall experience as a technical-vocational educator?
 - Probe: What does a typical teaching day look like for you?
 - Probe: What aspects of your work do you find most meaningful?
 - Probe: How has your experience changed over time

C. Challenges Encountered

- 3.What challenges have you encountered in your teaching practice?
 - Probe: Can you share a specific situation that was particularly difficult?

- Probe: What factors contributed to these challenges (e.g., resources, students, administration)?
- Probe: How do these challenges affect your teaching and your students?

D. Coping Mechanisms

4. How do you cope with or manage these challenges?

- Probe: What strategies have you found effective?
- Probe: Do you seek support from colleagues or administration? How?
- Probe: Can you describe a time when you successfully overcame a challenge?

E. Triumphs and Successes

5. What are some of the most rewarding or meaningful experiences you have had as an educator?

- Probe: Can you share a memorable success story involving a student?
- Probe: What achievements make you feel proud as a teacher?
- Probe: How do these experiences impact your motivation?

F. Role in Shaping Students

6. How do you perceive your role in shaping students' skills, values, and future opportunities?

- Probe: In what ways do you influence students beyond technical skills?
- Probe: Can you give examples of how you help students develop work ethics or life skills?
- Probe: How do students respond to your teaching approach?

G. Institutional Support

7. What forms of support do you receive from your institution or other organizations?

- Probe: Are there training programs, resources, or policies that help you?
- Probe: What support do you feel is lacking?
- Probe: How does the level of support affect your performance and morale?

H. Industry Demands and Changes

8. How do industry trends and demands influence your teaching practices?

- Probe: How do you stay updated with industry developments?
- Probe: What challenges do these changes bring?
- Probe: How do you adapt your teaching to meet these demands?

I. Motivation and Commitment

9. What motivates you to continue in the teaching profession despite the challenges?

- Probe: What keeps you passionate about your work?
- Probe: Have you ever considered leaving? Why or why not?
- Probe: What personal values or beliefs guide your work?

J. Recommendations for Improvement

10. What improvements would you suggest for technical-vocational education?
 - Probe: What changes are needed in policies or administration?
 - Probe: What resources or support systems should be enhanced?
 - Probe: How can educators be better supported?

K. Closing

11. Is there anything else you would like to share about your experiences as a technical-vocational educator?
 - Probe: Any advice for future educators?
 - Probe: Any insights that you feel are important but were not discussed?

Appendix D

Full Transcript

TEACHER 1

I: Good afternoon, Sir Urquiza, so sir thank you gid for allowing me to conduct this interview sa imo. Ahhh...for the purpose of my research study. So, gamay lang nga introduction about yourself, ani imo uhmm... ginggraduatan sang college. Ano, ano nga kurso ginkwa mo una. And... paano ka napadpad into the field of teaching eventually.

Teacher 1: Okay ahhh, I am ahh graduated as... Agriculture

I: BS

Teacher 1: Ah BS Agriculture Major in Agronomy. More on... kung ano pa subong, it is crop production.

I: Ahhh... amo na ang modern ya subong. Okay very good.

Teacher 1: May ara man, animal science. Teh sa ano naman na, lain naman na nga ano...

I: Field?

Teacher 1: Under sa agriculture, oero lain naman na sa nga...

I: Specialization?

Teacher 1: Specialization.

I: Sa diin gani nga school?

Teacher 1: La Carlota City College, way back in 2008.

I: 2008.

Teacher 1: And then... And then nag take up ko, supposedly. Ahhh, daw accidental man lang niya akon pagkamaestro kay... Uhmmm

I: So wala kagid plano magmaestro ya?

Teacher 1: Ginham... Ginhambalan nako ni mama, sang mother ko. Pero daw wala lang sakon.

I: Oo

Teacher 1: Teh, may ahh, opportunity to maapply sa Manila. Ahh, maapply abroad. Teh nagkadto kami sa Manila, teh daw na... Na ano ko bala, balda ko sa exam. Sa medical exam. Teh ambal ni mama...

I: For abroad to tani nga application?

Teacher 1: Oo

I: Oo, tapos?

Teacher 1: So wala ko naka pursue—, ahhh wala ko nakadayon. So hambal... Ahh gin-encourage lang ko sang mother ko eh, nga to get ano...

I: Units (...)

Teacher 1: Units (...) so nag study ko sa... ano ni... Nagstudy ko sa UNO-R sang 2010

I: Ahhh so nagkwa ka to Unit. Wala ka nag-expect nga 18?

Teacher 1: Sang una eh...

I: 21?

Teacher 1: Daw naano ko, kita ko sa... Daw... Kung may ari di tani ligad sa LCC diri ko tani makwa 18 Units. Kaso wala na, naano sa Bago kag sa Bacolod. So didto ko nagkwa sa ano... And then, sang una 18 units lang, wala na sang field study na bala? So naabtan ko na to ang demo teaching kapa kag ano, kag...maanswer sang mga field study bala.

I: Ah field study

Teacher 1: Kag ano man ang ginahimo sang mga gapracticum

I: Ano nga year ka nagkwa units?

Teacher 1: 2010

I: May field study na to mga college yano?

Teacher 1: Mmhmm

I: Pero nagpractice teach kapa ya?

I: Sorry, going back. So... Mmmm. Naabtan ka sang field study?

Teacher 1: Oo

I: Pero may practice teach ka? So dala na 18 units ang practice teach?

Teacher 1: (inaudible) ah (inaudible) 1 year mong teh may first sem kag second sem. First sem more about sa ano eh...

I: Amo na ang units, foundation.

Teacher 1: Basic foundation

I:Mmhmm

Teacher 1: Sa mga ano da, Philosophy of Teaching

I: Mmmhmm

Teacher 1: Amo na

I: Basic foundation of education

Teacher 1: amo na kwaon mo sa 18 units palang

I: Oo

Teacher 1: teh gindugangan nila another practicum kag field study, teh another sem.

I: Second sem?

Teacher 1: Nan amo na, duwa na ka sem.

I: Okay

Teacher 1: For one year. Tapos...

I: Nang... Dayun nagkwa ka board exam?

Teacher 1: Pagka... Supposedly may... Ano pakami na mong, nang... First ko to nag-ano, tapos second sem daw dutay students sa UNO-R. So ang iban ko nga classmate. Si ma'am Caringal di gani sa Val-Ed...

I: Na classmate mo pa?

Teacher 1: Classmate ko pa na. Nagsaylo sila sa West Neg ya, teh ako...

I: Nagpabilin to?

Teacher 1: Komo... may na close ko bala or nafriend ko na naclassmate sang mga regular na mga ano. Hambal ya diri ka lang nong.

I: Oo

Teacher 1: Teh pag following year nalang ko. Kay pagkafirst sem. May ara na ano, teh dara ko natapos, dira ko na octoberian ko.

I: ah Okay

Teacher 1: Nagfirst sem ko sila sa UNO-R, and then 2011. Pagfollowing year 2011...

I: Nagreview ka pa?

Teacher 1: Nagreview center kami, MG review

I: Pero bal an mo na ya nga TLE ang imo nga padulungan? Given your... Given your background?

Teacher 1: Amo na ang sadya, nang pag... Ang amon nga... ano, ang amon nga... Pag-ano...

I: Review?

Teacher 1: Review, November to, sa nadumduman ko. Expect nako nga ma TLE ko. So nagbakal ko sang ano...

I: Reviewer?

Teacher 1: Reviewer nga TLE. So sa reciewer sa TLE, damo to gali ya may beauty care...

I: (laughs) Different fields?

Teacher 1: Oh, wala. Ara pag January, nag ano ko, ara na mapply na bala haw.

I: Oo

Teacher 1: Nakita ko, may TLE tuod galing natunga. May TLE

I: HE kag

Teacher 1: HE, industrial kag ano

I: Agriculture?

Teacher 1: Tapos ang, ang agriculture nag separate gid ya

I: Oo, ahhyyyy

Teacher 1: Nag ano gid ya, agriculture pcr daw apat
(outside noises)

Teacher 1: Sa diin na ta to gani?

I: Okay so nang... Nagkwa ka. Maano... Sang board exam. Pag apply mo may ara ano choices gid ya nga agriculture?

Teacher 1: Oo, oero ang akin natun an naya, naano na ya. Nang... Daw nafixed akon mind bala haw sa TLE. Tingala ko gina ano ko. More on ano ni man. Sa industrial, carpentry... Pang ano pagid mga cosmetic.

I: Oo

Teacher 1: Sa diin na ta to gani?

Teacher 1: Wala sang agriculture. Tapos pag ano ko di sang January, pag-apply sa exam. Didto ko nakita nga separate gali TLE sa tuod pero duwa ka component. TLE, tapos isa naspecify gid ya Agriculture and Fishery Arts. Teh amo na kwa ko. Teh amo to eh, grabe panic ko eh.

I: Pasalamat kaman eh, kay part of it. Background mo gid ya ya.

Teacher 1: Oh teh amo na eh, teh galing sa... Teh kay crop ko ya bay

I: Ay okay

Teacher 1: Teh sa plants, teh atong fishery arts ya, teh galalain lako to eh naggwa sa board exam ano, type if pond tapos breeding sang frog

I: (laughs) teh wala ka ideya

Teacher 1: Pero nagaan ko sang reviewer, pila man lang to kapanid or ano

I: Oo

Teacher 1: Amo to eh, teh...

I: Nakabulig man?

Teacher 1: Nakabulig man dutay.

I: Oo. Sge so how long have you been teaching in this field?

Teacher 1: So I've been teaching... Ten— thirteen years. I was ano...

I: Hired?

Teacher 1: Hired way back 2013. May 15 2013.

I: So, pagsulod mo sa teaching Agriculture dayun natudluan mo? Or naghandle ka la iban nga subjects?

Teacher 1: Syempre kay...I've been assigned sa Balabag.

I: Ah, naka Balabag ka pa?

Teacher 1: Just like nila ano Maam

I: Teh nachallenge kagid to eh

Teacher 1: Challenge eh, tapos ahh na challenge ko and then as well as na ano ko, inspire nga... Ay, daw naano ko to bala haw. May mga tile setting, carpentry ...

I: Ahh daw. didto naopen ang mind mo naman nga sa... Ahh kay BEC pato sang time nato, dumduman mo ang

BEC? Basic education— gaelectives pa sila?

Teacher 1: K-12 na eh

I: Ang mga lalaki— ahhh K-12 na?

Teacher 1: K-12 na

I: Ayyy... K-12 nato...

Teacher 1: Teh naabtan ko la di ya ang BEC bala to, nagvolunteer ko di ano nga year... 2000...

Teacher 1: Ay oo, may last batch ang BEC, 2015

I: Oo

Teacher 1: Tapos,nagsunod ang... Tnan nga pasenior high na.

I: Nag full swing na ang...

Teacher 1: Ang K-12, pag 2016 nga mga graduate amo na sila ang Pioneer.

I: Ang first gid, oo. Correct na. Ahh... So 2015 man? Nauna ka gaki sakon mgatwo years, kay ka eleventh year ko na subong mong.

Teacher 1: Gani

I: Okay so... Ano... You have to be specific for the sake of the interview. Nahandle mo ang mga subjects maliban sa TLE ano pa? Nag ano ka Science?

Teacher 1: Wala wala, ano lang

I: Puro TLE kang nga na field na hatag simo?

Teacher 1: Indi, nakaano ko nang...

I: MAPEH?

Teacher 1: Indi, ind, nang... VAL-ED bala

I: VAL-ED? Nakatudlo ka VAL-ED?

Teacher 1: Grade 9 VAL-ED tapos napadala...

I: Sa Balabag na?

Teacher 1: Oo sa Balabag, napadala ko to sa ano, napadala ko sa mass training to iya ka grade 9.

I: For VAL-ED?

Teacher 1: For VAL-ED

I: (laughs) Tapos from Balabag, natransfer ka to?

Teacher 1: sa balabag ng ano lang ko to na spend lang ko to 1 and half year kay nag naog ko d.

I: nag naog ka diri sa doña? Abi ko naka assign kapa sa la Granja?

Teacher 1: wala ko na assign

I: t diin mo na meet si ma'am ano...

Teacher 1: didto eh sa...

I: ah sa balabag? Didto kamo gali ya nag kit anay

Teacher 1:na mass hiring gani (indi ko ni mayo na gets (6:23)

I: dungan kamo to bali hired?

Teacher 1: oo lima kami to ka teacher nga na hire

I: so sa question bala, may ari d question "what inspired you to become a tech voc educator?" So bali imo ya daw ka because of you background.

Teacher 1: hmm

I: but were you, daw na encourage kaman to become a tech voc or indi tech voc (indi ko sure kung voc man gid) during the time or TLE? TLE ang term to ligad eh, daw na inspire kaman?

Teacher 1: hmm

I: daw na inspire ka man nga mag TLE ka nalang? Because given your background nga agriculture, diri ka suited. Daw ka amo na? Indi man?

Teacher 1: Opportunity lang gid ya?

Teacher 1: destiny lang guro

I: destiny (laugh)

Teacher 1: indi ko gani mag teaching so amo na, so sa ulihi ma amo ano ka ma man, daw wala man ko plano mag ubra t amo na.

I: oo

Teacher 1: t hambal ya, kwa ta supplemental eh

I: oo

Teacher 1: honestly speaking ah, indi ni sa joke nga ano ah

I: oo

Teacher 1: hambal ko skwela nalang ko eh, kesa matambay ko nga wala ko himuon, t nag skwela ko, kag before sang ano sang una gin hambalan nako nga ma cross enroll nako sa ano...

I: education?

Teacher 1: sa all units sa education, wala pa ga sink in sakon nga mag maestro ko, t amo na galing in line sa mother side ko, ay sa mother ko ya nga teacher t amo na. T sini ya, indi pagid ko tani mag teacher ya kay pag pasar ko sa board eh pwede man amo na gamiton nakon mag apply sa police...

I: ah... Okay

Teacher 1: kay si father ko is a police man t..

I: oo

Teacher 1: hambal ya sakon, indi ka mag pulis, ma maestro ka nalang, t amo nga nag maestro nalang ko

I: laugh

Teacher 1: pero kung gin sugtan yako guro

I: ma pulis ka gid tani

Teacher 1: ma pulis ko eh, eh kaso hambal ya indi ma ma maestra ka.

I: okay, so can you describe your overall experience as a tech voc educator abi, overall experience mo. Nangin ano bala ahh, typical teaching mo a day anong ah, how would you describe your day as a teacher?

Teacher 1: indi ko maano ang specific nga...

I: or anong nga aspects of your work do you find most meaningful sa a teacher sa TLE and given this nga sa agriculture ka nga field

Teacher 1: kay ano b, daw...

I: naga enjoy ka? Sa imo nga gina ubra?

Teacher 1: syempre naga enjoy, namian ko gani nga ma garden ko tas ma apply ko (sorry gid teh pa double check d b nga part 9:00) kaso.. amo na gani, ga storyahanay ta bay last time

I: oo

Teacher 1: ang ano bala, ang... Gina butang ni bala sa... Sa topic namon

I: oo

Teacher 1: du indi pero gina ano ko lang eh

I: actually nami gani

Teacher 1: daw gina

I: daw nag layo?

Teacher 1: daw wala sang proper nga ano, pero ako gina, ga butang lang ko...

I: positive?

Teacher 1: daw gina

I: positive?

Teacher 1: sa activity ko nga ano nga i target ang daw mga basic bala haw, gina contextualize ko gali

I: very good

Teacher 1: kay last time mga nursing facility, tapos mga ano to ma use sang machinery

I: wala man, wala ka man

Teacher 1: tools, basic tools gani t

I: oo

Teacher 1: pero amo na eh, amo lang na ang kabudlayan ko

I: sa imo teaching

Teacher 1:oo

I: but overall daw mahambal mo nga na happy ka man sa ubra mo subong because given nga indi ka tuod education graduate pero your field of study sang una is agriculture and subong naga teach ka agriculture

Teacher 1: oo may ara gid na

I: okay. Sa mga challenges nga na encounter mo, ah namention mo na ang iban na mention mo about tools kag mga equipment nga kulang saton ano pa gid ang mga situations b nga daw ka nabudlayan ka gid?

I: other than teaching sa indi mo gid field ah kay kagi ka bay teach smaw

Teacher 1: hmm

I: Ay indi nag training ka to, gin pa training ka?

Teacher 1: hmm training

I: oo

Teacher 1: so amo na eh kabudlayan ko, may... Example mahilig ko last time sa carpentry

I: oo

Teacher 1: daw nag ano ko bala haw nga nag bakal gid ko sang mga tools nga mga ano

I: hmm

Teacher 1: kaso daw indi ko gid ma best

I: ma give ang best

Teacher 1: ma give ang best ko sa craft nga carpentry

I: oo

Teacher 1: daw ara gid ya sa agriculture

I: agriculture, balik ka gid gyapon ya sa agriculture. So panong coping mechanism mo? How do you cope with the, or manage ang mga challenges like for example atong nag ligad nga capentry, so you did try your best nga mag invest into tools, nag invest kaman training?

Teacher 1: wala

I: daw ka personal study lang?

Teacher 1: oo personal study lang. Sa YouTube eh

I: oo sa YouTube. And then another is nag tudlo ka man smaw

Teacher 1: hmm

I: pero ato ya nag formal study ka, bal an ko ya nag scholar ka to ya

Teacher 1: oo scholar

I: scholarship ka to, but how was the training? Helpful sa imo? Nangin ano gid man to bala, nangin real training man gid to sa imo for the battlefield mo nga sudlan?

Teacher 1: daw the same sa carpentry ko eh, ging kabalo ka lang to mag type of wielding kag ano to...

I: penetration (sorry gid teh indi ko d sure man 12:00)

Teacher 1: penetration kag pano to, kaso amo lang na daw wala ma develop ang iban nga skills bala haw, kung pano ka mag... Ano nga term na, mag pasad bala haw

I: oo

Teacher 1: daw wala nato na train daw gin tudluan ka lang pano mag wield

I: amo lang gid to?

Teacher 1: daw nangin ano man sila sinyo, nangin very supportive kay mga teachers kamo in term of really enhancing your skills or daw ka happy go lucky lang

Teacher 1: daw ano lang to ya daw ga focus lang sa skills nga...

I: kada training nyo naga pasiga kamo

Teacher 1: oo daw wala ga emphasize sa sa mga

I: delivery?

Teacher 1: sa mga klase bala, more on skills gid ya development, kay supposedly amo na dapat mong kung ako gani biskan sa student ta d oh example b sagad sagad ka gid, may ara ko student nga alam alam sa kabalo sa ano, galing pa ubrahon mo sa indi sa daw ara balang kabalo sa sang

I: theory

Teacher 1: theory, kaso indi ya apply kay tamad sa, kay mabalhasan sa b diba

I: indi sa gusto

Teacher 1: indi sa gusto

I: hmm

Teacher 1: tapos amo na eh ang iban nga bata indoor na ang iban nga activities, pag batyang na init, amo na ang ga hambal sila nga init, mainitan

I: sa wielding

Teacher 1: sa wielding kag sa agriculture

I: ay oo no ano pa gid na ang isa sa mga negative nila nga ano, or should we say nga attitude towards the specialization sa agriculture indi sa gusto mainitan isa na ka challenge sa imo.

Teacher 1:hmm

I: but how do you ano na, pano gin combat ang mga amo na bi to? Ang mga arte arte sang mga studyante nga indi mag pa init?

Teacher 1: inspire sila eh, kay once makatanom ka ya, maka ani ka indi ka ya mamakal ka pa sang pagkaon mo nga ara na kag kabalo ka kung pano na sa gin produce nga pag kaon, kay nowadays indi mag tubo ang tanum mo kung indi mo abonuhan t ara ya daw gina inspired ko sila bala haw sa mga organic way or natural way, ano na, kung pano ang...

I: organic farming ang imo nga gina ano, gina promote

Teacher 1: oo

I: were you able to receive support sa aton administration? Sa mga nangin challenges. Like before, challenges sa tubig yawan ka bunyag, were they supportive? Mga request mo nga tools ga abot man?

Teacher 1: ga abot mayo lang kamo ya sa textbook, samon ya botas lang

I: (laughs) oo botas lang nag abot

Teacher 1: pero ako ya paningwa lang ko ya, sa akon gid ya eh

I: personal

Teacher 1: personal ko gid ya eh, ga bakal ko ya tools ko ya kag ano, mga pump da eh, water pump.

I: it's because ang passion mo to deliver your best man

Teacher 1: hmm

I: sige

Teacher 1: amo na gani hambal ni ma'am nga aider kung wala mana ga support sa babaw mo nga kung passion mo ya, ubrahon mo ang gina ubra mo kay para mana sa kaayuhan

I: oo find ways

Teacher 1: find ways kag kung tamaran ka kag kung indi mo ano you will find more

I: excuses

Teacher 1: excuses

I: can you describe a time when you successfully overcome a challenge specifically in your field of teaching, nga kay kung lantawon ta ang foundation mo sa teaching nga one semester 18 units na, as compare mo sa nag eskwela sang four year course gid nga education bala haw tapos nag specialization in TLE ano ang ma describe mo nga nangin successfully overcome mo ang challenge mo to teach given that background. Maka share ka nga na overcome mo ang ina nga challenge?

Teacher 1: ah ano, sang una eh, mahuluyaon, indi ko gani ka report, subong ya may ma tun an ka kag you want to inspired, ga paningwa ka gid mag tuon, amo na gani dapat isa ka ka teacher dapat mo man gali sang isa mo ka ano kay para ma ano man

I: deliver

Teacher 1: ma deliver ang knowledge bala haw or mga information nga na ano, nga ma deliver mo sa student

I: so from a very shy person nga daw indi mag hambal subong (laughs)

Teacher 1: amo na eh

I: laughs

Teacher 1: just like nga gin hambal to nga dapat bay indi mo dapat pag pakita sa student mo nga indi ka kabalo

I: oo

Teacher 1: kay ikaw da ang, ga inspire

I: kagina hambal ni ma'am?

Teacher 1: oo, indi kag amo na eh daw may ara ka bala ano nga natural farming sa organic gid daw indi ka mag rely sa conventional nga abonuhan mo gid

I: oo

Teacher 1: kay ang mga seeds subong hybrid na

I: hmm

Teacher 1: so naga depend na sila subong sa abuno nga mabakal commercially bala

I: oo

Teacher 1: te amo na gani, gina to nga ga connect sa klase nga ano bala localized, for example, nag gyera

I: oo

Teacher 1: nag mahal ang abuno

I: gani

Teacher 1: t maapektuhan ang imo nga ano,

I: production

Teacher 1: pero kung ga ano ka organic way, ang sa palibot mo ara lang da

I: oo
Teacher 1: organic matter
I: yess
Teacher 1: so indi kana maapektuhan, kung baga self reliance ang gina ano mo da
I: oo
Teacher 1: nga sa economy ta da
I: sustainability
Teacher 1: oo sustainability. Nga biskan ang kinanglan moto nga abuno nga ma mahal te ara ya kung organic ara lang sa palibot mo. Daw gina ano mo ang bata awareness nila nga sa palibot mo kung kabalo kalang mag focus may...
I: may makita ka gid da nga magamit
Teacher 1: oo magamig simo nga ano nga garden or farm kesa marely ka sa market
I: commercial
Teacher 1: hmm
I: triumphs and success mo as a teacher what are the most rewarding and meaningful experience mo sa 13 years nga pag tudlo. May mga graduate kana guro nga students before? Wala pa? Ang first mo gid nga ano may mga na meet kana may ma share ka nga memorable success story involving a student
Teacher 1: daw wala pa
I: daw wala kapa student nga nakilala nga na hambal nga sir salamat damo gid ko natun an simo sa...
Teacher 1: daw wala pa man ko
I: ang student moto bala nga na salig saligan moto nala to haw
Teacher 1: manug college pa man to
I: manug college pa lang sila
Teacher 1: hmm
I: pero were they thankful man nga nangin experience nila, specially ang nakita nila ang dedication mo bala sa pag tudlo sa pag...
Teacher 1: ang iban eh, example ang isa to ang bata, nahilig sa ano, ang isa pagid to si shan to, nakig contact sakon nga sir ano to gani ang gin painom ta to, ga...
I: ga ask pa sya, meaning that something nga
Teacher 1: ga sagod pa gid sang sapat sang una si papa ya man nakita ya
I: oo
Teacher 1: tapos sang ulihi nga daw nakita ya man ko nga ga sagod, daw na inspire man sa bala nga ga sagod na subong sang
I: so you have positive influence sa mga studyante, forda pokaw mo ila interest sa field of production and ano plan propagation?
Teacher 1: pero more on ano to sila, sagod sa manok, animals, pero part pa sya gyapon ka agriculture
I: yes. So of course, but I have to ask you this question. This experience impact your motivation? Sa field of teaching
Teacher 1: oo eh syempre, maka inspired ka, t once na inspire sya tapos nakita ya bala daw may nabulig ka siya so nga naging part sa iya knowledge, t ma motivate ka man eh nga makahatag pa gid sa iban nga student. I guide mo sila bala
I: oo
Teacher 1: amo na purpose ka teacher, guides, ga pamangkot sila, sir pano ni, ano ang himuon
I: oo
Teacher 1: so...
I: ikaw na konsulta (laugh)
Teacher 1: oo, ma lead mo sila sang insakto bala
I: overwhelming feeling no nga nakita mo nga you have...
Teacher 1: kag sometimes amo na eh, nga na ano ko gid eh gina apply ko bala, na practice what I teach
I: correct
Teacher 1: for example ga hambal ko amo ni oh, pero wala ko gina pakita
I: lain gid ya eh no
Teacher 1: lain gid ya tangible kay more on skills ta, more on manipulation

I: correct to

Teacher 1: sa kung ihambal molang, amo to ang hambal ko gani nga mga intellectual nga mga bata sagad lang sila sa ano

I: theory

Teacher 1: pero paubrahon mo kay indi nila, indi sila gusto mabalhasan so ga stop sila, pero ara ya nga kung hilig mga bata ya so gina ubra nila para ma enhance ila mga skills kag passion nila para sa...

I: agriculture

Teacher 1: agriculture

I: hmm check gid. So I think you have answered the question na. What way you have influenced students beyond technical skills, diba ang value and appreciation of...

Teacher 1: kag ano eh nakita nila nga gina ubra ko, tapos pag ubra ko...

I: you set as an example

Teacher 1: oo

I: model

Teacher 1: ga sunod sila sakon, tapos samtang nga hilig nila tapos daw ga bulig sila sakon t naga learn pa gid sil, so daw ano gid ya learning by doing

I: learning by doing gid, correct. So ang imo approach is you set as an example and given toto tanan nga mga students especially ang mga ara sa regular class, academically inclined gid

Teacher 1: hmm

I: diba, most of them are actually incline into actual ano bala nga gina manipulate nila

Teacher 1: kag ang ano eh, ang gina ano ko, ang bata bala nga indi sa mayo sa klase pero pisan sa ya ubra

I: oo, ang mga amo na. Okay so learning by doing gid

Teacher 1: learning by doing gid eh, kay for example hapos lang man mag hambal ka nga kabalo ka iban wala pa gina ubra just like bala sa character nga you know to be honest but you don't apply

I: laugh

Teacher 1: kabalo kalang, pero wala mo gina ubra, amo na ang gina emphasize ko gid ang kabalo ka pero ara balang gina work mo gid bala haw, ang gina ubra mo gid bala, gina show mo gid imo, daw may evidence ka nga kabalo ka

I: oo, indi lang puro theory

Teacher 1: oo, pero gina apply mo gid bala, gina ubra

I: may execution

Teacher 1: oo amo na

I: let's go to the institutional report, although na mention ta ni kagina toto no, what forms of support do you receive for the purpose lang of documentation received from your institution or other organization are you, especially subong nga ari kana gid sa field of agriculture are there training programs? May mga resources nga gina provide?

Teacher 1: oo may ara

I: gin pa train ka ni ma'am for the...

Teacher 1: personal ko lang gid ni

I: personal nga initiative no

Teacher 1: personal initiative pero inline sakon...

I: specialization?

Teacher 1: organic farming

I: organic farming. What support do you feel is lacking? In terms of institutional support, anong kulang sa school or sa institution itself in terms of support

Teacher 1: ang sa kay ma'am, dira sa ga bubo sa special program

I: so you feel nga daw may gina paboran si ma'am? In terms of supporting, dapat equal ya to no

Teacher 1: request, damo man request si sir garry to

I: botas lang gid ang nagsulod

Teacher 1: ang nag abot, t tools ang amon kinanglan amo na ang lacking

I: so how does level of support affects your performance? Or your morale as an agriculture teacher, daw parehas na b, botas lang gid ya nabaton namon ya

Teacher 1: ang ma train sa basketball mas damo kami equipment bisan ano ma ka... Pano ka ka execute kay

wala ka gamiton, daw amo na bala

I: toto do you feel... Indi man sa gina ano ko no but you agree or disagree, do you feel like nga less kamo important as compare to the other, to the other areas nga gina specialized naton kay indi lang man agriculture bay may ara pata ICT may ara pata...

Teacher 1: less gid ya nga ang regular e, biskan isa or duwa ka computer wala gid

I: ah okay, wala gid sila provided ya

Teacher 1: sa ano eh, kag ang regular nga cookery wala na ano

I: so indi equal ang support sa aton in terms of providing the facilities may favoritism

I: so mas focus si ma'am sa estivate (estivate man gid?) program. What about sa industry demand? In changes naman ya, how do industry trends influence your teaching practices? Given b subong no nga daw mejo, actually nakita ko gid ya ya nga subong gina promote gid ya nila ang organic farming because nakita na nila ang effect sa environment sa mga produce

Teacher 1: ang government subong eh naga support na, for example kung isa ka ka farmer may ara kalang area nga daw pila to ka square meter or 1 hectare tam nan mo sang... May program subong ang iya ka agriculture tam nan mo coconut, tapos may bata ka sa ulihi, pwede mosa i anhan sa scholar, tapos may ara pagid program sa college

I: ahh

Teacher 1: nga ma skwela agriculture, tagaan ka duta eh anhon mo

I: cultivate

Teacher 1: cultivate mo

I: that's how they are promoting ano

Teacher 1: either kung ma ano ka diri or ma go ka abroad

I: even abroad dako ang demand

Teacher 1: sa new Zealand or sa diin da

I: oo. But how do you stay updated with industry development

Teacher 1: diba as a teacher gina update ta man mga students ta, pero kung tagaan ko opportunity nga maka train sa ano, ma train ko ya, para sa development ko man eh, kag ma update ko man nga studyante ko ay may amo ni

I: do you feel nga may challenges ang ini nga mga change of demand ta sa imo or anong, kay kundi of course may mga changes ta and demands of industries, kag syempre ang aton training kung lantawon ta ya outdated gid ta eh, with what is right now sa mga industries diba pero how these challenges ano nga mga kabudlayan, pano nga what challenges do these changes brings to us teachers? Daw example lang guro sa mga nakita koto sa mga harvester ta to bala haw syempre sa time naton nga ga skwela ta wala pa man na, subong lang gid ni nga may mga harvester, even ang mga ga pananom nga equipment bala, so how are these changes saton nga industries

Teacher 1: syempre eh ga apekto gid sa mga teaching ko?

I: oo

Teacher 1: syempre, amo na gani hambal ko, ga tudlo kami nursery tapos tools kami...

I: basic tools wala, guna wala sila pa madala

Teacher 1: t amo na eh, pano ka b ka go higher kay kung sa basic wala

I: oo, dapat foundation is strong, so pero pano mo gina adapt

Teacher 1: t amo lang na eh, ga search ko, na incorporate ko sa klase galing amo na gani, gina klase mo lang pero pano ma develop ang skill kung wala sila actual

I: actual ka kita

Teacher 1: actual kita or ano da, nami ang sa una nga ma field trip ka eh

I: oo gani no

Teacher 1: galing amo na eh damo ma aksedinte bala haw, mga face to face lang mana nga mga...

I: situation

Teacher 1: oo

I: but yes, I agree nga nami gid ang mga field trip sang una kay ma expose ang mga kabataan

Teacher 1: oo eh nami eh, nga amo na ni gali sa real nga ano may mga bag o na gali nga equipment

I: kag sa industry ma expose gid sila no

Teacher 1: Lain gid ya tangible, kay more on skills sa, more on manipulation. Psychomotor, kay for example

kung ihambal mo lamg amo to hambal ko gani nga mga...intellectual nga mga bata sagad na sila sa ano...

I: Theory?

Teacher 1: Pero kung paobrahon mo, indi nila... Indi sila gusto mabalhasan. S gastop sila. Pero ang ara ya ang hilig nga mga bata ya, so gina obra nila. Para maenhance ang ila nga skills kag passion nila about sa agriculture.

I: Agriculture, oo. Check gid. So I think you have answered the question na, what way you have influenced students beyond technical skills. Diba, ang value and appreciation of...

Teacher 1: Kag ano eh, nakita nila nga ginaobra ko tapos pag-obra ko

I: You set as an example

Teacher 1: Oo

I: You model

Teacher 1: Tapos gaupod man sila sakon, tapos amo na. Sa samtang nga hilig nila...tapos daw ga bulig sila sakon teh nagalearn pagid sila. Daw ano gid ya mong. learning by doing gid ya.

I: Learning by doing gid, correct. So ang imo approach is you set as an example and... Kay given toto, indi tanan ta nga mga students especially sa regular class academically inclined gid no?

Teacher 1: Oo

I: Diba? Most of them are actually inclined into actual ano bala. Nga... Ang gina manipulate nila

Teacher 1: Pag-ano eh...kag gina ano ko ang...bata bala nga daw indi mayo sa klase pero pisan sa ya sa obra.

I: Oo may mga amo na (urgent call). Okay so... Learning by doing gid

Teacher 1: Oo, learning by doing gid eh, kay example hapos lang maghambal ka nga kabalo ka, but wala mo ginaobra. Just like bala sa character you know to be honest but you don't apply.

I: (laughs)

Teacher 1: Wala mo gina ano, kabalo kalang pero wala mo ginaobra. Daw amo na bala. Ao na eh daw gina-emphasize ki gid nga kabalo ka pero ara balang gina work mo gid or ginaobra mo gid bala

I: Oo

Teacher 1: Ginashow mo gid eh. Daw may evidence bala nga kabalo. Ahhh nakalearn ka

I: Indi lang through theory

Teacher 1: Oo, pero gina-apply mo gid. Gina-obra

I: May execution

Teacher 1: Oo amo na

I: Let's go to the institutional support although namention naman ni kagina toto, in terms of ahh... What forms of support do you receive for the purpose lang of the documentation. Received from your institution or other organizations. Are you ah..., especially subong nga ari kanagid sa field of agriculture. Are there training programs? May mga resources nga ginaprovide?

Teacher 1: Ahh may ara ko

I:Ginoatrain ka ni maam? For the orga— or personal mo ya nga initiative noh?

Teacher 1: Personal initiative. Oro in line sa akon nga may ano

I: Specialization

Teacher 1: Organic farming

I: Organic, oo. Organic farming.

Teacher 1: Nga...

I: What do you...what support do you feel is lacking? In terms of our ano toto, institutional support? Ano ang kulang sa school or sa institution itself bi interms of support.

Teacher 1: Sa ano ej, when it comes sa...

I: Updating?

Teacher 1: Si maam ang aton nga head, daw...wala siya gabubu sa special program.

I:Oo

Teacher 1: Biskan—

I: So you feel nga daw may...mas may pina—may ginapaboran si maam in terms of supporting?

Teacher 1: Oo eh

I: Okay

Teacher 1: Diba?

I: Dapat equal na to no?

Teacher 1: Oo, diba request to. Damo nato narequest si sir Gary to tapos botas lang

I: Botas lang gid ang nag-abot?

Teacher 1: teh tools ang amon kinanlan, butas. Teh ang concern is ang ano—

I: Sa kabataan?

Teacher 1: Sa kabatan. So amo na ang lacking.

I: So how these level of support affects your performance for you moral as an agriculture teacher. Daw parehas lang bi, botas lang gid ya nabaton namon ya.

Teacher 1: For example, matrain ko sa basketball

I: Oo

Teacher 1: Damo ka equipment, biskan ano mo ka sagad or ano...pamo ka kaexecute kay wala kagamiton. Amo na bala

I: Toto, do you feel like. Di man sa gina ano ko no? But, you can agree or disagree. Do you feel like nga less kamo important as compare to the other...indi lang man bi sa STVEP no, but to the other areas nga ginasoecialized naton. Kay indi lang man agriculture bay. May ara pata ICT may ara pata..m

Teacher 1: Less gid ya ang regular eh, kay example kay sir Rico hambal ya sakon biskan isa or duwa ka computer wala gid.

I: Ahh okay, wala gid sila ya provided ya

Teacher 1: Tapos sa ank eh, kag ang...regular nga cookery wala na ano.

I: So indi equal ang support sa aton in terms of providing the facilities may favoritism?

Teacher 1: Nakafocused lang man sa STVEP

I: Oo. So mas focused si maam sa STVEP program. What about sa industry demand and changes naman ya? How do industry strengthen and demandd influenced your teaching practices? Given bi subong no, nga daw medyo actually nakita ko gid yaya nga subong ginapromote gid ya nila ang organic farming, because nakita nila ang effect sa environment, sa mga produce.

Teacher 1: Ang aton government subong eh, gasupport na kay for example kung isa ka kafarmer may ara kalang area nga daw...pila to ka square meter or one hectare tamnan mo sang...may paobra to subong ya ka agriculture. Tamnan mo...coconut tapos may bata ka sa ulihi pwede mo sa ianhan sa scholar. Tapos nay ara pagid paobra subong sa college nga, maskwela ka agriculture kag gaan ka duta nga eanhon mo

I: Ecultivate

Teacher 1: Ecultivate mo, igrant sa imo

I: That's how they are promoting ano no?

Teacher 1: Promoting subong sa agriculture

I: Oo

Teacher 1: Either kung diri or magoka abroad.

I: Even abroad dako ang demand

Teacher 1: Oo, New Zealand or sa diin da. New zealand gid eh nga didto ka damo—

I: But how do you stay updated with industry developments?

Teacher 1: Diba...as a teacher we are ga...gina update ta gani sa nga training naton pero kung gaan ko opportunity nga makatrain ano, matrain ko eh. Para ma...

I: Maenhance

Teacher 1: Tapos ang development ko man eh, kag maupdate ko man ang nga studyante ko

I: Do you feel nga mya challenges ang ini nga mga change of demand ta sa imo? Or ano...kay kundi of course may mga changes na and demand of industries kag syempre ang aton training is kung lantawon taya outdated gid ta eh with what is right now sa nga industries diba? Pero, uhmmm....how these challenges ano nga mga kabudlayan, paano ang mga—what changes to these...what challenges do these changes brings to us teachers?

Dbay may mga update sa in terms of—example lang ang mga ano no. Ang nakita ko is harvester ta to haw.

Syempre sa time naton nga sang-una wlaa paman ang harvester, subong lang gid niya nga may mga harvester na. indi lang harvester even ang mga gapananom nga mga equipment bala. Show are these changes sa aton nga ... Ahhh industries?

Teacher 1: Syempre eh, ga-apekto gid sa sa teaching ko?

I: oo

Teacher 1: syempre, sa tools palang gani, indi na maano. Amo na gani hambal ko, gatudlo lang kami...nursery tapos bisan tools gani indi kami

I: Bisan tools wala, bisan abono wala?

Teacher 1: Oo

I: sila pa madala

Teacher 1: Teh amo na eh, pano kabi ka kwa higher? Kung indi ka mag ano sa basic. Di bala?

I: Dapat ang foundation mo gid

Teacher 1: Dapat ang foundation mo gid ya eh, strong gid ya eh.

I: So pero pano mo ginadapt?

Teacher 1: Teh amo naman eh, gasearch ko sang ginaincorporate ko sa klase ko ang amo. galing amo na eh, ginklase mo lang. Pano mo madevelop sa skill kay wala sila ka

I: Actual gid da

Teacher 1: Kita bi or...nami lang ni sang una ang mafieldtrip ka eh

I: Oo gani no

Teacher 1: Galing amo na eh,

I: Wala nasubong

Teacher 1: Damo nga aksidente bala haw, daw mga case of case man lang na nga mga...

I: Mga nangin situation

Teacher 1: Oo galing, amo na eh

I: Indi mo nagid maano no? But then, I will agree nga nami gid no ang mga field trip sang una, kay maexpose ang mga kabataan

Teacher 1: Nga amo na ni gali sa real nga ano. May mga bag o na gali nga mga equipment

I: Sa industry maexpose gid sila no? Okay let's go to motivation and commitment to your career as teacher.

What motivates you to continue inthe teacher profession despite sa nga challenges? What keeps you passionate sa work mo?

Teacher 1: Ano eh gina...gina ano ko eh apply ko ang nalearn ko sa overtime

I: You get excited every time may bag o ka nga ano...that's what I see eh, like for example after training to snag organic farming mo naapply mo to bay.

Teacher 1: Gin apply ko kay ano...

I: Gakaearn ka? Money out of it? (Laughs) or perdi

Teacher 1: Ah...sa ano palang, ara pa ko sa investing time

I: oo

Teacher 1: Teh gatanom palang ko, trial and error eh

I: Oo

Teacher 1: Teh subong, ang ginatanom ko to sa ano...gabunga na

I: Mmhmm

Teacher 1: Teh amo hambal ko gha, nagcorporate man ko to sample amo to last time sa ano to eh, kung gaano ka dynamite

I: Oo

Teacher 1: Tapos maano ka sa coping, daw maincorporate mo ang napulos mo

I: Integration, ay anong integation—cross curriculum ano na

Teacher 1: For example, kung...mabakal ko sang ingredient mo nga daw delahan isipon mo na, pila lang na. Subong isip namon last year to one peso

I: Oo per piece

Teacher 1: Teh subong basi nag taas na

I: Yes

Teacher 1: Teh, example nagtanom ka, nagbunga na karon ang 100, teh naspend mo na ang 100 pesos to added values eh

I: Makabawi kaman? Like syempre gabakal ka daan sang seed mo tapos ang imo pa nga mga fertilizers para ma...

Teacher 1: Teh wala—

I: Wala na?

Teacher 1: Wala nako gabakal fertilizer, ga-organic na bay

I: oo gani no?

Teacher 1: Kung ano tong naano sakon, ang... Teh subong ko na chop and drop. May matubo nga mga saha

sang banana ginautod ko nabutang ko sa tanom ko. Wala ko ga amo na gani, wala ko ga amo na ya garely sa commercial fertilizer ya. Natural fertilizer akon ginagamit gid ya.

I: Ohh, so gin-adapat mo gid na ya ang organic farming mo da ya ah. Have you ever considered leaving the teaching career? After this experience nga you've been in thirteen...you've been teaching for thirteen year.

Teacher 1: Ahh nadiscourage ko?

I: Nang...ginconsider mo man? Have you ever considered leaving

Teacher 1: Leaving in a...

I: Teaching? Leave ah or resign as a teacher.

Teacher 1: In a...bad or good situation?

I: Like... Sa—

Teacher 1: Kay for example, pwede ma leave ka nga ano kay natak an ka na, napressure ka

I: Oo

Teacher 1: Dasun

I: Or should I say...amo ni guro toto oh. Let's say first five years mo of teaching, kay syempre grabe ang challenges indi imo field gid gintudluan, multi grade, different subjects. Was there a point during that time nga daw gusto mo nakang magquit as a teacher? Wala gid?

Teacher 1: Wala. Mawuit ko guro sa teaching once nga makaestablish ko ya nga farm nakon.

I: Eventually?

Teacher 1: Eventually ya...

I: You amo na

Teacher 1: Amo na ya ang guro—

I: Amo na ang makare— ang dako mo nga rason

Teacher 1: Kung makagwa ko sa DepEd indi ya nga nakapoy ko

I: Oo, oo. I see your point. So...ano nga mga personal values or beliefs mo that guided your work?

Teacher 1: Ano man example?

I: Nang...mga...

Teacher 1: Sila anong iban, ano ila ano?

I: Kay sir Neil ano, tudlo nanay niya siya. Nga indi ka maghambal or siguro no relate ko, uhm mga...becareful ka sa mga ginahambal mo. Kung indi ka gusto nga...daw ga...ibalik sa imo man kung ano ginahambal

Teacher 1: Teh for example kung inchakto man gimhambal mo

I: Amo gani, becareful ka sang ginahambal mo. Daw amo na guro, daw amo na. Daw amo na. Ao na iya nga ginshare

Teacher 1: Teh galing wala ki napamangkot, kung oositive man lang gali ang ginahatag mo teh positive man mabalik.

I: correct eh, that's why becareful ka kung indi ano sa iya

Teacher 1: Oh teh, sige sige

I: Sa imo ya, anong mga nangin ano mo? Na guiding principle mo or beliefs? Nga nangin prinsipyo mo sa pagtudlo...

Teacher 1: Amo na eh nga...natural way gid nga pag-ano. Nga...pagpatubo sang tanom.

I: Oo

Teacher 1: Just like, sang una. Gaano man ta sa bible mga..

I: Integrating your ano. Nang...

Teacher 1: Ara balang...sang una wala man abono ngaa gaka...

I: Survive?

Teacher 1: Survive man nag mga tanom. Ang food forest bala ara. Sa forest, wala mana ginabunyagan, wala mana ginaabunuhan. Po ngaa ara lang na. Teh subong ang mga abono ni gani 1930s lang na na discover po amo na na ang ano. Ga go back ko bala sa natural way bala

I: Basic

Teacher 1: Oo basic, natural gid amo na ang ginaapply ko. Wala ko gaano ko gaano sa kung ano ang uso subong. Daw trends bala

I: Oo

Teacher 1: Ga go in basic ko kag sa...nature gid eh. Natural gid ya. Natural way of farming.

I: Which is good

Teacher 1: Not industrial way.

I: Recommendations for improvements. We are almost done. What improvement would you suggest for TLE or TECH-VOC as an educator. Ahh anong suggestions mo nga improvements?

Teacher 1: Suggest ko sa aton nga improvement

I: Mga... Changes pati sa policies ta bi to?

Teacher 1: Amo na eh, indi—we cannot measure the... Skills sang student through pen and pencil.

I: Oo

Teacher 1: Dira mo sa mameasure ya sa kung paano ya obrahon. Kay for example amo to hambal ko sa mga alam. Kabalo sila, answer nila perfect

I: Korek

Teacher 1: But indi nila ma...

I: Execute?

Teacher 1: Execute atong action. Teh more on skills ta bay. Teh kahuluya mana guro...sagad sagad sakon mag-amo ni ho. Daw ara balang sa tawo bala nga. Luh, bal an ya tanan ho

I: Mmmhmm

Teacher 1: tapos, pag ara na. Mahambal ka, diin imo...kung baga bala, ano imo credential? Ano imo pruweba, proof bala nga...

I: Kabalo ka

Teacher 1: Daw amo na, gina ano ko nga...agriculture ko. Makita ko bala ang resources mo nga mapanatud an ko bala nga...

I: Agriculturist kagid ya (laughs)

Teacher 1: Indi ah, ano...given nana ya. Ara balang...mapabuhi mo ang tanom in natural way.

I: Oo

Teacher 1: Indi ka mag-ano sa...commercial nga fertilizer or chemical. Organic.

I: Organic.

Teacher 1: Gusto ko organic gid

I: Nami nga advocacy toto. Ang... Ano mo bi marecommend mo or masuggest mo interms of sa aton managment, sa school, sa kay maam, sa department naton. Nga mapaimprove pagid ang aton nga sistema sa department?

Teacher 1: Amo to eh, may mga ano ta support, mga...kinanglanon. Pero sakon—

I: Equal lang?

Teacher 1: Ako subong, amo na eh tools lang gid ya akon na ano, mga...garden tools lang. Pero maano ko na ya, ma...amo to bay last time nastorya ko simo nga... Kung makatanom to mga bata, makapili ko sang bata nga I develop ko bala.

I: Yes

Teacher 1: May cal generating kami. One of my...ano gid ya target ya ang tools namon. Daw once nga maestablish ko na ang mga amo na. Biskan indi na ko mag ano sa...ano

I: Indi na magrequest sa school

Teacher 1: Indi na magrequest sa school, kami nalang maprovide.

I: Oo. Actually nangligad amo nana si maam, gahulat lang sa kung ano ang request...proposal. Mga amo na. Proposal so... Let's see eh, let's start to work on it. Buligan ka nakon sa mga proposal para makarequest kamo tools and equipments para indi man kamo mabudlayan

Teacher 1: Indi ko mag-ano ga, kay for example. Nagrequest kami nang... Ano...nang...may specific to nga daw...rant bala nga ano kaso ang school. Syempre gina briefing bay, kung ano tong nubo amo tong kwaon

I: Ano to haw?

Teacher 1: Ang pala bala last time

I: Baw jusko, teh ginbaklan kamo nila sang amo to nga pala?

Teacher 1: Barato nga pala nga

I: Pero recommendation mo is...ahhh ang support sang school nga kung ano ang inyo need iprovide para madeliver niyo man. Kay technically may budget gid ta ya dapat to mong.

Teacher 1: Galing amo na eh, ginapangita ko man eh. One example mana guro nga paano last time ni maam sakon, sang una bay sa likod da daw wala tanom?

I: Oo

Teacher 1: Ginatamnan ko da

I: Yess..

Teacher 1: Gahambal sa bay nga daw may kita mo galipay man sang mga tanom ya nga makita ya

I: Gabenepisyo da sa sang mga produkto ya

Teacher 1: Mmm

I: (laughs) okay, so... That covers our interview. Salamat gid sa time mo sir kag...ahh nagin productive gid ang aton nga... Interview. You gave me the chance to get to know you much deeper and kung pano man kami makabulig eventually eh lantawon naton. So...salamat. Thank you gid sir Urquiza!

TEACHER 2

I: good noon sir Rico, thank you gid sa opportunity nga gin allow moko nga maka conduct sang sini nga interview. What I can assure you sir nga any informations or ano man ang aton conversation is solely will be used for this study, okay sa imo na sir?

Teacher 2: Okay

I: okay. Sir mahatag ka gamay nga introduction about yourself, ano ang kurso mo sa undergraduate kag kung paano ka napadpad sa education career

Teacher 2: so my name is Rico C. Dominguez I'm a graduate of Bachelor of Science major in management accounting in binalbagan catholic college and I work from office work for almost 10 years

I: halin pa graduate mo naka office work kayo?

Teacher 2: yes, office worker ako in loupues madalagan corporation as an, a book keeper

I: okay

Teacher 2: and then I transferred here in la Carlota loupes

I: gin transfer ka ya sang company pag open sang loupes diri?

Teacher 2: yes pag open

I: ay okay

I: and then?

Teacher 2: and then I'm in charge in the accounting office and I'm also incharge in payroll, incharge in human resource

I: daw ikaw tanan

Teacher 2: and incharge in bookkeeping

I: okay

Teacher 2: as well as the lasal tech(indi ko sure kung chakto ang lasal tech) bookkeeper

I: ah kay ngaa isa lang ang tag iya sang loupues kag LaSalle tech?

Teacher 2: oo isa lang

I: ah okay, okay okay

Teacher 2: and then after ten years in the office

I: daw ma classify ta sa sa industry, 10 years in the industry gid ka ya

Teacher 2: yeah so, then I took my units and city College Occidental

I: 1sem lang to sang una or 1 year gid?

Teacher 2: 1 year, I took my exam

I: board sk how long have been teaching now?

Teacher 2: 10 years and 7 months

I: sa teaching?

Teacher 2: sa teaching, my first appointment is in san miguel national highschool, administrative assistant

I: ah okay so indi pa ya sa teaching field, so 10 years and 7 months to be exact

Teacher 2: pero kung e less ang 1 year 9 and 7 months

I: so what subject or specialization do you handle subong? Or sa last year

Teacher 2: last year entrepreneurship and then sa sini nga year ICT grade 9 and 10

I: so what inspired you to become a TLE teacher or siguro we'll start with as a teacher, what inspired you to pursue the career sa teaching, kay ara kana sa industry nga naga practice ang imonga undergraduate foundation gid ya mong, so what inspired you nga mag lihis ng landas sa DepEd

Teacher 2: actually I want to be an engineer tapos due to poverty wala na ano kay t wala budget skwela lang ko comers and then after 10 years nga ara kosa office industry naminsar ko nga what is my purpose pano ko mahatag ang akon nga nahibalan sa sini nga generation t amo na nag decide ko nga ma kwa supplemental and then ma kadto sa teaching

I: wala sang may nag inspire simo or nag encourage simo, or imo lang gid to ya initiative to take unit sa education

Teacher 2: actually sang time si sir leo fa kadto na sakon, he encourage me pwede ka kwa education para makatudlo ka, so na inspire man ko eh, siling ko kung diri lang ko sa office wala man ko mayo ubrahon puro mga papeles t siling ko ma kwa ko supplemental and then amo na nag ano ko sa teaching industry

I: so mahambal ko nga daw inspired ka, daw mas nakita mo nga nag grow ka d sa field naton as compare sang naga office work ka?

Teacher 2: yes kay kung dira kalang sa opisina, dira lang gid ang imo nga ano mong

I: routine

Teacher 2: daw papeles lang gid imo nga ano, wala ka gid sang may ano so wala gid sang may specialization nga na expose

I: yes. So can you describe your overall experience as a tech voc teacher or saton we call it TLE teacher

Teacher 2: when it comes to experience, great gid ang experience kay t kita mo nga lain lain nga kabataan ang imo nga i handle tapos as a human indi ta man bal an tanan mong may ara man ta Time to grow nga wala ta kabalo so kung i compare sa office work I much enjoy teaching

I: wow kanami sang sabat. Um namention mo a little bit pero tagaan mo emphasis, what aspect of your work do you find meaningful?

Teacher 2: teaching sa aton ano may kung tagaan ko choice ma opisina ko or teaching, teaching gyapon akon pilion indi nako mabalik sa opisina

I: so ga enjoy ka gid ya. So let's go to mga challenges nga na encounter sir. So what challenges have you encountered in your teaching practice siguro ang mga first year mo b kay from the industry, totally different gid ya ang field of teaching d bala, so ano ang mga challenges nga na encounter mo?

Teacher 2: challenges in my first teaching actually na shock ko eh kay syempre na question mo man self mo nga chakto ni na tudlo ko, chakto ni ang akon gina klase sa ila t kay first ko halin sa opisina

I: first load mo gid? Pero sang nag teaching ka gid ya ano ang mga first subject mo nga gin pang handle?

Teacher 2: entrep gid ya

I: entrep gid ya dayon? Gin salang ka gid dayon entrep ya

Teacher 2: oo, sa mga challenges amo na, chakto ni akon mga gina tudlo and then ang mga different characteristics sang mga bata may kis a nga ga gulpi lang sumbaganay daw ma shock ka sa mga gakatabo within the classroom

I: so ang mga challenges to nga na encounter mo teh kay totally different sya ya nga field now you will have to deal with teenagers no mga amo amo na, that's one specific nga situation no. What factor contributed to these challenges sir? Like sa could it be may mga resources sa imo case b guro may mga ga inaway nga mga kabataan but more on sa availability of resources b sa aton school, you've mentioned nga ga tudlo ka high school was there a need nga wala na provide nga nangin challenge sa imo as someone whose teaching ICT kay kunti technology mong

Teacher 2: so ang challenges, due to lack of learning materials. So kung ga teach ka ICT kinanglan mo gid mga computer

I: may reference book man?

Teacher 2: reference book...

I: at your own reference (laugh)

I: kay wala gid ta ya reference book sa ICT so kanya kanyang ano lang

Teacher 2: kanya kanyang kwa eh, ngita ka sa iban nga mga division mga region, kay may ara sa iban nga may ara mong, may ara saton nga wala d saton, pero sa iban ya may ara. So amo na sa ang ginagamit ko nga resources para mag ano and then kung wala computer provide ka sang mga laptop mo para atleast ang mga bata makabalo

I: so ga bring ka sang personal mo nga gamit? Wala gid ta to ya ni isa nga computer sa imo room?

Teacher 2: wala kay ara bay sa comlab

I: sin o ang kagamit lang, ang ara lang sa special program?

Teacher 2: special program mostly, kis a kung mangayo ka time kung may time b nga amo ni oh, indi man available

I: wala ka gid choice

Teacher 2: wala choice eh

I: okay so ang first mo nga entrep is uder special program pero ang ICT mo sa regular. Okay. So gamay lang gid diri kay na mention mo na ang mga challenges mo, how do these challenges affects your teaching?

Teacher 2: okay so the challenges, when it comes to challenges, you to create your own strategy, para makahatag ta sa student sang aton gusto i tudlo sa ila. Kay kung wala ta sang mga resources kag ma kwan lang ta t wala man ta gyapon, nga dapat mangita ka gid sang paagi para nga ma providan sila. Kay sa regular ya sa papel lang sila ya mga drawing, t kung may mga activity pwede kalang ka hulam sang guba nga ano para

makita nila ang mga parts sang monitor. May actual nga ano gid kay mostly sa mga regular ya pigado indi sila kakilala sang chura ka monitor.

I: let's go to coping mechanism. How to cope or manage these challenges, na mention mo nga you bring your personal laptop para may hatag sa kabataan, was that an effective strategy para sa imo? Or do you seek support man sa school or sa aton nga mga upod kun may mga gamit sila, nakalab ot kaman sa point nga nakahulam ka sa mga colleagues ta?

Teacher 2: regarding sa instructional materials, there are times sa mga activities sa mga hardware installation, pwede kalang da ya kahulam sang mga parts nga guba nga may nuggets kay i install molang man mong. Okay lang ya sa mga part sang computer kay pwede mo lang ya ma piece by piece, mahatag mo lang sila, mapabalo mo lang sila nga amo ni. Pero when it comes to actual nga sa mga computer operation dapat may ano ka gid computer nga functional.

I: can you describe a time nga nangin successfull nga na overcome mo tong mga challenges?

Teacher 2: a time guro nga makita mo nga nangin successfull ang imo nga studyante, nga sir probational na sila

I: can you share a memorable success story? Or what a achievement make you feel proud as a teacher?

Teacher 2: when it comes to achievement, syempre makasiling ta nga naka achieve kita kung ang aton record sa school ga produce kita sang student nga mga professional, bisan indi professional pero atleast good citizen sang Philippines

I: did that become your motivation in doing the right thing? Kay nag kadto man sa point sa life mo nga chakto ni ang gina ubra ko nga can you say na nga chakto man gid gali ang gina ubra ko?

Teacher 2: chakto kay kabulig man sa ila kay t as a teacher we have influence man sa aton nga student kita mo kis a kung pano ta sila i motivate, may ara studyante nga ga balik tanaw simo nga sir thank you gid sa mga amo ni, makita mo bala nga daw ma feel happy ka man

I: what's your student nga makita mo ang self mo, the younger version of you nga ma ano mo nga maka relate ka gid sa iya.

Teacher 2: sometime, makita mo imo nga self masiling ka man nga daw pareho ma ni sakon sang una kay kita nga mga teacher kung may instruction kis a ga pa dungol man ta, kung i apply mo na makita ta ang aton reflection sa mga studyante

I: how do students respond to your teaching approach kay t syempre coming from the industry, may curriculum ka before nga gina basehan sang aton entrep sa grade 10?

Teacher 2: may ara ta module nga gina upgrade lang kung old version na bala kung ano subong ang trend, pero when it comes sa ano wala kay the same lang japon ang content nila

I: institutional support what forms of support do you receive from our institution or other organizations? Kay for sure may mga need sa entrepreneurship sa ICT, was there support coming from the school?

Teacher 2: actually nag request ang entrepreneurship, sa sini lang to na ano na approve

I: so meaning nag request ka sang mga materials nga subong lang nag abot and wala ka subject nga gina handle nga dapat gamitan sato. Okay industry demands and changes, how do industry trends and demands in your field b sa business in your teaching practices?

Teacher 2: sa influence man regarding sa teaching sa trends and demands nga entrepreneurship or sa business nga mga subject, actually maka relate ka gid kay tungod comers ang akon nga gin abtan and then you can see kung ano ang gakatabo sa business world

I: pero nangin expose ka gid na ya sa industry

Teacher 2: oo kay ako man tanan ga handle kay t kung it comes sa private ya kung makaya mo lima ubrahon, paubra na ya simo imo tanan, wala kana choice t ubrahon mo pero ang advantages naman sina, damo ka ubra syempre damo ka knowledge nga ah amo ni gali gakatabo sa amo ni, amo ni gali padalagan sang accounting system. So magamit mo then matudlo mo sa mga bata na experience mo gid nga amo na gali gakatabo. No, teh kabudlay ya kung mag-ano ka nga wala ka actual experience. Budlay no?

I: Yes correct, oo. Di ka katudlo kung wala mo na eksperyensyahan

Teacher 2: Di ka kasugid.

I: Yes (laughs)

Teacher 2: Di mo masugid nga amo ni natabo

I: Okay, motivation and commitment. What motivates you to continue with the teaching profession despite sa nga nangin challenges to nangligad. Nadiscourage ka nga anay wala nakogatudlo entrep nag inabot ining mga kinanglanon ko ni or mga sa ICT ini nag-inabot ang mga computer nga ni

Teacher 2: Ummm,

I: Was there a point nga nadiscourage ka?

Teacher 2: Discourage, daw wala man. Kay—

I: Happy kalang sa ila man (laughs)

Teacher 2: Importante ya may ginatudluan kaman gyapon no? Biskan sa diin kay teh, kung business kag computer ya pareho mana dyapon mong. Related man sila gyapon. Connected sila.

I: Correct

Teacher 2: No? So... Bisan ano lang nga section, atleast. wala kung ano ginapatudlo simo, amo na eh.

I: Go, wala sang maka—

Teacher 2: ICT mana dyapon kag entrep ang natudluan mo. Ing amo na regular kag ang specialization. Depende man dyapon

I: Oo. May cha— ummm. May challenge. Or mas ang challenge sa regular class? As compared to the program— nga may special program?

Teacher 2: Yes. Sa regular, ah.. Morr challengeable kay tungod ang mga bata halin sa mga pigado—

I: Ang background

Teacher 2: Wala sila ya background, daw wala gid. so when it comes sa... Sa specialization ya so iban sila ya may ara dila ya nga computer. Kumpleto gadgets. kumoleto mga materiales.

I: amo nang edge nila

Teacher 2: so sa, regular naman ya more challenging

I: Ground zero gid (laughs) ano na sir man di ko na kilala

Teacher 2: way sila kita kung ano chura iban

I: Oo, tuod na. That's the reality no? Was there a pints nga ginconsider nga, although namention mo ni kagina. But sa, 9 years and 7 months mo nga na... Ah 10 years and 7 months no?

Teacher 2: Kabilugan na di

I: Was there a point sa teaching lang gid nga, kung daw indi kana magmaestro.

Teacher 2: Sa point nga...

I: Daw naglagb ot man sa point, daw indi nako magmaestro ah. Kakapoy, daw ka ano. Wala man? S nag enjoy kagid ya. Gina enjoy mo lang

Teacher 2: Oo, kay kung ecomoare mo ang work sang government teaching sa office daw laban pa free time gani ya ang teacher.

I: Tuod? Kung ano sako sako kagid ya snag ara ka sa office ya?

Teacher 2: Sa office ya, for eight hours

I: oo

Teacher 2: dapat may ginaobra kagid da ya, indi ya pwede nga malagaw lagaw kalang kay may, kung kis a may mga upod kada no? Tpos may mga tag iya ga...

I: Bantay? Oo so mung amo ya, work, work gid naya.

Teacher 2: Work, work.

I: Mabreak ka lang kung break time lang gid

Teacher 2: Break time tapos, cr ka.

I: oo

Teacher 2: Amo lang na makahalin

I: (laughs) kapahuway-huway

Teacher 2: so wala sa ya time nga masiling ka. Vacant ko 2-3 hours amo ni

I: (laughs) diri ya

Teacher 2: diri ya may ara

I: (laughs)

Teacher 2: (laughs)

I: Ahhh, how do you adapt to your teaching. Ay indi sorry, sorry. what personal values nimo and beliefs that guide your work?

Teacher 2: When it comes sa personal values, ahh...

I: nga daw nangin ano mo siya, kumabaga nangin motto mo sa teaching. Nangin ano mo, nangin...

Teacher 2: Actually gusto ko lang gid ya ang teaching sang una, gusto ko lang ya. Ang nabal an ko, ipabalo ko bala sa nga kabataan.

I: Oo, indi ni ya parte sa sweldo na

Teacher 2: Kay when it comes sa sweldo, uhhh much higher gid man ang sweldo sa teaching sang sa office. No? So supervisor lang ko sang una ya sa may lopues.

I: Oo, pero...

Teacher 2: When it comes to compensation ya gamay

I: ahh okay

Teacher 2: di ya siling nga ano, kay teh mostly ang private ya nga minimum wages, dira lang na sila ya mong wala sila ya...

I: pero may overtime pay?

Teacher 2: overtime pay, oo teh talagsa lang man ya, kay teh hours lang ya mong

I: kung needed lang

Teacher 2: kung need lang.

I: so honestly speaking, it is not just about sa salary nga dako ang sweldo sang teacher. But really on you want to impart man, tuod gid na ya nga... Honest na ya?

Teacher 2: Promise

I: (laughs) kanami ah

Teacher 2: kay during sa time ko na sa may opisino, gapaminsar gid ko ya mong, galungko na ko di. Ano pulos nadi man?

I: oo, tubang mo mga papel jag nga ano na

Teacher 2: papel lang obra ko tapos pagkabwas amo naman ni kay teh ordinary yang... Papel subong, papel bwat. Amo mana sila dyapon.

I: Oo galing wala kana may ginatakehome nga work? Unlike sa teacher, may dala ulobrahon?

Teacher 2: Wala man

I: Subong wala (laughs)

Teacher 2: Kung pano mo ihandle ang imo nga work kung dasig mo obrahon. Wala man no? Tapos kung didto hinay hinay kato, matambakan kamna to sang work.

I: oo

Teacher 2: kung sa opisina ka.

I: sa managment gid ya sa task ya

Teacher 2: time management. Amk na kis a kung maobra dapat matapos mo early, early mo matapos para tawhay kana.

I: correct

Teacher 2: no? So when comes naman ya sa, sa time teh full of time gid. 8 Hours gid.

I: oo, tapos holiday. Wala... Dayun wala ya bakasyon nga, no... Ano gani ni. 30 Day lang na bala nga wala ano (laughs)

Teacher 2: Continues naya

I: Oo. Recommendation for improvement. What improvements would you suggest for TECH-VOC or saton TLE?

Teacher 2: Sa improvement dapat ahh, providan ta sang materials kay teh makaimprove na saton nga estudyante kag sa aton nga teaching to deliver sang aton lection sa aton estudyante. No? Importante gid na ang learning resources ta nga ginaano. Kay kung wala tana, bisan ano ta nga pagpainchindi kis a sa bata, kung wala ta sang mga materials nga ginausar. Wala man sila dyapon—

I: Wala sang nay makita, hangin lang

Teacher 2: Hangin lang, oo. Tej daoat may part gid ya nga kumpleto ang aton nga mga facilities

I: What about sa mga policies or sa... The way kita ginmanage as a department

Teacher 2: Sa department...

I: Was there a point nga feeling mo, nanging less or indi equal ang treatment sa pagprovide sang mga needssa different areas sa aton? Soecially kay teh lain lain ta field?

Teacher 2: Sa...

I: Do you see any favoritism sa different specialization?

Teacher 2: Yes

I: Laughs

Teacher 2: May ara gid eh, makita mo gid ya eh (laughs)

I: So ma feel mo gid? Na there is this ano gid ya ya?

Teacher 2: May ara

I: Do you feel nga daw na bilin kamo, mga amo na?

Teacher 2: Ahhh, actually kung lantawon mo mang gid no? Kung indi man sa imo, sa iban makita mo ang iban ya kumpleto, iban ya daw ginpabay an lang no?

I: Oo

Teacher 2: Teh, dayun sa pagrovide sang...

I: Facilities

Teacher 2: Facilities.

I: Okay, so bi... Resources for... I think I've asked all questions. Ari last nalang gid. How can educators be better supported? Other than namention mo na to nga facilities.

Teacher 2: Ahhh educators, can support ahh...

I: Pano pa kita masuportahan, in ehat other... In what ways pa nila kita masuportahan sa management?

Teacher 2: Kita...ah, from management? Pakadto saton?

I: Oo

Teacher 2: So...dapat ehhe assist man sang management ang mga teachers, nga ara sa field departments

I: Field

Teacher 2: para makita nila kung la ang mga kinanglananon na da.

I: Yes

Teacher 2: No? So indi lang nga dapat, ato lang to sila. Dapat pamangkuton man nila ang mga teachers no? Kung kamusta, dapat may nga meeting man. Kay teh ang communication kis-a importante

I: Trainings...

Teacher 2: Trainings

I: Makita mo ang need for trainings.

Teacher 2: Oo, trainings, updates para sa aton nga pagdeliver sang...

I: Oo

Teacher 2: Better pagid nga education sa mga bata

I: Yess

Teacher 2: Kay kung kis a wala ta training, stagnant ta ya wala ta kabalo sang ano nga mga trends nga bag o

I: Wala ka pagid ka paninguwa indi kagid maggrow no?

Teacher 2: Kag ang...

I: Nangin recipient ka sang project *(29:40)

Teacher 2: wala

I: Ahh wala? Ahh kay gin...

Teacher 2: Ah nag ginmasters mo is management? Ano imo...

Teacher 2: No, mathematics

I: (laughs) Ma math kapagid? So ano?

Teacher 2: MaEd

I: Ahh okay... mas higher pagid naya actually. Do you plan to teach in math? Pano na bi kay wala kagid ya nakaalign? (Laughs) Pero di bale ah, going for teacher 6 dyapon ah (laughs)

Teacher 2: Actually pwede man kay actually during sang amon nga pagkwa sang PRC tatlo ka specialization gin obra samon mong. TLE, Science, kag Math. Pili ka kung diin ka pwede

I: Teh ano ginpili mo?

Teacher 2: Ang math

I: Ahhh, kung mag amo. Ahhhh, math major ka ya but by documents?

Teacher 2: Oo, amo na nagmasters ko di mathematics ang akon ginkwa

I: oo daw mapa-abroad ka pagid (laughs)

Teacher 2: Galing kay teh nag teacher ko ya TLE gid ya halin pagsugod. Amo na wala ko na maano

I: Oo, oo. kag nangin mapinuslanon gid ya ang background mo sa aton. kay teh if it was not you ang naassigned siguro sa entrep. Ang entrep ta guro subong lagapak gid dyapon. Kay teh, I have to admit nga, my knowledge is very love as compared sa mga nangin exposure mo ya being in a field sa amo na. Diba? So sir Rico thank you so much for your time. It has been a very productive interview. damo ko nalearn sa imo. Salamat sa shared experiences, kag utang lang anay ang pamahaw. (laughs)

Teacher 2: No problem

I: Thank you gid sir Rico

Teacher 3

Teacher 3: Okay good morning, ah I am Edgar Allan Castañeda Heria. Nag graduate ako sang Bachelor of Science in Agriculture sa UNO-R batch 1990. Subong naka tudlo na ko di sa may Doña Hortencia Salas Benedicto National High School sa TLE ah,,, as as specialization sa agriculture. So almost 24 mo- 24 years na ko in service sa DepEd.

I : Wow 24 years in service, grabe ba lawig-lawig ba. Okay uhhh (pause) sir can you describe your overall experience as a TLE ahh teacher, ovealall mo gid nga ano nga experience.

Teacher 3: Okay sa pag sulod ko di sa may TLE ti bag-o pa man to ya ti subong medyo na ka damo naman gid ko na experience ah damo na ko na meet nga mga lain-lain nga mga students, ang ila mga attitude, ang ila mga ahh style sa ila pag tuon, amo lang na sa ang akon nga na ano overall pero tanan-tanan daw na.. daw daw ka damo na sang experiences kay una-una u-usually an-ahh-antis ko di nag kadto sa may Doña nag halin gid ko ya sa may Yubo.

I; oo, first assignment mo?

Teacher 3: oo first assignment ko ya sa may Yubo.

I : ano to ya ang gin handle mo nga mga subjects?

Teacher 3: ah all around to.

I: all around? tanan-tanan?

Teacher 3: oo tanan-tanan gid to ya (ga kadlaw ang naga interview) sa may Yubo, kay ngaa? amo gid to ya ang first mu, ang pag sulod gid ko

I: ano to nga year? 2000..

Teacher 3: 2002

I: okay

Teacher 3: oo, mas mayo na kay pag sulod ko na to ya sa may... sa first ni sa may Deped daw wala gid ko ya naka ano, kay ngaa pag sulod is permanent ko dayon

I: ayy okay

Teacher 3: wala pa to ya sang ano na gani tawag?

I : (auditionering? Sorry indi ko mayo ma gets, 01:40)

Teacher 3: naa wala pa to (pointionary?)

I: pero naka volunteer ka wala na?

Teacher 3: Wala na ko ya naka volunteer gid ya

I: ay blessing (nag kadlaw)

Teacher 3: galing ti ang.. sa una bay sa DepEd ang una-una gid ya nila ya batch nga maka sulod sa Deped (dapat ara ka lang sa part lang? 1:53) assignment

I: ahh yes, first assignments no?

Teacher 3: na first assignment sa part one

I: ma challenge na

Teacher 3: amo gid na sa ang akon na ano gid ya na agyan gid ya

I: bali-

Teacher 3: halin sa may Yubo

I:oo

Teacher 3: tapos

I: dayon na naog sa

Teacher 3: oo na naog sa may La Granja National High School

I: okay

Teacher 3: indi pa to National High School during that time

Teacher 3: oo, sa La Granja dra gid ko nag dugayan-

I: mga pila ka years to?

Teacher 3: atleast mga pila ka years to kay sa Yubo (pause) 2000... asta lang ko sa 2004

I: okay mga 2 years sa Yubo

Teacher 3: ah two-three ah du four to bala mu

I: mga four years man sa Yubo

Teacher 3: oo du four years sa Yubo

I: tapos sa La Granja mga-

Teacher 3: lawig gid ya eh, lawig gid yad aw mga sobra gid ya kay nag transfer ko di pag 2000... 2004? 2002, 3, 4 pag ka 2004 dri na ko sa may La Granja

I: oo

Teacher 3: asta 2010

I: wow tii six years

Teacher 3: na oo dason

I: 2011 (Sir Heria: 11 ari na di sa Doña) transfer ka di sa Doña Hortencia

Teacher 3: nan, dugay grabe man penetensya kay kapila ko mag apply dri sa may Doña

I: ahh kay gina appyan to tranfer?

Teacher 3: oo transfer pero daw du indi gid ya (inaudible)

I: oo (nag kadlaw) okay

Teacher 3: du ka hapos gid ya du ang iban ya bala du ka budlay mas mayo na lang gani to kay nag bulig sakon to si ma'am (Atonsay? 3:05) nga hambal ya sakon nga Edgar san o ka pa ya, san o ka pa ya ma naog?

I: gin push ya gid ka nga ma transfer

Teacher 3: gin push ya gid ko ya nakon ko ma'am indi ko ma'am wala ko-wala ko chansa, wala ko ma'am kada apply ko du wala gid

I: oo

Teacher 3: tapos ang amon nga principal du wala man gana daw indi ya ko ya pag buy-an

I: daw in di man ma ahhh okay daw hawiran ya ka to ya

Teacher 3: oo

I: so sir balik ta ya Yubo bi sir no para atleast ma compare naton. Your first two years of teaching experience sa Yubo how was that.. how was that challenges (nag kadlaw) diba challenges (inaudible)

Teacher 3: una-una ti syempre kay bag-ohanon ka excited ka eh

I: ah excited ka

Teacher 3: no excited, excited ka gid kag dason aga pa kami sa naga buga bugtaw, aga pa kami naga bugtaw

I: ti sir sa La Carlota (inaudible)

Teacher 3: oo (inaudible), oo ti aga pa mga alas kwatro bugtaw na na tapos ma bantaw kami sa plasa

I: oo, oo

Teacher 3: dason ti da-damo ang sang Yubo ko is challenging

I: very challenging

Teacher 3: kay ngaa oo wala labot ya kis-a ga lakat lang kami

I: oo

Teacher 3: ga lakat lang kami ya halin to sa may bangga da pakadto sa sulod

I: oo

Teacher 3: dayon kis a naga labay pa kami sa may du suba

I: indi pa to nami ang alagyan (nag kadlaw)

Teacher 3: na o eh damo, damo sang experience sang sa Yubo pa kami to dason ang amon to daw pila lang man kami to nga teacher daw ka daw ka basta daw sa ka nami kay close... ang mga estudyante kanami gid to sa Yubo

I: so challenging in a sense nga layo to sa ka ayo, budlay ang dalan

Teacher 3: oo ka layo, oo

I: but ang good side of it kanami sang inyo nga relationship with you colleagues kag ka nami sang mga students

Teacher 3: yes, oo

I: ang mga parents kamusta?

Teacher 3: oo kanami man sang mga parents

I: very supportive

Teacher 3: oo very supportive man ang mga parents kay daw naga bulig man sila

I: oo

Teacher 3: oo

I: amo man ang actually ang (stummer) feedback man sang mga teachers man nga naka agi gid ya sa mga bukid nga ang mga ginikanan ya very supportive

Teacher 3: oo lain gid ya ya ang mga parents, oo naga bulig gid sila ya

(silence)

I: so sir pag transfer mo na di sa Doña, ma skip ta to sa La Granja didto ta sa ano kay ti you have adjusted na sa teaching field kay ti from your very background sa undergrad nga agriculture

Teacher 3: oo

I: then nag teaching field... now ari ka na sa Doña naka adjust kana sa teaching how was that experience naman

Teacher 3: ti sa sang sa didto ako ya sa may La Granja, sa may Yubo daw medyo damo to ya sang ano daw tana-tanan to nga subject gina tudlo ko

I: oo amo man na paryas sa Yubo

Teacher 3: ah Yubo amo man to, no kay ti syempre lain to ya mo

I: (nag kadlaw) ihambal ta gid ang mga subject ni nga gin pang handle mo maliban sa TLE

Teacher 3: sang didto ya Yubo tinga tudlo ko to ya sang mga Values, mga MAPEH tanan

I: oo

Teacher 3: amo na to ya ang gina tudlo, sang sa La Granja amo man

I: amon man

Teacher 3: tudlo man ko sang sa sa TLE

I: so sobra tatlo ka preparations

Teacher 3: oo damo du damo gid ya preparation kay ngaa lain to ya nga

I: kag dutay lang ya ang students

Teacher 3: oo dutay lang to ya ang students

I: pila kamo nga teachers sang una sa Yubo sir? Lab-ot man kamo ten? Or sobra man?

Teacher 3: ay indi daw below ten lang kami

I: below ten lang

Teacher 3: oo

I: multi grade kamo da

Teacher 3: oo nag multi grade kami ya ti dason sa may La Granja daw damo na galing ti syempre may ara ka gid ya nga advisory ko ti daw may ara pa gid ko basta (stummer) ang na agyan ko sa La Granja is na ka tudlo ako sang MAPEH kag Val Ed, nan wala labot ya sang akon nga major gid ya nga agriculture

I: oo

Teacher 3: sang sa dri na sa Doña amo na to ya ang pag experience ko ya nga isa na lang gid ya

I: oo, sa diri mo ya na experience ang gin practice mo gid ya nga pinaka foundation which is agriculture

Teacher 3: oo diri

I: only in the field of teaching

Teacher 3: oo teaching na pero sang sa may didto sa amo man sa may...

I: sa Yubo

Teacher 3: indi sa...

I: La Granja

Teacher 3: sa La Granja na practice ko gid to ya ang agriculture ko ya e

I: oo

Teacher 3: oo dason-

I: pero ang gina mean ko ya bala naka diri focus ka na gid yaw wala ka na nag ano kay ti

Teacher 3: oo, oo dri na gid ya sang sa dri na ko sa Doña ya tin a focus na gid ko ya nga amo na gid na ya ang akon nga gina tudloan

I: nga gina tudlo

Teacher 3: oo

I: sir ano ang mga challenges sang dri ka sa Doña teaching agriculture (pause) kay totally different from the area naman to of environment sa kay bukid to ya okay to ya ma nadol ang mga bata, kamusta ya ang mga bata sa banwa?

Teacher 3: ti sa diri ya (pause) depende man gid na guro ma'am sa may ano mo mga estudyante kay ngaa sang didto sang amo to nga time ya nga pag transfer ko sa Doña nami pa to sang mga kabataan

I: nami ang mga kabataan

Teacher 3: naga bulig gid bala ambot-

I: daw indi ka ya ma bug-at sa ila mag pananom kag mag pa-

Teacher 3: oo, sa daw indiya, sa daw naga bulig bala naga cooperate sa ya sang tanan-tanan kay ti naga lain man gid guro ang ano ah ang trend naga dugay nga naga dugay

I: lain naman ang mga pamatasan

Teacher 3: oo sang mga behavior

I: kay compare subong ya sir no

Teacher 3: oo subong ya lain na gid

I: subong ya sir ano? (nag kadlaw gamay)

Teacher 3: sang una ya daw hapos, naga cooperate sila ga participate sila

I: so ang challenge ya sang subong nga generation

Teacher 3: oo subong ya ang challenge gid ya

I: nga indi sila ya masyado amo na into agriculture

Teacher 3: oo indi sila ya, sang una to ya pag hambal mo agriculture ga ano gid to sila ya

I: oo ga pananom gid to sila ya sir

Teacher 3: oo ga pananomm gid to sila

I: willing gid sila ya sir

Teacher 3: daw excited sila

I: mhm

Teacher 3: nan

I: subong ya nga generation ya

Teacher 3: subong ya nga generation ya wala gid, kabudlay

I: miski pa hilamon ma stress ka pa

Teacher 3: oo daw wala gid ya, kay kung pa pili-on sila ya sa agriculture sa iban nga subject ti wala gid ya

I: indi gid sila ya mag agriculture

Teacher 3: oo e

I: or maybe few ang interested

Teacher 3: dutay lang ya pero dutay lang gid ya pero tani ma hambal lang sila ya nga buta na ang iban

I: pero what do you think are the factors na nangin influence bi sir ngaa nangin amo na ang behavior subong sang kabataan towards agriculture let's compare to let's say mga 10 years ago kay na dumduman ko pa ya sir na abtan ko pa ya nga ang mga students they help gid ya sa gardening

Teacher 3: oo

I: subong ya tuod ya daw indi ta makita nga amo na sila ka enthusiastic to ano

Teacher 3: ah ti subong guroamo na guro as ah... (pause) it's because sa social media

I: yes

Teacher 3: na amo na

I: kag ang trend subong is ang technology

Teacher 3: yes ang trend subong ya ang technology gid, kita mo biskan sa ano gani biskan mag ano wala eh, sa ila balay wala na

I: wala na ga pananom

Teacher 3: wala na ga bulig sa parents

I: check, check

Teacher 3: na wala gid nay a

I: amo gid na tuod ang pinaka challenge subong

Teacher 3: subong ya kay ti laban sila ya sa social media laban sila ya sa mga hampang, games na

I: oo, online games

Teacher 3: oo, online games

I: technology mga amo amo na no

Teacher 3: oo, grabe gid ya ang impluwensya sang technology

I: how is this challenge sa mga let's say anon ga generation ni gani

Teacher 3: z, z

I: z? na, how is it ang challenge sa aton, sa imo personally sir as a teacher sa agriculture with this generation Z na ni nga mga estudyante more on technology, paano mo gina deal ang kabudlay sang pag ah encourage kag motivate sa ila to... do a task and performances, kay kita technical diba kinanglan mananom gid sila yam ang hilamon

Teacher 3: oo ti-

I: paano mo na gina ano

Teacher 3: amo man gina hambal ko sa ila ya nga dapat ya practison gid ni kay ngaa sa ulihi amo ni ang inyo nga ano

I: yes

Teacher 3: oo nga kung indi kamo ya mag graduate, oh oo kag maka income gid kamo ya eh makita gid ya may income, kay kung pisan ka ti wala ka gid ya indi ka gid ya ma gutom

I: korek, amo gid na da ya ang key word (nag kadlaw)

Teacher 3: oo amo na da ya, kung ma pisan ka indi ka ma gutom

I: yes kay maka pananom ka gid da ya

Teacher 3: oo, kay kung indi ka ya ti ma salig lang ya wala ka gid... ti ang tanan sa kamalahon, ka mahal subong sang tanan

I: yes even okra

Teacher 3: oo mahal

I: lima ka piso ang isa, ti kung may tanom sila tuod ya

Teacher 3: oo, amo nag ani ang gina hambal nga tun-an mo na dason ma practice ka gid kay sa ulihi indi ka lang ya ano ma pungko ka lang? piho ka nga ma sa ulihi mangin successful ka ma mangranon ka nga ma mandar ka lang

I: nga ga pungko ka lang da?

Teacher 3: oo indi ka gid ya

I: korek gid, sir coping mechanism, kamusta ikaw as a teacher how do you.. cope up with this challenges sang... ah behavior and values sang aton mga kabataan subong? Kay ti syempre lain ya ang generation niyo sang una, lain man ang generation ko kag generation nila subong so how do you cope up with that sir? Kay ti sila subong mahilig sila sa tech, tamaran how do you adapt with that changes sir?

Teacher 3: at least sang una amo na na ang ginatawag naton na ga adjust lang gid ko sa ila, adjustment gid yasa ila ti kay kung na ano ka ya ti

I: dapat flexible

Teacher 3: dapat flexible ma adjust ka gid ya ila nga sitwasyon kay para nga maka upodmka man sa ila e kay kung indi ka ya mag adjust ti ma biyaan ka

I: indi ta sila ma ano no encourage no

Teacher 3: oo indi ta sila ma encourage dapat upod ka gid kung ano ang trend amo gid na dapat iupdate mo man kaugalingon mo

I: yes, korek gid ya sir (nag clap ka isa) even ang mga terms nga ginagamit nila sir

Teacher 3: oo eh

I: na notice mo?

Teacher 3: kis a gani daw indi kita ka balo pero ti ga (nag kadlaw) sa ulihi kita ang ma icompara sa ila damo sila subong mga trend

I: (nag kadlaw) yes gidd, so what is the some of the most rewarding and meaningful experience you have had ah has as a teacher sir? Nga bilang bilang agriculture teacher nila mga triumph ang success mo sa imo career being in the service for 25 kay for sure may mga graduates ka na

Teacher 3: oo correct gid ya, kay ang rrwards ko lang gid da kay ngaa ang akon mga estudyante sang una nangin maistra man subong

I: Nakita mo na angmga product mo (nag kadlaw)

Teacher 3: Nakita ko na gid ya subong ya kay ang akon makita mo ato oh, si Brinette to bala

I: ay okay, student mo to sa

Teacher 3: huo estodyante ko na kaday sin o na sin o pa na gani ang mga estudyante, ari na di si Jonrey na bala

I: Jonrey, Jinrey

Teacher 3: oo, Jinrey Nabalez

I: ah oo

Teacher 3: estudyante ko na to sa may ano sa may La Granja

I: yes, correct correct

Teacher 3: mga tanan ko nga estudyante ya mga

I: professional na

Teacher 3: mga professional na subongara na gid sila ya ti hambal nakon nakiita ko na gid ya ang pangabudlay kay ngaa ako sang una hala man ka sermon sa ila eh before ko mag klase ga sermon, may iban gid ya nga ano nga nga estudyante ko nag sunod sa akon

I: agriculture man

Teacher 3: oo, nga maga teacher man sila ti

I: mga na inspired mo nga students sir

Teacher 3: oo mga estidyante ko may iban to nga ari di ara da sila subong

I: amo na ang reward nga indi ma bayran

Teacher 3: nan amo gid na

I: to see them nga naga work na sila subong, work field na sila

Teacher 3: ang tanan nga du gin hambal namon sa ila du nag daw na nuto man sila

I: oo, na nuto tama gid na ang term na nuto

Teacher 3: na nuto gid sila ti sa ulihi successful sila

I: yes

Teacher 3: wala sila ya nag.. nag hinulsol

I: yes, dira na dayon ma sulod ang role naton in shaping our students

Teacher 3: yes, amo na, amo na

I: mga values nga gina

Teacher 3: amo na sa ang akon nga gina

I: laygay gid ya sir no

Teacher 3: halin pa sang una nga daw gina ano ko sila bala ti nag tinguha gid sila, ti may iban gid nga wala

I: sir may na meet ka nga (nag sabat dayon si sir may ara) nag agriculture gid ya

Teacher 3: nga?... sin ogani ang akon nga... basta may ara ko da estudyante subong ara da sa sa may ano sa La Granja si sino na nga bas- nag agriculture sa ganikay ara sa sa farm school

I: wow very good

Teacher 3: nan basta may iban ko nga estudyante ara na iban sa... Saudi

I: Saudi

Teacher 3: oo ara na sila kay ti akon makita sa ano

I: ga ano man sila ga reach out man sila sa imo sir?

Teacher 3: oo eh, kung kis a eh

I: greet no greet

Teacher 3: oo ga greet man sila ti kung mag change gani ko sang akon profile sag acebook baw ara sila 'ti sir kamusta ka na?' baw indi ko na ma ano kay to na hidlaw man sila

I: yes kag so dira mo na gid ya ma ano ang saying nga you are the fruit of your labor

Teacher 3: na amo gid ya ma'am

I: nga may mga product ka na

Teacher 3: oo, makia ko na bala, wala ka pa bala ya nag retire nakita mo na sila nga nag upod na sila sa imo ya, kita mou pod na sila sa mga seminar no

I: (nag kadlaw) upod na kamo

Teacher 3: oo ang iban ko ari sa sa DepEd

I: so sir sang una, how do you think nags responent, how are they responding to that strategies nga or approach mo man were they very positive sa mga laygay mosang una kag sangsubong man eh, how are they responding

Teacher 3: ah ti amo na gani kis a-

I: or kaagi man sir nga may estudyante ka nga dungol-dungol ya nga daw

Teacher 3: may ara man, kis a may time gani na nga daw na ano sila daw wala sila gana, nga daw gina laygay mo man lang sila nga sa ulihi ang gina hambal ko para ni sa inyo sa future niyo

I: yes, yes ma realize nila mangabuhi

Teacher 3: oo, ma realize nila sa ulihi mangabuhi ti makita man na nila, ti ara na ang tanan gina

I: hatag

Teacher 3: gina hatag ko na sa inyo ti ang tanan nag tinguha kamo ti amo na eh

I: sir uhm let's go to the institutional support, ano ang mga form of support do you receive from the school or could it be nga outside man could be from the parents man knowing nga syempre indi tanan provided sang school man, were there support from the school? Sa mga needs mo sa agriculture like mga tools mo da equipment mo

Teacher 3: ang school ya eh naka hatag pero ti ang iban da ya sa mga ano eh project nila

I: project

Teacher 3: oo

I: will there instance man nga naka like ang mga parents mismo nag donate or sang didto ka sa Yubo sir may mga instances man

Teacher 3: ay daw wala gid to

I: wala gid

Teacher 3: daw wala gid to ya sa may ano

I: kay kulang

Teacher 3: oo kay daw ano man to bisan dri na man to ya sa may sa Doña

I: but were there point nga personal mo na

Teacher 3: oo personal ko na

I: always gid

Teacher 3: yes, always

I: (nag kadlaw)

Teacher 3: wala gid na ya (kadlaw gamay) kung isipon mo na ya du pila-pila na ka na du wala gid ko may na baton nga ano nga support, personal gid ya nakon

I: kalabanan

Teacher 3: kalabanan gid ya personal,

(nag dungan sila hambal, sir: ti sa may iban na to eh kung may advisory ka

ma'am: kung may support man sa school very limited?)

Teacher 3: kung may advisory ka eh

I: oo kung may advisory, pero like ang school ga provide sa aton tools?

Teacher 3: oo may ara sang dri ko sa Doña may ara

I: pero later na lang

Teacher 3: oo naga provide

I: pero sang una ya wala gid?

Teacher 3: sang una to ya wala gid

I: provide your own

Teacher 3: oo provide your own na, sang sa dri na ko ya pag transfer ko na di ya amo na to ya naka ano pero indi man, dugay-dugay naman to kag maka request ka naman so ang gina himo ko is project sang kabataan

I: ga himo ka strategy

Teacher 3: oo ga himo strategy para nga-

I: ma providan ang mga needs

Teacher 3: oo para nga ma ano ang needs sa ano ang ila mga sadol, guna gina pa project ko na sa ila

I: naka agi ka na experience nga na ngayo ka mga seeds sa ano sa BPI?

Teacher 3: oo, basta daw naka ano kita sa BPI

I: oo naka agi ta no nga ma ngyo mga seed or mga naka tubo na gid ya?

Teacher 3: oo mga naka tubo nan ga mga plants

I: that's one of our support from the outside mga ano naton

Teacher 3: oo government na na

I: oo, oo, what about sa industry demand sang changes sir? How do industry trends, demands influenced your teaching practices kay ti syempre subong advance ang technology in terms of agriculture mga amo nab ala compara mo sang una kag subong bala sir damo gid man ya nag update, how do industry trends and demands influenced sa imo bi teaching

Teacher 3: ti sakon ya syempre kung ano ang mga trends subong ti amo man na du naga naga adjust man ko eh uodate man ta kay kung indi ta mag update ma tudlo kita sang daan?

I: updated? (nagkadlaw)

Teacher 3: iupdate ta man ang kaugalingon ta para ma update man naton ang mga learnings

I: so how do you update sir? Nag go through ka study ah...

Teacher 3: ma'am wala akon, ara lang gid sa naga lantaw lang gid ko sa mga anoo sa mga news mga youtube

I: dako gid nga influence sir no?

Teacher 3: oo kay kung kis a ara social media gid

I: dako gid nga ano bulig

Teacher 3: dako gid nga influence kay ngaa dira ta ma ka update

I: dita ta gaka update (nag kadlaw)

Teacher 3: oo dira ta gaka update sang mga latest, kay wala man ta sa sang training sa mga ano to mga training to ti ang training naton ya wala na to nag obsolete na

I: yes, even aton mga textbook, wala man gid ta ya siling nga textbook gid module module to

Teacher 3: oo wala kita yam ga textbook, sini man lang kami nag textbook naman

I: oo

Teacher 3: is because ang k-12 may ara naman ta subong bi

I: k-12 bay modular to modules to in the form

Teacher 3: modules to ti subong may libro na na oh iya sang MATATAG

I: oo

Teacher 3: may libro na

I: at least may libro na

Teacher 3: pero sang una ya ga bakal gid ko ya sang libro eh

I: personal mo ya no?

Teacher 3: personal gid ya eh para may referance

I: para may reference, yes that's- correct na

Teacher 3: amo na na dumduman ko ya

I: yes, amo gid na ya pirme ang aton da

Teacher 3: oo sang sang una ga bakal gid ko na ya sang libro para lang ma update lang ko kung ano ang bag o kay kung indi ka ya mag bakal ti wala

I: outdated ka gid tuod-tuod

Teacher 3: ma outdated ka

I: kag mga videos eh maka upload ka na videos subong no

Teacher 3: oo, ti amo na na ang social media

I: that's one sa mga challenges naton subong to adapt man using technology sa aton pag tudlo

Teacher 3: nan

I: compare syempre sang nga baw

Teacher 3: sang una ya wala gid to ya

I: manila paper lang to no?

Teacher 3: oo manila paper lang to sakto manila paper, subong ya lain na gid

I: subong maka print na ta pictures maka ano no?

Teacher 3: oo maka print, kag ara eh mga tv naton

I: mga tv yes dako gid nga help

Teacher 3: dasig gid ya mga learning nila

I: yes, motivation and commitment, what motivates you to continue in the teaching profession despite sang mga challenges nga gina atubang naton sir, what keeps you motivated

Teacher 3: ato balang para ma ano lang gid ko to bala naga pray lang gid ko kay lord nga ti tagaan ya lang ko sang ano sang strength nga para ma pa ano pa nakon makabulig pa ko sa akon nga mga estudyante sa ulihi

I: yes, amo gid na sir no

Teacher 3: amo lang gid na ya ang akon

I: kung paano mo ma influence

Teacher 3: ang ginoo gid ang una-una

I: yes

Teacher 3: kay iguidan lang ta, tagaan ta sang mayong lawas

I: oo

Teacher 3: nga maka ano pa ta

I: (inaudible)

Teacher 3: maka bulig pa ta nga maka... hatag pa ta sang aton knowledge of wisdom sa aton kabataan

I: correct, kag nakita naton subong sir ah, gina balik nila ang... gina boost nila subong agriculture kay ti na industrialize na kita bayna subong na realize nila nga ay indi kinanglan ma balik ta sa basic

Teacher 3: oo

I: diba gina promote ta subong ang home gardening ang mga ano kay ti daw (pause)

Teacher 3: kay daw wala wala-

I: oo daw wala gin tutukan sang mga previous

Teacher 3: oo sakto nak ag kalabanan sang mga tawo subong daw wala na ga ano dapat daw wala na sila bisan sa ila balay daw wala sila gana mag ano biskan sa aton nga mga estudyante subong wala

I: oo, check, ti kay subong paryas na bi-

Teacher 3: lain na

I: lain na gid ya sir lain na gid ya

Teacher 3: lain na ang trend sang mga kabataan sang una ya pag hambal mo ya ma tanom, dutay lang gid few na lang gid ya ang naga ano eh naga tanom para sa iya, mga pigado pa na

I: oo sila pa na ya-

Teacher 3: ang mga mangaranon ya ti wala

I: sir was there a point in your teaching career nga nag hambal ka man nga daw ma halin ka sa pag tudlo? Was there a point at one time sa 25 years mo nga pag tudlo? Nga daw ma hambal ka na lang nga ay indi na ko mag maistro a, was there a point?

Teacher 3: daw wala gid ya bala sa akon nag sulod

I: nga amo na:

Teacher 3: Oo kay daw wala man gid ko na kay ngaa daw wala gid ko ma hambal nga ma untat ko daw wala man kay daw ano.. daw ano kay ngaa before ko nag teacher daan nag tudlo na ko nga daan sa iban sa mga private

I: ka apply ka

Teacher 3: oo dason du ka ano bala ang obra to is daw ga organize ka bala daw naga bulig, daw wala gid na bala sa akon nga point nga nag hambal ko nga daw gin ano ko ah

I: So you have learned to embrace na lang gid yay a

Teacher 3: oo kay ang akon mga tiya mga teacher man ti daw ara na lang gid daw gin embrace ko na lang gid ya

I: you have learned to love

Teacher 3: oo galing kay ti sometimes bi nga sa sa ulihi nga kung kis a bala nga ma stress ka nga ka damo ubra may ma sulod gid ya imo nga

I: kapoy no

Teacher 3: oo ma'am nga daw ka kapoy

I: but still overpowered siguro sang ano

Teacher 3: nao o amo na lang gid na

I: sang sang motivation mo to nga ma kaimpart ka pa sa mga kabataan mo samga students mo

Teacher 3: ti galing kung ma stress ka bala kis a damo ulubrahon

I: bombarded (nag kadlaw)

Teacher 3: na daw kis a maka hambal kana lang nga untat na ko daw indi na ko ti wala ta may ma himo kay amo ni ang aton gi sulod am oni aton gin sudlan, tapuson ta na lang gid ni

I: sir ari very- a bit personal, what personal values or beliefs that guided you aside sa gin mention mo gina nga pangamuyo gid ya sir no?

Teacher 3: oo, amo gid naya ang akon nga ano kay ngaa kung wala ko ya naga kung wala ya ang ginoo sa imo wala gid amo lang gid na akon kada adlaw ga pangammuyo gid ko, hambal nakon lord guidi lang ko sa sino nga adlaw buligi lang ko nga ang akon mga estudyante mangin behave lang sila, nami akon learning, nami akon-tanan tanan amo lang gid na bala, so ang ginoo gid ya ang first priority

I: submission gid ya ya sa ginoo

Teacher 3: oo, amo gid na ya ang dapat, oo kay ti wala gid ta ya may ma himo kay kung wala ya ti wala amo lang gin akon kada adlaw ko ya nga kada bugtaw ko ya antis ko mag kadto sa eskwelahan lord buligi lang gid ko nga pag abot ko sa skwelahan mayo lang ang tanan, ang mga estudyante ko ma behave, ma cooperate, ma tanan sila- amo lanng gid na

I: oo, thank you sir. Now we are now in the last part sir ah, recommendations for improvement, syempre may mga areas gid ta nga dapat iwork out sa aton nga institution, ano sa banta mo ang improvement nga gusro mo isuggest para sa aton TLE?

Teacher 3: okay

I: or sa TLE in general bi sir ah education ano ang mga nakita mo nga tani ma improve pa gid sa amo ni nga area

Teacher 3: ah ti ang sa dri guro sa aton nga dapat ma improve bala amo na eh dapat ang rooms

I: rooms

Teacher 3: oo dapat may ari kita mga rooms

I: laboratory rooms

Teacher 3: laboratory rooms gid importante nga may ara man sa aton agriculture nga indi bala nga ka da every year bala naga lain lain kita, tani ang daw may iya gid nga permanente nga room kay nga dira na naton ma maintain

I: correct gid ya

Teacher 3: dason ang mga tools, dapat ara gid dapat may may ara gid ya ang mga kabataan nga one is to one is to gid ya bala nga

I: ratio

Teacher 3: ratio

I: sa mga tools naton

Teacher 3: sa mga tools nila, dason amo na eh, maintenance, paryus to sa amon sa agriculture tawa bala every year naga balik kami ka basic ga balik kami from the beginning

I: puno

Teacher 3: is because sa maintenance

I: huo, continuity

Teacher 3: oo sa iban ya bay sige ano, iban nga school sige sila ya daw every year-daw a two-three years sila ya ti ngaa may maintenance sila ya ti ang aton ya? Pagtapos sang quarter patay, pag ka opening naman balik sugod

I: sugod naman sa puno kag lain naman ang area mo nga tanuman (nag kadlaw)

Teacher 3: nan amo na bala kay wala sang permanency nga gina tawag, na amo na bala ang gusto ko nga isa gid ang rooms dapat may rooms gid ya kada isa, no, ang agriculture may ara gid ya so ang laboratory area bala nga final na gid ya

I: oo

Teacher 3: nga kung sa dason

I: budlay tuod no nga lain lain ta area kay ti kumbaga adjustment ka nanaman sa bag o mo

Teacher 3: na adjustment nanaman

I: especially subong nga ma changes nanaman sa curriculum

Teacher 3: na changes nanaman sa curriculum, changes naman sa grading ti lain naman

I: ay correct

Teacher 3: back to ano naman ta from the beginning

I: sir in terms sa policies and administration bi or in administration- admin naton ano ang mga suggestions mo for improvement... du you need more support from our admin? Administration in terms of- do you see is there a need to improve sang support nila sa field of agriculture nga gina offer naton?

Teacher 3: oo eh dapat may ano gid dapat-

I: sir do you feel nga daw na ulihi aton agriculture nga specialization sa aton TLE? Compare sa iban nga areas nga gina offer ta? Do feel nga there is a gap nga daw na ulihi kamo ya nga daw gina paboran ang iban nga specialization? Do you feel that ano... daw wala man?

Teacher 3: oo, oo may ara, na feel ko na nga daw kis a indi nakami ya makita

I: oo

Teacher 3: oo is because daw lain

I: lain focus

Teacher 3: lain ang focusti bisan sa aton lantawa bala nan

I: so ang sa management-

Teacher 3: ang pinaka priority ya nan kamo da oo kami ya daw na behind na wala na kami mga tools

I: mga areas to imrove sa management

Teacher 3: oo daw indi fair, indi fair

I: so there's this-there's this unfair...

Teacher 3: dapat uh oo

I: unfair allocation of budget? (nag kadlaw)

Teacher 3: dapat ya equal nan oo budget dapat ya equal gid tani

I: resources to support sa inyo

Teacher 3: para man nag yapon sa TLE tanan

I: yes

Teacher 3: indi man na ya sa isa

I: (nag hum) success sang isa success sang tanan kay kung may na bilin to indi ta successful kay ngaa we are one

Teacher 3: na amo na ma-ma hambal kita nga nag successful sa kay ang suporta ato sa iya ti ngaa ti apektado man ta gyapon

I: tanan yes because we are one department

Teacher 3: how can educators be supportive kita? May mga suggestions ka da? Ano ang mga kinaglan naton

Teacher 3: sa aton ya kita ya dapat iupdate kita sa mga examples sa training dason ang aton mga kinanglanon

I: (nag hum)

Teacher 3: nan dapat ipa- para mangin effective ang aton nga mga ano dapat support gid ya sang management mga kinanglanon ta

I: we cannot give what we don't want

Teacher 3: oo

I: may training dapat sa aton, updating sa aton

Teacher 3: oo dapat upat kita sa training

I: ang gin train lang nila sa aton ya ang curriculum pero in terms of our skills wala

Teacher 3: nan in terms of wala na, wala na ta ya sa skills

I: which dapat tani gin update ta

Teacher 3: oo iupdate kita ya kung ano no, dason pagkatapos ma support sila eh mga teaching naton paraphernalias

I; oo, sa kwarto

Teacher 3: nan sa sulod kwarto nga kis a personal naton nga anow ala na

I: wala ka choice if we want to give, ma provide ka gid

Teacher 3: yes nan ma provide ka gid ya kung gusto mo nga mag nami ang imo pag tudlo, ma provide ka

I: and that shows your love and passion for your work sir kay kung indi you will not be willing to spend with your own money

Teacher 3: oo indi gid ya eh kay sa aton lantawa da bala kay kung indi ka mag update sa imo kaugalingon ti hala ka lang da manila paper-manila paper ti amo na bisan tudluan sila nga oy powerpoint, powerpoint kay para hapos nan

I: correct, correct

Teacher 3: ti ma hambal sila nga mp mp, manila paper sang una pa na

I: (nag kaadlaw) manila paper tuod

Teacher 3: para nga maka upod kita sa trend na ilitis kung ano ang trend subong

I: update gid ta

Teacher 3: updated gid ta dapat so amo lang na ah

I: okay ah, sir Garry thank you for your time, very valuable gid

Teacher 3: okay ah

I: thank you so much

TEACHER 4

I: So, good afternoon Teacher 4. Uhm

Teacher 4: Good afternoon

I: You will be my first interview for this uhm research study. So... can you just describe, to start lang ya no? Can you describe your overall experience as a technical vocational educator or in our context bi in ahh TLE teacher.

Teacher 4: As a TLE teacher in general . So ah okay man siya in the field sang (inaudible 0:40) because nag align man ko sa subjects nga ginatudlo ko but.. for the first time nga nagsulod ko medyo may culture shock siya. Nga...ay okay amo ni siya gali ang education. Amo ni gali ang ari di. Kay kalayo bala sang na experience ko, sang first teaching experience ko sa college than nga nagkadto ko gulpi sa...high school. So lain siya environment, naghambal ko ah okay lain gid siya.

I: ahhh, for the record lang so prior to teaching sa..high school. May college experience ka ya. Pero ano gani imo background gid ya. like ano ang undergraduate mo nga...

Teacher 4: HRM graduate

I: okay, and then after graduating sa college?

Teacher 4: Nagmasters ko Human Resource nakateach ko dayun sa Isabela College and then nag-eskwela liwat and then nagsulod DepEd

I: Nag-eskwela to get unit sa education?

Teacher 4: Sa education

I: I see... sa college to sir ano to imo natudluan nga..

Teacher 4: Nang... housekeeping and food and beverages subjects.

I: Ahh okay, which is really related sa imo nga...

Teacher 4: Oo

I: Sa undergraduated mo nga... ano... Okay okay. So how long have you been teaching sa DepEd.

Teacher 4: Manug 10 years by July 25

I: Ahhh congratulations (laughs). Pero ah, sa college to ya last time, mga how long were you teaching sir?

Teacher 4: isa lang ko to ka semester and the nagdecide ko dayun nga maenroll sang ano... Supplemental kay didto ko narealize nga ah okay nami magteach, sige maeskwela ko.

I: For the culture shock ka pagsulod mo di sa public school?

Teacher 4: Lain gid ya katama, kag kalayo gid sa ya

I: (laughs) so what subject or specialization did you handle sa DepEd na?

Teacher 4: Uhhh, from the start until today may cookery, cookery subjects but may ara man entrep. Nkahandle man ko agriculture, css kag...EIM

I: Ahh okay, EIM is?

Teacher 4: Electrical Installation and Management.

I: Yes... So what inspired you to become a Tech-Voc or TLE teacher bi? Were you inspired or was it just an opportunity nga nag-abot ?

Teacher 4: Uhhmm, inspired because nga... may self realization nga kanami gali nga magteach ka sang bata nga nakita mo nga nag-grow nga may learnings halin sa imo mismo. That's why nagdecide ko nga ano... To have an opportunity nga magsulod sa DepEd, nagsupplemental ko kay gusto ko siya kay nakita ko gali nga kaya ko nga ehh, impart ang knowledge ko sa mga students.

I: Very nice, can you describe your overall experience as a Tech Voc

Teacher 4: As Tech Voc educator, for how many years sa Tech Voc. Ah... First challenging but along the way...

I: So naka 10 years kaman sa Tech Voc

Teacher 4: Indi, nang ma... 5? 5 years sa Tech Voc

I: Oo

Teacher 4: For five years sa Tech Voc nang... First guro...For first time nagsulod ko sa Tech Voc, dayun may adjustment period . Nang nashock sang mga competencies nga amo na ideliver mo siya, amo ni kinanglan

himuon. But along the way, namaster na siya, okay na siya. Nang...

I: Adjust na?

Teacher 4: Adjust na kay nadeliver na kag nahatag na ang ginapangayo sang competency . Deliver kag ihatag sa kabataan.

I: Okay, ano nga mga challenges ang naencounter mo in your teaching practice?

Teacher 4: Ang... Challenges is... Wala ka classrooms. Ang... Learning materials mo, wala ka learning materials. Kkang ang imo nga tools.

I: Laboratory ya?

Teacher 4: Laboratory tools mo, kag laboratory mo. Amo na siya ang mga kabudlayan. But when it comes to teaching, kaya, kaya siya ah but pero those are nga kinanglanon gid ebutang sa mga kabataan tani para mag-effective man ang learning process nila ih.

I: correct, so you see this as a challenge that affect your teaching?

Teacher 4: Yes gid ya as in, big affect gid sa ya. Kay paano ko mahatag ang hundred percent knowledge kag makuha sang bata ang specific nga skills kung wala ang ina nga mga, waay ang tools, waay ang laboratory, wala ang modules. Wala sang classrooms.

I: hm mm, correct, correct. Coping mechanism, how did you cope with this...to manage sang mga inagyan mo

Teacher 4: Sa classroom... Ummm, nangita way kung diin nga mga sub teachers ang vacant. Maki-insert para makaklase, para ma hatag sang bata ang learning facilities, and then sa laboratory ga-adjust sang wala pa eh, wala pa ang laboratory room. Nag-insert insert kung sin o nga may laboratory but kung may available sila da sa minindalan. But ang sa tools, wala ka choice mabakal gid ka.

I: Personal?

Teacher 4: Laboratory gid ya, kay base sa amon pag-interview to sa national is ang hambal gid ya is kulang ang laboratory, tools, and equipments. Those are the factors that affect sa performance sang kabataan within the industry, because of the school they cannot perform, they don't know how to operate those machines becuase we don't have those machines.

I: Correct. Okay, let's go to industry demands and changes. How do industry trends and demands influenced your teaching practices

Teacher 4: Baw kanami ni, when we say trends and demenads from the industry, kung ano siya nag current, kung ano siya ang, ani siya ang...trends subong. ang imi nga teaching styles and techniques is gina ano mo man. Gina enhance mo man. Ginadevelop mo man, nga dapat maka suit kaman to sa trend subong para ang imo nga kabataan indi man siya maulihi.

I: Correct

Teacher 4: Kay kung, mastay kalang sa curriculum mo kag indi ka mag integrate sang imo, nga ano. Nga... Current trend layo gid ya ang difference. Indi kaadjust ang bata, indi ka cope ang bata sang trend subong. so that's why you nee to follow the curriculum at the same time enhance the current trends application

I: Ano mga challenges mo bi sa mga changes nga ini, ano nga mga challenges?

Teacher 4: Ummm, challenges... subong, as of now sa... Training sa curriculum, siguro ang challenges is ang preparation na naman.

I: Yes as always (laughs)

Teacher 4: Indi man sa akon kang pero sa tanan-tanan siguro. Maadjust kita tanan sa preparation because nag new ang curriculum.

I: Yes

Teacher 4: At the same time, waay ta kabalo.

I: In two weeks daan mastart na ang klase, and then ari palang ta di

Teacher 4: Oo, ari palang ta di ya, gaamo palang tani subong. Gaseminar oo. And then we don't know kung ano naman ang room naton because number one is every year gachange ang loading

I: Correct

Teacher 4: So we're not prepared kung ano siya ang aton nga iklase kung maano nata subong. Waay ta kabalo kung ano ipreparar ta. Because ang changes sang aton nga loading kag sang aton nga curriculum indi ta pa mapredict kung ano ang aton ipreparahon subong.

I: Correct gid. So how do you adapt to your teaching...amo ni bi nga changes naton to meet this demands. Nga teh may mga changes (laughs) how do you adapt?

Teacher 4: Ummm, kinanglan mo imotivate ang self mo wether you like it or not you need to prepare myself, I need to do this, I need to have this . I need to prepare all of this kayamo na siya kinahanglanon, amo na siya nag competency . Ao na siya nga kinanlan ko iklase sa kabataan oara maenhance mo ang ila nga skills.

I: Yess

Teacher 4: Ang... Ang gwa ya is nang... Maano ka, ma... Sulod ka sa isa ka battle nga indi ka ready pero kinanglan mo magbato.

I: (Laughs) Correct gid

Teacher 4: Si amo na siya

I: Correct gid na ang imi nga ginhambal. S you have mentioned about motivation kagina no? And we will include the commitment, what motivates you to continue in the teaching profession despite these challenges?

Teacher 4: Uhhmm, the most important thing nga ginahold on ko sa life ko is...ang hambal ko sa self ko nga bisan ano pana ya ka budlay. At the end of the day, ang akon nga ginlantaw is once nga nag teach ko ang bata ya may makwa sakon kag may malearn, may maapply sa daily life ya. Ao lang gid na ya ang pinakacore sa akon.

I: Daw amo na ang ginangangapyutan mo gid naya

Teacher 4: Ginapangabuhi ko gid naya, adlaw adlaw gahambal ko naya bahala na ya kung ano ang problema, ano ang differences. ano man da siya ang conflict within the school environment , basta matudlo ko kay ang bata ko ya may matun an sakon, maapply ya na ya sa iya nga pangabuhi.

I: Correct gid Uhhh, what personal values and beliefs nga naga-guide you sa work?

Teacher 4: Uhhmm, personal values and belief. Halin kay nanay ang hambal ya sakon, kung indi ka gusto nga makabati sang malain nga tinaga indi ka maghambal sa iban nga tawo kag paminsaron mo ang ginhambal mo kung nami pamatian or indi antis mo ihambal sa iban nga tawo.

I: Kay nanay mo gid ya no?

Teacher 4: kay nanay dyapon

I: (laughs) We're almost done, so recommendation for improvement. What improvements will you suggest for uhhh TECH-VOC sa aton

Teacher 4: Uhhmm, siguro enhancement for TECH-VOC kinanglan siya nga, ma...mangayo gid taya sa National para maalign man ta sa MATATAG kay kung lantawon gid ulihi gid ya ya ang TECH VOC. Ulihi katama kulang laboratories sa apat ka specialization. Kulang ang...sang learning materials. Wala, gid ya gani learning materials. Kung may ara man siya kita lang ang nangita and. And, uhhmm...ano ang support sa students and teachers sa aton nga program.

I: Strengtened pa

Teacher 4: Istrengthened ta pagid ang aton nga support sa aton nga teachers, tagaan sang training because there are some teachers nga ginbutang dira nga indi da siya aligned nga kinanglan siya naton tagaan sang seminar para maalign na siya ang ina nga teachers kag makahanadle sa ina nga subject areas. Ang nahambal bala nga paano mo nahatag kay ikaw gani wala kaman.

I: Correct, correct gid na ya. Ai nga nga changes ang needed in policies or in our administration? Nga nakita mo

Teacher 4: Uhhmm, number one is leadership. Uhhmm, within the school and within our department. Leadership gid da ya. Kay once nga ang leader naton is ano lang siya nang...perform their duty as a leader. Kabali siya dapat mag guide, kabalo siya dapat magpush, kabalo siya dapat mag control sang iya nga environment. Indi ya pwede ya nga, ops diri kalang asta. Ops, amo ni dapat. Ops, sige go ka. So when it comes to leadership is you are ano mong leading your organization, you are leading your department and you need to set yourself as a leader. As a good example. You will be the one to motivate them.

I: Mm hmm

Teacher 4: As a leader, kinanglan mo siya ya nga. Sige, himua na for you to grow, for you to learn. Indi ya nga mahambal ka nga indi lang. Ang leader ya dapat are there to motivate your teachers, are there to push them to perform.

I: Nga mabring out ang best nila

Teacher 4: Oo yes amo na dapat nga ipush mo silato their limits nga mag-gwa sila sa comfort zone nila. Mag-gwa sila sa shell nila. Maging productive sila kag maging successful sila.

I: Correct. Thank you very much gid sa imo time sir, your...

Teacher 4: You're welcome

I: Shared experience is very valuevabe in this study because mangin basehan ni siya sa mga future recommendations naton. Thank you so much!

Teacher 4: Thank you.

TEACHER 5

I: So good morning Teacher 5, thank you gid for allowing me to have this interview sa imo in support sa akon study sa.... thesis writing sa masters nga may title “Shaping Lives a Qualitative Inquiry on the Challenges and Triumphs of Educators”....so sir, as an introduction ahmm..just introduce yourself and then give me a little background of...kung ano gin graduatetan mo sang college and...kung pa-ano ka na padpad sa field of teaching kag kung pila ka na ka years naga tudlo... sa...ah.. highschool

Teacher 5: Okay... I’m Marlon C. Armateo, I graduated from San Agustin Bacolod City, Major in Psychology...

I: uh-huhmm...

Teacher 5: and I take a professional course in Refrigeration and Air Conditioning while studying...

I: ahh...

Teacher 5: and....

I: while studying sa Psychology?

Teacher 5: Psychology...

I: uh-huhmm..

Teacher 5: kay damo kami...vacant na ga...ojt na kami to.tapos....ahh....I go to manila...I did not practice Psychology—

I: pero na complete mo gid to ang four years ya and graduated?

Teacher 5: yes....I graduated 1992.... nalipat ko sang akon nga ..

I: ato ang imo nga...ahh...vocational course nga gin ano...pila to ya ka...ano ka lawig to ya..

Teacher 5: two years...

I: two years? so pag ka tapos sadto ...sang two years mo man, nag pa manila ka

Teacher 5: nag pa manila ko..wala experience, wala ano..wala hands-on...nag hands-on lang sa eskwelahan ..

I: ojt lang to bi

Teacher 5: ahh..oo,.hindi.. sa eskwelahan sasa capitalistic technology pag lab.ot sa manila, ang mga alog gapati nga mga illonngo ko nga kung mag kadto sa manila eksperyinsyado..

I: (laugh)

Teacher 5: pero in theory..

I: in theory lang

Teacher 5: in theory lang..pero manami man...ahh..successful man kami didto mga-

I: ano nga work? what field of work was that?

Teacher 5: Air Conditioning

I: Hmmm

Teacher 5: Refrigeration and airconditioning

I: Napractice mo gid ya atong educational course mo?

Teacher 5: Oo napractice, oo educational course. Ahh...first nga nagkay o sang ref

I: Mmmmm, didto pa? (Laughs)

Teacher 5: Oo, in theory.

I: Uh huh

Teacher 5: Pagkatapos, in actual. So far, so good. Nag repair sang aricon sa salakyan

I: Oo

Teacher 5: In theory, apply ang actual. So far, so good.

I: Hm mm, hm mm.

Teacher 5 Oh, so... First time in my life nga nakaeearn ko sang 10,000 a day

I: Wow, that year?

Teacher 5: Oo

I: Year ano na? (Laughs) Dako dako na gid na tuod.

Teacher 5: Ahh year 1996

I: Hmm, so nakita mo potential sa skills mo?

Teacher 5: Oo sa skills

I: Refrigeration?

Teacher 5: Oo, duwa ka aricon ang akon ginkay-o sukot ko two-five, two-five. 5,000. Nakakay-o ko, labor lang na ya ha

I: Oo, oo

Teacher 5: Nagkay- o ko sang aircon, duwa ka aircon. Ang akon to nga labor materials, two-five...two-five man.

I: Oo

Teacher 5: Malimpyo ko guro mga tres mil.

I: Oo

Teacher 5: nagkabit pako anthenna

I: Oo, extra pagid?

Teacher 5: Oo extra nga anthenna

I: Extra pay?

Teacher 5: Oo, extra pay to ya. Mga tatlo ka anthenna. Mga six nanaya sang hapon,sang gab-e ya

I: Oo

Teacher 5: Teh nubo man lang 10 feet man lang

I: Oo

Teacher 5: Kag ako man to nag-obra sang anthenna

I: Oo

Teacher 5: Ngaa, nakabalo ko mag-obra sang anthenna? Nagpakabit, nag-install sang anthenna ang didto sa golden city

I: Oo

Teacher 5: Ginkwaan ko takos

I: Oo

Teacher 5: Daw indi ko magpati nga nami ang reception

I: Oo

Teacher 5: Kay ang ginabaligya ni manong nga anthenna, yagi sa sa damo ka damo sang elements. Pero ato ya duwa lang. Directional kag reprector lang.

I: Oo

Teacher 5: Nami nami ang reception

I: Oo

Teacher 5: Oh so, nag-advertise na kami, kung sin o gusto nagpatakod sang anthenna tag 800. Po ang amon capital tag 150 lang.

I: Wow, grabe ba. Grabe back up ba

Teacher 5: Grabe (laughs)

I: Easy money (laughs)

Teacher 5: Oo, sang dason, pag-abot ko gid ya sa golden city indi ko magpati nga adlaw adlaw—

I: Ang golden city, ano na sa nang...

Teacher 5: Subsivision

I: Subdivision, okay.

Teacher 5: Mga ang...kalaparon ya mga 65 hectares.

I: So ara kamo sa within sa maintenance sang management sang subdivision?

Teacher 5: Indi

I: Private pagid kamo ya nga individuals ya nga nag racket racket lang?

Teacher 5: Racket lang, nag-ano kami nagkwan pagkatapos, di ko magpati nga adlaw adlaw may guba

I: Oo, oo

Teacher 5: Adlaw adlaw may guba

I: May income

Teacher 5: Teh kay ang ila, pagsaylo dala na daan ang gamit nila mo.

I: Oo

Teacher 5: Ahh teh amo na, pagkatapos. Nag out up kami sang shop nga amon

I: Oo

Teacher 5: Nami, nami ang income namon. Gaincome kami semana dyesmil.

I: Oo

Teacher 5: Grabe

I: Individual na?

Teacher 5: Indi, bilog kami

I: Ay daw grupo

Teacher 5: Grupo kami sa college na diri sa Bacolod

I: Ahh mga upod, ululupod kamo to?

Teacher 5: Ginpaapas to sa namon, kay ma put up kami gani shop

I: Oo (giggled)

Teacher 5: Kay nami ang potential. Lerting kwarta

I: Oo, oo.

Teacher 5: Pagkatapos, ato na nami na. Pagka...may tagaluto kami

I: Oo, wow...

Teacher 5: Kami ya, elec— technician lang gid kami

I: Oo

Teacher 5: Ang isa namon ka manug ahhh upod manugpanglaba.

I: Oo (laughs)

Teacher 5: So damo amon lago, kung sin o una magpakay o sang washing machine ginpull out gid na biskan simple lang ang guba

I: Kay para matestingan—

Teacher 5: Para magamit namon to kag ma...

I: Palaba

Teacher 5: Palaba. Sang ulihi nagkwan kami nag...ano ni nag...break up naman. Tungod sa money matters naman.

I: Oo, oo

Teacher 5: Sa money matters naman, sige lang kami kaon kami. Libre kaon, may arkila nana sa balay. Daw four-five ang balay to. Teh pagkatapos sang bulan, mangayo kami sang amon kya padala man di sa pamilya ko, may pamilya nako mong.

I: Married kana sang time nato?

Teacher 5 Oo, married nako, isa palang amon bata. Si Marlyn. Teh pagka ano wala...ahh siling ko mag-ano gid ni, indi gid ni mayo.

I: Oo, income pero wala ihatag?

Teacher 5: Wala ihatag, sa ulihi nadisband kami, nagbulag na kami. Sa ulihi didto naman kami nagtakod sang amon shop sa balay gid ya sang migo ko na sang magulang ya.

I: Manila man dyapon?

Teacher 5: Didto man dyapon sa Golden City mana

I: Mm, hmm

Teacher 5: Sa Laguna kami, pagkatapos may nakilala kami nga ilonggo gin ayo namon kung pwede kami ka, kay ang iya nga shop salakyan. Siling ko teh pwede kami ka-tv kag kaaircon, refrigeration. Oki

I: Tandem kamo

Teacher 5: Tunga

I: oo

Teacher 5: Teh ang amon nga electronics, naghalin, so nanguta naman kami ya...si manong sang technician sa electronics

I: Oo

Teacher 5: Teh basta refrigeration

I: Inyo assign—

Teacher 5: Oo amon na, duwa kami ni Arnel

I: Oo

Teacher 5: Teh nagsupot supot, sang ulihi, ginbaton sang balita nga napatay ang akon nga hinablos, nabungguan sang truck. Amo to nagpuli pero antis ato, may nakilala ko nga engineer. Teh maouli kami nagpundo iya salakyan, way na nag-andar. Teh ginbuligan namon nag-andar paman. Amo na timingin nga nag-andar

I: Napaandar niyo

Teacher 5: Napaandar namon, teh siling ya...mag amo ni imo abilidan kung didto ka sa US, kay sa US sa mong, nagbakasyon lang sa. Niya, wala ka problema, akon ang tanan nga gasto. Upod ka sakon sa US

I: oo, mapa-US, kana gid tani?

Teacher 5: Siling ko tsansa gid ni

I: (laughs)

Teacher 5: Amo to, natabo. Nabungguan teh nagpuli ko eh. Nagpuli ko di, waay nako kabalik to. Sila ya nagpadayun to ya.

I: Pero paano kanaoadad unto field of teaching? Kay teh you have that tadlong nga ano—

Teacher 5: Oh teh, oki na?

I: Oo

Teacher 5: Pagpuli ko di , nag-obra ko da sa KLS

I: Oo

Teacher 5: Western plaza na da nga refrigeration dara sa may...punta.

I: Oo

Teacher 5: Siling ko kung mag amo lang ko ni permi. Wala gid ni

I: Oo

Teacher 5: Siling ko maestorya ko sang akon asawa. Siling ko makwa ko bala units sa education.

I: Imi to ya initiative?

Teacher 5: Oo, akon

I: Sin o nag-inspire simo? What did— ano nga mga...diin mo nakita ang potential sa...into field this. Kay totally different gid ya kabay.

Teacher 5: Teh, siling ko ya sa makaobra ka sa gobyerno, life time

I: Oo

Teacher 5: Amo na ya ang akon, teh siling ko. Isa palang amon bata, lero ara bing madugangan?

I: Oo

Teacher 5: Okay, so nag-eskwela ko masteral sa...aww inang kwan uniting

I: Diin?

Teacher 5: Sa City College

I: Gaoffer na sila? What year is that?

Teacher 5: 1997?

I: Oo, may uniting na sila?

Teacher 5: Nag-uniting ko to, pagkatapos—

I: One school year lang na?

Teacher 5: Duwa ka schoo—duwa ka tuig

I: Aw duwa gid ya ka tuig gali ya? Teh pano? Sige ka racket racket sige ka skwela?

Teacher 5: Oo eh, skwela eh.

I: Ah okay

Teacher 5: Amo na, job-job...racket-racket. Pagkwa board, igo pagpahibalo science ang akon nga kwan

I: Qualification?

Teacher 5: Qualification, siling ko ay defushet kag tunga ni way gid tani, abi ko values lang

I: Oo (laughs) nagscience pagid

Teacher 5: Science

I: Oo peri wala gid sa pinsar mo atong TLE? Indi pato TLE sang time nato?

Teacher 5: Waay nato TLE, failure.

I: Wala ka nakapass sang first take?

Teacher 5: First take waay

I: Kay science specialization?

Teacher 5: Oo, specialization. So balik naman ko liwat sa basic

I: Oo, review? Sang study?

Teacher 5: Tuon naman ko science

I: Oo

Teacher 5: Kutob sang nag-guluwa to ginreview ko

I: Oo

Teacher 5: lain naman naggwa po parte sang sciene

I: (laughs)

Teacher 5: Pero, hopefully nakapasar nako

I: In God's grace, nahatag sa imo ang second nga (laughs)

Teacher 5: Waay ko ya nagreview review kung diin nga mga review center, wala

I: Self study kalang gid ya?

Teacher 5: Sige pana drinking, sige review. Si misis ya gaobra naya sa country mark. Supervisor to sa. Amo na nga kilala ya ang asawa ni Marcos.

I: Hmmkay

Teacher 5: Apply sa Antipolo, wala ko di ya nag-aoply sa may diri, sa highschool. Apply ko sa dolid.

I: Diin kamo gapuli sang time nato?

Teacher 5: Sa Ayungon sa Dolid gid ya. Waay gid, teh si fatima kay akon na sa...pakaisa—

I: Fatima??

Teacher 5: Cordero, pakaisa ko

I: Oo

Teacher 5: Niya, ap— ma kapasar kaman guro sa maestro? Science to ikaw bulos— sabye to si Noni kay gapangita to sa. Teh hatag ko papeles ko

I: Year ano na ni?

Teacher 5: Year... 2008

I: 2008, okay

Teacher 5: 2008, pagkatapos, sige na. Pagka...tapos sang three

I: Months?

Teacher 5: Three months, teh way indi na ma pa nako

I: May end ang imo nga pre-service? Pre service lang?

Teacher 5: Indi, sweldo. May sweldo

I: Wow, very good eh. Wala ka gali kagi volunteer ya didto

Teacher 5: Wala ya may sweldo ya with pay.

I: oo

Teacher 5: Labay kami as a superintendent lang to si maam Broneola. Kialala ni sa sang asawahon ko kay gautang sa sa Alfamart.

I: Oo (laughs)

Teacher 5: Nagkadto sa sa...nagkadto kamu kay maam Broneola

I: Oo

Teacher 5: Teh, siling ko maam nag-end na tong akon nga kwan contract.

I: Oo

Teacher 5: Niya siling, inid ka magkabalaka kay hambalon ko Lalaine nga eh ano ka

I: Continue?

Teacher 5: Eh, ano bala, eh job order. JO. Baw nag JO ko

I: Ang Job order ng sweldo kag atong isa nga swledo pareho lang?

Teacher 5: Daw indi ko ka kwan

I: Indi mo marecall?

Teacher 5: Indi ko marecall pero mas nubo.

I: Oo, job order

Teacher 5: Mas nubo, 8000 siguro. Gin job order ko sa TLE

I: Hmmm, diri na sa high school dayun?

Teacher 5: Oo sa high school nako to nagkwan—(inaudible 12:54)

I: Dra ka nga room?(laughs)

Teacher 5: Ang nipa na ho, kay...Garesa second na to kay...Malagkit.

I: Dira na ang imo room?

Teacher 5: Oo, ang kay Aposta didto sa likod sang COOP(not sure 13:05) may tatlo na da bay ka kwarto?

I: Yes, yes

Teacher 5: Sa likod akon, dira ko sa botanical garden

I: Oo oo

Teacher 5: Na, ang akon nga first nga gin...abi mo kung ano ang gin sub-an ko? chemistry.

I: Chemistry dayun?

Teacher 5: Oo, chemistry. Oh nagtanga naman ko nagbalik naman ko liwat. Nagtuon naman ko liwat

I: laughs)

Teacher 5: Teh maobserve si... Pagkaliwagan, teh sige sa observe

I: Oo

Teacher 5: Siling ko boss, lungko lang sa likod ah. Teh sige lang ko klase.

I: Oo

Teacher 5: Gaobserve da sa, strikto sakon sang una biskan kwan lang ko, strikto ko ya.

I: Sulod kwarto?

Teacher 5: Oo, sulod kwarto strikto ko kaayo. Kung indi ka ya kapasar, indi kaya kapasar.

I: Pwede pa to ya ka failure sang sulod sang time nato (laughs)?

Teacher 5: Dason nagsaylo ko sa, nag JO ko nag—ang akon gimtudlo diri oh, Electricity. Kami ni Luis sa...

I: Sa?

Teacher 5: Sa shop.

I: Sa iya under na sa sang ano?

Teacher 5: Sa TLE nana sa

I: TLE na...

Teacher 5: TLE na

I: So from science subong gin transfer ka na—

Teacher 5: Sa TLE, nag JO ko. Pag opening sang—

I: Or basi, ga TLE ka ga Science ka pagid? Duwa ma—

Teacher 5: Wala na

I: Isa lang gid

Teacher 5: Indi, 2006 ko to guro nagkwan ay nalipat ko basta. Pagkadason nga tuig, nag apply kami. Gin assign kami sa ano, gin interview kami ni sir Leobet na to sang ano, ang superintendent

I: Oo

Teacher 5: Gin apply kami sa...Balabag. Didto kami ginpasa, kami to ang... Pioneer. Si...ako, si Tintin.

I: Tintin man? Tubianosa?

Teacher 5: Tunianosa

I: Oo

Teacher 5: Kag si... Apr— indi, ay oo si April

I: Nillo?

Teacher 5: Ahh si Darlyn Nillos

I: Ahhh si nang Darlyn

Teacher 5: Pagkatapos, si Tintin nanaog, bumulos si Nillo. Hmm mm. Didto sa...pagkadason tuig, diri na kami.

I: Nagtransfer kamo?

Teacher 5: Transfer kami di sa Doña

I: Sang didto sa Balabag ano to natudluan mo? Ano nga subject?

Teacher 5: Tatlo

I: Hmm

Teacher 5: TLE, Science, kag Math

I: (laughs) okay

Teacher 5: Wala to ya mgameasuring ano ni, measuring...cup?

I: Mga...oo

Teacher 5: Amo-among na. Mga graduating (not sure 15:20) cylinder...mga amo na. Ang *** (15:22-15:28)

I: Amo to (laughs) ang sa motor na?

Teacher 5: Ang sa motor na na balang yellow na

I: Oo

Teacher 5: Na

I: Ahh may ara?

Teacher 5: May ara na sa graduation teh, gin...takos takos namon to kag ginbutang sa plastic cup. Kag ginlabelan

I: Woww

Teacher 5: Plastic cup

I: Sa TLE to sang una, ano to natudlo mo ya?

Teacher 5: Sa kwan na ya, sa science namon na.

I: Ahh sa science niyo na ya. Teh ang TLE mo ya nga area? Ano to nga

Teacher 5: Kwan, Agriculture

I: Sa Agriculture to ya. Okay okay

Teacher 5: Sa math to ang kwan namon, algebra. Tuon naman ko liwat , nagtuon naman ko liwat algebra

I: Oo, oo

Teacher 5: Oero pagbalik ko di ya sa diri sa Doña Hortencia nga diri nako ya, sa Science ko ya

I: Sa science ka nagid

Teacher 5: Sa Science, ahhh first year

I: oo

Teacher 5: First year tana akon subject. Pagka...first year may third year ko nga chemistry, bale duwa akon load.

I: Oo

Teacher 5: Pagka...dason tuig

I: Dale lang bala kay chemistry layo-layo sa Psychology bay, although science sila—

Teacher 5: May nursing ko

I: Ay may nursing kapagid ya nga units ya?

Teacher 5: May nursing sa Riverside. Nag nursing ko sa—

I: Ano na, antis kaap nga Psychology?

Teacher 5: Oo, pagka-pagka first year nakon gid ya sa college, sa Riverside college ko ya

I: Ahhh, nursing?

Teacher 5: Amo na kita ko na to si Garesa, Maam Garesa

I: Ahh oo, nursing to kurso mo?

Teacher 5: Nursing to ya, amo na may chemistry kami, inorganic kag organic chemistry.

I: Oo

Teacher 5: So gin, refresh ko lang ang utok ko

I: Oo, kay naagyan mo

Teacher 5: Pagka...second year namon

I: Nagchange mind ka?

Teacher 5: Indi, waay pa. Anatomy nakami, mapublic discussion debate na. Nafailure ko sa English kag Anatomy

I: (laughs) teh?

Teacher 5: Ang amin maestro yawan ko sang lagas

I: Oo

Teacher 5: Teh ang policy sang Riverside pagkaduwa imo failure, transfer ka

I: Ahh ..

Teacher 5: Te nagtransfer kami

I: Ngaa kami? Damo kamo?

Teacher 5: Damo kami, upod ko man dyapon si Arnel na nga akon upod sa Manila

I: Ay, bff mo gid gali to sa ya (laughs)

Teacher 5: Bestfriend ko gid na sa

I: Oo

Teacher 5: Pag-abot naman namon to sa...amk na nag Psychology na kami dayun kay mabalik kami sa first year sa Nursing tej siling ko indi ko meg, indi ta magbalik kanugon sang gasto sang ginikanan ta

I: Woww (laughs)

Teacher 5: Oo, tuod.

I: Oo eh Riverside, what is Riverside bala sang una nga tiyempo. Indi ka ya kapa Riverside kung wala ya sang ikasarang

Teacher 5: Oo, teh ang...ang problema to kay paghatag sang exam...Masskara

I: Hmmm

Teacher 5: Teh, aga na kami gapuli

I: (laughs)

Teacher 5: Teh anong isabat mo bi sa papel?

I: Oo, korek.

Teacher 5: Okay, so balik ta bala sa diri nata.

I: Oo Doña nata return kana di sa Doña

Teacher 5: Pagka...sa Science nako, dason tuig naman. Ginkwa ko ni Henry Sitchon. Kay nagretire si...Montaño.

I: ano gintudluan ni sir Mintaño?

Teacher 5: Electronics

I: ohhh

Teacher 5: Teh ako naman nag-electronics kag electricity. Siling ko nano maning pangabuhi tani man

I: (laughs)

Teacher 5: Siling ko sa science ko wala ko to chansa nga maka...mapromote kay damo pagid senior kaysa sakon siling ko sa TLE, siling ko basi chansa ni basi diri lako mapromote. So wala man dyapon. Dason. Na...ang electronics namon nga subject ginkwan se TECH-VOC nga ginhandle man nakon, nag-eskwela kami na ni Alnis

I: Hmmm

Teacher 5: Sa Victory College

I: Oo

Teacher 5: Teh ang ginskwelahan, nag-eskwela kami electronics ya.

I: Nagskwela gid ya?

Teacher 5: Ginpaeskwela kami sang eskwelahan

I: Ahh, so ginfund kamo?

Teacher 5: Oo

I: Oy, okay very good. Kaey need?

Teacher 5: Kay sir Leo to, kay kinanglan sa TECH-VOC nga may, para may NC2 ang electronics na...kay ang sang amo to nga tiyempo, kwan gid to ya...Consumer and Electronics Servicing

I: Na...ang ngalan niya?

Teacher 5: Ang ngalan niya

I: Oo

Teacher 5: Ulihi nana ya nag EPAS (19:16) so nagskwela kami ni Alnis, hoping nga makwa kami NC

I: Oo

Teacher 5: NC2, oki. Paglab ot namin to, gin-estorya namon ang...manager sang TESDA kung pwede kami maassess kay para makaNC2 kami, kay kinahanglan sa TECH-VOC, teh siling ya indi na owede kay dason tuig dulaan na ang Consumer Electronics, eh EPAS na. Siling ya teh subong kung makwa kamo sang NC, way nakami di ya ga NC2 sang electronics, kung gusto niyo didto kamo sa Cebu.

I: Teh?

Teacher 5: Ay kung indi man kami mag NC2 sa electronics, okay lang nga mapa Cebu pata. Balikang ko sa Science eh

I: (laughs) teh?

Teacher 5: Oh, wala kami NC2 . Teh eksplekar namon sa kay—

I: Pero nagtraining kamo?

Teacher 5: Oo, nagtraining kami. Ahhh sige, teh way gid kami mahimo no ma EPAS nana sa dasun kuno, teh amo nalang na dara namang guro sa EPAS

I: Oo

Teacher 5: Asta sang ulihi,, teh oara to makwan, ma...approve ang application for TECH-VOC kay sang amo to na tyempo, isa palang to ang na apprive ita sang Silay

I: Oo

Teacher 5: So duwa kami, ang nagpaapprove, duwa ang TECH-VOC ang napaapprove, ang sa Hinigaran kag ang diri

I: Ahh okay, okay

Teacher 5: Na...sang ulihi naapprove nadi

I: Oo

Teacher 5: Naapprove nadi,ambot silingon naapprove man to, kay ginkadtuan sang Regional Director.

Nalipatan nalang to ang EPAS to

I: (laughs) dula nama to

Teacher 5: Daw wala namang to ang NC2

I: Pero gusto ko ya, interesado ko mabatian arang gin-experience mo. How was that, kay teh...this is totally different from you background?

Teacher 5: oo

I: amo to nagtraining kana. So let's go to the TECH-VOC part nato nga nagahandle kana electronics

Teacher 5: Hmmm mm

I: Noh? Indi man gid siya layo gali eh no? Kay teh nag-ano ka

Teacher 5: Indi kay may kwan ko may background nako daan sa electricity.

I: Oo

Teacher 5: May rewinding kami nga kurso sa practical necessity. Amo amo na

I: Ano kalawig ang training niyo to sa electronics? Ni sir ano

Teacher 5: Sir Almis? 6 months

I: Ahhh, kalawig gali

Teacher 5: Lawig, amon gasto refund lang kami, yawan kami panghulam plete ya

I: oo

Teacher 5: Sang ulihi

I: Anom kamo kabulan

Teacher 5: Oo, anom kabulan

I: Daw vocational course gid to ya nga ginkwanan niyo ya

Teacher 5: Galing kay ang amon klase sabado domingo

I: Ahh okay

Teacher 5: Po bilog nga adlaw

I: Sa diin nga...

Teacher 5: Victory College sa likod sang...West Negros. Dira man bi kanday Persa nagkwan, nagkwa...training sila sang iya NC2. Sila ni maam Castañeda

I: Okay so...

Teacher 5: So dungan lang to kami

I: Ahh

Teacher 5: Amo na mung didto sila

I: So school funded to tanan?

Teacher 5: Oo, oero irefund paya dapat imo bill

I: Pero wala nakaabot ang refund?

Teacher 5: May ara man, kay kung wala ginrefund way nako may iskwela ya

I: (laughs) okay

Teacher 5: Magasto gid yabi kami man

I: So ano to nagin challenges niyo on the first year of handling your electrines. Mga challenges anay ah

Teacher 5: Challenges...ang challenges wala kami ano, wala kami....mga materials bala nga gamiton dayun

I: Mga tools mo

Teacher 5: Ang tools ara

I: Ang materials lang

Teacher 5: Ang tools ara, ang mga...materials

I: Galamiton mo ya sa pagrepair mo

Teacher 5: Like, like bi sang capasitor(not sure22:38) wala kami, may mabakal ka paya ka capasitor (22:41)

I: Oo

Teacher 5: So ang akon ginhimo,, nagpadala ako sang mga guba nga board sa kabataan. Amo na nga damo damo kami da scrap

I: Ahhhh, first year mo paghandle sina pila kabilog ang electronics nga students

Teacher 5: 16, puro na tanan lalaki. Ahh...si Almis ang ila nga first year

I: Ikaw second year?

Teacher 5: Second year, third year, kag fourth year

I: Ikaw?

Teacher 5: Ako, permiro na daw mga...kwan na sila sa kwan pag-graduate nila grade fourth year, santos na sila

I: (laughs)

Teacher 5: Tuod tuod na. Tuod tuod gid na

I: Amo kana disciplinarian inside the classroom

Teacher 5: Amo ko na ya ka disciplinarian.

I: Oo

Teacher 5: Ahhh, abi nubo ka sa test, amo na nga ginkwan ko gid sila mag-ano...one to ten pato sang una.

Pintas gid ko sang una manghatag test mo

I: Oo, grabe ang standards mo eh, meaning

Teacher 5: One to ten...indi ka gani ka kwa sang seven

I: Oo, balik—

Teacher 5: Pahilamunon ko sa likod

I: (laughs) pwede sila kapanunod?

Teacher 5: Indi

I: Strikto ka gid ya?

Teacher 5: So waay sila sundanay, disisays sila kabilog, one seat apart naya. Test palang na

I: (laughs)

Teacher 5: Teh masiling na sila, sir ano labot ya sir sang...agriculture nani ya sir ang ginaobra namon

I: Oo, teh reklamo sila

Teacher 5: Oo, siling ko. Kung mag electronics ka dapat may pasensya ka

I: Oo

Teacher 5: Kay kung wala kapasensya, ang mga tiil sang mga components makalapungil na

I: Oo

Teacher 5: Oki, gabuta ang hilamon

I: (laughs) wala sila mahimo?

Teacher 5: Wala. Amo...teh amo nana, tinlo tinlo nada kay si Sheryl na da ang gakwan sa piyak.

I: Oo, so that's one strategy nga naano mo para madisiplina ang mga bata?

Teacher 5: Madisiplina sila. Pagkatapos to, ang nubo na gina utoy-utoyan nila kadlaw may tag tatlo nalang.

I: Hmm mm

Teacher 5: Asta sang ulihi waay na gid ya sang naganubo

I: Oo tanan—

Teacher 5: Kay pagsiling ki nga matest ko bwas—

I: Tuon—

Teacher 5: Pag-abot ko na gapungko nana sila, nakatuon nana...nakatuon na na sila. Pero I see to it nga wala sang makaperfect

I: (laughs) oo

Teacher 5: Ang makwa lang gid nila

I: 9?

Teacher 5: 9...8

I: Yes

Teacher 5: Indi sila kaperfect. Kay ang isa kaquestion da may ginatago gid ko da nga question

I: Nga...reserved mo gid naya para

Teacher 5: Oo reserved ko gid naya nga indi sila kaperfect

I: (laughs)

Teacher 5: Po may...sang ulihi , may nakaperfect

I: May nakaperfect

Teacher 5: Oo, kibot ko. Brilliant ang bata nga ina. Teh ang iban nakabalik di nagamit nila kay iban nagseaman

I: Wow

Teacher 5: Teh may electronics na sa seaman

I: Naapply ya gid?

Teacher 5: oh teh naapply nila, ika pila ko nila kadtuan. Waay gid sila...way gid kami mag-abtanay.

I: May package ka to tani guro

Teacher 5: Basi guro. Ano pa akon, masku black label lang da

I: (laughs)

Teacher 5: Baw wala gid kami nagkit-anay

I: That answers may question actually nga...successfully mga successful stories mo bala. Naovercome. Teh syempre sang una wala gid materials

Teacher 5: Ok

I: Ano na challenge to, you find ways provide. Sila nagdala

Teacher 5: Oo sila nagdala

I: Mga daan nila nga mga...

Teacher 5: Daan nga electricfan, daan nga cellphone

I: Para may ara kamo magamit

Teacher 5: Oo

I: Successful stories, namention mo na may ara kana product nga nag sea man. More stories pagid bi, mga nangin successful ano mo

Teacher 5: Si ano, engineer nana subong. Si...Lamberto. Electrical engineer, Master Electrician 2. Galalis sa gani sang...ila nga maestro nga Engineer

I: Oo

Teacher 5: Di sir amo ni sir ya ho, amo ni tudlo samon ni sir Armateo

I: (laughs)

Teacher 5: Di sir ah, correct niya sir. Ginalalis ya. Correct. Ling gid ya bala kayo process ya haw, teh ang akon gintudlo sa studyante ko, as long nga makwa mo ang inchakto nga...resistance. correct na.

I: Oo, pamaagi mo na ya

Teacher 5: Oo, lang shortcut bala sa physics na aw. Nga pag suma

I: So, ang knowledge mo sa...physics, naaply mo to sa electronics?

Teacher 5: Actually ang akon nga...tani gusto gid ya, inang...oagkwan ko di ho, maayo lang ko tani kung wala ki nagsaylo sa sa ani sa TECH-VOC...ahhh sa TLE. Mahandle ko grade 10

I: Oo

Teacher 5: Nga physics na dapat ang akon ginapangayo nga itudlo ko bala haw.

I: Kay daw amo na nanamian mo?

Teacher 5: Oo daw nami bala applyan physics bay. Kuwan kuwan, kuti kuti. Nami. Daw amo na lingaw ko na ya. Ano pa pamangkot mo?

I: Amo na eh, success stories mo

Teacher 5: Ahh...success stories pagid sa sakon...isa pa nagid nakon nga estudyante si Dianne

I: Oo

Teacher 5: Daw electrical engineer naman ara subong upod sila, supervisor sang bata ko.

I: (laughs) Studyante mo na?

Teacher 5: Oo, studyante ko na. Siya ya, ahhh electrical engineer. Pero ang bata ko yso chemical engineer

I: Hmmm

Teacher 5: Oh, Updanay sila. Teh iban ya, kilala ko na si tatay mo, maestro ko na

I: (laughs) very oroud ka sir eh no? To hear this success of your students before

Teacher 5: Ok

I: Kung paano ka nakainfluence

Teacher 5: Isa pagid ka akon nga studyante?

I: oo

Teacher 5: Nga electronics, nag-eskwela agriculture sa city college. Nakapasar sa board exam agriculture

I: Oo

Teacher 5: Ngaa, ngaa ayhan nga nag

I: (laughs) kay nanghilamon sa?

Teacher 5: nakapasar sa sa agriculture

I: Oh

Teacher 5: Si Daniel Villon, ara da sa gapuli sa may...tupad sang Parocco.

I: Oo

Teacher 5: Nag-apply siya, nabaton sa sa fill rise

I: Fill Rise? Sa may bacolod?

Teacher 5: Sa Murcia balang research center

I: Ohhhh

Teacher 5: kadako sang sweldo ya. Sir naghalin ko sir ah, di gwanta sir travel ya, teh niwang niwang sa daan. Subomg kang sa nagtambok.

I: oo

Teacher 5: Padala sa Dumaguete, kay teh...daw research center na sa Murcia, padala sa...kung diin diin sa nga lugar ginapatravel. Eh tamanan ko ya sir ya, kapoy sir ya.

I: Oo

Teacher 5: Puli sa, kaapply di sa, sa diri oh. Nag JO sa subong sa syudad

I: oh very good.

Teacher 5: Daw kanubo lang ya sang iya nga handum ya. Ah kapoy lagaw sir ya

I: (laughs)

Teacher 5: Oo sigurado ko, dako to tani chansa ya nga mag biskan mag ano lang to mag...kwarenta to ya sweldo bala.

I: Teh hamakon mo

Teacher 5: Oo nag-untat sa ya, teh kapuyan sa ya. Oh teh iya na ya choice.

I: Oo, grabe man no. Vrave nga mga opportunitues nga nag-alagi sa ila

Teacher 5: Grabe ya

I: Isa naman ya...your role, daw part of it sa mga answers mo actually sir is nang... role mo in shaping your students man. Kay for sure some, you have influence gid. Their values and discipline sa ila pagtuon. Amo na eventually nadala gid nila pag ano no. Pagwork na nila. So let's move to your, ano bi. To...institutional support. Diri naman ta mga aspect of your teaching career. Kamusta?

Teacher 5: Ang support?

I: What forms of support you received from your institution or organization? Siguro teh previously namention mo nga ginpatraining kamo?

Teacher 5: Ato ginpatraining kami, ang mga tools

I: But that was how many years ago,

Teacher 5: Sa subong ya, daw wala na kami kwan eh. Teh sa mga bag o subong dalat amo gid na eh

I: Patraining

Teacher 5: Patrainingon gid sila

I: oo

Teacher 5: kay kung...lain ya kung. Paryas nabi...gakwan daan ga...ang...ang electricity ya ara lang na ya ang muslo, kwan nana ya determine nana ya.

I: Oo

Teacher 5: Ang electronics ya naga evolve, nagataas. Sang una indi kita ya magpati nga James Bond nana ya ang matouch screen

I: (laughs)

Teacher 5: Ang relo nga may cellphone James Bond lang na ya

I: Subong reyalidad nagid ya

Teacher 5: Cellphone may telepono, so dapat ang...kung...amo na ang gintudlo

I: Ga upgrade

Teacher 5: Sa mga hobin, amo ning maadvice sa mga hobin, indi lang magpungko sa isa ka...kwarto da mag amo nalang gid na ang itudlo mo sa mga bata mo. Pwede ka kagamit...oh like for example sa aton internet, accessible na sa tanan. Kay biskan sa video, nga matan aw mo . Atleast kung makalagaw sila sa Bacolod, makakita sila. Indi tanan, indi tanan nga kabataan makalagaw sa Bacolod. Ang iban bag o lang nakatungtong sa Bacolod, ay lakat kami to sa kwan, ya nami-nami bala.

I: (laughs)

Teacher 5: Teh

I: Correct

Teacher 5: Pero, kung...dason indi tanan may cellphone

I: Oo, check

Teacher 5: Kag indi tanan makaconnect sa internet, indi bala?

I: oo, oo. May cellphone pero wala internet

Teacher 5: Oo,amo na bala. Pero kun—

I: Ang suggestion mo is like? We should make internet available?

Teacher 5: Oo eh, accessible sa tanan eh, accessible gid ya sa tanan. Pinsara kang ma bala ho, pila lang ka tawo ang may access sa internet saton di

I: Oo, if you want to have your own access provide your own way to (laughs) amo na sa

Teacher 5: Amo na gani, pero teh kung marequest ka damo pa pamangkot

I: Oo

Teacher 5: Mangita kanalang sang pamaagi, ano balang siling nila. Inang...ano ka gani panawag sini.

Nang...ano gani term ginagamit? Resourceful? Ano na? Daw BDO ka bala

I: (laughs) you find ways?

Teacher 5: Naaa, you find ways.

I: (laughs)

Teacher 5: Kag...dapat. maging Penshoppe kaman

I: Anong Penshoppe gani

Teacher 5: Exoress yourself

I: (laughs) I like it. Ari yo, motivation and your commitment. So what motivates you to continue in teaching?

Despite sang mga challenges kag let's face the fact may mga issues kita in our management nga ginaatubang.

Teacher 5: Ah...ang management ya ara lang nada, ang estudyante nga nagkadto sa imo dalat tudluan mo na.

Kay imi na obra. Dira ka naga, dira ka nagasweldo. Na... Tudluan mo na sila kay...kung wala na sila sa imo ah teh, indi na imo problema ila na ya sang ginikanan. Dalat pakadtuon nila ang kabataan nila sa kwarto, ksy ang graduhay ta bay sa kwarto. Waay ya sa gwa sang eskwelahan.

I: Oo (laughs)

Teacher 5: Amo na, kung ara sila sa kwarto tudluan

I: Oo

Teacher 5: teh kung wala sila teh indi sila ka kwa eh.

I: Sir pano, mo eh compare or icomparre abi ang mga student subong

Teacher 5: Sang nanligad?

I: Sang nanligad

Teacher 5: Asta subong? Kalayo eh, ah...indi kakaimpose sang...strict nga...policy sa student subong. Kay kadamo sang limitations. Like for instance sang una, wala pa ya sang cellphone pwede ka ya kapamuyayaw sa sulod kwarto.

I: (laughs) makaimpose ka discipline

Teacher 5: Makaimpose ka discipline. subong ya, may cellphone marecord lang kaya tudas kapa. Mawad an kaya obra. Pero dapat nami ka sa ila. Nga makwa mo ang ila attention. Oh...

I: So anong strategy mo?

Teacher 5: Ang strategy nakon sang una, subong sa may cellphone, oh pagwaa tanan nga cellphone. Oh, teh ars na nakagwa na oh butang sa bangko. Hambal lang ko karom sainyo kung gamiton niyo na ang cellphone niyo, pagsulat ko oh picture.

I: (laughs) using technology

Teacher 5: Teh kay ako ya masulat sa black board sige ko explain.

I: Oo oo

Teacher 5: Teh, kundi tapos nako. Oh picturi

I: Erase

Teacher 5: Oh erase naman

I: Oo

Teacher 5: Teh, kung tamaran kaya magcopy atleast nakapicture ka. Ang indi magcopy, ang indi magpicture. Bonus. Basi maopen notes ko magtest ko

I: oo (laughs) amo na catch mo da?

Teacher 5: Oo, kung sin o man ya. Nagtest kapa kung open notes.

I: Oo

Teacher 5: Mga amo na sa nga diskarte

I: Oo, teh syempre lain naman ang generation nila subomg

Teacher 5: di mo maano

I: pero sir, I would like to know. Anong mga values bi nga...mung бага nangin ano mo na. Nangin...hold mo bala indi gusto ko ni eh impart sa ila.

Teacher 5: Kwan guro eh, inang...mung indi kaman katapos atleast you know how to read and write.

I: oo

Teacher 5: kabalo ka magcompute

I: Oo

Teacher 5: Kay kung indi kapa kabalo bi magbasa, indi kapa kablo magcompute. Ang problema sini saton amo na mo. Mass promotion. Sa elementary, pasad sa college.

I: High school anay

Teacher 5: Halin sa high school, may labasa man ta tuod magsugod sa klase. Oero nga laglab ot sa... Diri diri saton nabi, sa first year. Indi man kabalo magbasa gina amo to nila magbasa, ginamual sang nagapabasa? Di bala gapabasa english

I: Diri lang ni saton, ginavision niya naton nga—

Teacher 5: Pero ang point, naton bala amo ni

I: Pano nakapasar?

Teacher 5: Oo, pano sila nakapasar. Karom kung may pabasa kita ng bulig. Dasin isa man lang kaagi, jndi man continues. That's why ginbutangan namon gani reading center kay kung sin o magpabasa nadi snag mga estudyante

I: Ahh diri may ari di gali

Teacher 5: ara maam ho, Lanatawa bala maam

I: Oo lantawon ko karon ah, sod this is lie a reading center

Teacher 5: oo, mung gusto nila magpabasa. Teh kita mo gin obrahan namon sang bag o nga bangko na oh

I: Ay woow, so amo nada gali...ang purpose

Teacher 5: Indi nadi kay siling nga nagastandby kami di kay para nga rebelde kami. Wala

I: Reading center na di ya

Teacher 5: Reading center nadi, wala lang namon nahawanan pa

I: Oo, so may propose ano kani?

Teacher 5: Wala kami ni ya proposal, amon ni ya initiative sang mga maestro di nga ga stalanbay di bala during wala klase

I: Nami guro eh para ma formally nalang gid na

Teacher 5: oo

I: Identify as reading center

Teacher 5: Dasun ginkwan ni namon kay sir nga.. mabuhat reading center

I: Oo, teh mayo gid. Nami. Nami siya nga adbokasiya

Teacher 5: Kita mo kanami sa ho

I: Mya tubig pa sila

Teacher 5: Ang marshmallow

I: (laughs) yess

Teacher 5: Wala lang ya ano, wala lang namon naoamghimos pa

I: Sige lang ah. Anyway we this ano nalang 3 days, 2 days na brigada para kabulig

Teacher 5: Ang isa pagid gali. Nang...sa values to inang kwan eh, inang trust and confidence nga dapat eh develop sang bata.

I: Oo

Teacher 5: Kay ibam bay ginabully lang di, wala sila.. indi sila kabalo mag voice out sang ila nga ano

I: Expression nila

Teacher 5: Indi sila ka Penshoppe

I: oo ,(laughs)

Teacher 5: Teh amo na sa, dason naman ang... Ang atin nga guidance okay nana subong kay teh...dapat ang

aton nga guidance all kwan sa...in between lang na tani sa guidance counselor kag sang...studyante waay na snag tawo nga iban makabalo.

I: Oo ang mga confidential

Teacher 5: Ang mga confidential, biskan principal—

I: Naexplain na nangligad

Teacher 5: Nga dapat ang principalindi pana kabalo

I: Hmmm, kay teh confidential matters

Teacher 5: Confidential naya.

I: Oo

Teacher 5: Dason, ang natabo ya daw kutso-kutso. Tanan-tanan ya kabalo nata sang confidential ya, indi na ya— kita mo da kung kis magmeeting may chismiss chismiss paya

I: (laughs)

Teacher 5: Nga dapat indi ka ya

I: Actually na explain na ni sir Glen one time, during the...teachers orientation nga may mga issues and concerns nga dapat...

Teacher 5: Nga ila lang na dapat

I: Indi gid naya mag gwa da ya

Teacher 5: Oo amo na

I: Kag, may mga bagay ng indi dapat gani maintrahan sang adviser mo, kay for example...basta kagi na si sir Glen

Teacher 5: Oo basta amo na

I: Explain one time mga amo na nga...kay may mga sensitibo nga bata.

Teacher 5: Pano tapa na karon eh shape bi karon, kay shaping di bay ang aton nga ano...

I: Shaping lives, ang aton title

Teacher 5: Teh karon makwan na sa bi, ime—kung makabalo na tanan ma traumatize pa ya ang bata.

Matransfer sa. Di bala?

I: Because sang mga...

Teacher 5: Mga naga...

I: Un—nga confidential things nga wala gin ano

Teacher 5: oo dapat secured

I: Dalat guro matrain ang mga teachers no? Nga...

Teacher 5: Oo

I: To...how do we deal with this mga situations nga amo ni. Kay very—

Teacher 5: Amo na sa tani saton kwan, sa God. Ukon sa aton ano na inset (not sure 38:56)

I: amo na ang sa next questions ko di, recommendations for improvement

Teacher 5: Oo, dapat amo na tani.

I: Sa school?

Teacher 5: Ehh dala na saton inset(not sure 39:05)

I: Yes, dapat may proper training gid ta tani

Teacher 5: Oo, may indi lang—

I: Indi man tanan saton ya may, like simo Psychology ka nga background

Teacher 5: Teh okay na ya sakon, kay kainchindi ko naya

I: Pero sa iban ya nga wala ya, like sakon. Although may educational psychology ko ya pero indi amo na ya kadalom mong kag—

Teacher 5: Oo

I: Ang pagstudy ta on that matter. Diba?

Teacher 5: Oo amo na sa dapat

I: So nami gid. Dapat ara siya sa God. What about sa aton fields? Sa TLE sa TECH-VOC. Anong mga suggestions or recommendation for improvement?

Teacher 5: Ahhh...amo na eh, trainings.

I: Oo

Teacher 5: Sa imyo way lang kamo problema kay damo kamo tools

I: Oo

Teacher 5: Garments, damo naman tools

I: Ang bulukigan gid

Teacher 5: Ang bulukigan isa ka computer. Kag...aton nga electronics, wala sang gamit.

I: Agriculture pagid

Teacher 5: Oo agriculture, wala kita sang mga sadol

I: Oo, butas lang to sila

Teacher 5: Butas (laughs)

I: (laughs)

Teacher 5: Madala kapa

I: May butas sila, wala sila sadol

Teacher 5: oo, amo na

I: Oo

Teacher 5: Amo na sa dapat ang aton nga ano, teh kung eh request mo na sa ano, indi mana prioritize gid sang aton nga...skwelahan nga daw isa lang ya ka subject ang tagaan. Ang iban ya haw, kwan sa iban

I: Dapat divided?

Teacher 5: Oo, ang mga kwan bala—

I: Equal...equal distrubution?

Teacher 5: Oo

I: Of resources

Teacher 5: Ang nami lang da sa tani ya kung may mapisan ta bi matapas sang mga government official da ngayo ka, may nga donations

I: That's one way no?

Teacher 5: Oo, amo man lang na. Kay kung eh saligan mo na ang MOE sang skwelahan

I: Daw wala gid ta da

Teacher 5: Ay, di tada kaano. Indi kada kasalig. Kay teh biskan waay ka tuod ni sila ang mga Filipino ni. Siling mo daw waay lang sila sang kinanglan nga mga ano teh ang ila ya karon mga bondpaper, ang ila ya mga ink

I: Correct, prepare sang mga classroom

Teacher 5: Oo, classroom

I: Actually nagkadto to nangligad sa opisina naton from the National to

Teacher 5: oo

I: ang target didto nila is to propose nga madugangan budget is specifically for TLE and TECH-VOC. Kay they— we needed more materials, tools

Teacher 5: Oo

I: Kay pano ta ka deliver sang...instructions kung wala kita sang mga tools

Teacher 5: Oo, idrawing mo da bi sadol, pero lantawon...mayo lang ya ang sa mga...kung sa uma kaya kilala kaya sadol. Ang diri ya sa...syudad?

I: Oo

Teacher 5: Ano na ya

I: Di sila kilala

Teacher 5: Kung magpadala kaman gamit, ang madala lang ya nag taga uma ang taga syudad ya wala ya.

I: Wala ko ni naquestion, kagina.

Teacher 5: Oo

I: What motivates you to continue sa paggtudlo?

Teacher 5: Sa pagtudlo, continue...

I: Or was there a point nga mahambal ka, daw indi nagid ko magmaestro ah. Ma...

Teacher 5: Daw wala man, wala pa na sakon. Wala

I: Oo

Teacher 5: Kay siling ko. Ahh....matudlo ko ya asta mga makaretire ko.

I: Oo, so ano...what keeps you going? Despite snag mga ano nangin challenges?

Teacher 5: Teh..indi man gid indi...sakon daw kabudlay man gid mag, maano bi ano. Anhon ni mo ang...kabalo kanana ah, indiang paghambal. Naga abot man sa time nga, natamaran ka

I: Oo

Teacher 5: Pero...daw nabutang bala sa pinasar ko ya nga...way nadi labot ya ang kabataan. Na, indi bala?

Kung natabo na ya sa...akon lang ya. Sa...personal na ya.

I: Sir, from the start I really see your passion, gid ya ya. Sang nakainvolve ka na sa...sa na... Salang kana gid sa teaching bala sir haw, can you say nga na demotivate ka? Along the way?

Teacher 5: Demotivate?

I: Oo

Teacher 5: Oo eh, damo eh

I: Oo

Teacher 5: Damo sang tyempo nga...daw.. tak an ka...daw waay mani pulos...teh...indi mo man pwede mapabayaang kay teh...bread and butter tani bay. Teh...mayo gani kay ang akon nga mga bata. Scholar ya, teh dutay lang ya akon bala nga...problemahon allowance lang gid ya. teh, siling ko pag-abot ko ya 60 ma retire nako. Waay naman ko sang eh iprove pa sa kaugalingon ko. Damo naya sang studyante ko ya nga successful

I: And para simo ya—

Teacher 5: Fulfillment ko nana ya

I: Yes... Di na ya mabayad ang—

Teacher 5: Achievement ko nana.

I: Di na mabayran

Teacher 5: Oo, biskan tricycle driver lang ya ang akon studyante. May isa gid ko ka studyante nga. Sa science ko to, naabirya ko sa taytay sa may...RSB

I: Oo

Teacher 5: Oh, ari ka sir, naano? Puga nga motor di maandar ya

I: (laughs)

Teacher 5: Nadumduman mo pa sir? Oo eh! Ang iya apeldyido Embudo

I: Oo

Teacher 5: Nadumduman taka studyante taka bay, first grade...ah first year to sila, dira kami sa babaw sang library

I: Oo

Teacher 5: Ya, failure mo ko ya sir ya

I: (laughs) oo

Teacher 5: Ano gani gimhambal ko simo? Nga mabalik pagkaaga? Nagbalik ka wala?

I: (laughs)

Teacher 5: Wala sir. Ahhhh na amo na failure ka, kay waay ka nagbalik. Kung nagbalik ka, pasar ka.

I: OO (laughs)

Teacher 5: Pero...ara dyapon ila bala nga palangga

I: Mayo lang gid ya dyapon ang ila...

Teacher 5: Mayo dyapon. Labay lang computer mabugto ang ugat nila ka singgit. Siiirrrr!

I: (laughs) Those were the days nga persado kapa ya, mangakig kag magdesiplina (laughs)

Teacher 5: Magdesiplina ko ya, tuod tuod gid na ya. Galing sang...mga...daw wala ko ya gapamuyayaw palang ko ya pero, wala daw indi ko bala ano. Daw indi gid ko bala, pagkatapos na eh anggaon ko na sila dayun. Amo na sa.

I: Amo na ang way of discipline mo

Teacher 5: May ara pagid gani nga...natulog sang amo na oh, gatulog sa amo nang garinungkadol lang da kung ara ko sa shop. Kay...kung gatulog-tulog gaano na sa gulpi lang na kuno maglakat-lakat nga ga tulog-tulog kita mo nga gatulog-tulog galakat-lakat amo nga daw si Moses, bastom ko na nga... Aluminum bala

I: Oo

Teacher 5: Kag gina...buy-an ko na, kung magdlaan gasinggit ko na sika.

I: Oo (laughs)

Teacher 5: Oo, dasun mamurag-muragan na sila amo na oh. Kung kis a ginhutikan ko na. Batue!!! Tao ka!!

Tuyo lang na!

I: (laughs)

Teacher 5: Ginaamo ko na sila ya, teh maamk na oh

I: Oero that's one way or strategy mo ya para makaconnect ka ya sa ila

Teacher 5: Oo. Kay pagka...natulog ka haw? Patay si lola sir. Ahhh teh tulog da! Amo na, way na dayun. Mga amo na sa nga...dawwala ko ya...daw wala ko...mga studyante basta makaagi lang ko sila mag mamaestro ko nila

I: Di kagid nila malipatan?

Teacher 5: Di na sakon malipat.

I: Amo na mga marking simo (laughs)

Teacher 5: Damo daan mga bwisit (laughs)

I: Sir Armateo thank you gid sa time.

Teacher 5: Oo

I: It has been a very productive conversation with you, salamat for allowing me to..ahh...to share your story diri. Kay actually sir, mangin ano ni siya. Mangin...pamaagi mani namon to...lantawon naton eh kung ano ang mga dapat naton eh improve pa. In our department especially. Daw ka amo gid ni, linaka ano sang study.

So...thank you gid sa time sir. Ang for trusting me—

Teacher 5: You are welcome

I: With your experience

Teacher 5: Okay...

Appendix E

Coding Sheet

Participant	Verbatim Statement	Essential Statement	Code	Theme
Teacher 1	"Honestly speaking... wala pa ga sink in sakon nga mag maestro ko."	Teaching was not his original career plan.	Unexpected teaching career	Guided Paths Toward Professional Growth
Teacher 1	"Destiny lang guro."	He believes teaching was his destiny.	Teaching as destiny	Guided Paths Toward Professional Growth
Teacher 1	"Hambal ni mama, kwa ta supplemental units."	His mother encouraged him to become a teacher.	Family encouragement	Guided Paths Toward Professional Growth
Teacher 1	"Personal study lang. Sa YouTube eh."	He independently learned skills to improve his teaching.	Self-directed learning	Learning by Doing
Teacher 1	"Nagbakal gid ko sang mga tools."	He personally purchased instructional tools.	Personal investment	Learning by Doing
Teacher 1	"Namian ko gani nga ma-garden ko kag ma-apply ko."	He enjoys applying agriculture in his teaching.	Passion for agriculture	Learning by Doing

Teacher 1	"Gina-contextualize ko gali."	He relates lessons to practical situations.	Contextualized instruction	Learning by Doing
Teacher 1	"Learning by doing gid eh."	Students learn best through practical experiences.	Experiential learning	Learning by Doing
Teacher 1	"Practice what I teach."	He demonstrates the skills he teaches.	Modeling practices	Leading with Purpose
Teacher 1	"Gina inspire ko sila sa organic way."	He motivates students to appreciate organic farming.	Promoting sustainability	Leading with Purpose
Teacher 1	"Kung organic, ara lang sa palibot mo."	He promotes self-reliance through organic farming.	Sustainable farming	Leading with Purpose
Teacher 1	"Indi nato ma-measure ang skills through pen and pencil."	Skills should be evaluated through actual performance.	Performance-based assessment	Leading with Purpose
Teacher 1	"Botas lang gid ang nag-abot."	The school provided insufficient resources.	Limited resources	Building a Culture of Support
Teacher 1	"Personal ko gid ya eh."	He relied on his own resources to teach effectively.	Self-reliance	Building a Culture of Support
Teacher 1	"Tools ang amon kinanglan."	Adequate teaching tools are needed.	Need for equipment	Building a Culture of Support
Teacher 1	"Less gid ya ang regular."	He perceived unequal support among programs.	Unequal institutional support	Building a Culture of Support
Teacher 1	"Kung may opportunity nga maka-train, ma-train ko ya."	He is eager to attend relevant trainings.	Professional development	Building a Culture of Support
Teacher 1	"Nakig-contact sakon ang student."	Former students continued seeking his advice.	Positive teacher influence	Inspiring the Next Generation
Teacher 1	"Maka-inspire ka man nga makahatag pa gid sa iban."	Student success motivates him to continue teaching.	Teacher motivation	Inspiring the Next Generation
Teacher 1	"Purpose ka teacher, guide."	He believes teachers should guide students.	Teacher as mentor	Inspiring the Next Generation
Teacher 1	"Ga sunod sila sakon."	Students learn by following his example.	Role modeling	Inspiring the Next Generation
Teacher 1	"Kabalo ka pero gina-obra mo gid."	Knowledge must be applied through practice.	Application of knowledge	Inspiring the Next Generation
Teacher 1	"Wala ko ga-rely sa commercial fertilizer."	He practices what he teaches through organic farming.	Authentic practice	Inspiring the Next Generation
Teacher 1	"Ang foundation mo gid dapat strong."	Students need strong foundational skills before advancing.	Building foundational skills	Learning by Doing

Participant	Verbatim Statement	Essential Statement	Code	Theme
Teacher 2	"After 10 years nga ara ko sa office industry, naminsar	He shifted to teaching to find a more meaningful purpose.	Career shift for purpose	Guided Paths Toward

	ko nga what is my purpose..."			Professional Growth
Teacher 2	"Sir Leo... encourage me pwede ka kwa education para makatudlo ka."	He was encouraged by a colleague to pursue teaching.	Professional encouragement	Guided Paths Toward Professional Growth
Teacher 2	"I much enjoy teaching."	He finds greater satisfaction in teaching than office work.	Passion for teaching	Guided Paths Toward Professional Growth
Teacher 2	"Na shock ko eh... chakto ni ang akon gina tudlo?"	He initially doubted his teaching competence.	Self-doubt as beginning teacher	Learning by Doing
Teacher 2	"Due to lack of learning materials... kinanglan mo gid mga computer."	Lack of ICT resources hindered instruction.	Insufficient instructional resources	Building a Culture of Support
Teacher 2	"Ngita ka sa iban nga division... provide ka sang mga laptop mo."	He searched for resources and used his personal laptop.	Resourcefulness	Learning by Doing
Teacher 2	"Mangita ka gid sang paagi para ma-providan sila."	He developed strategies despite limited resources.	Adaptive teaching strategies	Learning by Doing
Teacher 2	"Makita mo nga naging successful ang imo nga studyante."	Student success is his measure of achievement.	Student success as fulfillment	Inspiring the Next Generation
Teacher 2	"As a teacher we have influence man sa aton nga student."	He recognizes the influence teachers have on learners.	Teacher influence	Leading with Purpose
Teacher 2	"Actual experience... magamit mo then matudlo mo sa mga bata."	Industry experience enriches classroom instruction.	Applying industry experience	Leading with Purpose
Teacher 2	"Discourage, daw wala man."	He remained committed despite challenges.	Professional commitment	Inspiring the Next Generation
Teacher 2	"Sa regular... more challenging."	Teaching regular students requires greater effort.	Diverse learner needs	Learning by Doing
Teacher 2	"Ang nabal-an ko, ipabalo ko bala sa mga kabataan."	He teaches to share his knowledge with students.	Knowledge sharing	Inspiring the Next Generation
Teacher 2	"Providan ta sang materials."	Adequate learning materials are essential.	Need for teaching resources	Building a Culture of Support
Teacher 2	"May ara gid eh... favoritism."	He perceived unequal allocation of resources.	Perceived inequity	Building a Culture of Support
Teacher 2	"Assist man sang management ang mga teachers."	Teachers need stronger administrative support.	Management support	Building a Culture of Support
Teacher 2	"Communication kis-a importante."	Effective communication	Open communication	Building a Culture of Support

		strengthens teacher support.		
Teacher 2	"Trainings, updates... better pagid nga education."	Continuous training improves teaching quality.	Continuous professional development	Building a Culture of Support

Participant	Verbatim Statement	Essential Statement	Code	Theme
Teacher 3	"Kanami sang inyo nga relationship with your colleagues... very supportive man ang mga parents."	He experienced strong support from colleagues and parents.	Supportive relationships	Building a Culture of Support
Teacher 3	"Tanan nga subject gina tudlo ko... Values, MAPEH, TLE."	He handled multiple subjects beyond his specialization.	Multiple teaching preparations	Learning by Doing
Teacher 3	"Diri na gid sa Doña... agriculture na gid ang akon gina tudlo."	He finally taught his field of specialization.	Teaching within specialization	Guided Paths Toward Professional Growth
Teacher 3	"Sang una hapos, naga cooperate sila... subong lain na gid."	Student attitudes toward agriculture have changed over time.	Changing student behavior	Learning by Doing
Teacher 3	"It's because sa social media... ang trend subong technology."	Technology and social media reduced students' interest in agriculture.	Technology influence	Learning by Doing
Teacher 3	"Kung pisan ka indi ka magutom."	He motivates students by emphasizing agriculture as a livelihood.	Promoting self-reliance	Leading with Purpose
Teacher 3	"Dapat flexible... ma-adjust ka gid."	Teachers must adapt to students and changing trends.	Teacher adaptability	Learning by Doing
Teacher 3	"Update mo man kaugalingon mo."	Teachers should continually update themselves.	Lifelong learning	Learning by Doing
Teacher 3	"Ang akon mga estudyante nangin maistra man subong."	His greatest reward is seeing former students become professionals.	Student success	Inspiring the Next Generation
Teacher 3	"May iban nag sunod sa akon... nag teacher man sila."	He inspired students to pursue teaching.	Inspiring future teachers	Inspiring the Next Generation
Teacher 3	"Ga greet man sila... hidlaw man sila."	Former students maintain communication with him.	Lasting teacher influence	Inspiring the Next Generation
Teacher 3	"Personal gid ya nakon."	He personally funded most instructional needs.	Personal investment	Building a Culture of Support

Teacher 3	"Provide your own."	Teachers often supplied their own materials.	Limited institutional support	Building a Culture of Support
Teacher 3	"Ga himo strategy para ma-providan ang needs."	He created strategies to obtain needed resources.	Resourcefulness	Learning by Doing
Teacher 3	"Kung ano ang trends subong amo man na gina adjust ko."	He aligns his teaching with current industry trends.	Updating instructional practices	Leading with Purpose
Teacher 3	"Ara lang gid ko sa news kag YouTube."	He uses online resources to stay updated.	Self-directed professional learning	Learning by Doing
Teacher 3	"Ga bakal gid ko sang libro para ma-update ko."	He purchased reference books to improve his teaching.	Investing in professional growth	Learning by Doing
Teacher 3	"Naga pray lang gid ko... makabulig pa ko sa akon mga estudyante."	Faith gives him strength to continue teaching.	Faith as motivation	Leading with Purpose
Teacher 3	"Wala gid ko naghambal nga mauntat ko."	He remained committed to teaching despite difficulties.	Commitment to teaching	Inspiring the Next Generation
Teacher 3	"Dapat may laboratory rooms gid."	Schools need permanent agriculture laboratories.	Need for laboratory facilities	Building a Culture of Support
Teacher 3	"Dapat may one is to one ratio sa tools."	Students need adequate agricultural tools.	Adequate instructional resources	Building a Culture of Support
Teacher 3	"Na feel ko nga daw indi kami makita."	He felt agriculture was overlooked compared with other specializations.	Perceived inequity	Building a Culture of Support
Teacher 3	"Budget dapat equal gid tani."	Resources should be distributed fairly among TLE areas.	Equitable resource allocation	Building a Culture of Support
Teacher 3	"Dapat support gid sang management... training kag updating."	Teachers need management support and continuous training.	Administrative support and professional development	Building a Culture of Support
Teacher 3	"Kung gusto mo nga mag nami ang imo pagtudlo, ma provide ka gid."	He willingly invests personal resources to provide quality instruction.	Dedication to quality teaching	Leading with Purpose

Participant	Verbatim Statement	Essential Statement	Code	Theme
Teacher 4	"Nag-align man ko sa subjects nga ginatudlo ko but... may culture shock."	He experienced adjustment despite teaching within his specialization.	Adjustment to teaching profession	Guided Paths Toward Professional Growth
Teacher 4	"Narealize ko nga nami magteach... gusto ko siya."	He realized his passion for teaching after gaining experience.	Passion for teaching	Guided Paths Toward Professional Growth

Teacher 4	"Nakita ko gali nga kaya ko nga impart ang knowledge ko."	He became confident in sharing his knowledge with learners.	Confidence in teaching	Guided Paths Toward Professional Growth
Teacher 4	"First challenging... may adjustment period."	He needed time to adjust to technical-vocational teaching competencies.	Professional adjustment	Learning by Doing
Teacher 4	"Namaster na siya... nahatag na ang competency."	Experience enabled him to master the required competencies.	Mastery through experience	Learning by Doing
Teacher 4	"Wala ka classrooms... learning materials... tools... laboratory."	Lack of facilities and instructional resources hindered effective teaching.	Inadequate instructional resources	Building a Culture of Support
Teacher 4	"Mabakal gid ka."	He personally purchased needed laboratory tools.	Personal investment	Building a Culture of Support
Teacher 4	"Nangita way... maki-insert para makaklase."	He sought alternative classrooms and laboratories to continue teaching.	Resourcefulness	Learning by Doing
Teacher 4	"Teaching styles and techniques gina-enhance mo man."	He updates his teaching strategies to match industry trends.	Updating instructional practices	Leading with Purpose
Teacher 4	"Need to follow the curriculum at the same time enhance the current trends."	He integrates industry trends with the curriculum.	Curriculum innovation	Leading with Purpose
Teacher 4	"Kinanglan mo i-motivate ang self mo."	Self-motivation helps him adapt to educational changes.	Self-motivation	Learning by Doing
Teacher 4	"Sulod ka sa isa ka battle nga indi ka ready pero kinanglan mo magbato."	He accepts unexpected challenges with resilience.	Resilience	Learning by Doing
Teacher 4	"Basta matudlo ko kay ang bata ko ya may matun-an."	Student learning is his primary motivation.	Commitment to student learning	Inspiring the Next Generation
Teacher 4	"May makwa sakon kag may maapply sa daily life ya."	He wants students to apply what they learn in real life.	Practical learning	Inspiring the Next Generation
Teacher 4	"Kung indi ka gusto makabati sang malain... indi ka man maghambal."	Respect and kindness guide his professional conduct.	Respectful communication	Leading with Purpose
Teacher 4	"Kulang laboratories... learning materials."	Tech-Voc requires stronger facilities and learning resources.	Need for facilities	Building a Culture of Support
Teacher 4	"Tagaan sang training ang teachers."	Teachers need continuous professional training.	Professional development	Building a Culture of Support
Teacher 4	"Leadership gid da ya."	Effective leadership is essential for teacher growth.	Instructional leadership	Leading with Purpose

Teacher 4	"Ang leader... motivate your teachers."	Leaders should motivate and support teachers.	Motivational leadership	Leading Purpose with
Teacher 4	"I-push mo sila to their limits... maging productive kag successful."	Leaders should encourage teachers to maximize their potential.	Empowering teachers	Leading Purpose with

Participant	Verbatim Statement	Essential Statement	Code	Theme
Teacher 5	"Siling ko sa TLE, basi diri lako mapromote."	He transferred to TLE seeking professional growth and promotion.	Career advancement	Guided Paths Toward Professional Growth
Teacher 5	"Ginpaeskwela kami sang eskwelahan."	The school sponsored specialized electronics training.	Institutional training	Building a Culture of Support
Teacher 5	"Nagtraining kami... hoping nga makakwa kami NC2."	He pursued professional training to meet Tech-Voc qualifications.	Professional development	Building a Culture of Support
Teacher 5	"Challenges... wala kami mga materials."	Lack of instructional materials became his first challenge.	Insufficient instructional materials	Building a Culture of Support
Teacher 5	"Nagpadala ako sang mga guba nga board sa kabataan."	He improvised by asking students to bring scrap electronic boards.	Resourcefulness	Learning by Doing
Teacher 5	"Amo ko na ya ka disciplinarian."	He maintained strict discipline in the classroom.	Classroom discipline	Leading Purpose with
Teacher 5	"Kung mag electronics ka dapat may pasensya ka."	He taught students the value of patience in technical work.	Teaching perseverance	Leading Purpose with
Teacher 5	"Nakatuon na sila."	His discipline motivated students to prepare for lessons.	Promoting responsibility	Leading Purpose with
Teacher 5	"Naapply nila."	Former students successfully applied their learning in their careers.	Student success	Inspiring the Next Generation
Teacher 5	"Engineer nana subong."	Seeing students become professionals brings him fulfillment.	Student achievement	Inspiring the Next Generation
Teacher 5	"Nag-eskwela agriculture... nakapasar sa board exam."	His former students achieved success in various professions.	Long-term learner success	Inspiring the Next Generation
Teacher 5	"Sa subong ya, daw wala na kami... patraining."	He observed limited recent institutional support for training.	Need for continuous training	Building a Culture of Support
Teacher 5	"Ang electronics ya naga evolve."	Teachers must continuously update their knowledge.	Lifelong learning	Learning by Doing
Teacher 5	"Mangita ka nalang sang pamaagi."	Teachers should be resourceful despite limitations.	Resourcefulness	Learning by Doing

Teacher 5	"Ang estudyante nga nagkadto sa imo dalat tudluan mo na."	He remains committed to teaching every learner.	Commitment to teaching	Inspiring the Next Generation
Teacher 5	"Dapat nami ka sa ila nga makwa mo ang ila attention."	Positive relationships help teachers engage learners.	Student-centered teaching	Leading with Purpose
Teacher 5	"Picture lang sang notes."	He adapted technology to improve classroom instruction.	Technology integration	Learning by Doing
Teacher 5	"Trust and confidence nga dapat ma-develop sang bata."	He values developing students' confidence.	Building student confidence	Leading with Purpose
Teacher 5	"Dapat secured ang confidential."	He emphasized protecting students' confidential concerns.	Student welfare	Leading with Purpose
Teacher 5	"Dapat may proper training gid."	Teachers need training in handling student concerns.	Teacher capacity building	Building a Culture of Support
Teacher 5	"Trainings."	Continuous professional development is essential.	Continuous professional development	Building a Culture of Support
Teacher 5	"Equal distribution of resources."	Resources should be allocated fairly across specializations.	Equitable resource allocation	Building a Culture of Support
Teacher 5	"We needed more materials, tools."	Adequate tools are necessary for effective Tech-Voc instruction.	Need for instructional resources	Building a Culture of Support