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## Lived Instructional Experiences and Pedagogical Challenges of Technology and Livelihood Education in Elementary Schools of Cabagan, Isabela

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### Abstract

*Technology and Livelihood Education (TLE) plays an important role in developing learners' practical skills, work values, creativity, and life competencies necessary for productive citizenship and lifelong learning. This study explored the lived instructional experiences and pedagogical challenges of Technology and Livelihood Education teachers in elementary schools of Cabagan, Isabela. Anchored on Experiential Learning Theory and Constructivist Learning Theory, the study employed a descriptive qualitative research design to examine instructional practices, classroom experiences, pedagogical adjustments, and challenges encountered by TLE teachers in elementary education. Participants included selected elementary TLE teachers from public schools in Cabagan, Isabela. Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis. Braun and Clarke's (2006) thematic analysis approach was utilized in analyzing the gathered data. Findings revealed that contextualized instruction, experiential learning activities, demonstration-based teaching, and learner-centered classroom practices significantly contribute to meaningful TLE instruction and learner participation. Teachers emphasized the importance of practical activities, collaborative learning, and real-life applications in strengthening learners' skills development and engagement. The findings further revealed that teachers continuously adapt instructional strategies to address limited resources, diverse learner abilities, and classroom management concerns. However, challenges such as insufficient instructional materials, inadequate tools and equipment, limited training opportunities, time constraints, and workload demands significantly affect instructional implementation. The study concludes that TLE teachers demonstrate resilience, adaptability, and instructional creativity in delivering meaningful learning experiences despite pedagogical and structural challenges. Strengthening instructional resources, teacher professional development, contextualized learning materials, and institutional support systems is recommended to improve TLE instruction in elementary education.*

**Keywords:** Technology and Livelihood Education, TLE teachers, pedagogical challenges, instructional experiences, experiential learning, qualitative research, elementary education

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## Introduction

Technology and Livelihood Education (TLE) serves as one of the most essential learning areas in the Philippine basic education curriculum because it develops learners' practical knowledge, technical skills, creativity, work ethics, and life competencies necessary for everyday living and future productivity. TLE instruction provides learners with opportunities to develop hands-on skills and practical understanding related to home economics, entrepreneurship, agriculture, information and communication technology, industrial arts, and livelihood practices. In elementary education, TLE plays a vital role in introducing learners to practical life skills, responsible work habits, problem-solving abilities, and experiential learning experiences that contribute to holistic development. Through TLE instruction, learners develop not only technical competencies but also discipline, collaboration, creativity, responsibility, and appreciation for productive work.

Technology and Livelihood Education teachers play a significant role in facilitating meaningful learning experiences through demonstration-based instruction, practical activities, collaborative learning, and contextualized teaching approaches. Effective TLE instruction often requires experiential learning environments where learners actively participate in hands-on tasks, performance-based activities, and real-life applications of concepts and skills.

However, delivering effective TLE instruction in elementary schools continues to present several instructional and pedagogical challenges. TLE teachers frequently encounter concerns related to insufficient instructional materials, lack of tools and equipment, limited training opportunities, classroom management difficulties, time constraints, and diverse learner needs. These challenges become more pronounced in rural school settings where instructional resources and institutional support may be limited.

Within the Philippine educational context, the Department of Education emphasizes learner-centered, contextualized, and skills-based instruction under the K-12 curriculum. Teachers are encouraged to integrate practical learning experiences, contextualized teaching approaches, and experiential learning activities to strengthen learner engagement and skills development. However, the realities of classroom instruction often require teachers to adapt creatively and maximize limited resources to sustain effective teaching and learning.

In Cabagan, Isabela, elementary TLE teachers continuously implement adaptive instructional strategies and contextualized classroom practices to improve learner participation and practical learning experiences despite existing institutional and instructional limitations. Understanding teachers' lived instructional experiences and pedagogical challenges is therefore important in strengthening instructional support systems and improving TLE implementation within elementary schools.

Several studies emphasized that experiential and learner-centered instructional practices positively influence learner engagement and skills development in vocational and livelihood education. Kolb (2019) explained that experiential learning strengthens meaningful understanding and practical competence through active participation and reflection. Similarly, Darling-Hammond et al. (2020) argued that teacher support systems and instructional resources significantly influence instructional quality and learner outcomes.

Although TLE instruction has been widely discussed in educational literature, there remains limited qualitative research exploring the lived instructional experiences and pedagogical challenges of elementary TLE teachers within Philippine rural school contexts. Thus, this study aimed to explore the lived instructional experiences and pedagogical challenges of Technology and Livelihood Education teachers in elementary schools of Cabagan, Isabela.

## Theoretical Framework

This study was anchored on Experiential Learning Theory by Kolb (2019) and Constructivist Learning Theory by Vygotsky (1978).

Experiential Learning Theory posits that learning occurs through concrete experiences, reflective observation, active experimentation, and meaningful participation. Learners develop stronger understanding and practical competence when they actively engage in hands-on and experiential learning activities.

Constructivist Learning Theory explains that learners actively construct understanding through interaction, collaboration, reflection, and meaningful learning experiences. Learning becomes more effective when instructional practices are participatory, contextualized, and connected to learners' real-life experiences.

These theories provided the framework for understanding how TLE teachers facilitate experiential learning and address pedagogical challenges in elementary classrooms.

## Objectives of the Study

This study aimed to explore the lived instructional experiences and pedagogical challenges of Technology and Livelihood Education teachers in elementary schools of Cabagan, Isabela. Specifically, it sought to examine teachers' instructional experiences in TLE classrooms and identify pedagogical practices that contribute to learner

engagement and practical skills development. The study further aimed to explore how teachers implement experiential and contextualized learning activities during TLE instruction. Additionally, it intended to identify the pedagogical and instructional challenges encountered by teachers in classroom implementation. Finally, the study aimed to derive insights from the participants' experiences that may serve as basis for strengthening TLE instruction and teacher support systems in elementary education.

## Methodology

This study employed a descriptive qualitative research design to explore the lived instructional experiences and pedagogical challenges of Technology and Livelihood Education teachers in elementary schools of Cabagan, Isabela. The qualitative approach enabled the researcher to gather rich and contextualized descriptions regarding instructional practices, classroom experiences, pedagogical adjustments, learner engagement, and challenges encountered in TLE instruction. Through qualitative inquiry, the study captured the lived experiences of teachers and examined how they navigate instructional realities and pedagogical demands within elementary school contexts.

The study was conducted in selected public elementary schools in Cabagan, Isabela, Philippines. These schools operate under the supervision of the Department of Education and serve learners from diverse socio-economic and cultural backgrounds.

The participants of the study included selected elementary TLE teachers. Purposive sampling was utilized to select participants who possessed direct experiences and active involvement in Technology and Livelihood Education instruction and classroom implementation. The selected participants represented varying years of teaching experience, classroom contexts, and instructional practices. The study utilized semi-structured interview guides, focus group discussion guides, classroom observation notes, and document analysis checklists as qualitative research instruments. Interview questions focused on instructional experiences, learner participation, pedagogical practices, experiential learning activities, classroom management, and instructional challenges encountered during TLE implementation.

Prior to data gathering, permission was secured from school administrators and ethical considerations including informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the study. Data were gathered through interviews, focus group discussions, classroom observations, and document analysis. All interviews and discussions were audio-recorded with participants' consent and transcribed verbatim for analysis.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis approach. Significant statements and recurring patterns were identified, coded, categorized, and organized into themes representing instructional experiences and pedagogical challenges of TLE teachers. Trustworthiness was established through triangulation, member checking, audit trails, and thick description to ensure credibility and dependability of the findings.

## Results/Findings

### Theme 1: Experiential and Demonstration-Based Instruction Strengthens Learner Participation

The findings revealed that experiential and demonstration-based instructional practices significantly contribute to learner participation and practical skills development in Technology and Livelihood Education (TLE) classrooms. Participants consistently emphasized that learners become more engaged when instructional activities involve hands-on demonstrations, actual performance tasks, practical applications, and collaborative activities that allow learners to apply concepts directly.

One teacher participant stated:

"Mas natututo ang learners kapag actual nilang ginagawa ang activity kaysa puro discussion lang."

Another participant shared:

"Kapag may demonstration at performance task, mas interesado silang sumali."

Similarly, another teacher explained:

"Mas madaling maintindihan ng learners ang lesson kapag pinapakita mismo ang proseso."

These responses indicate that experiential learning activities positively influence learners' behavioral and cognitive engagement during TLE instruction. Learners become more attentive, motivated, and participative when they actively perform practical tasks and interact with instructional materials.

Teachers also emphasized that demonstration-based instruction strengthens learners' confidence and practical

competence.

One participant stated:

“Kapag natutunan nila through actual practice, mas tumatatak ang skills.”

Another teacher explained:

“Mas nagiging confident sila kapag nagagawa nila nang sarili ang activities.”

The findings suggest that experiential and practical learning approaches contribute significantly to meaningful learning experiences and skills acquisition in TLE instruction. Learners develop stronger understanding and practical competence when instruction emphasizes active participation and hands-on learning.

The findings support Kolb (2019), who emphasized that experiential learning strengthens understanding and skill development through concrete experiences and active participation. Similarly, Bransford et al. (2020) argued that learners develop deeper understanding when instructional activities involve inquiry, practice, and experiential application.

The findings further align with Vygotsky’s (1978) Constructivist Learning Theory, which posits that learners construct understanding more effectively through active participation, interaction, and meaningful learning experiences.

Classroom observations further revealed that learners demonstrated higher levels of attentiveness, enthusiasm, and participation during practical demonstrations, cooking activities, handicraft tasks, gardening projects, and collaborative performance activities.

One teacher participant shared:

“Kapag practical activities ang ginagawa, mas buhay at active ang classroom.”

This finding highlights the importance of experiential and demonstration-based instruction in strengthening learner engagement and practical skills development in TLE education.

## **Theme 2: Contextualized and Learner-Centered Instruction Promotes Meaningful Learning**

The study further revealed that contextualized and learner-centered instructional practices significantly strengthen meaningful learning experiences and classroom participation among elementary learners in TLE instruction. Participants explained that learners understand lessons more effectively when instructional activities are connected to their daily lives, home experiences, community realities, and local livelihood practices.

One teacher participant stated:

“Mas naiintindihan ng learners ang activities kapag related sa ginagawa nila sa bahay o community.”

Another participant shared:

“Kapag contextualized ang lesson, mas nakakarelata ang learners.”

Similarly, another teacher explained:

“Mas nagiging meaningful ang TLE kapag practical at applicable sa real-life situations.”

These responses indicate that contextualized instruction positively influences learners’ emotional and cognitive engagement during classroom activities. Learners become more interested and participative when instructional content is relevant and meaningful to their lived experiences.

Teachers also emphasized the importance of adapting instructional strategies based on learners’ interests, abilities, and available community resources.

One participant stated:

“Kailangan talagang maging creative at flexible sa pagtuturo.”

Another teacher explained:

“Ina-adjust namin ang activities depende sa available resources at level ng learners.”

The findings suggest that learner-centered and contextualized instructional practices contribute significantly to meaningful participation and practical learning experiences in TLE education. Learners become more capable of appreciating the importance of practical skills when lessons are connected to familiar experiences and community realities.

The findings support Gay (2018), who emphasized that contextualized and culturally responsive instruction strengthens learner engagement and meaningful learning experiences. Similarly, Dewey (2019) argued that meaningful learning occurs when instruction is connected to learners’ experiences and practical realities.

The findings further align with Constructivist Learning Theory, which posits that learning becomes more effective when instructional activities are contextualized and socially meaningful (Vygotsky, 1978). Participants further revealed that contextualized activities improve learners' appreciation of work, responsibility, and practical life skills.

One teacher participant shared:

“Nakikita ng learners ang halaga ng practical skills sa araw-araw na buhay.”

This finding highlights the importance of contextualized and learner-centered instructional approaches in strengthening meaningful learning experiences and practical skills development in TLE instruction.

### **Theme 3: Teacher Adaptability and Instructional Creativity Sustain Learning Despite Resource Limitations**

The findings revealed that TLE teachers continuously demonstrate adaptability, creativity, and resilience in addressing instructional and classroom challenges. Participants emphasized that despite limited resources and institutional constraints, teachers maximize available materials and develop alternative instructional strategies to sustain meaningful learning experiences.

One teacher participant stated:

“Kailangan talagang maging resourceful dahil limitado ang instructional materials.”

Another participant shared:

“Minsan improvised materials lang ang ginagamit namin para maituro ang activities.”

Similarly, another teacher explained:

“Ginagawa namin ang best para matuloy ang learning kahit kulang ang equipment.”

These responses indicate that instructional adaptability and creativity positively influence classroom implementation and learner participation despite resource limitations. Teachers continuously adjust instructional approaches and improvise learning materials to ensure continuity of practical learning experiences. Participants also emphasized that flexibility is essential in handling diverse learners and classroom situations.

One teacher participant stated:

“Hindi pare-pareho ang abilities ng learners kaya kailangan flexible ang teaching strategies.”

Another participant explained:

“Kailangan mong mag-adjust depende sa classroom situation at learning needs.”

The findings suggest that teacher resilience and adaptability significantly contribute to sustaining effective TLE instruction despite instructional and structural limitations.

The findings support Darling-Hammond et al. (2020), who emphasized that teacher adaptability and instructional responsiveness significantly influence classroom effectiveness and learner outcomes. Similarly, Fullan (2020) argued that teacher creativity and flexibility are essential in addressing educational challenges and sustaining meaningful instruction.

The findings further revealed that collaborative teacher support systems help teachers manage instructional demands and challenges.

One teacher participant shared:

“Malaking tulong ang collaboration at sharing of ideas among teachers.”

This finding highlights the importance of teacher adaptability, creativity, and collaborative support systems in strengthening TLE implementation and instructional sustainability.

### **Theme 4: Instructional Resources, Workload Demands, and Training Limitations Affect TLE Implementation**

Despite positive instructional experiences, the findings revealed that TLE teachers encounter several pedagogical and structural challenges affecting classroom implementation and instructional effectiveness. Participants identified insufficient instructional materials, lack of tools and equipment, workload demands, time constraints, large class sizes, and limited training opportunities as major barriers to effective TLE instruction.

One teacher participant stated:

“Kulang talaga ang tools at materials para sa practical activities.”

Another participant explained:

“Mahirap minsan magturo ng TLE kapag limited ang resources.”

Similarly, another teacher shared:

“Challenge din ang oras dahil mahirap pagsabayin ang preparation at actual activities.”

These responses indicate that resource limitations and workload demands significantly affect instructional implementation and classroom management in TLE education. Teachers often experience difficulties facilitating practical learning activities because of inadequate equipment and limited preparation time. Participants also emphasized that limited training opportunities affect instructional confidence and pedagogical development.

One teacher participant stated:

“Kailangan pa sana ng more trainings para mas mapabuti ang teaching strategies.”

Another participant explained:

“May mga bagong competencies na kailangan pang mas mapag-aralan.”

The findings suggest that continuous professional development and institutional support are essential in strengthening instructional competence and pedagogical effectiveness among TLE teachers.

The findings support OECD (2019), which highlighted that instructional resources, teacher workload, and professional development significantly influence instructional quality and learner engagement. Similarly, Darling-Hammond et al. (2020) emphasized that sustained teacher support systems and training opportunities contribute positively to instructional effectiveness and teacher development.

Participants further revealed that classroom management becomes difficult during practical activities because of varying learner abilities and limited supervision opportunities.

One teacher participant stated:

“Mahirap minsan i-manage ang learners kapag sabay-sabay ang practical activities.”

This finding implies the need for stronger instructional support systems, classroom resources, and professional development opportunities to improve TLE implementation in elementary schools.

Despite these challenges, participants emphasized their commitment to providing meaningful and practical learning experiences for learners.

One teacher participant shared:

“Kahit maraming challenges, ginagawa pa rin namin ang lahat para matuto ang learners.”

This finding highlights the resilience and dedication of TLE teachers in sustaining practical and learner-centered instruction despite pedagogical and structural difficulties.

## Conclusions

The study revealed that experiential, demonstration-based, and contextualized instructional practices significantly contribute to meaningful learning experiences and learner engagement in Technology and Livelihood Education classrooms in elementary schools of Cabagan, Isabela. Hands-on activities, practical demonstrations, collaborative learning experiences, and contextualized instructional approaches strengthen learners' participation, practical competence, and appreciation of life skills education.

The findings further revealed that TLE teachers continuously demonstrate adaptability, creativity, and instructional flexibility in addressing classroom realities and resource limitations. Teachers maximize available resources, improvise instructional materials, and implement learner-centered strategies to sustain meaningful learning experiences despite institutional and pedagogical constraints.

The study also found that teacher resilience, collaboration, and commitment contribute significantly to the continuity and effectiveness of TLE instruction. However, challenges such as insufficient instructional materials, lack of tools and equipment, workload demands, time constraints, classroom management difficulties, and limited professional development opportunities continue to affect instructional implementation and learner participation. Overall, the study concludes that TLE teachers play a significant role in promoting practical learning, life skills development, and learner engagement through experiential and contextualized instruction. Strengthening instructional resources, teacher support systems, professional development programs, and institutional assistance

is essential in improving TLE implementation and instructional effectiveness in elementary education.

### **Implications of the Study**

The findings of the study provide important implications for Technology and Livelihood Education, teacher development, instructional leadership, curriculum implementation, learner engagement, and future research. The study emphasizes the importance of experiential, contextualized, and learner-centered instructional practices in strengthening practical learning experiences and skills development among elementary learners.

### **Educational Implications**

The findings imply that TLE instruction should continue emphasizing experiential, practical, and learner-centered learning activities to strengthen learner engagement and practical competence. Teachers may integrate demonstration-based instruction, collaborative projects, contextualized tasks, and performance-based learning experiences to improve learners' participation and understanding.

The study further implies that contextualized instruction strengthens learners' appreciation of practical life skills and the relevance of TLE in everyday life and community experiences.

Additionally, the findings suggest that experiential learning environments contribute positively to learners' confidence, creativity, collaboration, and work-related skills development.

### **Pedagogical Implications**

The findings imply that TLE teachers play a critical role in facilitating meaningful practical learning experiences despite instructional and institutional challenges. Teachers should continue demonstrating instructional creativity, flexibility, adaptability, and learner-centered pedagogical approaches in addressing diverse learner needs and classroom realities.

The study also highlights the importance of experiential and demonstration-based pedagogies in strengthening learner participation and practical competence. Teachers may utilize collaborative learning, project-based instruction, contextualized activities, and hands-on performance tasks to improve learner engagement and skills acquisition.

Furthermore, the findings imply that continuous professional development and instructional support are necessary in strengthening teachers' pedagogical competence and instructional confidence in TLE education.

### **Institutional and Policy Implications**

The findings provide important implications for educational leaders and policymakers within the Department of Education regarding the strengthening of TLE implementation and teacher support systems in elementary schools. Educational institutions may strengthen TLE instruction by providing adequate instructional materials, tools and equipment, contextualized learning resources, and teacher training programs focusing on practical instruction and learner-centered pedagogies.

The study further implies the importance of reducing instructional constraints by strengthening institutional support systems and improving resource allocation for practical learning areas.

Moreover, the findings suggest the need for sustained professional development opportunities that help teachers improve instructional competence, classroom management strategies, and practical teaching methodologies in TLE education.

### **Social and Community Implications**

The findings imply that TLE instruction contributes significantly to learners' practical life skills, responsibility, work ethics, and appreciation of productive livelihood practices. Through experiential learning experiences, learners develop competencies that may contribute to self-reliance, creativity, and community participation.

The study also highlights the importance of integrating community-based and contextualized livelihood activities that strengthen learners' connection to local practices and socio-economic realities.

### **Implications for Future Research**

The findings highlight the need for future studies exploring TLE instructional practices and pedagogical challenges

across different educational contexts and learner populations. Future researchers may conduct comparative studies involving urban and rural schools to examine variations in instructional experiences, resource availability, and learner engagement.

Longitudinal and mixed-methods studies may also be conducted to explore the long-term influence of experiential TLE instruction on learners' practical competence, work values, and academic engagement.

Future studies may likewise investigate the role of technology integration, entrepreneurship education, and indigenous livelihood practices in strengthening TLE implementation and learner participation.

Overall, the study emphasizes that strengthening TLE instruction requires collaborative efforts among teachers, educational leaders, policymakers, communities, and institutions. Experiential instruction, contextualized learning approaches, adequate instructional support systems, and sustained teacher development are essential in promoting meaningful practical learning experiences and improving Technology and Livelihood Education in elementary schools.

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