

Managing Technology and Livelihood Education Instruction of Philippine Schools Overseas (PSO) in the Kingdom of Saudi Arabia

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Abstract: Managing instruction in a performance-based subject area such as Technology and Livelihood Education is of interest to educational instructors and managers. With the impact of the global pandemic and demands for intensive instructional supervision to ensure the continuous delivery of quality education, it is imperative to investigate the current status and the issues and challenges affecting the delivery of learning. This research revealed that PSO TLE teachers greatly manifest standard practices in terms of professional and personal characteristics, content knowledge, and preparation of instructional materials. The personal and professional characteristics of TLE teachers have significant relationship with the extent of managing TLE instruction in terms of learning delivery, assessment, and reporting, as well as the use of multimedia and technology. Issues and challenges that need to be addressed include the need for access to tools and functional laboratories in order to conduct hands-on activities and maximize the use of technology not just in learning delivery but also in preparing instructional materials and assessments.

Keywords: professional characteristics, personal characteristics, content knowledge, learning delivery, instructional materials, assessment and reporting, multimedia and technology, managing instruction.

1. Introduction

The world health crisis conceived unimaginable challenges that affected the educational landscape worldwide. The demands of the current situation define survival procedures, which include improvised mechanisms to implement a learning continuity plan (LCP), while some educational institutions opted to resort to temporary and even abrupt closure. These challenges were translated into different intensities based on the profile of the schools and geographic locations. Countries' initiatives were primarily aimed at ensuring the continuation of learning in the face of these challenges.

The Philippine educational system, through the initiatives of the Department of Education (DepEd), ensures safe and continuous delivery of learning as articulated in DepEd Order No. 012, s. 2020, by adopting the Basic Education Learning Continuity Plan (BE-LCP) and introducing multiple modalities and platforms to facilitate distance learning. The continuity plan included efforts to adjust the K-12 curriculum by focusing on

the Most Essential Learning Competencies (MELCs) and aligning learning materials. Alternative learning modalities were also considered since traditional learning was unsuitable for the conditions.

Through the passage of time, there were enhancements mandated by Republic Act 10533, also known as the Enhanced Basic Education Act, which states that the curriculum must fulfill the need for trained teachers and school administrators. As a result of this mandate, the elementary Technology and Livelihood Education (TLE) curriculum has been improved in terms of the basic skills and information that elementary students and teachers must possess (Elli et al., 2020). In the elementary, it is for Grades 4-6, where the learner exhibits an awareness of the fundamental knowledge and abilities in entrepreneurship and ICT, agriculture, home economics, and industrial arts in order to enhance their own lives, their families' lives, and their community.

To better comprehend the components of TLE and the practices of TLE teachers, the International Federation for Home Economics (2020) conducted a study that made a substantial contribution by bringing together numerous ways to read the world through food, health, financial, consumer, and environmental literacy. This particular subject targets to improve life quality that made it as a multidisciplinary discipline that links elements including knowledge, skills, culture, systems, and behaviors. Home economics is much more than just making. Young people learn about design and mindfulness, food sustainability and textile production, and the environmental implications of their food, clothing, and shelter choices. Because most homes include a kitchen as a laboratory that may be used as an alternative TLE classroom, most schools choose to offer Home Economics.

In the context of the academe, teaching this subject area is already challenging because there are limited human resources qualified to teach. The offering of TLE components depends on the availability of teachers and laboratories. This becomes even more challenging for schools since the educational system was greatly affected by the pandemic, thus requiring schools to adhere to the international health agencies' directives.

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Moreover, teachers are expected to be experts in their fields. They are currently referred to as learning facilitators, and they are expected to perform admirably in their regular interactions with their students. When they perform their roles and obligations, their competencies reflect who and what they are. The content and role of a teacher's professional obligations are determined by his or her abilities to carry out instructional activity. To figure out what teachers are good at, they need to look at rules, what they do, their skills and abilities, and, most importantly, the organization where they work as a whole.

The need to ensure that highly skilled teachers are present in every classroom, as well as how to better identify and train these qualified teachers, is a problem that has been around for a long time. At one point in time, one could be the best instructor with the best course materials, course activities, learning results, and tests. However, as time passes, curriculum is updated, as in the case of TLE, to meet the needs of society, employers, and a wide range of students; as a result, teachers must stay current with these shifts. Evaluating the current state of the teachers' expertise, attitudes, skills, and strong aspects of their practice is one way to find out what needs to be modified, strengthened, or revised.

Teachers should also base their instruction on these approaches in order to provide interactive knowledge utilization for students. Being a TLE teacher, one should have the necessary skills to teach and adapt the factors needed for the pupils to have the required competencies.

To be more particular, competencies are the skills and knowledge that allow a teacher to succeed in the classroom. Teachers must have experience in a wide variety of abilities in order to enhance student learning in a particularly complicated setting where hundreds of crucial decisions are required each day. Teaching is one of the few careers that requires both professional judgment and mastery of evidence-based competencies.

As directives from the World Health Organization (WHO) and educational agencies, on the other hand, put face-to-face classes on hold until it is safe for the learners, teachers, and staff to return to schools, it is important to explore various approaches to effectively deliver distance learning to the students. It magnified the essential roles of teachers as educational frontliners in ensuring the continuous delivery of learning through various approaches and teaching strategies that empirically enable students to learn amidst the pandemic. From the development of learning materials, approaches, and strategies in teaching, to the design of assessment activities, to the evaluation of learning outcomes on numeric and descriptive scales, teachers play a significant role in the delivery of learning, whether in the homeland or overseas.

Furthermore, the extent to which teachers practice their facilitation skills has a significant impact on student performance. TLE as a skill-based subject area is a very technical subject in terms of learning by doing. Putting learned theories into practice becomes challenging during the face-to-face classes because of a lack of facilities, tools, and equipment that will enable lessons to be more meaningful and practical. The more that it became challenging because of the present

situation. TLE teachers now face not just the lack of tools, equipment, and facilities but also the lack of experience and expertise in translating skill-based competencies using a modular approach.

TLE teachers face an even greater challenge in bringing out the best in their students. It should be emphasized that many people do not place a high value on TLE subjects. Currently, only a few students attend vocational courses; those who do, it appears, recognize that these will lead to career chances even if they do not pursue a college education. In the long run, TLE students will discover that technical courses like handicrafts provide them with opportunity to better their economic capacities and hence their family's level of living. TLE teachers must be convinced that TLE subjects are practical and effective solutions to the needs of poor societies, and that teaching TLE subjects is critical in providing the youth with knowledge, skills, and proper attitudes toward work, ensuring the development and wise use of the country's resources.

TLE, in fact, is the solution to increasing people's quality of life. Because teaching TLE subjects or basic technologies is critical in providing adolescents with knowledge and skills that will help them develop good, reasonable attitudes toward work and ensure the development and smart use of the country's resources (Ariaso & Tancico, 2016).

Alvarez (2020) highlighted the experiences of teachers teaching remotely using distance learning. This is essential to provide ears for their voices to be heard in building a pedagogy of understanding about their teaching-learning journey. Since there are now more ways or platforms to teach the subject, it is important to do research that will help program specialists understand the current situation and how teachers deal with the demands of teaching TLE today. With the current situation and demands of the pandemic, unexpected curves in the educational system necessitate teachers being innovative in order to ensure an effective teaching and learning process. TLE teachers' issues and concerns are potential benchmarking perspectives for better improving the teaching of skill-based competencies, particularly in designing and assessing performance-based activities and learning outputs.

In connection with Clohesy (2021), to differentiate teaching practices and learning experiences means to make adjustments to what is being taught, how it is being taught, or what the resultant expectations are. Students begin their learning process at unique starting points and learn in vastly different ways. To reflect this, there is an expectation that teachers understand that in order to meet the learning needs of such a diverse range of students, they have to make various adjustments to their teaching practices. Differentiated learning includes assigning challenging and extension work to gifted and talented students, as well as providing support materials and circumstances to those who need extra help or are performing below expectations. Hat (2021), agreed that differentiated instruction, also known as differentiated learning, is a teaching philosophy that considers the needs of all students, even if they're in the same (virtual) classroom. This means teaching materials, assignments, and assessments take into account diverse learning styles, as well as other factors such as gender, culture,

ethnicity, socioeconomic status, and personal interests. In other words, a differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products so that each student can learn effectively.

Different portions of a lesson are generally changed for different groups of students when teachers employ differentiated instructional strategies. Those who require more time or an alternative approach to learning a concept receive the assistance they require, while those who have already mastered a concept can engage in a different learning activity or on to a new concept or lesson.

Teachers also employ formative assessment—periodic, in-process evaluations of what pupils are learning or not learning—to determine the optimal instructional approaches or modifications required for each student (Granite State College, 2021).

In Philippine Schools Overseas (PSO), in the Kingdom of Saudi Arabia (KSA), the researcher observed that teaching TLE necessitates a wide range of equipment and learning resources, as well as teacher's skills and trainings, but some of these, as well as teacher methods, are lacking. The researcher felt compelled to undertake an analysis to evaluate TLE teachers' teaching and instructional competencies. TLE teachers are required to attend trainings and workshops, but teachers are unable to do so due to their busy class schedules, other school-related responsibilities, and lack of opportunities. As a result, TLE teaching may not be successful, as the program requires teachers to have acquired competencies in order to provide quality instruction.

In the perspective of basic education provision overseas, demands are different in terms of intensity and nature. Similarly, schools overseas were greatly affected by this international crisis and strive to survive for the love of learning and learners. Though these educational institutions are governed by the Ministry of Education, they still follow the curriculum design and implementation of the Philippine Department of Education. In the case of KSA, the pandemic impacted the delivery of education in the country and forced schools to follow national directives on health and safety restrictions. As it is now, the education system overseas is run by two (2) sets of rules and procedures that are separate but work together. This makes it even harder for school administrators and teachers to make sure that both sets of rules and policies are followed exactly and do not affect the quality of education overseas.

The curiosity challenged the researcher to conduct a study on Managing Technology and Livelihood Education Instruction at PSO in KSA to determine the extent of manifestation of competencies as assessed by the teachers themselves relative to content knowledge, preparation of instructional materials, instructional delivery, and assessment strategies, relate the significant relationship between the profiles of the respondents, and identify the schools' initiatives towards innovative TLE instruction with the result of proposing an instructional management guide for TLE teachers. The data would serve as the basis for the instructional management guide designed for TLE teachers that would enhance the teaching competencies of

teachers and increase the level of learners' achievement.

2. Objectives

This research aimed to assess the Technology and Livelihood Education instruction of Philippine Schools Overseas (PSO) in the Kingdom of Saudi Arabia with the end view of proposing instructional management guide for TLE teachers. Specifically, this study expected to:

1. describe the professional and personal characteristics of TLE teachers.
2. determine the extent of manifestation of instructional delivery as assessed by the teachers themselves relative to:
 - 2.1. content knowledge;
 - 2.2. preparation of instructional materials;
 - 2.3. learning delivery;
 - 2.4. assessment and reporting; and
 - 2.5. utilization of multimedia and technology.
3. determine the significant relationship between personal and professional characteristics of TLE teachers and the extent of managing TLE instruction.
4. identify the issues and challenges relative to managing TLE instruction.
5. propose a management guide on instructional delivery for TLE teachers.

3. Materials and Methods

A. Research Design

Descriptive research was used in this study. Sahin *et al.* (2021) described this type of research that summarized the characteristics of individuals or groupings in the physical event of school and described the nature of a situation as it existed at the time of the study.

Additionally, this design was appropriate in this study because it intended to describe the current assessment, actual practices, issues, and challenges relevant to TLE instruction in terms of content knowledge, preparation of instructional materials, instructional delivery, and assessment strategies. It was focused on capture the picture of what was being described by the subjects. This also helped the researcher obtain firsthand data from the results of the assessment, which led to the formulation of rational and sound conclusions and recommendations for the study.

B. Subjects of the Study

This study involved the whole population of TLE teachers within the provinces in Kingdom of Saudi Arabia.

The researcher did not utilize a sampling technique since all of the TLE teachers from the Philippines Schools in the seven provinces of Saudi Arabia were included in the study. There are three (3) provinces which included Central Province with seven (7) schools and a total population of 61 TLE teachers, Western Province with two (2) schools and a total of twenty-one (21) TLE teachers, and Eastern Province with two (2) schools and a total of 19 TLE teachers. A total of 101 TLE teachers participated in the conduct of this study for the quantitative phase while ten (10) TLE teachers participated in the conduct

of FGD as basis for the inclusion of indicators on issues and challenges as integrated in the survey questionnaire.

Subjects of this study were Filipino teachers teaching TLE subject to Filipino students based in Kingdom of Saudi Arabia.

C. Data Gathering Instrument

The primary research instrument used in this study was the researcher-made questionnaire, which was subjected to face and content validation and reliability testing. It was developed as a result of the extensive literature reading and actual educational management experience of the researcher. Focus group discussions were also conducted to enrich the findings of the study.

Questionnaire: The questionnaire was composed of three parts. The researcher constructed a questionnaire based on the concepts and insights gained about TLE teachers' competencies and other relevant factors from the study. The researcher's personal observations were also considered in its construction.

Part I dealt with the demographic profile of the respondents in terms of age, highest educational attainment, area of specialization, length of service as TLE teachers, NC qualification, number of trainings attended related to TLE teaching, number of finished research projects, ancillary assignments, and awards and recognition. Part II covered the indicators to be assessed encompassing TLE instruction relatively to content knowledge, preparation of instructional materials, learning delivery, assessment and reporting, and utilization of multimedia and technology. Such data were subjected to statistical treatment to determine the significant relationship between the profiles of the respondents and their teaching competencies. Lastly, Part III focused on the extraction of responses to the issues and challenges relative to TLE instruction.

Construction: During the development of the questionnaire, the researcher consulted a number of resource materials for study-related information. After determining that there were sufficient items to collect data, the researcher drafted the initial version of the research made questionnaire.

Validation: The first draft of the questionnaire was presented to the research adviser for initial comments and suggestions. After the comments and suggestions of the adviser were incorporated, the researcher prepared the second draft for face and content validation. Experts in the field of teaching TLE and research were considered as internal and external validators to accumulate suggestions and recommendations to be integrated in the instrument to produce an academically sound research tool.

Administration: Upon establishing the questionnaire's validity, the researcher produced a copy via Google Form and prepared it for distribution. The administration was done after securing the required endorsements from authorities. The researcher personally distributed the Google Form link to the respondents and explained to them the objectives of this research work. Google links were sent to the messenger and emails to make it easier to collect data in a way that ethical considerations and safety and health protocols were observed. After giving the respondents enough time to fill out the survey,

the researcher got the raw data and information from them.

Focus Group Discussion. The researcher also conducted Focus Group Discussion (FGD) to substantiate the quantitative data extracted from the survey questionnaire. Questions were focused on the assessment of TLE teaching and issues and challenges relative to the management of TLE instruction.

D. Data Gathering Procedure

As soon as the researcher saw that the tools for collecting data were valid and reliable, he asked for permission and approval. Specifically, permission was sought for the distribution of the instrument to TLE teachers. After securing the principals' approval and endorsement, the researcher personally sent the link for the questionnaires and retrieved the same from the respondents. Data relevant to the conduct of the study was gathered through the use of Google Forms. Links were forwarded through messenger accounts and electronic mails. The researcher conducted data cleaning to yield more valid and reliable information. After data cleaning, tallying, and tabulating, the researcher asked for the help of a statistician in treating the data obtained from the questionnaire. The researcher presented, interpreted, and analyzed the treated data, using tables for clearer presentation. The responses were measured and treated using relevant statistical tools.

It took a month to completely retrieve all the answers of the respondents. The respondents have to be reminded in answering the Google forms due to their busy schedules but all of them have responded accordingly.

E. Statistical Treatment of Data

The following descriptive statistical tools were used for the appropriate and correct treatment of gathered data.

Frequency: This was used to describe the number of respondents who described professional and professional characteristics as well as their assessments of instructional delivery dimensions.

Percentage: This was used to describe a part of a whole variable with the respondents' profile variables.

Weighted mean: This was used to describe and determine the teachers' profiles, teachers' competencies, and issues and challenges relative to managing TLE instruction.

Pearson Product-Moment Correlation Coefficient (Pearson r): This was used to determine the significant relationship between the profile of the respondents and their teaching competencies

Data Analysis: As for the data analysis, this study followed the six-phase guide in doing thematic analysis suggested by Braun and Clarke in Maguire and Delahunt (2017): familiarization, generating initial codes, constructing themes, reviewing and revising the themes, defining the themes, and writing-up.

Maguire and Delahunt (2017) also pointed that the goal of thematic analysis is to determine themes or the significant and interesting patterns in the data and use these to address the research.

4. Results and Discussion

A. Professional Characteristics of PSO TLE

1) Teachers in KSA

It can be concluded that PSO TLE teachers have high regard and manifest professionalism in accomplishing tasks and responsibilities. Although commitment, which is discussed through this indicator, the ability of the professional education faculty member to render teaching service above and beyond the regular functions and even beyond the regular time is discussed, while resourcefulness was described as being greatly manifested by the faculty members.

On the other hand, rendering teaching service above the regular functions and even beyond the regular time may pertain to commitment and resourcefulness which are two major considerations as far as professionalism in the workplace is concerned. Because of teachers' commitment, all things become possible. Taking actions to materialize DepEd's educational objectives are indications of teachers' commitment to uphold their oaths in making teaching and learning possible amidst various crises threatening the delivery of quality, accessible, and relevant education. This is emphasized by Maydiantoro *et al.* (2021), who explained that commitment at work starts with the person's perspective of essentially wanting to be beneficial to others. Then the individual will be able to set aside individual interests in favor of collective interests and be willing to commit to agreements, rules, and standards for mutual survival. Commitment requires a person to set aside transactional self-interest, which is focused on personal interests or gain, in order to benefit others and have the courage to stick together in the rules and achieve organizational goals for the common good.

On the other hand, resourcefulness was described by Fisher *et al.* (2021) as a professional characteristic that elicits favorable emotional and cognitive responses from external resource providers. Furthermore, these effects are dependent on the general amount of scarcity or abundance and actions taken by professionals to address the needs that hamper progress in the field. Though explained in the context of entrepreneurship objectives, resourcefulness in general is beneficial both for personnel and organizations as it greatly affects productivity and ensures quality of work.

It is also noteworthy that integrity, or the ability of the professional education faculty member to demonstrate truthfulness, candidness, uprightness, and freedom from deceit most especially inside the classroom, ranked third, followed by decisiveness, or the ability of the professional education faculty member to act immediately on needs and demands in accordance with the prescribed rules and regulations and accepted norms of conduct and behavior of the department. Stress tolerance, or the ability of the professional education faculty member to have the stability of teaching performance under pressure or opposition, got the lowest score but was still assessed as highly manifested by the respondents. This pandemic brought challenging obstacles that produced all levels of stress for educators, but this professional characteristic was a significant vehicle that made it possible for TLE teachers to

move forward in the delivery of learning.

2) Personal Characteristics

The respondents' assessments of the level of personal characteristics exhibited in the accomplishment of their duties and responsibilities as TLE teachers. It can be gleaned that all of the assessor's personal characteristics were evaluated by the respondents and greatly manifested. Out of the five personal characteristics, understanding, or the ability to understand their students, is an important attribute. PSO TLE teachers are not excused in exemplifying this characteristic as teachers deal with the needs of the learners, as the pandemic teaches the education sector to be more understanding and emphatic of learners' situations.

Since communication is a must nowadays, the interpersonal skills of teachers are the name of the game. Teachers should be skilled in interacting with the students and should know the vibe of the children. Establishing rapport to gain learners' trust is the key to inviting learners to be engaged and participate in the delivery of learning among the pandemic.

Versillo (2021) analyzed that it is important for teachers to understand learners' languages and situations, not just for academic purposes but also in terms of humanitarian principles. Teachers deal with human beings with emotions, although each child develops in a unique way as a result of both inherited and environmental influences. Understanding basic human growth stages can help teachers tailor their lesson plans to enhance students' achievement in both the academic and social areas of their lives. This understanding can also be used to reduce issues in the classroom.

Furthermore, the ability to interact with students or evidence that a teacher is skilled in interacting with students and has a positive vibe with them helps bridge the gaps that address learning losses. As human beings, learners are to be nurtured with love and respect, as exhibited in any relationship. The skill of a teacher. Meador (2019) mentioned and agreed that there is a need to establish positive relationships with students. The best teachers are capable of maximizing each student's learning potential in class. Teachers recognize that establishing strong, respectful relationships with students is the key to unlocking student potential. Developing a trusting relationship with the learners can be difficult and time-consuming, but great teachers eventually become masters at it. Building strong relationships with students is essential for academic success. A thriving classroom with dynamic, engaging learning possibilities is a trusting classroom with mutual respect. Some teachers are better at making and keeping good relationships with their students than others.

Personal skills such as dedication and passion, or when everyone looks at a person's educational qualification to evaluate how good a teacher they will be and has broad knowledge on the subject (or when teaching means imparting knowledge or when a person has to teach someone, then they should have enough knowledge on the subject), got an equally though greatly manifested patience and a calm demeanor-patience as an essential quality for teachers.

B. Extent of Manifestation of Instructional Delivery

1) Content Knowledge

Based on the analyzed results of the study, communication strategies using ICT-based platforms and employing verbal and non-verbal communication for face-to-face interactions are the best hope for the delivery of quality instruction. All indicators were greatly manifested as assessed by the respondents, though the use of research-based knowledge and principles of teaching and learning to enhance professional practice was viewed as the lowest among indicators.

2) Preparation of Instructional Materials

Respondents recognize that instructional materials have to be critically-thinking and developmentally-based to serve their ultimate purpose of assisting teachers during discussion and assessment time and in reinforcing learning. However, the concept of contextualizing instructional materials with regard to culture, environment, and social perspective got the lowest weighted mean.

3) Learning Delivery

Learning delivery necessitates a positive response to learners' needs, learner diversity, and initiatives to motivate creative thinking and higher-order thinking skills. Teachers can innovate and intervene to maximize students' learning potential. The indicators that got the lowest rating embody a pedagogical scheme that promotes maximum development of learners' potential. These will be addressed in the proposed management guide for TLE teachers.

4) Assessment and Reporting

Analyzed data showed that teachers are data-driven and make use of assessment data in designing and adjusting learning activities. Regular monitoring of students' progress and achievement and the practice of the Data Privacy Act emerged as leading indicators, which were manifested by learners. Though interpreting the gathered data to develop advanced learning opportunities for achievers and mechanize academic assistance for learners in need deserves attention.

5) Utilization of Multimedia and Technology

TLE teachers use multimedia and technology not only in the delivery of innovative teaching strategies to help learners reach their full potential, but also in the design of assessments to gauge learners' progress. Using technology-based platforms for remedial classes was also considered, though it ranked last among the indicators.

6) Significant Relationship Between Professional and Personal Characteristics of TLE teachers and the Extent of Managing TLE Instructions

Findings revealed that there is a substantial link between teachers' professional traits and the amount to which instructional delivery is manifested. Content knowledge, preparing learning materials, and delivering learning have a strong positive relationship with TLE teachers' personal traits, while assessment and reporting and using multi-media and technology have a very weak positive relationship and a moderate positive relationship with the teachers' profile.

It was found that there is a significant relationship between teachers' personal traits and the amount to which instructional delivery is manifested. It can be agreed that content knowledge,

instructional materials preparation, learning delivery, and the use of multi-media and technology have a strong positive relationship with TLE teachers' personal characteristics, whereas assessment and reporting have a weak positive relationship with the teachers' profile.

7) Issues and Challenges Relative to Managing TLE Instruction

The most prevalent concern identified by the respondents is the access to tools, equipment, facilities, and other learning materials to provide hands-on learning experiences, and as expected, because of the current world health crisis, designing evaluation activities specifically for performance-based outcomes ranked second in the list.

Performance-based activities require physical presence and hands-on activities with the use of tools and needed equipment to evaluate skills learned from formal schooling. It is a domino effect since difficulties in designing performance-based activities and the lack of available tools and equipment to do so, the conduct of hands-on learning opportunities to reinforce learning emerged as another challenging one, which ranked third among others.

Harina (2019) supports this finding in the same study conducted at the Division of Batangas. When it comes to the application of learning in the TLE curriculum, the tools and equipment and the evaluation of students' performance were interpreted as problems encountered by TLE teachers. Furthermore, the most significant variables to consider in achieving good performance by students in Technology and Livelihood Education (T.L.E.) or in a Technical Vocational Institution are instructional materials, tools, and equipment. It should be given special attention and importance so that learners can become familiar with the tools and gain knowledge and skills when they use different tools and equipment in T.L.E. The difficulties encountered while teaching TLE have a substantial impact on teachers' instructional performance.

5. Conclusions

In light to the foregoing findings, the following conclusions are drawn.

1. The professional and personal characteristics of the TLE teachers are greatly manifested in the accomplishment of their duties and responsibilities.
2. The TLE teachers greatly manifested the instructional delivery relative to content knowledge, preparation of instructional materials, learning delivery, assessment and reporting, and utilization of multimedia and technology.
3. The professional and personal characteristics of the TLE teachers have significant relationship with the extent of managing TLE instruction except for assessment and reporting.
4. The identified issues and challenges encountered by teachers relative to managing TLE instruction include motivating learners using the modality, communicating learners' progress, establishing educational partnership, need for professional development program, designing performance-based evaluation, navigating and utilizing

ICT in teaching, use of ICT on assessment, hands-on activities to reinforce learning, access to functional laboratories, and access and development of learning resources.

5. A management guide is proposed to improve the instructional delivery for TLE teachers through performance evaluation, standardized task accomplishment, employee input and ownership, and e-learning application.

6. Recommendations

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following:

1. School administrators may consider integrating positive professional disposition in the professional development program for TLE teachers to strengthen or sustain nurturing professional and personal character development of teachers.
2. Enrich professional development program for teachers in fostering a research-culture based delivery of instruction, contextualizing instructional materials based on environment, culture and social perspective, interpreting assessment data, and utilization of multimedia and technology.
3. Teachers have may be provided with a training on TLE teaching strategies, designing and evaluating performance-based activities.
4. School administrators may focus on developing teachers' competencies in the utilization of multi-media and technology, not just in the delivery of classroom instruction but also in classroom assessment and reporting of learners' progress.
5. Future researchers may use this study as a reference for further study on variables that were not explored in this study.

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