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LIVED INSTRUCTIONAL EXPERIENCES OF TLE TEACHERS IN TEACHING SKILLS-BASED LEARNING AMONG GRADE 8 LEARNERS: PEDAGOGICAL ADAPTATIONS, CLASSROOM CHALLENGES, AND LEARNER PARTICIPATION IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

This qualitative phenomenological study explored the lived instructional experiences of Technology and Livelihood Education (TLE) teachers in teaching skills-based learning among Grade 8 learners in public secondary schools. Specifically, the study examined teachers' pedagogical adaptations, classroom challenges, learner participation, and instructional practices associated with skills-based TLE instruction. Data were gathered through semi-structured in-depth interviews with twelve purposively selected TLE teachers from public secondary schools. Thematic analysis following Braun and Clarke's framework was utilized in analyzing the data. Findings revealed that teachers utilized demonstration-based instruction, hands-on activities, collaborative learning, contextualized tasks, and performance-based approaches to strengthen learners' practical competencies and classroom engagement. Participants also identified challenges related to limited instructional materials, inadequate tools and equipment, large class sizes, time constraints, and varying learner skill levels. Despite these concerns, TLE teachers demonstrated adaptability and instructional creativity through improvised materials, flexible teaching strategies, peer-assisted learning, and learner-centered classroom activities. Teachers further observed that skills-based instruction improved learner confidence, participation, practical competence, and motivation through experiential learning opportunities. The findings underscore the importance of experiential, learner-centered, and resource-responsive pedagogical practices in strengthening skills-based learning in public secondary school TLE instruction.

Keywords: *Technology and Livelihood Education, skills-based learning, pedagogical adaptations, learner participation, experiential learning, qualitative research, secondary education*

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I. INTRODUCTION

Technology and Livelihood Education (TLE) is an important component of secondary education that develops learners' practical competencies, technical skills, work values, and livelihood readiness. Through skills-based learning, learners acquire hands-on experiences and applied knowledge necessary for everyday life, entrepreneurship, and future vocational opportunities. TLE instruction therefore plays a significant role in preparing learners for practical problem-solving, productivity, and workplace-related competencies.

Skills-based learning emphasizes experiential and performance-oriented instruction where learners actively engage in demonstrations, practical applications, manipulative tasks, and collaborative activities. In Grade 8 TLE classes, learners are expected to develop competencies in areas such as cookery, dressmaking, ICT, entrepreneurship, agriculture, handicrafts, and other technical-vocational skills. Effective implementation of skills-based learning requires active learner participation, adequate instructional resources, and adaptive teaching strategies.

However, TLE teachers in public secondary schools frequently encounter instructional challenges associated with limited tools and equipment, insufficient materials, overcrowded classrooms, varying learner abilities, and time limitations during practical activities. These concerns become more significant in resource-constrained school settings where teachers are expected to deliver competency-based instruction despite inadequate facilities and instructional support.

To address these realities, TLE teachers continuously demonstrate pedagogical adaptability and instructional creativity through contextualized activities, improvised instructional materials, peer-assisted learning, and learner-centered teaching practices. Teachers play an important role in ensuring that practical learning experiences remain meaningful, participative, and competency-oriented despite classroom and institutional constraints.

Although skills-based learning is central to TLE instruction, limited qualitative studies explore TLE teachers' lived instructional experiences in implementing practical and competency-based learning among Grade 8 learners in public secondary schools. Understanding teachers' experiences is essential in identifying pedagogical realities, adaptive practices, and classroom challenges affecting skills-based instruction.

This study explored the lived instructional experiences of TLE teachers in teaching skills-based learning among Grade 8 learners in public secondary schools. Specifically, it examined pedagogical adaptations, classroom challenges, learner participation, and instructional practices associated with skills-based TLE learning.

Objectives of the Study

This study aimed to:

1. Explore TLE teachers' lived instructional experiences in teaching skills-based learning among Grade 8 learners;
2. Examine classroom challenges encountered in implementing skills-based TLE instruction; and \
3. Identify pedagogical adaptations and learner participation practices associated with TLE skills-based learning.

Review of Related Literature

Skills-based learning significantly influences learners' practical competence, engagement, and experiential understanding. According to David A. Kolb (1984), experiential learning occurs when learners actively participate in concrete experiences, reflection, and practical application of concepts. Skills-based instruction strengthens learners' understanding through direct performance and authentic learning activities.

Research by Darling-Hammond et al. (2020) emphasized that learner-centered and performance-based pedagogies

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improve participation, confidence, and practical competence among secondary learners. Hands-on learning activities strengthen critical thinking, collaboration, and applied learning experiences.

However, instructional implementation in technical-vocational education commonly faces challenges related to resource limitations, classroom management, and learner diversity. Studies by UNESCO (2021) highlighted that technical and vocational education programs require sufficient instructional materials, teacher adaptability, and supportive learning environments to sustain effective competency-based instruction.

Theoretical Framework

The study was anchored on David A. Kolb's Experiential Learning Theory (1984), which explains that meaningful learning occurs through direct experience, active experimentation, reflection, and practical application. The framework guided the exploration of skills-based and hands-on instructional experiences in TLE education.

The study also utilized Constructivist Learning Theory by Vygotsky (1978), which emphasizes collaborative interaction, guided learning, and active learner participation in constructing meaningful knowledge and skills.

II. METHODOLOGY

This study employed a qualitative phenomenological research design to explore the lived instructional experiences of TLE teachers in teaching skills-based learning among Grade 8 learners in public secondary schools. Phenomenology was appropriate because it enabled the researcher to understand teachers' instructional realities, pedagogical practices, and classroom experiences in implementing practical and competency-based learning.

The participants consisted of twelve purposively selected TLE teachers from public secondary schools. Inclusion criteria required participants to: (1) currently teach Grade 8 TLE subjects; (2) implement skills-based and practical learning activities; and (3) be willing to share their instructional experiences and perceptions regarding TLE instruction.

Data were gathered through semi-structured in-depth interviews focusing on instructional practices, classroom participation, learner engagement, pedagogical adaptations, and implementation challenges related to skills-based learning. Ethical considerations including informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the study.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Interview transcripts were transcribed, coded, and categorized to identify recurring patterns, meanings, and themes related to skills-based TLE instruction and learner participation. Trustworthiness was established through member checking, triangulation, audit trails, and thick description.

III. RESULTS AND DISCUSSION

Theme 1: Strengthening Learner Participation Through Hands-On and Demonstration-Based Instruction

Participants consistently described hands-on and demonstration-based instruction as highly effective approaches in strengthening learner participation, engagement, practical understanding, and active involvement during TLE classes. Teachers explained that learners became more motivated and attentive when lessons involved actual demonstrations, manipulative tasks, simulations, and performance-based activities rather than purely lecture-oriented instruction.

One participant shared:

"Mas natututo ang learners kapag actual nilang ginagawa ang tasks."

Another teacher explained:

"Mas active sila kapag may demonstrations at practical activities kaysa lecture lang."

Participants emphasized that TLE learners learned more

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effectively when they directly practiced skills such as cooking, sewing, computer operations, handicraft production, and technical procedures. Teachers observed that actual demonstrations enabled learners to better understand instructions, processes, and techniques because they could immediately apply the concepts discussed during lessons.

One participant remarked:

"Kapag actual na pinapagawa ang activities, mas naiintindihan nila ang tamang proseso."

Another teacher stated:

"Mas interested silang matuto kapag nakikita at nagagawa nila mismo ang activities."

Participants also observed that hands-on instruction encouraged collaboration, classroom interaction, and learner participation. Teachers explained that practical tasks promoted communication, teamwork, and peer support because learners often worked together during group-based activities and demonstrations.

One participant explained:

"Mas nagiging cooperative ang learners kapag group activities at demonstrations ang ginagawa."

Participants further emphasized that experiential instruction improved learners' confidence and willingness to participate during classroom tasks and performance-based assessments. Teachers observed that learners gradually became less hesitant and more motivated when they experienced success in completing practical activities independently.

One participant shared:

"Mas nagkakaroon sila ng confidence kapag natutunan nilang gawin nang tama ang activity."

Participants also noted that hands-on learning strengthened learners' retention of skills and practical knowledge because they learned through direct experience and repeated application.

The findings suggest that experiential and demonstration-based instruction significantly strengthens learner participation, engagement, confidence, and practical competence in TLE learning. These findings align with David A. Kolb's Experiential Learning Theory, which emphasizes that meaningful learning occurs through direct experience, experimentation, and active participation. Similarly, Darling-Hammond et al. (2020) emphasized that learner-centered and performance-based instruction improves classroom engagement, skill acquisition, and learner motivation in technical-vocational education.

Theme 2: Demonstrating Pedagogical Adaptability Through Improvisation and Flexible Teaching Strategies

Teachers emphasized the importance of adaptability, improvisation, creativity, and flexibility in addressing instructional limitations during skills-based learning activities. Participants explained that despite limited resources and institutional constraints, they continuously modified instructional approaches and improvised materials to sustain effective TLE instruction.

One participant remarked:

"Kapag kulang ang materials, gumagawa kami ng paraan para matuloy ang activities."

Another teacher stated:

"Kailangan talagang maging creative at flexible sa pagtuturo ng TLE."

Participants described utilizing recyclable materials, locally available resources, improvised tools, and modified classroom activities to ensure that learners still experienced practical and skills-based learning opportunities. Teachers explained that resourcefulness became necessary because some schools lacked sufficient tools, equipment, and laboratory facilities required for competency-based instruction.

One participant explained:

"Minsan improvised materials na lang ang ginagamit para maituro pa rin nang maayos ang lesson."

Another teacher shared:

"Ina-adjust namin ang activities depende sa available resources sa school."

Participants also utilized peer-assisted learning, collaborative group work, and demonstration-sharing

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strategies to maximize limited resources and increase learner participation. Teachers observed that collaborative classroom activities helped learners support one another during practical tasks and reduced instructional difficulties caused by inadequate materials.

One participant remarked:

"Kapag kulang ang kagamitan, pinagtutulungan na lang ng learners ang activities."

Participants further explained that instructional flexibility also involved modifying lesson pacing, simplifying procedures, and adapting activities according to learners' varying skill levels and classroom conditions.

One teacher stated:

"Kailangan talagang mag-adjust depende sa capability at pace ng learners."

Teachers emphasized that adaptability and creativity were essential qualities in sustaining meaningful skills-based instruction within public secondary school contexts.

The findings highlight the importance of teacher adaptability, instructional creativity, and resourcefulness in implementing effective skills-based instruction. These findings support UNESCO (2021), which emphasized that technical-vocational instruction requires teacher flexibility and adaptive pedagogical strategies in resource-constrained educational settings. Similarly, Vygotsky's Constructivist Theory highlights the importance of responsive and learner-centered instructional adaptation in promoting meaningful learning experiences.

Theme 3: Navigating Classroom Challenges and Resource Limitations

Participants identified limited tools and equipment, insufficient instructional materials, overcrowded classrooms, varying learner competencies, limited time allocation, and classroom management concerns as major challenges affecting TLE instruction and practical learning implementation. Teachers explained that these instructional realities significantly influenced the quality, continuity, and effectiveness of skills-based activities.

One participant shared:

"Mahirap minsan magturo kapag kulang ang equipment at materials."

Another teacher explained:

"Kapag marami ang learners, mahirap matutukan ang individual performance nila."

Participants described situations where learners needed to share limited tools and equipment during practical activities, resulting in reduced individual practice time and limited opportunities for hands-on participation. Teachers also explained that large class sizes made it difficult to monitor learners' progress, assess practical performance, and provide individualized guidance during activities.

One participant remarked:

"Hindi lahat nabibigyan ng sapat na oras para makapag-practice dahil kulang ang kagamitan."

Another teacher stated:

"Mahirap ding bantayan ang safety kapag sabay-sabay ang learners sa practical tasks."

Participants further emphasized challenges related to maintaining classroom discipline and ensuring safety during laboratory-based and manipulative activities. Teachers explained that practical tasks required close supervision because learners handled tools, equipment, and materials that involved safety risks.

One participant explained:

"Kailangan talagang tutok ang teacher lalo na sa activities na may tools at equipment."

Participants also identified limited instructional time as a challenge because practical and demonstration-based activities often required longer preparation, implementation, and assessment periods.

One teacher shared:

"Minsan kulang ang oras para matapos nang maayos ang activities."

Participants further explained that learners demonstrated varying skill levels, learning paces, and interests, which required differentiated instruction and additional learner support during practical tasks.

The findings indicate that resource limitations, classroom management concerns, and varying learner competencies

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significantly affect skills-based learning implementation in TLE instruction. These findings support UNESCO (2021), which highlighted that insufficient facilities, overcrowded classrooms, and inadequate instructional resources remain common barriers in technical-vocational education. Similarly, research on experiential learning environments emphasizes that resource accessibility and manageable class conditions significantly influence the quality of competency-based instruction.

Theme 4: Observing Increased Learner Confidence and Motivation Through Skills-Based Learning

Teachers observed that skills-based learning significantly improved learners' confidence, motivation, classroom participation, and practical competence. Participants explained that learners became more interested and enthusiastic during lessons when they successfully completed practical activities, applied skills independently, and observed their own progress during performance tasks.

One participant remarked:

"Mas confident sila kapag natatapos nila nang maayos ang practical activities."

Another teacher stated:

"Nakikita naming mas motivated silang matuto kapag hands-on ang lesson."

Participants observed that learners demonstrated greater pride, self-confidence, and willingness to participate when they accomplished practical outputs such as food products, sewing projects, digital presentations, and technical activities. Teachers explained that successful task completion encouraged learners to become more responsible, participative, and motivated in classroom learning.

One participant explained:

"Kapag nakikita nilang kaya nilang gawin ang activity, mas ginaganahan silang mag-aral."

Another teacher shared:

"Mas proud sila sa sarili nila kapag may natatapos silang output."

Participants further observed that practical learning experiences strengthened learners' teamwork, creativity, responsibility, and problem-solving abilities. Teachers explained that collaborative tasks and performance-based activities helped learners develop communication and interpersonal skills while accomplishing practical classroom objectives.

One participant remarked:

"Natututo rin silang makipag-cooperate at maging responsible sa group activities."

Participants also emphasized that skills-based learning positively influenced learners' self-esteem and career awareness because learners recognized the practical value of the competencies being taught in TLE classes.

One teacher stated:

"Mas naa-appreciate nila ang TLE kapag nakikita nila ang practical application nito sa buhay."

The findings suggest that experiential and competency-based instruction positively influences learner motivation, confidence, participation, and practical competence in TLE education. These findings align with David A. Kolb's Experiential Learning Theory, which explains that active participation and practical application strengthen learner confidence and meaningful understanding. Similarly, Darling-Hammond et al. (2020) emphasized that learner-centered and performance-oriented instruction significantly improves learner motivation, self-confidence, and engagement in secondary education.

Discussion

The findings revealed that hands-on and skills-based instruction significantly strengthens learner participation, practical competence, engagement, and motivation among Grade 8 learners in TLE classes. Learners became more active and confident when they participated directly in demonstrations, manipulative tasks, and performance-based activities.

Despite instructional challenges related to limited resources, overcrowded classrooms, and varying learner abilities, TLE teachers demonstrated adaptability,

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creativity, and instructional flexibility through improvisation, contextualized instruction, and collaborative learning approaches. Teachers emphasized the importance of learner-centered and experiential pedagogical practices in sustaining meaningful skills-based learning experiences.

The study further highlights the importance of adequate instructional support, practical learning environments, and teacher adaptability in strengthening competency-based TLE instruction in public secondary schools.

IV. CONCLUSION

The study concluded that TLE teachers in public secondary schools perceive hands-on and skills-based learning as effective instructional approaches that strengthen learner participation, practical competence, motivation, and confidence among Grade 8 learners. Demonstration-based and experiential instructional strategies significantly improve classroom engagement and practical understanding.

Despite challenges related to limited tools and equipment, insufficient instructional materials, overcrowded classrooms, and classroom management concerns, teachers demonstrated adaptability and resourcefulness through improvised materials, collaborative activities, and flexible teaching strategies.

The findings underscore the importance of experiential, learner-centered, and context-responsive pedagogical practices in strengthening skills-based TLE instruction and learner participation in public secondary school education.

Implications of the Study

The findings may guide school administrators, curriculum developers, and TLE educators in strengthening skills-based learning programs, instructional support systems, and practical learning environments in public secondary schools. Schools may further improve access to tools, equipment, instructional materials, and teacher training programs related to competency-based instruction.

The study also highlights the importance of teacher adaptability, experiential learning, and collaborative instructional practices in improving learner participation and practical competence in TLE education.

Future studies may further examine the long-term influence of skills-based learning on learners' vocational readiness, entrepreneurial competence, and technical skill development across diverse educational contexts.

healthcare institutions and professional settings.

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