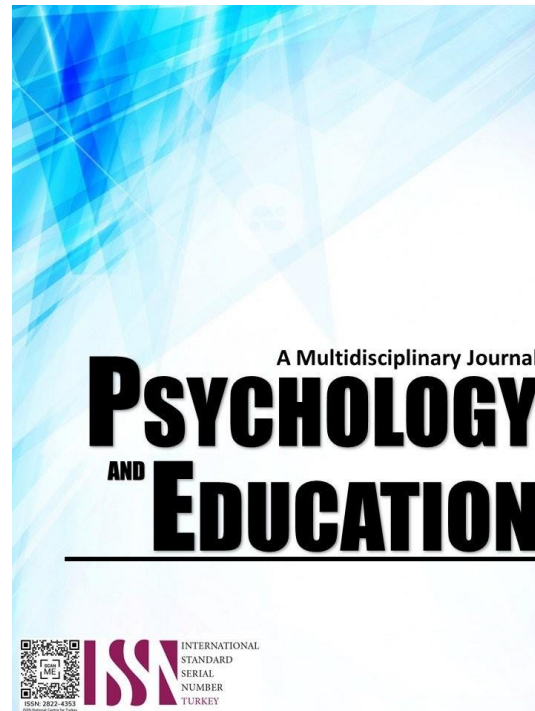


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PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 16

Issue 9

Pages: 1009-1018

Document ID: 2024PEMJ1520

DOI: 10.5281/zenodo.10584215

Manuscript Accepted: 01-22-2024

The Lived Experiences of TLE Teachers Teaching Non-TLE Subjects

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Abstract

The research study concentrated on the real-world experiences of Technology and Livelihood Education (TLE) teachers who are teaching non-TLE subjects, how they handled their current circumstances, and the lessons they could impart to other teachers who are having similar situations. This study employed a qualitative phenomenology approach to investigate and examine the shared experiences, coping mechanisms, and individual insights of the participants. For the focus group discussion, the research study specifically chooses 5 teachers from the two public national high schools in the municipalities of Moalboal and Badian Cebu reaching to data saturation. This study generated 5 themes namely; the struggles, the silver lining, always ready, Uplifting and Jack of all trades. The findings demonstrate how difficult it was for TLE teachers to teach non-TLE subjects in the context of their current teaching careers because those subjects are outside of their areas of expertise together with the lack of adequate resources. The most essential thing was that they continued to study every day and were prepared for class. They also sought out help from their peers and a few teachers who were knowledgeable in subjects other than TLE. Being resourceful, learning new things, showing courage, and using pedagogical alignment are a few of the thoughts that TLE teachers who teach non-TLE subjects reveal.

Keywords: *TLE Teachers, Out-of-Specialization, TLE Expertise*

Introduction

Technology and Livelihood Education (TLE) teachers handling out-of their field of specialization is an issue that is common in the learning system and is frequently seen as a barrier to having a good quality education (Abrams et al., 2016). The nature of Technology and Livelihood Education would provide practical knowledge and skills on vocation and technological productivity and problem-solving in daily life. Furthermore, teacher quality is closely connected to issues: in times of excess TLE teachers, the school can select qualified teachers who can teach outside their specialization. With several demands, TLE teachers handle non-TLE subjects even if they lack certain competencies like a full-fledged Academic teacher. Some TLE teachers learned the competencies not in line with their field of specialization through the aids of social media and technologies, self-study, and peer tutorials. Taking everything into account, teachers must stand to be teachers with competent skills, and knowledge and be capable of teaching subjects not in line with their specialization, considering teaching with your expertise becomes easier, more convenient, and more productive.

Good quality education requires good-quality teachers. The most vital factor that improves the performances of students is based on the quality of a teacher. Teachers should give the most appropriate learning materials, including skills, knowledge, and teaching strategies to do their tasks. Teacher competency plays an enormous role in student learning (Co et al., 2021). Technology and Livelihood Education aims to enhance the students' independence, analytical thinking, practical skills, and entrepreneurship that can be applied in their daily lives as their source of living in the future. Hence, teaching a subject not in line with their specialization or out-of-the-field teaching adds burden, stress, and less productivity, which can cause slow learning.

Public and private school teachers possess a high level of capability and competence due to their bachelor's degree, license or certificate, diploma, and a set of abilities. However, there is a difficulty when a teacher is unable to maximize the teaching and learning process in the classroom because of a mismatch in knowledge. As a result, bad things happen. A teacher exhibits dysfunctional behavior and lower performance satisfaction due to a lack of knowledge, abilities, and interest in the subject. Additionally, this causes turnover issues and instructional challenges to worsen. The goal of this study is to describe and investigate the real-world experiences of teachers who are instructing students in a subject or discipline that is outside their area of expertise (Augusto Jr., 2019).

By understanding the challenges TLE teachers face when teaching non-TLE subjects can help improve the teacher by attending training programs. By identifying specific areas where they experienced struggles, training programs can be tailored to address these challenges and better prepare them to teach non-TLE subjects effectively. When they are better equipped to teach non-TLE subjects, it can improve students' performances. When the teachers bring a unique set of skills and knowledge from the training programs, they attended that they could apply in delivering the lessons in class, leveraging these strengths can help students better understand the topics being

taught. By attending training programs, they bring a different perspective to the TLE teachers handling non-TLE subjects this can enrich classroom discussions and help students develop a more nuanced understanding of the subject matter.

To this end, the researchers are conducting this study to determine the struggles or challenges and strategies of handling subjects that are out of their field of specialization in which findings will serve as the basis in making the learning process effectively, efficiently, enjoyable and meaningful that would be a great help for the TLE teachers handling non-TLE subjects as well as for the students. This study needs more attention from the higher offices and all the hiring committees on how to solve this specific problem. If TLE teachers handle subjects according to their field of specialization, they can surely share and give their skills and knowledge resulting in quality education. This study recommends the hiring committee be more specific in hiring the vacancy of teachers.

Research Questions

This study determined the lived experiences of TLE teachers teaching non-TLE subjects. The findings served as a basis or guide for TLE teachers handling their field of specialization to make their teaching process more effective and efficient. The study answered the following sub-problems:

1. As TLE teachers handling non-TLE subjects, what are your struggles and challenges experienced?
2. What are the takeaways that you've learned, out of teaching non-TLE subjects?
3. What are your coping mechanisms and preparations for teaching non-TLE subjects?
4. How would you encourage TLE teachers handling out-of- their field of specialization to be more motivated and interested?
5. What recommendations can you propose or suggest for those TLE teachers handling out-of- their specialization?

Literature Review

The teachers' experience in teaching NOT their major subject or out their field of specialization has been surveyed in various studies. Below is a different outline from any relevant literature about the lived experiences of the teachers in teaching outside of their field of specialization:

The "Teacher Identity in Transition: In "Re-constructing the Professional Self" by Margolis and Nagel (2006): This is a study investigated how the teachers teaching in their field of specialization who redirect to teach not in their field of specialization who experienced the changes in their professional/identity. The researchers/investigator found that the teacher who teaches outside of their field experience distress and confusion, but they acquire more new cognizance and more new ability that can improve their teaching career.

The "Challenges and the Opportunities for the Teachers Teaching Out of Field" by Darling-Hammond and Sykes (2003): This outline investigates the challenges overlooked by the teacher who teaches subjects outside their field of specialization. The authors determine that such teachers are usually insufficient in the facts, concepts, theories, and principles and also the pedagogical skills that are required to excellently teach about the subject matter. Nevertheless, the outline also brings out the great chances for these teachers to engage more in continuous professional development and in joining forces with associates to upgrade or enhance their teaching profession.

"The Lived Experiences of Teachers Teaching Out-of-Field: A Phenomenological Study" by Brown and Borko (2015): This fact-finding used a Phenomenological approach to explore the different challenges and struggles encountered by teachers who taught outside of their teaching field. Researchers determine with certainty that the teachers frequently experienced feelings of imperfection and resentment. However, they will also learn more great procedures or approaches for teaching and they learn to treasure the advantages or benefits of multifaceted addresses to instruction or education.

The "Out-of-Field in Teaching: What Educational Leaders Need to Know or Understand " by Rice and Roy (2017): This review gives a run-through of the study on out-of-field of specialization teaching and its connotation for school heads or educational leaders. Researchers attest that the school requires to plan and give more support and also needs to provide more professional advancement or development for a teacher who teaches outside their field of specialization so that all students experienced the so-called "high-quality education."

In general, this research suggests that teaching outside of specialization is probably tough or challenging, but possibly enhances or refines the teachers. Educational leaders or school heads have a crucial role in assisting these teachers through career growth or continuous professional development for the benefit of everybody.

Methodology

Research Design

This study used Interpretive Qualitative Research. Phenomenology was used in this study. Phenomenology is a systematic method in which the researchers become accurately aware of the realistic participation of the sample in an exact incident. This study highlighted the lived experiences of TLE teachers teaching non-TLE subjects.

Participants

1. Participants should be at least 20 years old and above and can be a Male or Female.
2. Participants should be TLE teachers handling non-TLE subjects with at least 2 years of experience.

Instruments

An intent letter for approval will be sent to the School principal office of Bala National High School and Manduyong National High School to allow researchers to conduct the study. As soon as the intent letter was approved, orientation will be given to the respondents, and preparation for the needed materials in answering the survey questionnaire will be done. After which, the researchers will then execute the surveying of the said teachers at Bala National High School and Badian National High School. They will be provided with a ballpen and printed survey self-made questionnaire. The researchers will guide the respondents in answering the questionnaire by giving the right instruction and ensuring that no items will be left unanswered. The researchers will personally facilitate the gathering of data. After it will be completed, the data gathered will be examined.

Procedure

The researchers make use of Whittemore et al.'s (2001) quality criteria to sustain the study's rigor. These quality criteria ensure Credibility and Authenticity, and the researchers conduct bracketing to reinforce this study. It is vital to use bracketing in equitable and unbiased in this study (Alase, 2017). The participants' answers were already forecast (Cabello et al., 2022).

Ethical Considerations

Prior to conducting this study, research protocols were observed and followed as embodied in the research ethics throughout the research process (Maming et al., 2021). These are the following rights of the participants: participants are able to opt in to or out of the research participants; uphold honesty; and participants' data were maintained in private to others.

Results and Discussion

The Struggle

Teaching is a rewarding profession, but it is not without its challenges. We cannot deny the fact that there will always a struggle that teachers experience on handling subjects that are out of their specialization.

Participant 1 said that,

(As a TLE teacher handling non-TLE subjects, the struggles, and challenges that I've encountered in my teaching career is to deliver the lesson effectively since the subject that I'm teaching is not inline to my field of expertise. In this case, I need to be resourceful, flexible, and of course dedicated ample of times to deliver my lesson and meet the qualification standard of the so called "quality teacher".)

The struggle that the participant 1 encountered was more about delivering the lesson effectively. Since this is out of your specialization, as a teacher you need to be resourceful, flexible, and dedicated in delivering the lessons despite the struggle you face. As a teacher, we ensure that our students really understand the lessons taught and they can execute those skills that lead them to a brighter future. When we talk about quality teacher, you possess excellence on your teaching profession and to create positively impact to the learning process of the students. As a teacher teaching subject that are out of specialization, we still need to continue to inspire, and we can make difference in the lives of our students.

Participant 2 states that,

(It can be difficult to teach a subject out of once field of specialization because a teacher's expertise and knowledge are usually focused on their specific area of study. Teaching a subject outside of this area required additional research and preparation which can be time consuming and challenging.)

As a teacher, you are an expert to your subject, so you need to ensure that you are ready, and you fulfill the needs of our students. Participant No. 2 said that it is time consuming, since this is out of your specialization, so you need to invest time and effort in conducting research, gathering your resources, and you need to familiarize the content of your subject during discussion. You need to find ways to convey the concepts of the lessons to ensure that the students really grasp the fundamentals of the topics being discussed.

Participant 3 mentioned that,

(As a TLE teacher handling non-TLE subjects, I experienced the following struggles and challenges: limited expertise on the subject leading to a challenging creation of effective lesson plans and quality instruction, and on balancing work loads.)

Participant 3 experienced limited expertise on the subject leading to a challenging creation of effective lesson plans and quality instruction, and on balancing work loads. To overcome this challenge, you need to leverage available resources like textbooks, searching online and you need to find a colleague who have expertise on that subject. All subjects need preparation so that you can deliver it well to your students. You need to be efficient on your time management strategies to become more helpful. As a teacher you need to prioritize your task, setting your goals and organize your schedule to help you alleviate some of your burden that had been encounter.

Participant 4 said that,

(It is really difficult. You need to do more research and study on the topics since you have less to none knowledge, or else you can't give any input to the students.)

Participant No. 4 elaborate that teaching out of your specialization is very difficult. That's why participant No. 4 need more research and to study the topics to gain sufficient knowledge and skills to provide meaningful and engaging lessons to the students. As a teacher you need to also encourage your students to find additional resources and engage in independent outside of the classroom so that students can explore in depth learning of the topics being taught. As a teacher you are the guide on the side of our students not necessarily that all the time you give everything to them, but you need them to discover also.

Participant 5 mentioned that,

(As a TLE teacher handling non-TLE subjects, there were lots of struggles and challenges along the way. First, the adjustments all throughout the different subject. Second, I need to divert my prior knowledge/learning from the subjects to the other subjects that I am now teaching. And lastly, the method and strategies in teaching it also changes as for now that I'm teaching the broader subject like Araling Panlipunan which is historical, and I really need to understand each and every detail by the happenings.)

Participant No. 5 struggles a lot on teaching non-TLE subjects like she teaches Araling Panlipunan wherein she needs to understand each detail and the history of that specific event. You need to plan or create a step-by-step process on teaching subjects that are out of your specialization. You need to exert time, effort, and perseverance in transitioning of TLE subjects to non -TLE. If you follow the step-by-step process and join trainings or any professional growth you will become more confident, effective, and efficient teacher in teaching non-TLE subjects.

The Silver Lining

Out of those struggles and challenges encountered by TLE teachers teaching that are out of their specialization, teachers can still find brighter side and valuable result. The TLE teachers can turn this experience as a great opportunity to broaden their knowledge, skills, and become a versatile and resilient teacher.

Participant 1 stated that,

(Teaching subjects out of your expertise is a challenging task. However, despite of its difficulties, it has good things too. One of that is the realization that a teacher is a superhero and can do things outside of his/her field. And another positive thing of a teacher handling non- TLE subject is that they are learning by teaching other subjects.)

Participant 1 has a positive mindset wherein out those struggles that have been encountered still he/she looks the brighter side of that field of specialization. Despite of those struggles the teacher shows versatility and adaptability. So, it is proven that teachers are not limited to that specific field of ability but rather to excel in various subjects. In teaching out of your specialization, you can gain more knowledge and ideas that can be helpful to the teachers in their professional growth.

Participant 2 said that,

(Teaching a subject outside of one's area of expertise can help to improve critical thinking skills. In this way, teacher needs to analyze and understand the subject matter thoroughly, thus developing the critical thinking skills which can be applied to other areas of specialization.)

Participant 2 discover good side on handling subject that are out of their specialization like you will become a critical thinker. Because when teaching subjects that are out of your expertise you need to delve into your content, examine and analyze each key concept. As a teacher if you can analyze, evaluate and can think critically you can apply this to various subjects and the teachers can develop broader perspective that the students can learn apply this in real-life situations.

Participant 3 mentioned that,

(Teaching non-TLE subjects enables me to improve communication skills in a way of effectively conveying complex technical concepts to students, increase versatility on different teaching methods/ approach and it enhance critical thinking skills through analyzing problems and come up with creative solutions.)

Based on the statement of Participant No. 3 if you teach subjects that are out of your specialization you will become a problem solver also. Teaching non-TLE subjects allows you to expand your teaching repertoire and become more versatile in your instructional methods. As you encounter unfamiliar topics in teaching the subject you become a problem and a critical thinker because you think critically, and you analyze the problems so this will enhance your effectiveness as a teacher and being adaptable.

Participant 4 states that,

(Since you are studying topics that are new to you, it is inevitable that you also learn new things that are supplemental in your field of work.)

Participant 4 still see good things in teaching that are out of their specialization like they are still learning new things. Still there is a continuous process of learning and acquiring new knowledge on that specific subject. It has a big impact to create both teacher and student on embracing the opportunity to learn and grow on new subjects that are out of their specialization.

Participant 5 said that,

(Despite of all the struggles I've faced, there is still a good thing I've learned. I felt honored also to teach other subjects and be able to teach learning's which are very much far from that of my usual thing which is the TLE subjects/topics, and it is good also for me to adopt the changes from that day I've been teaching which are out of my specialization. And with that, it's also nice to build my way of teaching away from my field.)

Participant No. 5 felt honored on teaching subjects that are out of their specialization because you can share your skills and knowledge to the students in a wider range of subjects. Feeling honored to teach those subjects will reflect your dedication and passion in teaching. Teaching subject that are out of your expertise requires you to adapt and it will challenge you to explore new teaching methods, approaches and techniques that can enhance your ability to connect to diverse students.

Always Ready

When a teacher is ready, it means that they possess the abilities and expertise necessary for effective teaching, a thorough understanding of the subject matter they will be teaching, and the qualities and skills necessary to engage in their profession through successful relationship-building. The teacher is responsible for monitoring everything that occurs in the classroom to aid students' growth. However, this is not an easy task for the teacher because the key issue is the teacher's readiness to teach outside of their area of specialization.

Participant 1 said that,

(My coping mechanisms and preparation in teaching non-TLE subject is to prepare my lesson as well as myself through equipping with the knowledge and skills needed, prior to the delivery of the lessons to my students.)

Participant 1 believed that education is a continuous process and teaching subjects outside of his/her specialization would mean putting and submitting herself/himself to self-learning, join and attend actively in workshops to gain necessary information, skills and abilities needed to be able to provide accurate, sufficient, and relevant knowledge which is of great help for them as they embark to the real word of work. That means a life-long knowledge that would help them as they go through life.

Participant 2 mentioned that,

(Teaching a subject outside of one's are of specialization requires patience, dedication and willingness to learn. As one of my coping mechanisms like doing research, spending time studying the subject matter, understanding the concepts and principles and identifying the resources needed, teachers can effectively teach subjects outside the area of specialization and help students achieve their learning goals.)

Participant 2 explain that being an effective teacher means having the great qualities needed to impart significant learning's to students. Though you are teaching outside your specialization, you can still be effective because it's all in the heart of a person who truly love and embrace his/her role in the society. Your passion as a teacher will bring out the best in everything you do.

Participant 3 stated that,

(To cope with teaching non-TLE subjects the following must be done: research, familiarizing the lessons, plan and organize each lesson, practice good time management, and collaborate with colleagues.)

Participant 3 elaborates the good qualities of a TLE teacher teaching non-TLE subjects such as adaptability and patience. These qualities are manifest in doing research, searching, and collecting of information about the topic at hand. This action can help familiarizing the lessons to deliver it effectively. Moreover, planning and organizing each lesson are very essential to keeping track of the strategies and methods of teaching to use in the classroom. A teacher can also follow on the smooth flow of instruction. Another important practice is the time management. This allows a teacher needs to allocate the time for all the topics needed to be taught. Lastly, a teacher needs to collaborate with colleagues. Others' examples and their experiences can enrich our knowledge and aid in teaching non-TLE subjects. All of these require time and effort.

Participant 4 said that,

(You have to prepare early, because again, these things are new to you. While discussing on a topic, you should be 2 topics ahead in your preparation, otherwise your discussion might not be as smooth as planned.)

Being prepared might assist a teacher in becoming more at ease and confident in front of the class. A teacher can assist students in preparing to learn. And he can simply respond to questions or queries from students. Being prepared can make learning more enjoyable and engaging.

Participant 5 mentioned that,

(The coping mechanisms/preparations I did was to know more about the subject and topic first. As for me, if you, yourself as a teacher don't know about the topic therefore, he doesn't know also what to teach. As the source of learning inside the classroom, it is very much necessary to deliver the best information to students. After knowing the topics, this time I will focus on the methods/strategies which would also fits the topic well. And be able to make sure that I will be selecting the methods/strategies which are most effective relatively to the topics that I will be presenting.)

Participant 5 emphasizes the importance of a teacher's preparation before giving a lesson to students to ensure the students' good learning experience. Furthermore, a teacher should not only focus on one way of instruction; he or she should be able to adapt to the many intelligences of the students to achieve a better result.

Uplifting

Uplifting is putting an individual to be on top. It is raising a person to feel better like giving an encouragement words, inspirational message, and positive outlook in life. In this way even during your downfall and stressful moments you can feel better and able to find ways to cope up the challenges encountered.

Participant 1 stated that,

(As they said, “Teacher’s knows everything, we are the master in our class” My word of motivation to teachers handling non-TLE subject is that, “Do not get worry nor nervous on this matter, just do your part and give you best” there is nothing to regret in the end since you are learning.)

The participant has a positive outlook in terms of the process of teaching. As long as the teacher is learning, everything is possible and can be controlled. No matter what happen because at the end of the day you are their teacher who always look for the best for their sake, teaches them and develop them to become productive students.

Participant 2 said that,

(Encourage and remind them on the difference, their making in their student’s lives. Even if the subject matter is not their area of expertise, still they are providing valuable knowledge and skills to their students.)

The participant always put her heads up that even if it is not their field of expertise, the teacher is still doing their best to find ways to their knowledge to the students that can be helpful for them soon. Providing them relevant topics and information that can help them understand and learn more.

Participant 3 mentioned that,

(For TLE teachers handling out of their specialization they must find their purpose and embrace every challenge which come along in the teaching- learning process. This could be done through securing learning resources, fostering a supportive environment for all the learners and effectively involve students in the learning process)

Uplifting an individual at the times of problems and challenges encountered when teaching is what the third participant show. Always think the positive sides since you are not alone in this battle. You have your students that can help you to build a strong and effective learning environment.

Participant 4 said that,

(Understand and internalize, that all these are for the future of the students. Yes, there will be times that things won’t go as planned but you must pull yourself together and continue.)

The fourth participant shows that sometimes our plans will not go along as what you have expected, or it is not always applicable because when the reality strikes nothing can hinder it. All you must do is to continue and always look for the positive side since there is always a room for improvement through your experiences and learning.

Participant 5 stated that,

(Even though there were hardships along the process in dealing the opposite path, but we also need to be flexible at the same time. That’s why I am encouraging those teachers handling out of their specialization to also make us grow in our teaching career. Because as they always say that it is much better if we stay away from our comfort zone for us to grow and also to embrace the changes positively.)

The fifth participant’s idea shows that you must leave the shell where you belong and look for a new one in which you can discover you hidden talents and abilities and build you more into a better individual. Leaving your comfort zone may provide you better opportunities to learn, grow and develop holistically.

Jack of all Trades

Being a teacher, you are Jack of all trades which means you possess the wide range of skills and knowledge across different learning

areas to cater the needs of our students. As a teacher you are expected to have a broad understanding of various subjects and be able to teach the students effectively. Being Jack of all trades, you need to have collaboration also to your colleagues because if you need help or assistance on that specific subject, you can ask for them their expertise and they can share their experience on that subject.

Participant No. 1 said that,

(My recommendation to those TLE teachers handling out of their specialization is that being a teacher is not a coincidence. We are teachers and are known to be equipped of the skills and knowledge needed for our students, and this is all happens for a reason. Same as teaching non-TLE subjects, this is given to us for a purpose, let's work it out, and give the best of it because your difficulties today might help you to become more efficient and better educator in the future.)

Participant 1 gives a good perspective on teachers handling out of their specialization that always remember teaching is not just a coincidence, but you have the purpose on choosing this kind of job. As a teacher you equipped with skills, knowledge and qualities needed to create a positive impact on the lives of the students. Teaching subject not of your expertise has a purpose so you need to embrace this opportunity with dedication and a good mind set. Always recognize this kind of experience because it will lead this to your professional development and to be an effective and efficient educator in the future. This could be a big blessing so let's work it out and give the best we can to give a positive impact on our student's lives.

Participant No.2 stated that,

(These are just few of the many recommendations:
Spend time researching the subject area you are teaching.

Collaborate and seek support from colleagues who have experience in teaching the subject and share teaching strategies, and other resources that could be of help.)

Participant 2 give recommendation that If we combine research with collaborative efforts, we can expand our knowledge and teaching strategies for subjects that are out of your specialization. These two recommendations would provide teachers that you are well-prepared and equipped in delivering instructions to the students.

Participant No. 3 mentioned that,

(Changes is the only constant thing in this world, therefore it is always significant for a teacher to cope with it through adaptation. The following could be done by TLE teachers handling out-of-their specialization; conduct research on the subject, utilize technology, adapt teaching methods, collaborate with colleagues and continue learning as a teacher)

The strategy of Participant 3 was adaptation in any aspect because there were changes from time to time, collaboration with a co-teacher, your own resources, and your readiness to learn new things along the way. For me, it is important also to modify our teaching strategies and methods to suit the subject matter which was the most significant in order that the learning experiences were more engaging and effective in all the way. Always remember change provides opportunities for growth, development, and your commitment in the lifelong learning for both you and your students.

Participant No.4 said that,

(I suggest they don't slouch on teaching non-TLE subjects just because it is not their major. They should teach them with the same energy and enthusiasm with their TLE subjects.)

Participant 4 emphasize that even if that is not your field of specialization still you need to teach the students with the same energy, enthusiasm, and dedication. If you provide enthusiasm on your teaching approaches, students will likely be interested and actively motivated on listening your discussions. It shows also that the teacher is committed in teaching by providing quality education across in any subject areas.

Participant No. 5 stated that,

(My recommendations are that just be motivated and dedicated in our profession. No matter how hard it is to adjust but still our spirit to teach will always be on top of everything. At the end of the day, we teachers will always be teachers who are always there to learn, to teach, and to motivate.)

Participant 5 gives a truly inspiring recommendation that you need to be motivated and dedicated to your chosen profession. Because

your motivation, dedication, and commitment will give inspiration and shape the lives of those students.

Conclusion

TLE teachers were proven to be a JACK OF ALL TRADES, who can teach even out of their specialization just to cater the student's needs, and ALWAYS READY in UPLIFTING their self to accept and embrace challenging task/s, in this way it would help TLE teachers to avert STRUGGLES in teaching out of their field and can find the SILVER LINING situation out of those experiences and challenges in teaching non- TLE subjects. This research recommends selection committee of DepEd, if possible, select and give items to teachers by Major of what is being needed of that school to make learning and teaching process more effective and efficient. This research also recommends the school principals to provide more seminars, conferences, and trainings for the TLE teachers teaching non- TLE subjects to make their teaching experiences easier and faster.

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