

# Lived Experiences of Technical-Vocational and Livelihood Teachers in Geographically Isolated and Disadvantaged Areas School (GIDAS)

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**Abstract:** Technical-Vocational and Livelihood (TVL) education plays a vital role in equipping students with practical skills for employment and self-sufficiency. However, delivering this form of education in geographically isolated and disadvantaged areas presents unique challenges for teachers. This study aimed to determine the experiences, coping mechanisms, and insights of Technical-Vocational and Livelihood teachers in Geographically Isolated and Disadvantaged Schools. It employed qualitative research, specifically using a phenomenological approach. The study involved six participants—three from Sindaton National High School and three from Kauswagan National High School. The findings revealed that TVL teachers in these areas faced significant challenges, including dealing with diverse learners, limited resources, and language barriers. The study highlights the complex interplay between professional commitment and the contextual realities of teaching in remote and underprivileged settings. Implications for policy, teacher training, and support initiatives are discussed within the broader framework of enhancing educational equity and quality in marginalized communities. To cope with their challenges, participants utilized strategies such as innovating learning materials, managing emotional stress, planning alternative actions, and staying committed to their purpose. Insights drawn from their experiences emphasized the need for adequate resources and equipment, ongoing professional training, collaboration and support systems, adaptability, resourcefulness, and a strong focus on student development. The results of this study contribute to a deeper understanding of the phenomenon and can guide educational policymakers in developing intervention programs to support TVL teachers in geographically isolated and disadvantaged schools.

**Keywords:** TVL Teachers, GIDAS, Qualitative Research, Phenomenology, Philippines.

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## I. INTRODUCTION

Quality education has been the major thrust of Philippine Education. However, shortage in the availability of educational resources in rural areas means students and teachers there maybe poorly prepared for education. Geographically Isolated and Disadvantaged Areas School (GIDAS) often face distinctive challenges resulting from their remote and often inaccessible locations (Clarke, 2020). A recent study published by the Philippines Institute for development studies (PIDS, 2019) presented a process evaluation determining the extent of implementation of the SHS program and identifying the best practices, and issues and areas of improvement. It was revealed in the study that the implementations of the TVL track are hampered by the issues in curriculum delivery, work immersion, students' unpreparedness, problems with partnership, and inadequate resources.

Studying the live experiences of technical vocational and livelihood teachers in GIDAS is crucial for several reasons. Firstly, it enables a deeper understanding of the effectiveness of teaching methods in preparing students for technical careers, which are essential for economic development and workforce sustainability. The interconnection between TVL education and GIDAS schools forms a narrative of potential and hope. Through their stories, TVL teachers reveal how vocational education can be a powerful tool for community empowerment and student engagement, preparing learners not just for employment, but for meaningful participation in their communities. These narratives underscore the significant role of TVL educators as agents of change, navigating through limitations to inspire and equip their students for future success.

Global and local studies on factors that affect the successful implementation of TVET programs often only

scratch the surface when investigating these factors. For example, many studies lack detailed information about the facilities and resources involved (Ayuba & Gatabazi, 2010). Specifically, there's a lack of solid evidence on the implementation of TVL curriculum, leading to a shortage of literature in this field. While some research suggests that having proper instructional materials can improve student achievement (Nwagbo, 2006), especially to those schools that belong to GIDAS areas.

**Resource Dependency Theory.** It emphasizes the importance of incorporating student's cultural backgrounds, experiences, and contexts into the teaching and learning process and the need for culturally responsive teaching practices to promote academic success and empower students in these settings (Gloria Ladson-Billings, 1990).

This theory can be applied to teachers working in Geographically Isolated and Disadvantaged Areas School (GIDAS) by recognizing their dependence on external resources to provide quality education. In such contexts, teachers often require additional support, including funding for classroom supplies, access to technology, professional development opportunities, and community resources to address the unique challenges faced by students from disadvantaged schools.

**Culturally Relevant Pedagogy,** Emphasizes the importance of incorporating students' cultural backgrounds, experiences, and contexts into the teaching and learning process and the need for culturally responsive teaching practices to promote academic success and empower students in these settings (Gloria Ladson-Billings, 1990).

This theory is particularly significant for teachers in disadvantaged areas as it acknowledges the diverse cultural backgrounds, experiences, and context of their students. By embracing culturally responsive teaching practices, teachers in disadvantaged areas can create more equitable educational experiences and enhance the academic outcomes and self-esteem of their students.

**Social Justice Education.** This framework focuses on addressing systemic inequalities in education and advocating for equitable learning opportunities for all students (Paulo Freire, 2000).

It is essential for teachers in disadvantaged schools as it enables them to address systemic inequalities and advocate for equitable learning opportunities. By incorporating principles of social justice into their teaching practices, teachers empower students to challenge barriers to education, fostering a more inclusive and equitable learning environment.

## II. METHOD

### ➤ *Study Participants*

My research participants were perceived to be the experts in my study, and I am the apprentice willing to learn (Wilding & Whiteford, 2005). For this reason, I ensured that

my research participants experienced the phenomenon being studied and were willing to share these experiences. Since the outcome of my study depends primarily on my research participants' ability to elucidate facts from their experiences (Johnson et al., 2014), I ensured that they fully understood the questions they asked. I translated the contents of the open-ended questionnaire into their layperson's terms so they could understand every word of the question.

### ➤ *Materials and Instrument*

Under such circumstances, I used a variety of sources such as in-depth interviews, focus group discussions, documents like a journal, and audio-visual material like the poster that examined the resemblance and differences in the data that I gathered (Patton & Cochran, 2002). With this, I guarantee the validity, reliability, and authenticity of the findings in this research (Creswell, 2009; Konecki, 2008; Patton & Cochran, 2002).

### ➤ *Design and Procedure*

The phenomenological approach, in particular, is used to explore and interpret the lived experiences of individuals as they encounter specific phenomena. It focuses on how people perceive, understand, and make sense of their experiences in their everyday lives (Jordan, 2019). By emphasizing the subjective experiences of the participants, phenomenological research provides a nuanced and in-depth understanding of their realities, helping to illuminate broader educational challenges and opportunities within marginalized contexts. I used qualitative phenomenological methods to illuminate the lived experiences of Technical-Vocational and Livelihood (TVL) teachers in Geographically Isolated and Disadvantaged Areas Schools (GIDAS). The researcher documented the informant's lived experiences, coping mechanisms, and insights. Accordingly, this phenomenological research emphasized human experiences described by the study participants (Creswell, 2009). It is vital so that I will be able to interpret their feelings towards the phenomenon experienced (Winnicott, 2018).

In addition, the results were examined using thematic analysis (Virginia Braun, Vivtoria Clarke 2012), which is a technique of organizing data into groups according to themes, concepts, or comparable characteristics. The methods utilized are essentially outlined to reduce and classify an enormous amount of data into more useful units for explanation. This process of qualitative data analysis typically begins with familiarization with data, followed by organized into potential themes and patterns, testing the emerging theory, examining other explanation and lastly, writing the result which is providing and nuanced understanding of this study.

## III. RESULTS AND DISCUSSION

The researcher delves deeply into the world of rich and complex insights gathered from focus groups and in-depth interviews in this qualitative research study. This phenomenological study was able to capture teachers lived experiences, challenges, and coping strategies, to overcome the difficulties associated with the impact of some factors that may affect their teaching, with the complete effort given to

completing the research's questions.

➤ *Lived Experiences of Technical- Vocational and Livelihood Teachers in Geographically Isolated and Disadvantaged Areas School (GIDAS)*

After delving into the participants’ opinions about their lived experiences of TVL teachers in GIDAS, three major

themes emerged; Experience Limited Resources, Accommodating Diverse Learners, Language Diversity. Additionally, three key themes of challenges were identified: Geographic Isolation, and Transportation Difficulties. These were presented in Table 1 with the core ideas.

Table 1 Lived Experiences of Technical- Vocational and Livelihood Teachers in Geographically Isolated and Disadvantaged Areas School (GIDAS)

Essential Themes	Core Ideas
<b>Positive Observations</b> Experiencing Limited Resources	<ul style="list-style-type: none"> <li>Teachers used personal funds to purchase teaching materials.</li> <li>Using available materials for teaching.</li> <li>Shortages of resources.</li> </ul>
Accommodating Diverse Learners	<ul style="list-style-type: none"> <li>Adjusting teaching strategies.</li> <li>Flexible teaching to accommodate slow learners.</li> <li>Tailoring approaches to meet diverse learners.</li> <li>Understanding students’ behaviors.</li> </ul>
Language Diversity	<ul style="list-style-type: none"> <li>Ensuring students can learn both in national and indigenous language.</li> <li>Teachers adapting diverse language and cultures.</li> <li>Teachers preserve and promote languages.</li> </ul>

<b>NEGATIVE OBSERVATIONS</b> Geographic Isolation	<ul style="list-style-type: none"> <li>Teachers make it difficult to access supplies and support services.</li> <li>Difficult to connect with peer networks and administrative support.</li> <li>Teachers rely heavily on donations to support their teaching.</li> </ul>
Transportation Difficulties	<ul style="list-style-type: none"> <li>Poorly maintained roads making travel slow and dangerous.</li> <li>Lack of reliable transportation</li> </ul>

• *Positive Observations*

Despite their knowledge of core academic subjects, teachers face challenges, such as a lack of equipment’s, and support from the government. This lack of equipment and support are significant barriers to effective teaching, making it especially difficult to achieve intended learning outcomes in Senior High School curriculum, such as acquiring common life skills (Lu & Lorusso, 2016). The lack of targeted training limits teachers' ability to navigate the complexities of core subjects and their ability to instill essential life skills in learners. Having proper equipment at school is crucial for providing a good education.

• *Negative Observations*

Aside from the positive feedback of these educators, they also face challenges in adapting to unfamiliar instructional materials and assessments, as well as in effectively addressing the needs of culturally and linguistically diverse students, requiring extra effort to

acquire appropriate teaching and learning strategies. Government should give attention to the schools in GIDAS because lacking equipment on disadvantage areas might result to failure of delivering proper knowledge that a student should gain. Teachers can use innovative resources, but it does not long last until next school year. They sometimes use their personal allowance just to provide materials for teaching.

➤ *Coping Mechanisms with the Challenges Encountered in making the Job Shift.*

To cope with these obstacles, teachers employ practical strategies. Negotiating flexible scheduling arrangements allows teachers to adapt their work hours to accommodate unpredictable travel conditions. Embracing technology becomes crucial; teachers utilize virtual meetings, online teaching tools, and remote collaboration platforms to minimize the necessity for frequent physical travel (Day & Gu, 2009).

Table 2 Technical-Vocational Teachers Cope up with Challenges they Encounter using the Different Practices.

Essential Themes	Core Ideas
<i>Innovating Learning Materials</i>	<ul style="list-style-type: none"> <li>Improvisation DIY materials for solutions to limited resources</li> <li>Utilization of recycled materials to meet educational needs.</li> <li>Working together with colleagues to make IM's.</li> </ul>
<i>Managing Emotional Stress</i>	<ul style="list-style-type: none"> <li>Spending time to rest, exercise, read books, and take breaks to manage stress.</li> <li>Gaining support by talking with fellow teachers and drawing motivation from their students.</li> <li>Setting aside time for themselves and their families to prevent burnout.</li> </ul>

<i>Planning Alternative Actions</i>	<ul style="list-style-type: none"> <li>• Adjusting to the lack of equipment and long distances by developing flexible teaching methods.</li> <li>• Coping with transportation issues by planning and finding alternative means of transport.</li> </ul>
<i>Committing to Purpose</i>	<ul style="list-style-type: none"> <li>• Teachers’ dedication to their profession helps them overcome obstacles.</li> <li>• Teachers find motivation in their students’ eagerness to learn and their determination.</li> <li>• Teachers’ commitment to their student’s education keeps them motivated.</li> </ul>
<i>Time Management and Work-Life Balance</i>	<ul style="list-style-type: none"> <li>• Teachers prioritizing their tasks, setting goals, scheduling activities.</li> </ul>

➤ *Technical-Vocational Teacher’s insights in Experiencing Challenges Teaching in GIDAS.*

In the context of technical-vocational education, teachers assigned in Geographically Isolated and Disadvantaged Areas (GIDAS) navigate a landscape filled with unique challenges that test their dedication, creativity, and resilience. These educators, committed to shaping the future of their students despite limitations, shared meaningful insights drawn from their lived experiences. Their stories illuminate the realities of teaching in under-resourced environments, emphasizing both the struggles and triumphs

along the way. From these narratives, five (5) major themes emerged:

1) *Need for Resources and Equipment*, 2) *Professional Training and Skill Development*, 3) *Collaboration and Support Systems*, 4) *Adaptation to Challenges and Resourcefulness*, and 5) *Focus on Student Development*. These themes, detailed in Table 3, encapsulate the core insights that reflect the heart of their teaching journey and the enduring commitment to make a difference in the lives of learners in GIDAS communities.

Table 3 Technical-Vocational Teacher’s insights in Experiencing Challenges Teaching in GIDAS.

<b>Essential Themes</b>	<b>Core Ideas</b>
<i>Need for Resources and Equipment</i>	<ul style="list-style-type: none"> <li>• Emphasizing the need for proper tools to enhance teaching effectiveness.</li> <li>• Desiring external support to acquire necessary equipment.</li> <li>• Highlighting issues with budget allocation and resource acquisition.</li> </ul>
<i>Professional Training and Skill Development</i>	<ul style="list-style-type: none"> <li>• Emphasizing continuous professional development to keep teachers updated with the latest educational practices.</li> <li>• Encouraging participation in workshops and seminars to enhance teaching methodologies.</li> </ul>
<i>Collaboration and Support Systems</i>	<ul style="list-style-type: none"> <li>• Fostering a culture of teamwork and shared best practices among educators.</li> <li>• Implementing mentoring and peer support programs to guide new teachers and provide ongoing assistance.</li> </ul>
<i>Adaptation to Challenges and Resourcefulness</i>	<ul style="list-style-type: none"> <li>• Encouraging creative problem-solving and flexibility in addressing classroom challenges.</li> <li>• Supporting teachers in the development of innovative teaching strategies and techniques.</li> <li>• Promoting resilience and the ability to adapt to changing educational environments and student needs.</li> </ul>
<i>Focus on Student Development</i>	<ul style="list-style-type: none"> <li>• Prioritizing holistic student growth, including academic, social, and emotional development.</li> <li>• Implementing individualized learning plans to cater to the diverse needs and abilities of students.</li> </ul>

• *Experiences of Teacher’s Teaching in Geographically Isolated and Disadvantaged Areas (GIDAS)*

Education is an important factor that helps individual to **survive the difficulties of life**. Without our teachers who supported us and never slips a day without giving the learning we deserve; things might be difficult. Teacher motivation could be enriched when teachers have the right to choose teaching materials, programs and teaching methods and to determine classroom organization and discipline (Kaiser, 1981).

Despite their knowledge of core academic subjects, teachers face challenges, such as **a lack of equipment’s, and support from the government**. This lack of equipment and support are significant barriers to effective teaching, making

it especially difficult to achieve intended learning outcomes in Senior High School curriculum, such as acquiring common life skills (Lu & Lorusso, 2016).

The reasons raised can also be further supported by academic literature on inclusive teaching strategies and the benefits of community involvement for **improving learning opportunities**. Studies of family engagement in children’s education reveal large associations between family engagement and success for students. Family engagement improves classroom dynamics and increases teacher expectations, student–teacher relationships, and cultural competence, regardless of students’ age groups. (Kelty & Tomoko Wakabayashi 2020).

Teachers working in remote areas often **face significant transportation challenges** due to the geographical isolation and limited infrastructure typical of such regions (Leithwood & Jantzi, 2008).

For technical-vocational teachers, the **lack of funding and equipment in GIDAS** has posed significant obstacles. The lack of necessary resources, tools, and instructional technologies caused participants to feel frustrated and powerless. Many said that in order to continue classroom activities, they had to buy teaching supplies with their own money.

Teachers **demonstrated devotion and commitment** to giving their kids learning opportunities in spite of the lack of resources. This is in line with Sahan's (2016) findings, which highlight how important qualified teachers are to providing high-quality instruction. According to the participants' replies, the emotional toll of inadequate government support was apparent as they spoke of feeling ignored, which may result in burnout.

According to Tversky and Kahneman's (1980) Prospect Theory, the absence of instructional resources and infrastructure represents a substantial departure from teachers' frames of reference and represents a perceived loss. **Their determination to turn unfavorable circumstances into favorable ones**, however, is demonstrated by their readiness to keep going and look for alternatives. This theme emphasizes how teachers' resilience and intrinsic motivation enable them to continue working toward educational achievements for their students in spite of structural obstacles.

Another recurring challenge among teachers in GIDAS is the **limited access to professional training and continuous skill development**. Participants expressed the need for upskilling, especially in the areas of curriculum development, assessment strategies, and the integration of technology in teaching. Many admitted to feeling unprepared when faced with diverse classroom demands and stated that the training they receive is often general and not suited to the specific challenges of teaching in remote locations.

According to Tondeur et al. (2017), access to targeted, context-specific training is crucial for teachers to **effectively navigate the complexities of modern education**. Similarly, Serdyukov (2017) highlighted that continuous professional development is essential for improving teaching practices, particularly in rapidly evolving educational environments.

Two qualities that have been identified as defining characteristics of GIDAS **teachers are adaptability and resourcefulness**. The participants related experiences of adapting lesson plans according to available resources, using recyclable materials for technical-vocational training, and employing innovative techniques to guarantee student comprehension. In order to adapt their teaching methods to the realities of their surroundings, they frequently had to innovate out of necessity. These results highlight the importance of teacher flexibility in overcoming educational

obstacles in environments with limited resources, as well as the critical role of resilience and context-based tactics in maintaining high-quality education in underprivileged communities (Caena & Redecker, 2019; Wong, 2018).

Despite the hardships, the **teachers' focus on student development** remained unwavering. Participants discussed the importance of understanding each student's learning pace and emotional background, particularly in multi-grade or mixed-ability classes. Teachers reported going beyond academics by engaging with students' families to support behavior management and learning continuity. This dedication reflects a culturally responsive approach that emphasizes respect for learners' backgrounds and tailored support, as well as the significant contribution of family engagement to student outcomes, especially in marginalized communities. The deep empathy and commitment shown by teachers in GIDAS demonstrate that student development remains at the core of their educational mission (Gay, 2018; Kelty & Wakabayashi, 2020).

**Geographic isolation and poor transportation infrastructure emerged as significant stressors** among GIDAS teachers. Participants described long, difficult commutes involving rough roads, rivers, or mountains, often without reliable public transportation. These conditions affected not only their physical well-being but also their punctuality and classroom energy. Taylor (2021) explained that geographic inaccessibility is a major barrier to consistent instructional delivery in remote schools. Leithwood and Jantzi (2008) also observed that teachers in isolated areas are often at a disadvantage when it comes to accessing both training and basic professional support, which can further widen the education gap between urban and rural schools. These logistical challenges compound the already demanding nature of teaching in GIDAS.

- *How did they Cope with the Challenges Encountered in Teaching in GIDAS?*

Technical-Vocational teachers in geographically isolated and disadvantaged areas (GIDAS) face unique challenges in delivering quality education, particularly due to limited access to resources and equipment. These educators often have to **innovate in order to meet curriculum requirements**. Many develop **do-it-yourself (DIY) learning materials** using recycled or everyday items, transforming common materials such as cardboard, plastic bottles, or scrap paper into effective teaching aids. This creativity ensures students still receive hands-on learning experiences despite the scarcity of specialized tools. By adapting in this way, teachers not only maintain lesson quality but also model problem-solving and innovation for their students. This approach is essential in providing equitable vocational education in under-resourced settings (Middleton, 2000; Darling-Hammond, 2010).

The use of DIY materials serves several purposes beyond overcoming resource constraints. It encourages students to engage actively with their learning, promotes environmental awareness through reuse and recycling, and **fosters critical thinking** as students and teachers

collaboratively create instructional aids. This resourcefulness highlights the dedication and commitment of Technical-Vocational teachers to ensure that limited materials do not limit learning outcomes. Their ability to innovate under pressure is a testament to their resilience and adaptability in challenging educational environments (Middleton, 2000; Darling-Hammond, 2010).

**Managing emotional stress** is another critical aspect of how teachers cope with the difficulties of working in GIDAS. The combination of high workloads, lack of transportation options, and procedural constraints can lead to feelings of frustration and exhaustion. Despite these pressures, teachers in these areas demonstrate remarkable resilience by maintaining a strong commitment to their students' success and personal well-being. Their passion for teaching, intrinsic motivation, and the joy they find in witnessing student progress help them persist through hardships. Schools that prioritize teacher well-being and support professional autonomy create an environment where educators can better manage stress and sustain their effectiveness (Ravitch, 2010; Brown, 2015).

**Emotional intelligence** plays a key role in teachers' ability to manage the stressors inherent in their work. By acknowledging and processing their emotions, educators build resilience that supports their professional growth and personal well-being. Developing healthy coping mechanisms, such as seeking social support or practicing self-care, enables teachers to remain focused on their educational mission even in difficult circumstances. This emotional strength contributes not only to their longevity in the profession but also to the quality of instruction they provide to their students (Brown, 2015).

Another important coping strategy is the use of **flexible and alternative teaching** plans. Technical-Vocational teachers prepare multiple instructional strategies to adapt to changing classroom dynamics and individual student needs. Having backup plans allows them to quickly shift activities if a particular approach is ineffective or if resources become unavailable. This flexibility helps maintain student engagement and creates an inclusive learning environment where all students can succeed. Moreover, culturally responsive teaching practices that acknowledge students' backgrounds and experiences further enhance the effectiveness of instruction by addressing diverse learning needs (Manzano, 2001; Ladson-Billings, 1994).

The ability to **anticipate challenges and plan accordingly** is vital for teachers working in resource-limited and unpredictable settings. By being prepared with alternative lessons and differentiated instruction, Technical-Vocational teachers demonstrate professionalism and care for their students. This preparedness not only benefits students academically but also supports their emotional and social development by fostering a classroom climate of stability and support. These strategies are essential for sustaining quality education in GIDAS despite external constraints (Manzano, 2001; Ladson-Billings, 1994).

A strong sense of purpose is a driving force behind Technical-Vocational teachers' **resilience and commitment**. Many view their profession as a calling rather than merely a job, which helps them to persist through adversity and continually seek ways to improve their practice. This connection to a higher purpose provides motivation and meaning, enabling teachers to endure difficult conditions and focus on the long-term success of their students. Purpose-driven teaching is associated with greater job satisfaction, professional growth, and positive student outcomes, reinforcing the powerful role that meaning plays in sustaining educators (Palmer, 1998; Palmer, 2013).

Teachers who align their work with their core values and personal beliefs tend to **demonstrate greater passion** and effectiveness in their classrooms. This sense of commitment helps them maintain high expectations for themselves and their students, which is particularly important in marginalized or disadvantaged communities. By viewing teaching as a vocation, educators are more likely to invest in continuous learning and professional development, further enhancing their ability to overcome obstacles and provide meaningful education (Palmer, 1998; Palmer, 2013).

Maintaining this balance requires conscious **effort and planning**, as teachers navigate numerous competing demands. Those who successfully manage their time create boundaries to protect their personal life while fulfilling professional roles. This balance helps teachers stay motivated and resilient over the long term, contributing to their ongoing success in challenging educational contexts. Ultimately, effective time management is not only a practical necessity but also a key factor in sustaining the passion and dedication that Technical-Vocational teachers bring to GIDAS (Covey, 2006).

- *Insights on the Challenges of Technical-Vocational Teachers Teaching in GIDAS.*

Technical and vocational education and training (TVET) is crucial for building a skilled workforce. It **prepares students for jobs** involving applied science and technology. TVET emphasizes practical knowledge in science and math over manual skills. This helps students adapt to modern industries and technologies (UNESCO, 2015).

Adequate resources and equipment are essential for quality education. Many disadvantaged schools lack sufficient funding and materials. This shortage **negatively affects both facilities and learning environments**. Improving resources is key to strengthening TVL programs and student success (Doe, 2024; Smith, 2023; Miller, 2019).

Government support leads to better school infrastructure and access to technology. Increased funding improves student performance and reduces dropout rates. Such support helps bridge educational gaps in disadvantaged communities (Brown, 2023).

**Professional training** is vital for TVL teachers in challenging settings. Traditional teacher education often falls

short of these teachers' needs. Tailored training improves their skills and flexibility. This allows them to better serve students facing socio-economic challenges (Grollmann, 2008).

**Teachers must often maximize limited resources creatively.** Using innovative materials and technology enhances learning despite constraints. Resourcefulness benefits both teachers and students by fostering adaptability and creativity (Grollmann, 2008).

**Collaboration among teachers strengthens support in disadvantaged schools.** Regular meetings and mentorship help share strategies and resources. This community of support improves teaching practices and student outcomes (Adelman & Taylor, 2006).

Despite challenges like poor facilities and lack of equipment, **teachers show resilience.** They improvise materials and seek partnerships to improve lessons. Professional development helps them overcome obstacles and maintain quality education (Espinosa & Panado, 2016).

**Poverty, absenteeism, and nutrition problems affect students in isolated areas.** These factors impact academic and behavioral outcomes. Teachers face the challenge of supporting students amidst these hardships (Davis-Kean, 2005).

**Holistic student development** is critical in disadvantaged schools. Family involvement, individualized plans, and student engagement support growth. This approach helps students develop academically, socially, and emotionally (Adelman & Taylor, 2006; Howard, 2010).

**Teachers' attitudes shape students' success** in these contexts. Emotional and social learning build resilience and self-esteem. Meeting individual needs ensures no student is left behind (Howard, 2010).

**Continuous professional development enhances teacher effectiveness.** It equips teachers with new methods and skills. This ongoing learning benefits students and improves education quality (Grollmann, 2008).

#### IV. IMPLICATION AND CONCLUDING REMARK

##### ➤ *Implication for Practice*

This study suited the Resource Dependency Theory. It emphasizes the importance of incorporating student's cultural backgrounds, experiences, and contexts into the teaching and learning process and the need for culturally responsive teaching practices to promote academic success and empower students in these settings (Gloria Ladson-Billings, 1990).

Educators often grapple with resource constraints, including limited access to modern equipment, materials, and specialized training opportunities. These constraints impede their ability to deliver high-quality, hands-on learning experiences essential for preparing students for the modern

workforce. By applying the Resource Dependency Theory, this study can elucidate how these resource dependencies shape the experiences of TVL educators and the effectiveness of TVL programs.

Moreover, by emphasizing the importance of incorporating students' cultural backgrounds, experiences, and contexts into the teaching and learning process, the study aligns with the principles of culturally responsive teaching practices advocated by Gloria Ladson-Billings (1990). Culturally responsive teaching recognizes the diverse cultural backgrounds of students and seeks to leverage these assets to promote academic success and empower students in their learning journey.

Within the framework of the Resource Dependency Theory, the incorporation of culturally responsive teaching practices becomes essential for mitigating resource dependencies and enhancing the efficacy of TVL education. By understanding and valuing students' cultural backgrounds, educators can adapt their teaching strategies to better resonate with the diverse learning needs of students within GIDAS schools. This, in turn, can foster a more inclusive and engaging learning environment, ultimately leading to improved academic outcomes and empowerment for students.

Therefore, by integrating insights from the Resource Dependency Theory and emphasizing the importance of culturally responsive teaching practices, this study offers a holistic approach to understanding and addressing the challenges faced by TVL educators within GIDAS schools. It underscores the interconnectedness between resource dependencies, cultural considerations, and teaching practices.

The findings suggest that individuals who transition from the corporate world to teaching Technical and Livelihood Education (TLE) subjects often experience a significant realization of their passion for teaching. This implies that schools and educational institutions can consider hiring professionals from non-teaching backgrounds for TLE subjects, as they may bring a fresh perspective and a genuine enthusiasm for educating and inspiring students. Moreover, the study highlights the importance of creating a supportive working environment in schools, where colleagues provide guidance, support, and opportunities for professional development. Schools can promote collaboration and mentorship among teachers to enhance job satisfaction, well-being, and instructional quality.

Moreover, the study underscores the significance of continuous learning and professional development for teachers. Educational institutions and policymakers can emphasize the importance of ongoing training programs, seminars, and workshops to support teachers in their transition to teaching and provide them with the necessary skills and knowledge. By prioritizing professional growth and enhancement, schools can ensure that teachers are well-equipped to handle the challenges of teaching TLE subjects and meet the diverse needs of students.

Thus, the findings suggest that novice teachers transitioning from non-educational backgrounds face challenges related to instructional materials, assessments, and handling culturally and linguistically diverse students. Policymakers can address these challenges by implementing support systems such as mentorship programs, training initiatives, and resources specifically designed for novice teachers. Additionally, policies can promote culturally responsive teaching practices and provide resources and guidelines to help teachers effectively address the needs of diverse students. By addressing these challenges and providing support, policymakers can improve the quality of education and enhance teacher effectiveness.

In conclusion, the study highlights the importance of passion, professional growth, support, and effective coping strategies in the teaching profession. By considering these implications in practice, standards, and policy, the field of education can create a conducive environment for teachers to thrive, enhance student learning outcomes, and promote overall career satisfaction. Nevertheless, given the unavoidable nature of job shifting, it is imperative to offer pedagogical interventions to these educators.

#### ➤ *Implication for Future Research*

The findings of this study hold significant implications for educators working in disadvantaged areas, particularly concerning the application of theoretical frameworks such as Resource Dependency Theory, Culturally Relevant Pedagogy, and Social Justice Education. Understanding the reliance of teachers on external resources and the importance of incorporating students' cultural backgrounds into the teaching and learning process underscores the need for targeted support mechanisms in these contexts.

By recognizing the dependence of teachers in disadvantaged areas on external resources to provide quality education, policymakers and educational leaders can prioritize the allocation of funding for classroom supplies, access to technology, professional development opportunities, and community resources. This targeted support can help address the unique challenges faced by students from disadvantaged schools and enhance the effectiveness of teaching practices aimed at promoting academic success and empowering students.

Furthermore, embracing the principles of Culturally Relevant Pedagogy and Social Justice Education is crucial for educators in disadvantaged areas to create equitable educational experiences. By acknowledging the diverse cultural backgrounds, experiences, and contexts of their students and incorporating culturally responsive teaching practices, teachers can foster a more inclusive learning environment and improve academic outcomes while promoting students' self-esteem and sense of belonging.

Therefore, this study underscores the importance of not only identifying the challenges faced by teachers in disadvantaged areas but also providing targeted support and professional development opportunities informed by theoretical frameworks such as Resource Dependency

Theory, Culturally Relevant Pedagogy, and Social Justice Education. By addressing the resource dependencies and systemic inequalities inherent in these educational settings, stakeholders can work towards creating more equitable and empowering learning environments for all students.

#### ➤ *Concluding Remark*

In culmination, the findings of this study underscore a profound call to action for educators, policymakers, and stakeholders invested in the educational well-being of students in disadvantaged areas. The implications reverberate throughout the educational landscape, signaling a pivotal moment for reform and targeted intervention.

Firstly, the recognition of educators' reliance on external resources unveils a stark reality: the discrepancy in access to essential tools for quality education. By acknowledging this reliance through the lens of Resource Dependency Theory by (Gloria Ladson-Billings, 1990), we confront the systemic disparities that hinder effective teaching and learning in disadvantaged settings. This acknowledgment is not merely about acknowledging the problem; it's about catalyzing tangible solutions.

Considering this, the imperative for policymakers and educational leaders to prioritize resource allocation becomes paramount. The provision of adequate funding for classroom supplies, technological infrastructure, professional development initiatives, and community resources is not just a gesture; it's an investment in the future of our society. By strategically directing resources to where they are most needed, we lay the groundwork for equitable opportunities and pave pathways for success for every student.

Moreover, the integration of theoretical frameworks such as Culturally Relevant Pedagogy and Social Justice Education (Paulo Freire, 200) injects a profound dimension of inclusivity and empowerment into the discourse. Understanding and honoring the cultural identities and experiences of students from diverse backgrounds isn't merely a pedagogical strategy; it's a moral imperative. By embracing these principles, educators can transcend traditional boundaries, creating dynamic learning environments where every student feels seen, heard, and valued.

Yet, the journey towards educational equity doesn't end with acknowledgment or provision; it requires sustained commitment and action. Hence, the importance of targeted support mechanisms and ongoing professional development initiatives cannot be overstated. By equipping educators with the tools, knowledge, and support they need to navigate the complexities of disadvantaged environments, we fortify the foundation upon which transformative change can flourish.

In essence, this study serves as a clarion call for collective action and collaboration. By marrying theoretical insights with practical interventions, we can bridge the gap between aspiration and achievement, between potential and possibility. Let us not merely reflect on the challenges laid bare by this study but seize upon them as catalysts for

meaningful change. Together, let us forge a future where every student, regardless of their background.

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