POST-PANDEMIC CHALLENGES AND COPING MECHANISMS OF TLE AND TVL DepEd TEACHERS: A PHENOMENOLOGY STUDY

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ABSTRACT. *The COVID-19 pandemic fundamentally altered the teaching landscape, presenting unique challenges for Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL) teachers. This study explores the lived experiences of these educators during the post-pandemic period, focusing on their coping mechanisms and well-being amidst the demands of hybrid teaching models. Using a phenomenological approach, we conducted in-depth interviews with six TLE and TVL teachers from public schools in the Philippines. Data were collected through semi-structured interviews, transcribed verbatim, and analysed using thematic analysis to identify recurring patterns and coping strategies. Rigorous procedures ensured trustworthiness and accuracy. The findings revealed that the TL and TVL teachers experienced challenges in navigating emotional and professional struggles, in delivering effective instruction, and in balancing administrative and teaching responsibilities. To cope with these challenges, the teachers thrived by balancing administrative and teaching responsibilities, strengthening relationships amidst challenges, and sustaining purpose and motivation. The teachers also faced significant emotional and workload-related challenges that impacted their professional satisfaction. The study underscores the need for targeted support systems to address resource limitations, enhance professional development, and promote teacher well-being. By identifying effective coping mechanisms, this study provides actionable insights for curriculum enhancement, professional improvement, and policy development to support TLE and TVL educators in hybrid learning environments.*

Keywords: Adaptive strategies, Coping mechanisms, Philippine DepEd teachers, post-pandemic teaching challenges, Professional resilience

1. INTRODUCTION

The COVID-19 pandemic necessitated a rapid shift to remote teaching, fundamentally altering educational practices and placing unprecedented demands on teachers worldwide. Public school educators, particularly those teaching Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL) subjects in the Philippines, faced unique challenges in adapting their methods to blended learning environments [1]. Many teachers were unprepared for this transition, as Dziuban, Graham, Moskal, Norberg, and Sicilia [2, 3] highlighted that most educators lacked formal training in virtual instruction. This shortfall intensified the difficulty of maintaining student engagement and adapting hands-on lessons to digital platforms. The long-term implications of these changes on teachers' well-being and instructional effectiveness remain critical areas for exploration, necessitating an investigation into their coping strategies and support systems.

TLE and TVL educators, in particular, encountered distinct psychosocial and well-being challenges during the pandemic. Hybrid learning placed additional financial burdens on teachers, as many had to invest in technology and internet connectivity to enable remote instruction [4]. Moreover, TLE and TVL subjects, which rely heavily on practical, hands-on demonstrations and real-world applications [5], were particularly difficult to deliver in virtual or hybrid settings [6].

Teachers are increasingly burdened by additional responsibilities such as administrative tasks and event-related duties, which contribute significantly to feelings of overwhelm and high levels of burnout. Research indicates that these administrative duties often detract from instructional time, leading to increased stress and negatively impacting teachers' work-life balance [7, 8]. For instance, a study highlighted that teachers typically spend around two hours daily on administrative tasks, which can include record keeping, lesson planning, and communication with parents and administration [9].

The Department of Education (DepEd) reported a significant number of teacher resignations, indicating that thousands are leaving the public school system annually. According to a statement made by Education Secretary Sonny Angara in September 2024, the number of teachers dropped from 879,793 at the end of 2022 to 858,318 by December 31, 2023, reflecting a decrease of 21,475 teachers [10].

This trend poses a threat to the stability of the Philippine education system as it aggravates the existing shortage of educators and highlights issues such as limited career growth and better opportunities abroad that are driving teachers away from the profession. This overload can hinder their primary role as educators and diminish their effectiveness in the classroom. Moreover, the Department of Education in the Philippines has recently acknowledged the detrimental effects of such responsibilities. In a policy change aimed at alleviating this burden, Education Secretary Sara Duterte-Carpio emphasized the need to remove administrative tasks from teachers to allow them to focus more on classroom instruction [11]. This shift reflects a growing recognition of the need for institutional support in managing teachers' workloads and ensuring their well-being. In summary, the increasing administrative workload on teachers not only affects their job satisfaction but also poses challenges to educational quality, making it imperative for educational institutions to reassess and redistribute these responsibilities effectively.

This study investigates the lived experiences of TLE and TVL teachers during the post-pandemic period, focusing on their well-being and coping mechanisms. Using Seligman's framework on well-being [12], which emphasizes positive emotions, engagement, relationships, meaning, and accomplishment, it explores how teachers maintain their professional and personal balance amidst the demands of hybrid teaching. Specifically, this study addresses the research question: What challenges faced by and coping mechanisms do TLE and TVL teachers exercise to overcome the challenges of post-pandemic teaching? By answering this,

the research aims to inform targeted interventions that improve teacher well-being and sustain the quality of education.

A qualitative study is essential to fill the gap in understanding the lived experiences of TLE and TVL teachers in this context. While existing research has quantified teacher burnout and systemic inefficiencies during the pandemic [13], [4], these studies fail to capture the depth and nuance of individual experiences. The practical demands of TLE and TVL subjects, including hands-on teaching and skill demonstrations, underscore the need for a phenomenological approach. Such a methodology allows researchers to delve into how teachers make sense of their professional challenges, adapt to new educational realities, and develop resilience.

This research addresses the lack of studies that explore how TLE and TVL teachers reconcile their professional identities with the demands of hybrid education while managing stressors such as financial strain, administrative overload, and reduced student engagement. Through a phenomenological lens, the study seeks to document the strategies these educators use to navigate these barriers and to uncover their coping mechanisms to address the challenges they face during the post-pandemic. The findings of this study will provide actionable insights to improve the well-being of TLE and TVL teachers and inform policy decisions that honor their lived experiences. By offering a platform for teachers to articulate their challenges and coping strategies, this study contributes to the development of support systems and policies that can enhance their resilience and effectiveness.

2. METHODOLOGY

Research Design and Approach

We adopted a qualitative research design, employing a phenomenological approach to explore the lived experiences of Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL) teachers during the post-pandemic era. Phenomenology, as defined by Husserl [14], focuses on understanding the essence of participants' experiences, making it particularly suitable for our objective of capturing the nuanced realities of educators coping with challenges in hybrid teaching. This approach enabled us to delve deeply into their subjective experiences, uncovering the strategies they employed to maintain their well-being and effectiveness amidst a rapidly changing educational landscape.

Research Setting and Participants

This study was conducted in public secondary schools across the East II District of Cagayan de Oro City, Philippines, where TLE and TVL teachers faced unique challenges in adapting to blended learning. We selected these schools purposively, ensuring a representative sample of teachers handling TLE and TVL subjects. The participants included six TLE and TVL teachers who had been actively teaching during the pandemic and continued to do so post-pandemic. Criteria for inclusion required that participants had at least two years of experience in handling hybrid teaching setups and were willing to share their experiences openly.

Participants and Recruitment

We used purposive sampling to identify participants who could provide rich, detailed accounts of their lived experiences. Potential participants were invited through official school channels, with the support of school administrators, ensuring that ethical recruitment protocols were followed. Informed consent was obtained from all participants, who were assured of their anonymity and the confidentiality of their shared information. This approach ensured a diverse yet focused sample, capturing varied perspectives while maintaining alignment with the study's objectives. Table 1 presents the demographic profile of the participants.

2.1 Data Collection Methods

Data were collected through semi-structured interviews, which allowed us to explore participants' experiences while providing the flexibility to probe deeper into specific aspects of their narratives. We developed an interview guide based on the study's research questions, with open-ended questions designed to elicit detailed responses. Examples of questions included:

- "Please describe your experiences teaching TLE/TVL subjects during the transition to blended learning."
- "What coping mechanisms did you employ to address the challenges you faced?"
- "How have these experiences impacted your professional and personal well-being?"

Interviews were conducted via video conferencing platforms and in person, depending on participants' preferences and logistical considerations. Each interview lasted approximately 60–90 minutes and was audio-recorded with participants' consent. We also maintained field notes to capture non-verbal cues and contextual details that enriched our understanding of participants' experiences. The language used during the interview was both ebuano, the regional dialect, and English. The interview took place in September and October of 2024.

Table 1. Profile of the Participants of the Study

Code Name	Age	Sex	Area of Specialization	No. of Years Teaching	Educational Qualification
MP1	60	M	Automotive	19 years	Master's Degree
FP1	52	F	Agriculture Education	23 years	Bachelor's Degree
FP2	37	F	Carpentry	11 years	Bachelor's Degree
FP3	57	F	Housekeeping	27	Master's Degree
MP2	38	M	Industrial Arts	11	Bachelor's Degree
FP4	30	F	Food Processing	10	Bachelor's Degree

2.2 Data Analysis

We analyzed the data using thematic analysis [15], particularly the conventional content analysis approach [16]. First, we familiarized ourselves with the data by transcribing interviews verbatim and repeatedly reading the transcripts. Second, we generated initial codes by systematically identifying key phrases and concepts in the data. Third, we

organized these codes into themes and sub-themes that reflected the essence of participants' experiences. Fourth, we reviewed and refined the themes to ensure they accurately represented the data and aligned with the study's objectives. Fifth, we defined and named the themes to convey their significance clearly. Finally, we produced a detailed narrative report, integrating direct quotations from participants to support our findings.

2.3 Ensuring Trustworthiness

To ensure the trustworthiness of our study, we adhered to Lincoln and Guba's [17] criteria of credibility, dependability, confirmability, and transferability. The prolonged engagement with the participants, member checking, and triangulation lasted for three months, starting July to September of 2024. We conducted follow-up interviews to verify the accuracy of our interpretations and ensure that participants' voices were authentically represented. We also conducted member checking by sharing preliminary findings with participants to confirm that our analysis accurately reflected their experiences. Triangulation was achieved by comparing data from interviews, field notes, and relevant literature to identify consistent patterns.

We also maintained by documenting the research process meticulously, including the development of the interview guide, data collection procedures, and analysis steps. This audit trail ensured that the study could be replicated by future researchers following the same methodological framework.

Moreover, we exercised reflexivity, where we maintained a reflective journal throughout the research process to document our thoughts, assumptions, and potential biases. Peer debriefing sessions with colleagues also helped us critically evaluate our interpretations and ensure that they were grounded in the data rather than influenced by our preconceptions. Finally, we provided thick descriptions of the research context, participants, and findings. By detailing the specific challenges faced by TLE and TVL teachers and the coping mechanisms they employed, we aimed to enable readers to assess the applicability of our findings to similar contexts.

3.   ETHICAL CONSIDERATIONS

Ethical approval for the study was obtained from the institutional ethics review board. Participants were provided with an informed consent form outlining the study's purpose, procedures, and their rights, including the right to withdraw at any time without penalty. We ensured confidentiality by anonymizing participants' names and schools in all documentation and reports. Data were stored securely in password-protected files, accessible only to the research team.

3.1 Reflexivity and Positionality

As researchers, we acknowledged our positionality and its potential influence on the study. Being educators ourselves, we shared a degree of empathy and understanding with the participants, which facilitated rapport-building during interviews. However, we remained vigilant about maintaining objectivity by regularly reflecting on our biases and subjecting our interpretations to peer scrutiny. This reflexive approach ensured that our findings were rooted in

participants' authentic narratives rather than influenced by our perspectives [18].

3.2 Limitations

While the study provided valuable insights into the lived experiences of TLE and TVL teachers, it was not without limitations. The sample was limited to a specific region in the Philippines. Additionally, the reliance on self-reported data may introduce biases, as participants might have underreported or exaggerated certain aspects of their experiences. To mitigate these limitations, we triangulated data sources and maintained a rigorous analytical process to enhance the validity of our findings.

4. RESULTS AND DISCUSSION

4.1   The Challenges Experienced by TLE and TVL Public School Teachers During the Post-Pandemic

The challenges experienced by TLE and TVL teachers during the post-pandemic era is explained by three themes: Navigating Emotional and Professional Struggles, Challenges in Delivering Effective Instruction, and Balancing Administrative and Teaching Responsibilities.

4.1.1 Theme 1: Navigating Emotional and Professional Struggles

The theme "Navigating Emotional and Professional Struggles" encompasses the multifaceted challenges that TLE and TVL teachers faced during the post-pandemic transition. These challenges significantly impacted their emotional well-being, professional identity, and effectiveness in fulfilling their roles. Emotional strain emerged as a key category, marked by frustration over students' struggles, exhaustion from intense workloads, decreased motivation, and feelings of guilt regarding unmet student needs. Additionally, workload-related challenges, such as administrative overload and conflicting priorities, compounded the difficulties teachers encountered. The third category, diminished sense of accomplishment, highlights the dissatisfaction teachers felt due to systemic barriers that impeded their ability to achieve meaningful teaching outcomes, such as incomplete student modules and challenges in assessment.

The emotional strain experienced by TLE and TVL teachers during the post-pandemic period is vividly illustrated through their own words. MP1 shared, *"Public school TLE teachers face challenges in maintaining positive emotion as students often struggle with the self-directed learning required by modules, leading to frustration,"* while FP3 noted, *"Students feel a lack of achievement due to the delayed feedback and lack of hands-on assessment."* Burnout was evident in FP1's account: *"During the post-pandemic, I experienced burnout and exhaustion, due to managing intense teaching schedules, grading, and student support,"* and FP4 added, *"There were times when an overwhelming workload, such as preparing extensive lesson plans and grading large volumes of assignments, left me feeling drained."* Decreased motivation compounded these challenges, with FP1 admitting, *"Due to too much workload, my motivation decreased significantly,"* and FP4 reflecting, *"Administrative and financial challenges made me question if I could truly make a difference as a teacher."* Teachers also expressed guilt, as FP1 revealed, *"I sometimes felt guilty for not giving them the attention they deserved,"* and FP2 explained, *"Sometimes if I can't come to*

my class because of a task given to me, I feel I am not a good teacher to my students." These narratives collectively capture the multifaceted struggles educators faced during this transitional period.

These findings highlight the significant emotional and professional burdens faced by TLE and TVL teachers in the post-pandemic era. Emotional strain, as evidenced in the narratives, underscores the dual challenge of addressing student difficulties and managing personal well-being. This aligns with Skaalvik and Skaalvik's [19] findings on teacher exhaustion in high-stress settings. Workload-related challenges, including administrative demands and conflicting priorities, mirror Maas, Schoch, and Scholz's [20] observations on how non-teaching tasks erode teacher efficacy. The diminished sense of accomplishment reported by participants resonates with Maslach et al.'s [21] insights into how systemic barriers contribute to educator burnout. These challenges emphasize the need for systemic interventions such as reducing administrative burdens, targeted professional development, and mental health support, as Adnot et al. [22] recommend. By addressing these issues, schools can foster a more supportive environment that enables teachers to thrive.

4.1.2 Theme 2: Challenges in Delivering Effective Instruction

The theme "Challenges in Delivering Effective Instruction" encapsulates the instructional barriers that TLE and TVL teachers faced during the post-pandemic transition. The first category, resource and infrastructure limitations, addresses the scarcity of materials, financial constraints, and limited access to tools that impacted both teaching and learning. The second category, barriers to effective teaching, focuses on issues such as the loss of hands-on engagement, teaching outside one's expertise, and inadequate teacher training. Lastly, the third category, student-centered challenges, highlights the struggle to maintain engagement, build relationships, and provide meaningful learning experiences within modular and hybrid setups.

Resource limitations were evident in narratives such as *"some students lack access to materials or tools needed for effective learning"* and *"scarcity of resources made it tough to achieve my educational goals."* Barriers to effective teaching included FP3's remark that *"hands-on activities are hard to replicate through modules, leading to a loss of motivation,"* and FP4's comment, *"teaching a subject that is not my major is a struggle for me."* Student-centered challenges were described by FP3, who stated, *"students lose motivation when they can't apply what they learn through hands-on practice,"* and MP1, who noted that *"the absence of face-to-face interaction weakened the student-teacher relationship."*

The findings emphasize how limited resources, restricted hands-on teaching, and diminished student engagement compounded instructional challenges. This aligns with research by Burroughs, N. *et al.* [23], which underscores how resource inequities and insufficient professional support undermine teaching effectiveness. The inability to provide practical, hands-on learning experiences not only reduced motivation but also hindered students' ability to grasp essential skills, reflecting findings by Hattie and Zierer [24]

on the critical role of interactive learning in student achievement. Addressing these challenges necessitates systemic interventions, such as enhanced funding for educational resources, targeted teacher training, and the integration of technology to simulate practical learning, ensuring that both teachers and students can thrive in evolving educational contexts.

4.1.3 Theme 3: Balancing Administrative and Teaching Responsibilities

The theme "Balancing Administrative and Teaching Responsibilities" highlights the dual pressures TLE and TVL teachers faced as they navigated post-pandemic educational demands. The first category, administrative burdens, focuses on how excessive paperwork and bureaucratic tasks diminished teachers' ability to connect with students and find fulfillment in their roles. The second category, time management and communication struggle, underscores the challenges teachers experienced in managing their time effectively while maintaining meaningful interactions with students and colleagues. These categories reflect the overarching tension between administrative obligations and the core responsibilities of teaching.

Teachers expressed the weight of administrative burdens, as seen in FP4's statement, *"administrative tasks such as paperwork can be overwhelming and time-consuming,"* and FP1's remark, *"DepEd's emphasis on administrative tasks diminished my enthusiasm for teaching."* Balancing these demands proved challenging, with narratives such as FP4's, *"balancing administrative duties with teaching is delicate and affects motivation."* Time management issues were also evident, with FP2 sharing, *"students want to share their stories, but I am too busy with tasks,"* and FP4 highlighting how *"delays in response times hinder spontaneous collaboration."* These statements illustrate the strain of managing administrative duties while striving to maintain effective communication and engagement.

The findings reveal that administrative tasks, often viewed as peripheral to teaching, significantly impacted educators' effectiveness and well-being. This aligns with the report of [25], which emphasize that excessive administrative demands detract from meaningful teaching and learning experiences. The dual challenges of fulfilling bureaucratic obligations and maintaining classroom engagement increases stress and decrease teacher motivation, as supported by Bottiani et al. [26]. Addressing these issues requires systemic reforms, such as streamlining administrative processes and providing time management training, to enable teachers to prioritize instructional duties and foster stronger relationships with students and colleagues. Enhanced support structures can mitigate the pressures of administrative burdens, improving teacher satisfaction and effectiveness.

4.1.4 The Coping Mechanisms Exercised by TLE and TVL Teachers Relative to the Challenges They Faced During the Post-Pandemic

The second research question that this study sought to answer is supported by three themes: Resilience Through Adaptation, Strengthening Relationships Amidst Challenges, and Sustaining Purpose and Motivation

Theme 1: Resilience Through Adaptation

The theme "Resilience Through Adaptation" encapsulates the strategies TLE and TVL teachers employed to overcome post-pandemic challenges. It reflects their ability to adjust teaching practices, enhance personal well-being, and engage in professional collaboration to maintain effectiveness amidst adversity. Conceptually, resilience denotes the capacity to recover and thrive despite difficulties. Operationally, it manifests in teachers' innovative teaching approaches, personal resilience-building activities, and collaborative professional practices.

FP3 described flexibility, stating, *"I embraced flexibility by adapting lessons to fit the modular format, using creative ways to simulate practical activities and keep students engaged."* FP4 added, *"I kept both myself and my students engaged by incorporating interactive activities, real-world applications of the material, and frequent feedback."* FP4 further elaborated, *"I found that using interactive digital tools, diverse teaching methods, and incorporating student interests were most effective in maintaining engagement."* FP2 shared, *"I condition my mind to stay positive. I tell myself I can do this task given to me, and I can survive this kind of schedule."* FP2 also revealed, *"Spending time on personal hobbies, such as reading, provided relaxation and a sense of personal fulfillment outside of work."* FP1 emphasized self-care: *"I also exercise being mindful through meditation and deep breathing."* FP1 highlighted the importance of learning: *"I also attend webinars to enhance my professional development, hence improved teaching skills through certifications."* FP1 shared, *"I participated in team activities with my colleagues to strengthen our connections and support each other."* FP2 mentioned, *"Collaborating with a colleague on a cross-curricular project helped share the workload, reducing stress and improving student learning."*

The findings reveal that resilience among TLE and TVL teachers was rooted in their adaptive strategies, personal resilience, and collaborative efforts. Teachers' flexibility and creative integration of technology in lessons align with Kolb's (2015) experiential learning theory, which emphasizes the importance of adapting instruction to meet learners' needs. Additionally, personal resilience practices like mindfulness and hobbies highlight that stress reduction and self-care improve teachers' emotional well-being. Professional collaboration through webinars and team-teaching underscores the value of peer learning, as supported by Skaalvik and Skaalvik [19] who found that collective teacher efficacy enhances professional satisfaction and instructional quality. Overall, these coping mechanisms highlight the educators' ability to persevere and innovate in response to the post-pandemic challenges, reinforcing the importance of systemic support for adaptive teaching, well-being, and professional collaboration.

4.1.4.1 Theme 2: Strengthening Relationships Amidst Challenges

This theme illustrates how TLE and TVL teachers fostered and leveraged relationships with students, colleagues, and administrators to navigate post-pandemic challenges. These connections provided emotional support, collaborative problem-solving, and constructive feedback, which enhanced their ability to cope with the demands of teaching during this period. Conceptually, strengthening relationships refers to building meaningful and supportive interpersonal connections that facilitate effective collaboration and engagement. Operationally, it is evident in practices such as prioritizing student concerns, fostering peer collaboration, and maintaining open lines of communication.

FP4 shared, *"Face-to-face classes in the post-pandemic period offer a significant opportunity to strengthen relationships with students."* FP1 emphasized the importance of student engagement, stating, *"I made sure to set aside time each day for one-on-one interactions and clear communication with my students."* FP2 added, *"To maintain and strengthen relationships with students, I employed open communication and prioritized listening to their concerns."* FP1 also shared, *"While in class, I prioritized responding to the students' questions and concerns to keep our connection strong."*

FP3 highlighted the value of collaboration: *"In our school, many of my colleagues leaned on each other for emotional support and idea-sharing, helping to alleviate stress and foster a sense of community."* FP4 shared, *"The shift back to face-to-face instruction can positively impact relationships with colleagues by facilitating more spontaneous and effective collaboration."* FP4 also noted, *"In-person meetings and informal interactions help build stronger professional bonds and enable more dynamic problem-solving."* FP1 added, *"I participated in team activities with my colleagues to strengthen our connections and support each other."*

FP2 emphasized proactive communication, stating, *"I maintained open communication with students by addressing their concerns promptly, reducing potential sources of conflict or misunderstanding."* FP4 added, *"I ensured effective communication with students by setting aside dedicated time for one-on-one interactions, using clear and concise updates, and actively soliciting their feedback."* FP3 highlighted the use of technology: *"Maintaining regular communication through messaging or phone calls helped offer support and maintain a sense of connection."* FP4 concluded, *"I stayed connected with my students by holding regular office hours, incorporating interactive activities in class, and using digital platforms for updates and feedback."*

The findings highlight how strengthened relationships were central to the coping mechanisms of TLE and TVL teachers during the post-pandemic period. Building student-centered relationships enabled teachers to address student concerns and foster engagement, aligning with Bronfenbrenner's [27] ecological systems theory, which underscores the role of supportive environments in promoting positive outcomes. Collaborative support networks provided a shared sense of responsibility and alleviated stress, resonating with Tschannen-Moran and Hoy's [28] findings on the role of collective teacher efficacy in enhancing resilience. Open communication and feedback practices facilitated understanding and trust among stakeholders, consistent with Bandura's [29] emphasis on reciprocal interactions in fostering a supportive learning ecosystem. Overall, these strategies demonstrate that fostering relationships is not only an emotional resource but also a practical approach to overcoming professional challenges.

4.1.4.2 Theme 3: Sustaining Purpose and Motivation

This theme underscores the ways TLE and TVL teachers maintained their sense of purpose and motivation during the post-pandemic period. Despite overwhelming workloads and stress, teachers found ways to stay engaged and inspired through strategies such as celebrating successes, setting and achieving goals, and reconnecting with the intrinsic rewards of teaching. Conceptually, sustaining purpose and motivation refers to maintaining a commitment to personal and professional goals despite external challenges. Operationally, it is expressed through behaviors like celebrating achievements, setting priorities, and finding meaning in student progress and personal teaching goals.

FP4 shared, *"To maintain a sense of purpose, I focused on celebrating student successes, setting clear and achievable goals, and regularly reflecting on the positive impact of my teaching."* FP1 added, *"I celebrated small victories, such as when students successfully completed modules or achieved personal milestones."* FP2 emphasized the joy of witnessing meaningful teaching moments, stating, *"One memorable moment was when a struggling student finally grasped a challenging concept. Their excitement and sense of accomplishment were incredibly rewarding."* FP4 highlighted the value of celebrating achievements, saying, *"I ensured a sense of accomplishment by setting small, achievable goals and regularly reviewing these achievements to reinforce my satisfaction."*

FP4 shared their structured approach: *"I set and achieved my teaching goals by first identifying clear, specific objectives that aligned with both student needs and curriculum requirements."* FP2 emphasized the value of planning, stating, *"Setting clear goals and tracking progress provided a sense of accomplishment and direction."* FP1 highlighted prioritization, noting, *"I used task prioritization strategies to ensure I stayed focused on key responsibilities, even amid challenges."* FP4 added, *"To stay on track, I adjusted strategies as needed and celebrated small successes to maintain motivation and focus."*

FP4 reflected on the joy of teaching, stating, *"I found meaning and purpose in my teaching by focusing on the positive impact I could have on students' growth and adaptation."* FP3 shared, *"Connecting with students personally and seeing their progress provided a renewed sense of fulfillment and purpose."* FP4 added, *"Witnessing student growth and success, along with engaging in meaningful interactions, reaffirmed the impact and value of my teaching."* FP1 emphasized the importance of reconnecting with professional goals, stating, *"Rediscovering the core values of teaching helped me regain a sense of fulfillment and accomplishment."*

The narratives illustrate how celebrating progress, setting goals, and rediscovering purpose sustained TLE and TVL teachers' motivation amidst post-pandemic challenges. Celebrating achievements, even small ones, aligns with Bandura's [29] theory of self-efficacy, which emphasizes how recognizing success can reinforce motivation and persistence. Goal-oriented strategies provided structure and direction, consistent with Locke and Latham's [30] goal-setting theory, which underscores the motivational power of specific and achievable objectives. Rediscovering fulfillment through student growth reflects the intrinsic rewards of teaching, as discussed by Ryan and Deci [31] in self-determination theory, which highlights the importance of purpose and relatedness in fostering motivation. These findings suggest that empowering teachers with tools to celebrate successes, set meaningful goals, and focus on impactful teaching can mitigate burnout and sustain their professional engagement. An excerpt of the data analysis is presented in Appendix A

CONCLUSION

This study revealed the challenges faced by TLE and TVL teachers during the post-pandemic period, highlighting their resilience through adaptive strategies. Teachers encountered emotional strain, workload-related pressures, and diminished fulfillment while balancing hybrid teaching demands. Despite these challenges, they demonstrated innovative coping mechanisms, including integrating technology, fostering professional collaboration, and prioritizing self-care. However, persistent barriers such as limited resources and administrative burdens hindered their effectiveness. These findings underscore the need for systemic support to sustain teacher well-being and enhance instructional delivery in hybrid environments, ensuring the sustainability of quality education in TLE and TVL disciplines.

RECOMMENDATIONS

Future research should examine the long-term effects of hybrid teaching on teacher well-being, with a focus on innovative coping strategies and their impact on student outcomes. Additionally, studies could explore the intersection of technological integration and practical instruction to develop best practices for TLE and TVL subjects. Curriculum enhancements should prioritize incorporating digital tools and blended learning techniques to bridge gaps in practical skill acquisition. Professional development programs must focus on equipping educators with skills for hybrid instruction, resource management, and stress reduction. Administrators should streamline workloads and provide holistic support systems to improve teachers' professional and personal well-being.

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Appendix A. Excerpt of the Narratives, Codes, Categories and Themes of Data Anaysis

Challenges Faced by TLE and TVL Teachers During the Post-Pandemic		
Codes	Categories	Themes
Struggling Student Frustration	Emotional Strain	Theme 1: Navigating Emotional and Professional Struggles
Burnout and Exhaustion		
Decreased Teacher Motivation		
Guilt for Students		
Administrative Task Pressure	Workload-Related Challenges	
Administrative Stress Impact		
Teaching Overload Struggles		
Overwhelming Workload Fatigue		
Lesser Sense of Accomplishment	Diminished Sense of Accomplishment	
Impact of Assessment Challenges		
Achievement Challenges Balancing		
Incomplete Module Completion		
Resource Access Challenges	Resource and Infrastructure Limitations	Theme 2: Challenges in Delivering Effective Instruction
Limited Educational Resources		
Teaching Resource Scarcity		
Financial Strain Challenges		
Lost Hands-On Engagement	Barriers to Effective Teaching	
Limited Hands-On Engagement		
Teaching Outside Expertise		
Insufficient Teacher Training		
Reduced Student Engagement	Student-Centered Challenges	
Student Motivation Engagement		
Weakened Student Relationships		
Meaningless Learning Modules		
Administrative Workload Impact	Administrative Burdens	Theme 3: Balancing Administrative and Teaching Responsibilities
Administrative Task Burden		
Administrative Balance Challenge		
Teaching Bureaucracy Overshadow		
Task-Listening Conflict	Time Mgt and Communication Struggles	
Communication Time Constraints		
Delayed Collaboration Impact		
Reflection Amidst Workload		
Goal Achievement Hindered	Impact on Educational Objectives	
Meeting Achievement Targets		
Doubts from Challenges		
Innovative Teaching Struggles		

Coping Mechanisms of TLE and TVL Teachers to Addrss the Challenges Faced During the Post-Pandemic		
Codes	Categories	Themes
Adaptive Teaching Flexibility	Adaptive Teaching Strategies	Theme 1: Resilience Through Adaptation
Engaging Teaching Strategies		
Integrating Technology Feedback		
Dynamic Lesson Adaptation		
Positive Mind Conditioning	Personal Resilience Practices	
Hobbies for Relaxation		
Mindfulness and Exercise		
Maintaining Positive Outlook		
Professional Development Webinars	Professional Development and Collaboration	
Colleague Team Activities		
Team Teaching Collaboration		
Resource Strategy Collaboration		
Strengthening Student Relationships	Student-Centered Relationships	Theme 2: Strengthening Relationships Amidst Challenges
Maintaining Engagement Connections		
Student-Centered Interactions		
Prioritized Student Concerns		
Peer Emotional Support	Collaborative Support Networks	
Colleague Collaboration Engagement		
Building Professional Bonds		
Collaborative Check-In Practices		
Proactive Communication Practices	Communication and Feedback	
Technology-Assisted Communication		
Maintaining Regular Communication		
Effective Student Communication		
Celebrating Small Victories	Celebrating Progress and Success	Theme 3: Sustaining Purpose and Motivation
Celebrating Teaching Moments		
Small Achievement Celebration		
Celebrating Student Milestones		
Teaching Goal Planning	Goal-Oriented Strategies	
Goal-Setting Accomplishments		
Task Prioritization Strategies		
Achievement Milestone Strategies		
Reconnect with Purpose	Rediscovering Teaching Fulfillment	
Student Growth Fulfillment		
Fulfilling Teaching Aspects		
Regaining Fulfillment Connections		