

Sociocultural Dynamics and Pedagogical Adaptation Among TVE Instructors in Surigao del Sur

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Abstract: In Technical Vocational Education (TVE), integrating learning theories is heavily influenced by a combination of human, environmental, and institutional variables, making it a highly complex sociocultural endeavor. To examine how pedagogical models are culturally adapted within workshop environments, this study conducted semi-structured interviews with 25 TVE educators in Surigao del Sur, Philippines. Employing a qualitative exploratory approach and reflexive thematic analysis, the research identified that while a teacher's prior industry expertise serves as essential sociocultural capital, a critical lack of modern equipment creates a "resource-theory gap" that severely impedes experiential learning. Moreover, environmental vulnerabilities, such as natural disasters, alongside rapid curriculum changes and diverse student behaviors require educators to demonstrate profound instructional resilience and continuously adjust their teaching strategies. The research concludes that successful vocational pedagogy demands strong alignment between schools, educators, and the broader community. Consequently, supporting vocational acculturation in regions vulnerable to natural disasters requires both fairer resource distribution and culturally adaptive teaching practices.

Keywords: Sociocultural Alignment, Vocational Pedagogy, Learning Theories, Instructional Resilience, Resource-Theory Gap, Technical Vocational Education

1. Introduction

The advent of Industry 4.0 and the swift digitization of the global workforce have fundamentally challenged Technical Vocational Education (TVE) systems to cultivate highly adaptable professionals (Aguilar et al., 2017; Udit & Zheng, 2020). TVE inherently demands the fusion of conceptual frameworks with practical, industry-specific competencies (Udit & Zheng, 2020). Yet, teaching these skills transcends mechanical repetition; it is a profoundly humanistic pursuit. Today, successful vocational training is evaluated not only by how well it bridges conceptual knowledge and high-stakes technical execution but also by its capacity to foster a learner's holistic and social growth (Watson, 2016; Abou Hashish et al., 2024). Nevertheless, educators globally grapple with an enduring theory-practice gap, struggling to reconcile abstract instructional models with both rapid technological advancements and fluctuating sociocultural standards (Siqu-Liu et al., 2020; Khurshid et al., 2025).

In contrast to conventional academic pathways, vocational education relies heavily on hands-on, experiential learning. Within this model, the workshop functions as a vital social microcosm where physical, cognitive, and interpersonal development intersect (Watson, 2016). For learning theories to be effectively implemented in these environments, scholars emphasize the need for pedagogical synchronization, a deliberate cultural alignment connecting classroom concepts with actual workplace conditions (Siqu-Liu et al., 2020). However, existing literature routinely notes that navigating this alignment is a complex, non-linear journey. Instructors are compelled to weigh deeply entrenched societal structures and human behavioral variables when selecting their teaching strategies (Passanisi et al., 2022; Mbua, 2023).



Within Southeast Asia, the push for ASEAN Integration and standardized vocational credentials has triggered a major shift in teaching methodologies to promote regional competitiveness, intercultural competence, and workforce mobility (Hidayat et al., 2025; Torres-Peña et al., 2025). The Philippines has responded to these regional pressures through its K-12 Technical-Vocational-Livelihood (TVL) track, designed to cultivate industry-ready individuals through behavior-oriented, practical learning that aligns closely with indigenous cultural norms (Bustillo & Aguilos, 2022; Macaspac et al., 2025). Even with these national policies in place, empirical studies reveal that systemic barriers severely impede the application of pedagogical theories. Frequent curricular overhauls, such as the transition to the Matatag curriculum, combined with stark inequalities in resource distribution across provinces, mirror larger socioeconomic divides and complicate instructional delivery (Ceneciro, 2025; Wu et al., 2024).

At the local level, particularly in provinces such as Surigao del Sur, pedagogical decision-making is heavily dictated by a combination of instructional resource deficits and environmental fragility. Educators in this area face a pronounced "resource-theory gap," wherein the absence of specialized library materials and adequate workshop supplies restricts the execution of progressive, learner-centered frameworks (Bustillo & Aguilos, 2022; Saka et al., 2023). Because vocational institutions serve as vital social hubs, the lack of industry-grade equipment is particularly debilitating in developing regions. As Bustillo and Aguilos (2022) observe regarding the Philippine TVL track, such material scarcity actively obstructs the implementation of experiential learning models, thereby fracturing the collaborative essence of workshop-based instruction.

Consequently, these systemic constraints often compel teachers to revert to traditional, instructor-led methods, which can inadvertently stifle a student's journey toward self-actualization and independent mastery (Khurshid et al., 2025). Moreover, rapid curriculum modifications and inadequate library facilities impose a significant cognitive and psychological burden on educators, demanding exceptional professional agility during syllabus development and lesson planning (Faber et al., 2024; Saka et al., 2023). Amplifying these institutional hurdles is the region's geographic exposure to natural calamities like floods and earthquakes. These environmental shocks routinely interrupt workshop activities, requiring teachers to exhibit profound adaptability and instructional resilience (Sosnowski & Brosnan, 2023; Zeithofer et al., 2024). Ultimately, this localized context illustrates that translating learning theories into practice is not merely an intellectual exercise; rather, it is a deeply relational dynamic influenced by community resilience and physical environmental stability (Rosairo, 2023; Wouters-Soomers et al., 2022).

Beyond institutional and environmental factors, the caliber of TVE instruction is intrinsically linked to the educator's human capital, specifically their internalized industrial frameworks and professional history (Watson, 2016). Teachers equipped with direct industry experience possess a distinct advantage in converting abstract concepts into tangible demonstrations, thereby cultivating more authentic, socially contextualized learning spaces (Hidayat et al., 2025). Drawing on their foundational knowledge, these educators function as vital pedagogical mentors who guide learners through both the technical intricacies of a trade and the implicit social expectations of the workplace (Torres-Peña et al., 2025). Furthermore, literature emphasizes that an instructor's personal training and educational background significantly dictate their classroom identity and confidence in deploying various learning tools (Wu et al., 2024; Gomez et al., 2025).

The successful integration of learning theories also relies heavily on interpersonal classroom dynamics, which are deeply contingent on students' behavioral histories and motivational levels. Given the psychological demands of complex or repetitive manual labor, utilizing motivational tactics and positive reinforcement is essential for sustaining student focus in vocational settings (Gomez et al., 2025). To facilitate social inclusion and equitable knowledge transfer, educators must strategically adapt to their students' diverse learning preferences and ingrained cultural values (Frenzel et al., 2021). When confronting behavioral difficulties or varied sociocultural backgrounds, instructors often pivot toward highly individualized, one-on-one teaching methods to sustain a constructive feedback loop (Stockinger et al., 2021; Al Nuaimi, 2024). This relational flexibility underscores the reality that pedagogical adaptability is a fundamental, humanistic skill required to manage the intricate ecology of the TVE classroom (Collie & Martin, 2016).

Finally, broader macro-social climates, evolving industry trends, and external environmental shifts play a pivotal role in shaping the application of learning theories. To foster regional socioeconomic mobility and ensure graduates remain employable, vocational education must continually align with government policy updates and labor market fluctuations (Mbua, 2023). Furthermore, external crises, ranging from global pandemics like COVID-19 to natural disasters, regularly force immediate overhauls in teaching modalities, severely testing the social cohesion and collective endurance of academic communities (Sosnowski & Brosnan, 2023). Such disruptions underscore the necessity of instructional resilience, compelling educators to pioneer alternative methods, such as digital platforms or modular assignments, to simulate collaborative workshop environments and maintain educational continuity.

(Zeitlhofer et al., 2024). Ultimately, pedagogical strategies in TVE achieve true sociocultural alignment only when they are firmly rooted in context, effectively balancing the high-stakes demands of the industry with the localized cultural ethos of the community (Shao et al., 2023; Wouters-Soomers et al., 2022).

Although previous literature has extensively explored vocational teaching from a macroscopic perspective, a glaring empirical gap remains regarding the holistic, socio-ecological interplay of forces that govern the TVE classroom. This study addresses that void by explicitly examining the intersection of five distinct drivers: teacher-related, student-related, institutional, external environmental, and contextual factors. Moving beyond single-variable analyses, this research offers a multidimensional, humanistic perspective on how instructors navigate resource scarcity and environmental precarity in Surigao del Sur to achieve pedagogical success. By capturing these lived experiences and unique instructional narratives, this study deepens our comprehension of context-aware teaching and establishes a robust foundation for developing more culturally responsive and resilient vocational education policies (Gomez et al., 2025; Mbua, 2023).

2. Methods

Research Design

To delve into the lived realities and contextual challenges of Technical Vocational Education (TVE) instructors, this research utilized a qualitative exploratory design. By adopting this profoundly humanistic framework, the study captured the intricate social dynamics and personal viewpoints that quantitative metrics often overlook (Saka et al., 2023). Viewing the data through a sociocultural lens enabled the researcher to investigate the interplay between environmental factors, interpersonal relations, and individual identities in shaping workshop pedagogy. By foregrounding the participants' personal narratives, this approach provided a rich understanding of how educators culturally translate theoretical concepts to satisfy both institutional constraints and industrial requirements.

Participants and Sampling

The study involved a purposefully chosen cohort of 25 active TVE instructors operating across various vocational disciplines in Surigao del Sur, Philippines. Employing purposive sampling, the researcher selected educators deeply embedded in high-demand fields, specifically Food Technology, Automotive, Garments, and Electrical, to ensure a representative cross-section of the local workforce and cultural landscape. A primary inclusion criterion required participants to hold both practical industry experience and formal educational credentials. This dual background guaranteed a nuanced, socio-professional understanding of translating abstract theories into concrete physical skills. Ultimately, this sample size facilitated an in-depth, qualitative examination of distinct pedagogical philosophies and instructional narratives essential for a humanities-grounded case study.

Table 1. Demographic Profile

Participant	Gender	Age	Area of Specialization	Industry Experience (Years)	Teaching Experience (Years)
1	Female	34	Electrical	5	6
2	Male	45	Automotive	12	10
3	Male	29	Food Technology	3	4
4	Female	52	Garments	18	12
5	Female	31	Food Technology	4	5
6	Male	38	Electrical	8	7
7	Female	41	Garments	10	9
8	Male	27	Automotive	4	2

9	Male	49	Electrical	15	11
10	Female	33	Food Technology	6	4
11	Male	36	Automotive	7	6
12	Female	44	Garments	11	9
13	Male	50	Electrical	14	13
14	Female	28	Food Technology	3	3
15	Male	42	Automotive	9	10
16	Female	35	Garments	5	6
17	Male	39	Electrical	8	8
18	Female	47	Food Technology	13	11
19	Male	30	Automotive	5	3
20	Female	51	Garments	16	14
21	Male	32	Electrical	6	5
22	Female	40	Food Technology	9	8
23	Male	46	Automotive	12	11
24	Female	37	Garments	7	7
25	Male	43	Electrical	10	9

Research Locale

This investigation was conducted in Surigao del Sur, a province distinguished by its expanding industrial base and culturally vibrant vocational sector. The research centered on public school educators who navigate a complex demographic blend of rural and urban learners on a daily basis. Surigao del Sur serves as an ideal, highly localized backdrop for analyzing how government mandates and recurring environmental threats (such as natural disasters) shape the human experience of delivering vocational education.

Research Instrument

To capture the lived experiences and authentic voices of the respondents, a semi-structured interview guide was employed as the principal data collection tool. Drawing from the study's socio-ecological framework, the instrument was divided into five distinct themes: (1) Teacher-related, (2) Student-related, (3) Institutional, (4) Contextual, and (5) External factors. The guide featured ten open-ended questions deliberately crafted to draw out comprehensive narratives regarding the instructors' pedagogical journeys, the diverse social requirements of their learners, and the systemic barriers present in their schools. Utilizing a dialogic format granted the researcher the flexibility to explore culturally specific responses in greater depth while guaranteeing that all fundamental objectives regarding the human dimensions of teaching were comprehensively covered.

Table 2. Research Instruments

Objectives	Interview Questions
To understand how instructor background and student behavior influence teaching methods in vocational settings.	1. In what ways do your formal education and past industry work help you use learning theories in class? 2. How do you change your teaching style to manage the different behaviors and motivation levels of your students?
To investigate how school limitations, cultural backgrounds, and environmental issues affect hands-on learning.	1. How does a lack of tools and library materials impact your practical teaching? 2. How do you make sure your lessons meet industry standards while respecting local cultural values? 3. How do you adapt your teaching methods to keep classes going during disruptions like natural disasters?

Data Gathering Procedure

The data collection phase adhered to a rigorous qualitative protocol to preserve the sociocultural validity of the research. Following the acquisition of informed consent, the researcher conducted and audio-recorded comprehensive, dialogic interviews, ensuring the professional agency of every participant was respected. A conversational approach was deliberately used to prompt open, personal reflections regarding their classroom dynamics and social encounters. To guarantee the accuracy of these narratives, the researcher generated exact transcriptions of the recordings, carefully documenting the contextual and cultural subtleties within the responses. Stringent ethical standards were maintained throughout this humanistic investigation; participant privacy was safeguarded by utilizing coded identifiers (e.g., Participant 1 through Participant 25) and securely storing all digital files.

Data Analysis

The collected qualitative data underwent reflexive thematic analysis, a method that empowered the researcher to systematically extract, evaluate, and present common pedagogical and cultural threads woven throughout the interviews (Rosairo, 2023). This analytical process commenced with an intensive immersion into the educators' lived realities. Subsequently, initial codes were generated to connect specific, context-bound teaching experiences with the five established socio-ecological categories. These preliminary codes were later synthesized into broader themes illustrating the intricate human interplay between physical workshop realities and abstract educational theories. Finally, by cross-referencing these themes across all 25 participant transcripts, the researcher established the phenomenological validity of the findings, effectively highlighting both the unique, culturally adaptive teaching strategies and the shared systemic obstacles within the Surigao del Sur TVE network.

Results

Objective 1. To understand how instructor background and student behavior influence teaching methods in vocational settings.

Pedagogical Grounding through Industry Experience and Training

A core finding of this study is that an educator's capacity to implement educational theories is deeply rooted in their formal academic training, direct industry exposure, and profound grasp of local community dynamics. By drawing on their specific professional backgrounds, such as automotive repair or garment manufacturing, instructors develop a foundational cultural schema. This allows them to function as sociocultural guides, effectively converting complex theoretical frameworks into tangible, community-relevant classroom demonstrations.

"My background in teaching and the garments industry really helps me use different learning tools. It allows me to build my students' skills in a way that fits our local culture and meets the community's needs."

"My training helps me act as a guide. It makes it easier to understand where my students come from socially so I can choose the best teaching methods for their specific culture."

"Working in the local industry showed me that technical skills are tied to how our community communicates. I bring that into the classroom by turning complicated teaching concepts into hands-on lessons that make sense for my students' daily lives."

Behavioral Management and Motivational Reinforcement

The data also highlighted that managing classroom conduct and sustaining student interest requires a highly relational approach, grounded in motivational and behavioral frameworks. To encourage high-quality work, instructors heavily rely on positive reinforcement, including social recognition and reward systems. However, when confronting issues like academic dishonesty or distraction, teachers frequently pivot to individualized, one-on-one mentoring, adjusting their methods to correct behavior while preserving the learner's social dignity.

"Motivating students is a big part of how I teach. First, I get to know their cultural backgrounds, strengths, and weaknesses. Then, I use our shared values to find things that interest and encourage them."

"If I see students aren't taking an assignment seriously, I change my approach to be more personal. I give them one-on-one attention and check on them individually, making sure they do the work without embarrassing them."

"You have to understand the social dynamics of the classroom. I often use peer mentoring, relying on our cultural spirit of bayanihan (helping one another), to keep struggling students focused on hard tasks."

Objective 2. To investigate how school limitations, cultural backgrounds, and environmental issues affect hands-on learning.

Institutional Resource Scarcity and Curricular Constraints

Across the participant interviews, a pervasive barrier emerged: severe institutional limitations, most notably a deficit in physical equipment and workshop supplies. Because Technical Vocational Education (TVE) is inherently dependent on experiential learning, this lack of resources often fractures the collaborative environment and forces teachers to abandon preferred instructional models. Participants highlighted a distinct "resource-theory gap," wherein the shortage of individual tools alters classroom social dynamics. Additionally, instructors pointed to inadequate library resources and sudden curriculum overhauls as major socioeconomic hurdles to effective lesson planning.

"The school's budget for tools really changes how I teach. If there isn't enough equipment for everyone during lab time, I have to teach them one by one or put them in groups so they can share."

"A lack of resources makes planning lessons hard. Because our library doesn't have many books, it's difficult to build a curriculum that keeps up with what the modern industry actually needs."

"Not having enough tools is more than just a physical problem; it affects the students socially. When we don't have standard equipment, I have to get creative so students still feel like they are working together in a professional environment."

Socio-Cultural Sensitivity and Industry Alignment

Findings further indicate that translating educational theories into practice relies heavily on synchronizing classroom activities with both regional cultural norms and current labor market expectations. To achieve genuine sociocultural alignment, educators stressed the importance of mirroring real-world industry standards while simultaneously respecting deeply ingrained community values. This approach includes deliberately modifying experiential activities for Indigenous Peoples (IP) learners and focusing on the holistic development of socially responsible citizens, rather than merely producing mechanical laborers.

"Workplace standards are very important to how I teach. I take what I learned working in the actual industry and pass it on to my students so they are fully prepared for the local job market."

"We need to train students using core Filipino values. The Department of Education's values, being godly, humane, environmentally conscious, and patriotic, guide my teaching so I can raise responsible, culturally grounded citizens."

"Adjusting lessons for our Indigenous Peoples (IP) students is a top priority. I make sure our hands-on training respects their heritage and includes everyone."

Vulnerability to External Environmental and Policy Disruptions

Ultimately, the execution of pedagogical models is frequently compromised by broader external disruptions, ranging from sudden policy shifts to severe environmental crises. In Surigao del Sur, natural disasters such as floods and earthquakes, alongside the COVID-19 pandemic, routinely force the cancellation of in-person workshops. Shifting to modular or digital platforms severely damages the social fabric vital to hands-on skill development. Furthermore, participants noted that unforeseen administrative activities frequently consume critical workshop hours, demanding extraordinary instructional resilience and adaptability from the educators.

"Things like COVID-19 and frequent earthquakes have completely changed how we teach. Moving away from face-to-face classes tested our resilience and forced us to find new ways to keep our students connected to each other."

"Unexpected school events often interrupt my lecture time. When this happens, it cuts into the time students have for hands-on practice, forcing me to constantly rearrange my schedule to meet the school's demands."

"When floods close our workshops, students lose their social support system, not just a classroom. I have to work hard to adjust my teaching so that even when they are learning at home, they still feel supported and part of a community."

Discussion

Moving beyond the simple acquisition of mechanical skills, this research demonstrates that integrating learning theories within Technical Vocational Education (TVE) is an inherently sociocultural phenomenon heavily dependent on environmental stability, institutional frameworks, and human capital. A key innovation of this study is its reconceptualization of the TVE workshop: rather than viewing it solely as a facility for technical instruction, it emerges as a vibrant social microcosm where pedagogical models, human resilience, and community values converge. While educators bring essential cognitive expertise to the classroom, translating this knowledge into practice requires a continuous, humanistic negotiation tailored to the varied sociocultural demands and lived realities of their students. Consequently, these outcomes support modern perspectives which argue that true instructional success requires a blend of mental preparedness and exceptional socio-environmental flexibility (Siqu-Liu et al., 2020; Watson, 2016).

Furthermore, this research significantly reframes an educator's prior industry experience as crucial "sociocultural capital," rather than just a measure of technical proficiency, fundamentally shaping how they deploy educational theories. Because industry immersion equips teachers with a pragmatic cultural schema, they are uniquely positioned to connect theoretical academic models with the actual social dynamics of the workforce (Watson, 2016). Drawing upon this background, instructors act as vital sociocultural navigators who distill complex workplace expectations into relatable, human-focused lessons (Hidayat et al., 2025). Ultimately, these findings corroborate the idea that educators armed with direct socio-technical experience can more effectively promote comprehensive student growth by anchoring experiential learning theories within specific cultural contexts (Torres-Peña et al., 2025; Wu et al., 2024).

Rather than treating behavioral management as a strict disciplinary mechanism, this study advances the literature by positioning it as a deeply relational, sociocultural endeavor. Tactics such as social recognition and positive reinforcement function as essential tools for boosting learner engagement and cultivating a unified, encouraging workshop environment (Gomez et al., 2025). When confronting complex behavioral issues or interacting with students from varied cultural backgrounds, instructors must often pivot to a more humanistic, individualized teaching approach (Frenzel et al., 2021). Because interpersonal dynamics and direct student feedback constantly dictate a teacher's pedagogical choices, adaptability is paramount when addressing the diverse psychological and cultural profiles of the classroom (Stockinger et al., 2021; Al Nuaimi, 2024). Consequently, this research highlights that social empathy and emotional intelligence are indispensable pillars of successful vocational instruction.

On a sociological level, this investigation exposes the debilitating effects of systemic resource shortages, a constraint that directly reflects wider socioeconomic inequalities within the region. An acute deficit in workshop tools generates a specific "resource-theory gap" that systematically obstructs educators from executing collaborative and experiential learning models (Bustillo & Aguilos, 2022). To cope with these material limitations, teachers are often compelled to rely on conventional, instructor-led pedagogies; unfortunately, this adaptation can inadvertently stunt a student's progression toward independent skill mastery and self-efficacy (Khurshid et al., 2025). Compounding this issue, frequent administrative overhauls, like the introduction of the Matatag curriculum, and inadequate library

facilities impose a severe cognitive and psychological strain on instructors, impeding their ability to design socially immersive learning experiences (Faber et al., 2024; Passanisi et al., 2022). Ultimately, these barriers demonstrate that the humanistic application of pedagogical theories is tightly bounded by institutional realities.

This study also offers a fresh perspective on industry relevance, portraying it as a crucial avenue for cultural integration driven by the innate human desire for sociocultural alignment. By intentionally weaving labor standards and local community principles into their curricula, educators ensure they are cultivating socially conscious citizens who remain tethered to their cultural roots, rather than just producing capable laborers (Mbua, 2023). This human-centric strategy aligns with the sociological concept of "vocational acculturation," a process that intricately harmonizes workshop activities with both local cultural identities and professional workforce demands (Aguilar et al., 2017). By proving that the fusion of industry simulations with indigenous values maximizes pedagogical success, this research makes a vital contribution to the field, illustrating that TVE is most potent when it actively responds to the community's ethical and social standards (Shao et al., 2023; Wouters-Soomers et al., 2022).

Lastly, by highlighting how public health emergencies and natural disasters act as massive macro-social disruptions, this research underscores the inherent vulnerability of vocational education systems. Severe events, including floods, earthquakes, and the COVID-19 pandemic, force immediate transitions in teaching formats, severely endangering the collaborative atmosphere necessary for practical workshop training (Sosnowski & Brosnan, 2023). Such crises bring the necessity of "instructional resilience" to the forefront; notably, this study expands that definition to encompass an educator's ability to not only deliver technical content via digital or modular means but also preserve a sense of classroom community during turbulent times (Zeithofer et al., 2024). Ultimately, the data confirms that implementing educational frameworks in ecologically fragile areas like Surigao del Sur is a profoundly relational endeavor, requiring teachers to continuously and bravely adapt their methods to survive the physical and administrative volatilities of their surroundings (Ceneciro, 2025; Almarzouki, 2024).

3. Conclusion

The findings of this research establish that translating educational models within Technical Vocational Education (TVE) is far from a straightforward academic exercise; rather, it is a complex, deeply relational sociocultural negotiation. For this pedagogical process to succeed, a cohesive ecosystem uniting the local community, the educational institution, and the instructor is absolutely essential. For experiential teaching methods to be truly effective, educators must exhibit exceptional adaptability. They are continuously challenged to modify their human-centered approaches to overcome systemic equipment shortages, manage sudden environmental crises, and facilitate the comprehensive vocational acculturation of their learners. Consequently, in areas plagued by material scarcity and ecological vulnerability, instructional success reflects far more than mere cognitive knowledge transfer, it stands as a powerful testament to collective community resilience and deep sociocultural embeddedness.

Based on these insights, several actionable recommendations for educational practice and policy emerge, specifically designed to bolster the social and humanistic facets of vocational education. Foremost, institutions must urgently address the unequal distribution of workshop materials. Providing an adequate student-to-equipment ratio is a fundamental prerequisite for bridging the localized "resource-theory gap" and facilitating authentic, collaborative hands-on learning. Furthermore, continuing education programs for vocational instructors must heavily prioritize human-centric competencies. By embedding cultural sensitivity, interpersonal soft skills, and relational behavioral strategies into ongoing training, educators will be better equipped to support and elevate learners from diverse psychosocial backgrounds. Finally, schools must proactively design comprehensive instructional resilience frameworks to buffer against external shocks. These strategic protocols are vital to guarantee that both social cohesion and practical skill development can be effectively simulated or sustained even during unavoidable campus closures.

To build upon this socio-ecological perspective on vocational training, subsequent research should examine the longitudinal socioeconomic outcomes of vocational acculturation, particularly analyzing how it influences the community assimilation and upward mobility of TVE alumni. Moreover, scholars are encouraged to investigate the communal support networks and psychological coping strategies employed by educators in other resource-deprived or disaster-prone locales as they strive to sustain pedagogical resilience in the face of ongoing adversity.

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