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Cultural Adaptation, Resiliency and Creativity in Teaching Technology and Livelihood Education

Florence C. Moreno

ABSTRACT

This study examined the cultural adaptation, resiliency, and creativity in teaching Technology and Livelihood Education among teachers in the Schools Division of Iloilo for the school year 2025. Specifically, it determined the level of cultural adaptation, resiliency, and creativity demonstrated by teachers and identified the significant differences and relationships among these variables. The study utilized a descriptive-correlational research design involving 156 teacher-respondents selected through random sampling. Data were gathered using a researcher-made questionnaire that underwent validation and reliability testing. Descriptive and inferential statistical tools such as frequency count, percentage, mean, standard deviation, t-test, analysis of variance (ANOVA), and Pearson product-moment correlation were used in analyzing the data.

The findings revealed that teachers demonstrated high levels of cultural adaptation and very high levels of resiliency and creativity in teaching Technology and Livelihood Education. Teachers effectively integrated learners' cultural backgrounds and contextualized experiences into instruction, remained resilient despite challenges encountered in teaching, and employed innovative and learner-centered strategies in classroom activities. Significant differences were found in cultural adaptation and creativity when respondents were grouped according to educational attainment, while no significant differences were observed when grouped according to age and sex. Furthermore, significant positive relationships were identified among cultural adaptation, resiliency, and creativity, indicating that teachers who are culturally adaptive and resilient are more likely to demonstrate creativity in instruction.

The study concluded that cultural adaptation, resiliency, and creativity are essential competencies that contribute to effective Technology and Livelihood Education instruction. The findings serve as a basis for developing programs and interventions aimed at enhancing teacher competence, instructional innovation, and professional growth in TLE.

KEYWORDS: Cultural adaptation, resiliency, creativity, Technology and Livelihood Education, culturally responsive teaching, instructional innovation, teacher development, TLE instruction, educational resilience, learner-centered strategies

INTRODUCTION

The rapidly changing educational landscape has challenged teachers to become more adaptive, resilient, and creative in delivering instruction, particularly in practical subjects such as Technology and Livelihood Education (TLE). In the Philippines, TLE plays a significant role in equipping learners with technical skills, entrepreneurial competencies, and life skills necessary for employment and sustainable living. However, cultural diversity, technological advancements, and educational reforms have required teachers

to continuously adapt their instructional practices to meet the varying needs of learners (Darling-Hammond et al., 2017). Cultural adaptation in education refers to the ability of teachers to integrate learners' cultural backgrounds, values, and experiences into the teaching-learning process, thereby creating a more inclusive and meaningful learning environment (Gay, 2018).

Resiliency among teachers has also become an essential factor in maintaining the quality of instruction amid challenges such as limited resources, curriculum changes, and shifting educational demands. Teacher resiliency is defined as the capacity to recover, adapt, and remain committed despite workplace difficulties and pressures (Mansfield et al., 2016). Studies have shown that resilient teachers are more capable of managing stress, maintaining positive relationships with learners, and sustaining instructional effectiveness even in challenging situations (Gu & Day, 2016). In TLE instruction, resiliency enables teachers to continuously provide practical and skills-based learning experiences despite shortages in equipment, facilities, and instructional materials.

Creativity in teaching is likewise considered a vital component of effective TLE instruction. Creative teachers employ innovative teaching strategies, improvisation, and learner-centered activities that enhance student engagement and practical skill development (Jeffrey & Craft, 2019). Research indicates that creative instructional approaches improve learners' critical thinking, problem-solving skills, and motivation to learn, particularly in vocational and technical subjects (Henriksen, Richardson, & Mehta, 2017). In the context of TLE, creativity allows teachers to maximize available resources, develop contextualized learning materials, and provide hands-on experiences that are relevant to learners' daily lives and future careers.

Moreover, the integration of cultural adaptation, resiliency, and creativity contributes significantly to effective teaching performance and learner achievement. Teachers who are culturally responsive, resilient, and innovative are better equipped to address diverse learner needs and foster a positive learning environment (OECD, 2020). These qualities also support the development of 21st-century skills among learners, including adaptability, collaboration, and entrepreneurship, which are essential in today's global society (Trilling & Fadel, 2018).

Anchored on these concepts, this study titled "Cultural Adaptation, Resiliency, and Creativity in Teaching Technology and Livelihood Education" focuses on 156 respondents from the Schools Division of Iloilo for the school year 2025. The study aims to examine the extent to which teachers demonstrate cultural adaptation, resiliency, and creativity in TLE instruction and to determine how these factors contribute to effective teaching practices. The findings of the study are expected to provide valuable insights that may serve as the basis for programs and interventions aimed at strengthening TLE instruction and teacher development.

This study aimed to determine the level of cultural adaptation, resiliency, and creativity in teaching Technology and Livelihood Education among teachers in the Schools Division of Iloilo for the school year 2025. Specifically, it sought to determine the profile of the respondents in terms of age, sex, educational attainment, length of teaching experience, and area of specialization. It also aimed to assess the level of cultural adaptation demonstrated by teachers in integrating learners' cultural backgrounds and experiences into instruction, the level of resiliency manifested in coping with challenges in TLE teaching, and the level of creativity employed in delivering lessons and instructional activities. Furthermore, the study intended to determine whether significant differences existed in the respondents' cultural adaptation, resiliency, and creativity when grouped according to selected profile variables. It also sought to identify the relationships among cultural adaptation, resiliency, and creativity in teaching Technology and

Livelihood Education. The findings of the study served as the basis for proposing programs and interventions to strengthen TLE instruction and enhance teacher development.

METHODOLOGY

This study utilized a descriptive-correlational research design to determine the level of cultural adaptation, resiliency, and creativity in teaching Technology and Livelihood Education among teachers in the Schools Division of Iloilo for the school year 2025. The descriptive method was employed to describe the existing conditions and practices of teachers in terms of cultural adaptation, resiliency, and creativity, while the correlational approach was used to determine the relationships among the variables included in the study.
The respondents of the study consisted of 156 Technology and Livelihood Education teachers from selected public schools in the Schools Division of Iloilo. A random sampling technique was utilized to ensure fair representation of the respondents from different schools. The respondents were classified according to age, sex, educational attainment, length of teaching experience, and area of specialization.
A researcher-made questionnaire served as the primary instrument for data gathering. The questionnaire was composed of four parts: the respondents' profile, cultural adaptation practices, resiliency in teaching, and creativity in instructional delivery. The instrument underwent validation by experts in education and research to ensure content validity and reliability. Ethical considerations such as voluntary participation, confidentiality, and anonymity of respondents were strictly observed throughout the study.
The gathered data were statistically analyzed using descriptive and inferential statistics. Frequency count and percentage were used to describe the respondents' profile, while mean and standard deviation were utilized to determine the levels of cultural adaptation, resiliency, and creativity. Inferential statistical tools such as t-test, one-way analysis of variance (ANOVA), and Pearson product-moment correlation were employed to determine significant differences and relationships among the variables at a 0.05 level of significance.

RESULTS

The results of the study revealed that the 156 teacher-respondents demonstrated high levels of cultural adaptation, resiliency, and creativity in teaching Technology and Livelihood Education.
Cultural adaptation obtained an overall mean of 4.28 (SD = 0.57), interpreted as "High," indicating that teachers effectively integrated learners' cultural backgrounds and contextualized instruction.
Resiliency obtained an overall mean of 4.34 (SD = 0.54), interpreted as "Very High," showing that teachers remained effective despite instructional challenges.
Creativity obtained an overall mean of 4.39 (SD = 0.51), interpreted as "Very High," indicating strong use of innovative and learner-centered teaching strategies.
Significant differences were found in cultural adaptation and creativity when grouped according to educational attainment ($p < 0.05$), while no significant differences were found in age and sex.
Significant positive relationships were found among cultural adaptation, resiliency, and creativity, indicating that these variables are closely interconnected in improving TLE instruction.

FINDINGS

The findings revealed that teachers demonstrated high cultural adaptation by integrating learners' cultural backgrounds and contextualizing lessons.
Teachers exhibited very high resiliency, allowing them to remain effective despite challenges in teaching

TLE.
Teachers also demonstrated very high creativity through innovative, improvised, and learner-centered instructional strategies.
Significant differences were observed in cultural adaptation and creativity based on educational attainment, while no differences were found in age and sex.
Significant positive relationships existed among cultural adaptation, resiliency, and creativity, showing that these competencies reinforce one another.

SUMMARY

This study determined the cultural adaptation, resiliency, and creativity in teaching Technology and Livelihood Education among 156 teachers in the Schools Division of Iloilo for 2025. Findings showed high cultural adaptation and very high resiliency and creativity. Significant differences were found in educational attainment, while significant relationships existed among the three variables.

CONCLUSION

Cultural adaptation, resiliency, and creativity are essential competencies that enhance the effectiveness of Technology and Livelihood Education instruction. Teachers who are culturally responsive, resilient, and creative are more capable of delivering meaningful, engaging, and effective instruction. Strengthening these competencies improves overall teaching quality.

RECOMMENDATIONS

School administrators should provide continuous training programs focused on culturally responsive teaching, resiliency development, and instructional creativity in TLE. Teachers are encouraged to continuously integrate contextualized and innovative teaching strategies. Schools should provide adequate instructional resources to support hands-on learning. Teachers are encouraged to pursue further professional development. Future researchers may explore additional variables such as teaching performance and learner outcomes.

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