

Sociocultural Alignment and the Application of Learning Theories Among Vocational Teachers in Surigao del Sur

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Abstract

The application of learning theories in Technical Vocational Education (TVE) operates as a deeply sociocultural process mediated by human, institutional, and environmental variables. This study investigated the lived experiences of twenty-five TVE teachers in Surigao del Sur, Philippines, exploring how they culturally align pedagogical frameworks within the vocational workshop. Utilizing a qualitative exploratory research design, data were gathered through semi-structured interviews and analyzed using reflexive thematic analysis. Findings reveal that while prior industry experience provides vital sociocultural capital, experiential learning is frequently obstructed by a resource-theory gap driven by the scarcity of industry-standard equipment. Furthermore, educators must maintain immense instructional resilience to recalibrate humanistic strategies in response to student behavioral dynamics, rapid curricular shifts, and ecological precarity like natural disasters. The study concludes that vocational pedagogy's efficacy depends on a synchronized human ecosystem involving the educator, institution, and community. These results emphasize the need for culturally responsive practices and equitable resource allocation to support vocational acculturation in disaster-prone regions.

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

Introduction

The global shift toward Industry 4.0 and the rapid digital transformation of the labor market have placed unprecedented pressure on Technical Vocational Education (TVE) systems to produce a workforce capable of navigating complex industrial environments (Aguilar et al., 2017; Udit & Zheng, 2020). At its core, TVE is fundamentally predicated on the integration of theoretical knowledge with practical, industry-aligned skills (Udit & Zheng, 2020). However, this instructional process is not merely mechanical; it is a profoundly humanistic endeavor. On a global scale, the efficacy of vocational instruction is increasingly measured by its ability to integrate theoretical frameworks with practical, high-stakes skill application while nurturing the holistic, social development of the learner (Watson, 2016; Abou Hashish et al., 2024). A persistent theory-practice gap continues to challenge educators worldwide as they struggle to align abstract

pedagogical theories with the rapidly evolving demands of modern technology and the shifting sociocultural realities of global competency standards (Siqi-Liu et al., 2020; Khurshid et al., 2025).

Unlike traditional academic tracks, vocational pedagogy emphasizes experiential learning and learning by doing, where the workshop serves as a primary site for cognitive, physical, and social development, acting as a microcosm of community interaction (Watson, 2016). Scholars suggest that the successful application of learning theories in these settings requires a pedagogical synchronization between classroom concepts and workplace realities, emphasizing the cultural adaptation required for effective learning (Siqi-Liu et al., 2020). Literature consistently highlights that this transition is often non-linear, as teachers must navigate various internal and external variables, deeply rooted in human behavior and societal structures, that influence their choice of instructional strategies (Passanisi et al., 2022; Mbua, 2023).

Regionally, within Southeast Asia, the ASEAN Integration and the push for standardized vocational qualifications have necessitated a recalibration of instructional strategies to ensure workforce mobility, regional competitiveness, and intercultural understanding (Hidayat et al., 2025; Torres-Peña et al., 2025). In the Philippines, this regional demand is addressed through the K-12 Technical-Vocational-Livelihood (TVL) track, which aims to develop industry-ready graduates through experiential learning and behavioral reinforcement that heavily aligns with local cultural values (Bustillo & Aguilos, 2022; Macaspac et al., 2025). Despite these policy efforts, national studies highlight that the implementation of vocational theories is often hindered by systemic social issues, including rapid curriculum changes, such as the transition to the *Matatag* curriculum, and the uneven distribution of educational resources across various provinces, which directly reflects broader socioeconomic disparities (Ceneciro, 2025; Wu et al., 2024).

Locally, in provinces like Surigao del Sur, the systemic challenges of vocational education are compounded by environmental vulnerability and instructional resource scarcity, creating a unique sociocultural landscape that dictates pedagogical choices. TVE teachers in this region must navigate a localized resource-theory gap characterized by insufficient workshop materials and a lack of specialized library references, which limits the full application of progressive, learner-centered theories (Bustillo & Aguilos, 2022; Saka et al., 2023). This barrier is particularly pronounced in developing regions where educational institutions, functioning as critical social structures, lack industry-standard equipment. Bustillo and Aguilos (2022) highlighted that in the Philippine TVL track, this scarcity often prevents teachers from fully implementing experiential learning theories, inherently disrupting the collaborative and communal nature of vocational workshops.

Consequently, this institutional constraint forces educators to adopt more traditional, teacher-centered modalities, which can unintentionally hinder the development of independent mastery and self-actualization among learners (Khurshid et al., 2025). Furthermore, deficiencies in library resources and rapid curriculum changes place additional psychological and cognitive loads on teachers, necessitating a high degree of emotional and professional adaptability in lesson planning and syllabus construction (Faber et al., 2024; Saka et al., 2023). Beyond institutional limitations, the region's geographic susceptibility to natural disasters, including frequent earthquakes and floods, serves as a recurring disruptor to workshop-based instruction, demanding an extraordinary degree of instructional resilience and human adaptability among educators (Sosnowski & Brosnan, 2023; Zeithofer et al., 2024). This localized reality suggests that the application of learning theories is not merely a cognitive pedagogical decision but a deeply relational process shaped by the stability of the physical environment and the community's collective resilience (Rosairo, 2023; Wouters-Soomers et al., 2022).

The primary determinant of instructional quality in TVE is often rooted in the human capital of the educator, particularly their professional background and their internalized industrial schema (Watson, 2016). Research indicates that educators who possess firsthand industry experience are better equipped to translate abstract pedagogical theories into practical demonstrations, thereby fostering more authentic, socially situated learning environments (Hidayat et al., 2025). This background provides a foundational knowledge base that allows teachers to serve as effective pedagogical guides, helping students navigate

not only the mechanical complexities of specific trades but also the social norms of the workplace (Torres-Peña et al., 2025). Literature suggests that the ability to apply learning tools effectively is deeply influenced by the teacher's own education and training, which shapes their instructional confidence and personal identity within the vocational classroom (Wu et al., 2024; Gomez et al., 2025).

Furthermore, the application of learning theories is intricately tied to the interpersonal dynamics between teacher and learner, heavily contingent upon student motivation and behavioral backgrounds. In vocational settings, positive reinforcement and motivational strategies are critical for maintaining student engagement in repetitive or complex technical tasks, highlighting the psychological dimensions of manual labor (Gomez et al., 2025). Scholars argue that teachers must be strategically responsive to the diverse learning styles and deeply ingrained cultural values of their students to ensure equitable knowledge transfer and social inclusion (Frenzel et al., 2021). When faced with behavioral challenges or diverse sociocultural backgrounds, teachers frequently recalibrate their approaches toward more individualized, one-on-one instruction to maintain a supportive instructional feedback loop (Stockinger et al., 2021; Al Nuaimi, 2024). This relational adaptability emphasizes the importance of pedagogical flexibility as a core, humanistic competency for TVE educators navigating complex classroom ecologies (Collie & Martin, 2016).

Finally, the application of learning theories is profoundly shaped by external environmental factors, shifting industry trends, and the broader macro-social climate. Vocational education must remain responsive to labor market demands and government policy shifts to ensure graduate employability and promote socioeconomic mobility within the region (Mbua, 2023). Additionally, external disruptions, such as natural disasters (floods, earthquakes) and public health crises (COVID-19), frequently necessitate rapid changes in instructional modality, testing the collective endurance and social fabric of the educational community (Sosnowski & Brosnan, 2023). These events highlight the critical need for instructional resilience, where teachers must find alternative, innovative ways to simulate collaborative workshop tasks through modular or digital platforms to preserve the continuity of learning (Zeithofer et al., 2024). Literature indicates that vocational pedagogy is most effective when it is contextually grounded, taking into account both the high-stakes nature of industry and the localized cultural values of the community, thereby achieving true sociocultural alignment (Shao et al., 2023; Wouters-Soomers et al., 2022).

While existing literature has examined vocational teaching in broad terms, there remains a significant empirical gap concerning the holistic, socio-ecological interaction of variables that influence the TVE classroom. The significance of this study lies in its focused examination of the intersection between five specific factors: teacher-related, student-related, institutional, contextual, and external environmental drivers. Unlike single-perspective studies, this research provides a multi-dimensional, humanistic understanding of how instructors in a disaster-prone, resource-limited region like Surigao del Sur adapt their pedagogical schema to survive and succeed in the workshop. By documenting these unique instructional narratives and lived experiences, the study contributes to a more nuanced understanding of context-aware pedagogy and provides a robust basis for more resilient, culturally responsive vocational education policies (Gomez et al., 2025; Mbua, 2023).

Methods

Research Design

This study employed a qualitative exploratory research design to investigate the deeply rooted, lived experiences of Technical Vocational Education (TVE) teachers in applying learning theories within their distinct cultural and educational realities. This design is particularly appropriate for uncovering the nuanced human perspectives and context-specific social challenges that are not easily quantifiable, allowing for a profoundly humanistic approach to educational research (Saka et al., 2023). By utilizing an exploratory framework viewed through a sociocultural lens, the researcher was able to examine how personal identity, social interactions, and environmental variables intersect to influence pedagogical

decisions in the vocational workshop. The study actively prioritized the personal narratives and lived experiences of the participants, allowing for a detailed interpretation of how theoretical knowledge is culturally adapted to meet both industrial demands and institutional, human realities.

Participants and Sampling

The participants of this study consisted of a purposefully selected community of practice comprising twenty-five (25) TVE teachers currently practicing in various vocational programs in Surigao del Sur, Philippines. Participants were selected through purposive sampling based on their direct, embedded involvement in teaching high-demand vocational subjects such as Electrical, Garments, Automotive, and Food Technology, representing a diverse cross-section of the local sociocultural and labor landscape. A critical criterion for selection was that each participant possessed both formal educational training and practical industry experience, ensuring they could provide a comprehensive, socio-professional perspective on the human transition from abstract theory to physical practice. The sample size allowed for a deep, qualitative exploration of individual instructional narratives and personal pedagogical philosophies, maintaining the intense focus required for a case-specific study rooted in the humanities. Table 1 presents the demographic profile of the respondents.

Table 1. Demographic Profile

Participant	Gender	Age	Area of Specialization	Industry Experience (Years)	Teaching Experience (Years)
1	Male	34	Automotive	6	5
2	Female	41	Garments	10	8
3	Male	29	Electrical	4	3
4	Female	38	Food Technology	7	6
5	Male	45	Electrical	12	10
6	Female	33	Garments	5	4
7	Male	50	Automotive	15	12
8	Female	42	Food Technology	9	11
9	Male	31	Electrical	5	4
10	Male	36	Automotive	8	5
11	Female	28	Garments	3	2
12	Female	47	Food Technology	14	9
13	Male	39	Electrical	8	7
14	Male	52	Automotive	18	10

Participant	Gender	Age	Area of Specialization	Industry Experience (Years)	Teaching Experience (Years)
15	Female	35	Garments	6	5
16	Female	30	Food Technology	4	3
17	Male	44	Electrical	11	8
18	Male	37	Automotive	7	6
19	Female	49	Garments	15	12
20	Female	27	Food Technology	3	2
21	Male	32	Electrical	5	4
22	Male	40	Automotive	9	7
23	Female	51	Garments	16	14
24	Female	43	Food Technology	10	9
25	Male	38	Electrical	6	8

Research Locale

The study was situated in the province of Surigao del Sur, a region characterized by its growing industrial sector and a diverse, culturally rich vocational educational landscape. The research focused on instructors within the public education system who engage daily with a complex sociocultural mix of urban and rural student populations. This specific locale provided a highly relevant, localized setting for exploring how the lived environment, including recurring natural disasters and localized government policies, impacts the human experience and the social delivery of vocational instruction.

Research Instrument

A semi-structured interview guide was developed as the primary research instrument to capture the authentic voices and lived realities of the participants. The guide was organized into five thematic categories based on the socio-ecological conceptual framework of the study: (1) Teacher-related factors, (2) Student-related factors, (3) Institutional factors, (4) Contextual factors, and (5) External factors. The instrument comprised ten (10) open-ended questions thoughtfully designed to elicit detailed, narrative descriptions of how instructors perceive their personal educational journeys, their students' multifaceted social needs, and the systemic constraints of their teaching environment. This dialogic format provided the critical flexibility to probe deeper into unexpected, culturally grounded responses while ensuring that all core research objectives concerning the human element of pedagogy were thoroughly addressed. Table 2 presents the instrument used in the study.

Table 2. Research Instruments

Objectives	Interview Questions
To explore how teacher expertise and student behavioral dynamics shape pedagogical strategies in the vocational workshop	1. How do your previous industry experience and formal training guide you in applying learning theories within your classroom? 2. How do you adapt your instructional approaches to address the behavioral challenges and motivational needs of your diverse learners?
To examine how institutional constraints, sociocultural contexts, and environmental disruptions influence the implementation of experiential learning	1. In what ways does the scarcity of workshop equipment and library resources affect your ability to deliver hands-on instruction? 2. How do you ensure that your daily lessons align with both the technical demands of the industry and the cultural values of the local community? 3. How do you adjust your teaching modalities to maintain instructional continuity when faced with external disruptors like natural disasters?

Data Gathering Procedure

Data collection followed a systematic qualitative procedure to ensure the sociocultural authenticity and integrity of the findings. After obtaining informed consent from the participants, in-depth, dialogic interviews were conducted and audio-recorded, honoring the professional agency of each educator. The researcher utilized a collaborative, conversational tone to encourage participants to share candid, personal reflections on their lived classroom experiences and social interactions. To maintain narrative accuracy, the researcher prepared verbatim transcripts of each interview, meticulously capturing not only the verbal responses but also the cultural and contextual nuances embedded in the participants' stories. Strict ethical protocols were observed throughout this humanistic inquiry process, including the anonymization of participant identities through coded labels (e.g., Participant 1 to Participant 25) to protect their privacy, alongside the secure storage of all digital files.

Data Analysis

The deeply personal data were analyzed using reflexive thematic analysis, allowing the researcher to identify, critically analyze, and report shared cultural and pedagogical patterns across the narratives (Rosairo, 2023). The analysis began with a deep process of familiarization with the lived experiences of the educators, followed by the generation of initial codes that linked specific, socially situated teacher experiences to the five socio-ecological factor categories. These codes were then thoughtfully refined into overarching themes that explained the complex human interaction between abstract pedagogical theory and the physical realities of vocational practice. Cross-verification of themes across the twenty-five participants ensured the phenomenological credibility of the findings and allowed for the identification of shared communal challenges and unique, culturally responsive instructional strategies within the Surigao del Sur TVE community.

Results

Objective 1. To explore how teacher expertise and student behavioral dynamics shape pedagogical strategies in the vocational workshop

Pedagogical Grounding through Industry Experience and Training

The findings indicate that the ability of teachers to apply learning theories is heavily influenced by their prior industrial experience, formal education, and their understanding of the local social landscape. Participants noted that their background in specific trades, such as garments or automotive technology, served as a foundational cultural schema that allowed them to translate abstract theories into practical classroom demonstrations that resonate with the community. Teachers described their role as sociocultural guides who use theoretical knowledge to find the most appropriate, contextually aligned strategies for student learning.

"Through my education, trainings, and teaching experience has a big influence in my ability to apply these learning tools to foster the individual skills of my students in a way that aligns with our local culture. Based on my experience in garments industry, it is truly great experience in enhancing my knowledge and skills to meet community needs."

"My education training and teaching experience influence my ability to apply learning theories... to being a guide for me as a teacher to understand more the learners' social backgrounds and find the right strategies practices that will help them learn within their cultural context."

"Working in the local industrial sector taught me that technical skills are inseparable from how we communicate as a community. I bring that sociocultural alignment into the workshop, translating complex pedagogical theories into practical, experiential lessons that reflect my students' lived realities."

Behavioral Management and Motivational Reinforcement

A significant portion of the data revealed that teachers frequently apply behavioral and motivational theories to address student engagement and classroom conduct through a deeply relational lens. Participants utilized positive reinforcement, such as rewards and social recognition, to incentivize quality output. When faced with behavioral challenges, such as a lack of focus or academic dishonesty, teachers adapted their strategies toward one-on-one instruction and individualized mentoring that respects the social dignity of the learner.

"As a teacher to encourage and motivate my student is part of my teaching strategies... first thing to do is to know who are these students culturally and also to know their strengths and weaknesses so that I can find something interesting enable for them to motivate them through our shared values."

"When I noticed my students are not taking seriously to task that I give to them, I change my teaching strategies to be more socially engaging... it is one-on-one given instruction and I monitor them one by one to ensure that they will surely take the given task while respecting their personal dignity."

"Applying learning theories requires recognizing the social fabric of the classroom. I often adapt my behavioral strategies to include peer-mentoring, relying on our inherent cultural trait of bayanihan (communal unity) to help struggling learners stay focused during challenging technical tasks."

Objective 2. To examine how institutional constraints, sociocultural contexts, and environmental disruptions influence the implementation of experiential learning

Institutional Resource Scarcity and Curricular Constraints

A dominant theme across all participants was the limiting effect of institutional factors, particularly the lack of materials and equipment, which frequently disrupts the collaborative nature of the vocational workshop. Because Technical Vocational Education (TVE) relies on learning by doing, the absence of physical resources often forced teachers to deviate from their preferred experiential pedagogical theories. Participants described a resource-theory gap, where the inability to provide individual equipment for each student hindered the application of experiential learning and forced a shift in social dynamics. Furthermore, teachers identified library resource deficiencies and rapid curriculum changes as socioeconomic barriers to lesson planning.

"The budget of the institution for the materials and equipment has an impact on my teaching approach and our social dynamic... if the equipment is not equal to the number of my students during their laboratory time, I instruct them one by one or group them to encourage communal sharing."

"Regarding to the policies and resources it affects my instructional development... I find it difficult in constructing my syllables due to the lack of books in library... we only depends on the availability of books inside the school library, which limits our ability to culturally align the curriculum with modern industry demands."

"The resource-theory gap is not just a physical limitation; it is a sociocultural challenge. When we lack industry-standard equipment, I have to creatively adapt my experiential learning theories so that the students still feel they are part of a professional, collaborative community despite the institutional scarcity."

Socio-Cultural Sensitivity and Industry Alignment

The data suggests that contextual factors, including community values and industry standards, play a pivotal role in how learning theories are practically and socially applied. Teachers emphasized the need to align classroom instruction with the real-world demands of the labor market and the deeply held cultural values of the local community to achieve true sociocultural alignment. This included adapting experiential lessons for Indigenous Peoples (IP) and ensuring students are trained holistically as responsible citizens rather than just mechanical workers.

"Industry standards or workplace in linkages... these are very important in molding my teaching profession because of the industry standard... what I've learned from the outside of the school I also import my gain knowledge to my students to ensure deep sociocultural alignment with the local labor market."

"We need to trains them based on the Filipino values. The DepEd implemented the Core Values Makadiyos, Makatao, Makakalikasan, at Makabansa. Those values guide me on my teaching approaches as I apply learning theories to nurture culturally rooted, responsible citizens."

"Adapting our technical lessons for our Indigenous Peoples (IP) learners is a priority. I contextualize experiential learning theories to respect their ancestral heritage, ensuring that our vocational training is culturally responsive and socially inclusive."

Vulnerability to External Environmental and Policy Disruptions

Finally, teachers identified external macro-social factors such as government policies, natural disasters, and the COVID-19 pandemic as significant disruptors to the application of pedagogical theories. Events like earthquakes and floods in the Surigao del Sur region often led to the suspension of face-to-face workshops, forcing teachers to adopt online or modular modalities that fractured the traditional social environment of hands-on skill acquisition. Additionally, unexpected school activities and policy changes were noted to reduce the time available for actual collaborative demonstration, necessitating high levels of human adaptability and instructional resilience.

"The external changes that can think of is the COVID-19 and the frequent earthquake that happened years ago. These natural disasters really change the way of teaching from face to face to a new normal education, testing our community's resilience and forcing us to adapt our learning theories to protect our social connections."

"School activities actually it can affected my teaching strategies during the lecture time... if there's a lot of unexpected school activities it affected the actual demonstration of my students, requiring us to constantly renegotiate our pedagogical time to maintain sociocultural alignment with institutional demands."

"When floods disrupt our workshops, it is not just a loss of physical space; it impacts the students' social support system. I have to rely on immense instructional resilience, reshaping theoretical applications so that modular learning still fosters a sense of shared community and mutual support during environmental crises."

Discussion

The findings of this study reveal that the application of learning theories in Technical Vocational Education (TVE) transcends mere mechanical skill acquisition; it is a profoundly sociocultural process mediated by human capital, institutional structures, and environmental stability. The novelty of this research lies in its reframing of the vocational workshop, not simply as an educational site for technical training, but as a dynamic social microcosm where cultural values, human resilience, and pedagogical theories intersect. The results suggest that while teachers possess the cognitive knowledge required for instruction, the actual implementation of these theories is a humanistic negotiation, frequently adjusted to meet the lived realities of the community and the diverse sociocultural needs of the learners. These findings align with contemporary views that pedagogical effectiveness is deeply rooted in both cognitive preparation and profound socio-environmental adaptability (Siqu-Liu et al., 2020; Watson, 2016).

A primary contribution of this study is the reconceptualization of prior industry experience not just as technical expertise, but as vital sociocultural capital that heavily influences a teacher's ability to apply learning theories. The findings suggest that industry-based training provides a practical, cultural schema that allows educators to bridge the gap between abstract academic concepts and the lived social realities of the labor market (Watson, 2016). This background enables teachers to serve as effective sociocultural guides, translating complex industrial norms and workplace dynamics into accessible, human-centered classroom instructions (Hidayat et al., 2025). The results reinforce the assertion that vocational teachers who possess firsthand technical and social expertise are better equipped to foster holistic human development among their students through the targeted, culturally situated application of experiential learning theories (Torres-Peña et al., 2025; Wu et al., 2024).

The study advances the understanding of behavioral management by framing it as a profoundly relational and sociocultural practice rather than a mere disciplinary tool. The use of positive reinforcement, such as rewards and social recognition, serves as a critical mechanism for enhancing student engagement and nurturing a supportive, cohesive classroom community (Gomez et al., 2025). These strategies become particularly essential when teachers encounter diverse sociocultural backgrounds or behavioral challenges, necessitating a humanistic shift toward individualized, one-on-one instruction (Frenzel et al., 2021). The data suggests that teachers' choices of instructional strategies are frequently reshaped by social feedback and interpersonal student behavior, highlighting the immense importance of pedagogical flexibility in responding to the varying psychosocial and cultural backgrounds of learners (Stockinger et al., 2021; Al Nuaimi, 2024). This underscores a significant contribution to the field by demonstrating that effective vocational teaching relies heavily on emotional intelligence and social empathy.

A critical sociological finding of this research is the restrictive impact of systemic institutional resource scarcity, which often mirrors broader regional socioeconomic disparities. The lack of materials

and equipment creates a localized resource-theory gap, wherein teachers are structurally prevented from fully implementing theories of collaborative learning by doing or experiential education (Bustillo & Aguilos, 2022). This institutional scarcity forces educators to adopt more traditional, teacher-centered methods to manage physical shortages, which can unintentionally hinder the social development of self-efficacy and independent technical mastery among students (Khurshid et al., 2025). Furthermore, deficiencies in library resources and rapid policy shifts, such as the Matatag curriculum, place immense psychological and cognitive loads on teachers, limiting their human capacity to plan and execute complex, socially engaging lessons effectively (Faber et al., 2024; Passanisi et al., 2022). This highlights how institutional structures directly shape and sometimes limit the humanistic potential of educational theories.

The findings emphasize that the application of learning theories is deeply influenced by the fundamental human need for sociocultural alignment, offering a novel perspective on industry relevance as a form of cultural integration. Teachers prioritize the deliberate integration of community values and labor standards into their instruction, ensuring that graduates emerge not merely as technically proficient workers, but as socially responsible citizens deeply connected to their cultural heritage (Mbua, 2023). This humanistic approach reflects the profound sociological concept of vocational acculturation, where classroom learning is intricately synchronized with the social demands of the labor market and the rich cultural fabric of the local community (Aguilar et al., 2017). The intentional integration of core local values and industry-aligned simulations offers a significant scholarly contribution by demonstrating that vocational pedagogy reaches its highest efficacy when it is culturally grounded and acutely responsive to the social and ethical expectations of the broader community (Shao et al., 2023; Wouters-Soomers et al., 2022).

Finally, the study highlights that external environmental factors, such as natural disasters and public health crises, serve as profound macro-social disruptors to vocational instruction, emphasizing the human vulnerability inherent within educational systems. Events like earthquakes, floods, and the COVID-19 pandemic necessitate rapid shifts in instructional modality, often threatening the collaborative social environment that is central to hands-on workshops (Sosnowski & Brosnan, 2023). These environmental crises foreground the critical need for instructional resilience, a concept this study novelly expands to include the collective, human capacity of teachers to find alternative ways to deliver skill-based content while actively maintaining community cohesion through modular or digital platforms (Zeitlhofer et al., 2024). The results conclusively suggest that the application of learning theories in the socially and ecologically vulnerable region of Surigao del Sur is a deeply relational and humanistic process, one that is constantly and courageously recalibrated by educators in response to the physical precarity and policy-based stability of their lived environment (Ceneciro, 2025; Almarzouki, 2024).

Conclusion

This study concludes that the application of learning theories in Technical Vocational Education (TVE) is fundamentally a deeply relational and sociocultural negotiation, strictly dependent on a synchronized human ecosystem involving the educator, the institution, and the local community. The successful implementation of experiential pedagogy relies inherently on the high degree of instructional adaptability demonstrated by teachers, who must constantly recalibrate their humanistic strategies to bridge systemic resource-theory gaps, navigate severe environmental disruptions, and ensure the holistic vocational acculturation of their students. Ultimately, pedagogical efficacy in resource-limited and disaster-prone regions is not just a measure of cognitive instruction, but a profound demonstration of community resilience and sociocultural grounding.

Arising from the original findings of this research, several implications for policy and practice are proposed to support the human and social dimensions of vocational education. First, there is an urgent need for robust institutional support regarding equitable resource allocation, as balancing the ratio of

students to equipment is essential for enabling true collaborative, experiential learning and closing the localized resource-theory gap. Second, continuing education for TVE instructors must heavily emphasize humanistic professional development by integrating soft skills, cultural responsiveness, and relational behavioral reinforcement strategies to help teachers manage and uplift the diverse psychosocial backgrounds of their students. Third, educational institutions should develop robust instructional resilience frameworks to mitigate the social and educational impacts of external disruptions, ensuring that hands-on skills and community cohesion can be sustainably delivered or simulated during periods of mandatory school closure.

To further expand upon this humanistic approach to vocational pedagogy, future studies should investigate the long-term socioeconomic impacts of vocational acculturation on the social mobility and community integration of TVE graduates. Additionally, researchers are encouraged to explore the specific psychological coping mechanisms and communal support structures that vocational educators utilize to maintain instructional resilience across other ecologically vulnerable or resource-scarce regions.

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