

**The theory of pedagogical re-anchoring: A Mezirowian analysis of TLE
and TVL practitioners in Danao City**

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ABSTRACT

This study explores the lived experiences and professional transitions of TVL/TLE practitioners into Trainers Methodology Level I certified trainers in the Department of Education Division of Danao City during the School Year 2025-2026. Utilizing a qualitative approach grounded in Jack Mezirow's Transformative Learning Theory, the research investigates how teachers navigate the shift from being skilled practitioners to certified TM I trainers. The study employed a Grounded Theory methodology, utilizing semi-structured interviews with TLE/TVL teachers of varying professional backgrounds. Data analysis revealed that the TM Level I certification process, particularly the Institutional Assessment and the rigorous paperwork requirements serve as Disorienting Dilemma. For industry-seasoned practitioners, this dilemma manifests as a struggle to translate tacit, hands-on expertise into pedagogical structures—a process coined as Resistance to De-Skilling. Conversely, educators with limited industry experience face a Mastery Gap, where their pedagogical confidence is undermined by technical insecurities. These findings indicate that the transition is not merely a skill acquisition but a profound identity shift. The study concludes that while systemic hindrances such as financial strain and administrative paperwork persist, the TM I process facilitates a Perspective Transformation that elevates the quality of vocational instruction. These insights serve as a critical basis for a proposed Training Development Program aimed at streamlining the TM certification process. By addressing the psychological and emotional toll of the pedagogical gap, educational leaders can better support the holistic development of TVL/TLE practitioners as vital nation-builders.

Keywords: Transformative Learning, Mezirow, TVL/TLE, Trainers Methodology, Pedagogical Re-Anchoring, Vocational Education, Danao City.

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INTRODUCTION

Technical Vocational Livelihood (TVL) and Technology and Livelihood Education (TLE) teachers are instrumental into making a technology-driven industry and providing job opportunities in the 21st century. These manifestations are expected from educational institutions that produce skillful and productive individuals. Nonetheless, studies have emphasized that the success of TVL/TLE programs depends heavily on the alignment between teacher specialization and the subjects taught.

This study tackles about the relentless experiences and attitudes of TVL and TLE teachers towards the rigor of Trainers Methodology (TM) I. Technical Education and Skills Development Authority (TESDA) offers TM I, a specialized program designed to certify individuals as competent TVET (Technical-Vocational Education and Training) trainers, assessors, and training designers focusing on planning training, facilitating learning, and conducting assessments.

Vocational education plays a transformative role in workforce development by shifting from traditional time-based learning to competency-based education (CBE), which aligns educational outcomes directly with industry requirements (Samad, 2026). In the Philippine educational context, this is primarily delivered through the Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL) tracks.

These programs are designed to equip learners with life-long skills, ensuring they are world-of-work ready through a curriculum that covers Information and Communications Technology (ICT), Agriculture, Home Economics, and Industrial Arts (Department of Education [DepEd], 2023).

Teachers are considered "specialized" because their professional development must be rooted in andragogical principles rather than the traditional schoolmaster-like pedagogy used for children (Loeng, 2023). They connect and update on the educational reforms while may contradict and oppose to some irregularities. They are also human beings who get tired and overwhelmed by the various tasks they need to accomplish. The 1987 Philippine Constitution of Article II, Section 17 and Article XIV, Section 17 give weight to the roles of the teachers in shaping the nation. Teachers are recognized as vital nation-builders responsible for fostering patriotism, ethical values, and critical thinking. And so, the various training they need to dig in are occupying more of their time to sharpen their skills and abilities.

TESDA Circular No. 13, series of 2011 was amended by TESDA Circular No. 20, series of 2014. It updates the guidelines on competency and certification for TVET trainers. This mandates on how to obtain and renew a National TVET Trainers Certificate (NTTC) Level I which requires Trainer Methodology Certificate I (TMC) I with relevant NC Level II and proven industry work.

Gamboa et al. (2020) described and evaluated the implementation of Senior High School (SHS) programs in public schools. It was found out that the evaluation of the pedagogical competencies of the teachers is seen as one of the features that substantially needed in the curriculum. Moreover, SHS was facing pressing issues and the need for specialized teachers was one of the problems of the implementation.

The transition of a classroom teacher to TM trainer or an industry-related worker to a classroom is profoundly rigorous. For instance, a field study on Chinese vocational teachers in engineering found that while production-background teachers transfer practical expertise easily, they struggle to frame tacit knowledge for student learning without specific pedagogical training. The nature of the vocation relies heavily on the job and task-oriented skills. Simply say, teachers with production experience motivate students more effectively, as they have a deeper understanding of the workers' mindset and interests (HKSMP, 2024). Furthermore, recent data suggests that when teachers are forced to teach outside their field of specialization,

they often experience a "disorienting dilemma" characterized by decreasing confidence and increased preparation time (EconStor, 2021).

Teachers are often seen as great artists. They could turn into someone who explicitly deliver a persona needed for their learners. For example, teachers see themselves as cook or chef first and second, a teacher. Sweden using Communities of Practice (CoP) theory found that vocational teachers often experience a backwards realignment. When they feel incompetent in teaching, they retreat into their well-established vocational identity (Antera, 2022; SciSpace, 2021).

Same with other adults, when teachers experience new undertakings and perspectives, their brains are preparing and adjusting. Jack Mezirow, a professor of Adult Education at the College of Teachers, Columbia University, New York in 1978 (Mezirow, 2005) had developed transformational learning that changes people's beliefs, attitudes and emotions. His theory has been helpful in understanding the nature of an adult in dealing with pressures, emotions and feelings that bring about changes in human life.

Mezirow (1985) states that, educators have continuous but different goals. Among them are intellectual, cognitive, and social developments. All dimensions of human development are important for exploring experiences and realizing their potentials. This is because individuals can only be aware of their perceptions, meanings, behaviors and habits of seeing, thinking or acting. In the same way, educators understand the nature of significant and powerful learning that changes the learner in profound and long-lasting methods.

Teachers should not compromise into mediocre and thus, keeping them at care and secure is one way to let them know they are special. Adult learners like the TVL and TLE teachers who had undergone the TM training under TESDA have experienced new and novel insights that could bring the education into even more meaningful journey for the learners. And through this research, their sentiments and reflections are gateways on how the management of the training be the basis of development in any programs.

Statement of the problem

This research seeks to explore the lived experiences and professional transition of TVL/TLE teachers who have undergone Trainers Methodology I in the Department of Education Division of Danao City for the school year 2025-2026 as basis for Training Development Program.

Specifically, this will answer the following questions

1. What are the core experiences of TVL teachers during the various phases of Trainers Methodology training?
2. How do these teachers resolve the challenges encountered between their technical expertise and the pedagogical requirements of the TM certification?
3. What internal and external factors facilitate or hinder the transition from a skilled practitioner to a certified trainer?
4. Based on the findings, what theoretical model can be developed to enhance the delivery of Development Education for TVL practitioners?

METHODOLOGY

This study employed a qualitative research design grounded in the constructivist grounded theory approach. Grounded theory was selected as the primary methodological framework because it enables the systematic generation of theory directly from empirical data,

which is particularly appropriate given the study's aim to construct a substantive theoretical model that explains how TLE and TVL practitioners navigate the transformative process of becoming certified trainers. This approach allowed the researcher to move inductively from the lived experiences of participants toward the formulation of theoretical propositions that are firmly anchored in the data rather than imposed from preexisting frameworks. The study situates itself within the broader scholarly conversation on transformative learning and teacher learning, both of which were reviewed and compared throughout the research process to establish a conceptual foundation for interpreting the participants' experiences. The discussion on transformative learning and teacher learning was deliberately juxtaposed and examined in relation to one another during the review process, enabling the researcher to identify convergences and divergences that informed the theoretical orientation of the study.

The study was conducted within the context of the DepEd Division of Danao City, where TLE and TVL practitioners underwent the Training Methodology Level I certification process. This locale was selected because it provided access to a specific and bounded population of educators who had firsthand experience with the pedagogical transition from skilled technical practitioners to certified trainers, making it a purposively appropriate site for generating theory relevant to vocational and technical education development.

The participants of this study were TLE and TVL teachers who had undergone the TM Level I certification. These individuals were specifically identified as Training Methodology Level I trainees who had undergone the full process and rigor of the training, and their direct engagement with the certification process and its accompanying cognitive, professional, and identity-related demands constituted the phenomenon under investigation. The selection of participants was guided by purposive and theoretical sampling principles consistent with grounded theory methodology, wherein participants were chosen based on their relevance to the emerging theoretical categories rather than for statistical representativeness.

Data were gathered through semi-structured interviews, which served as the principal instrument for eliciting rich, detailed accounts of participants' lived experiences. The semi-structured format was deliberately chosen to allow flexibility in the flow of conversation while maintaining focus on the core research concerns. The researcher analyzed codes and patterns that emerged from the interview data using this instrument, ensuring that the analytical process remained grounded in the actual accounts of the participants. The interview protocol was designed to explore four central research questions. The first concerned how TVL and TLE practitioners navigate the lived experiences and turning points encountered during the TM certification process. The second examined the ways in which practitioners reconcile the tension between their established technical expertise and the pedagogical demands of becoming a certified trainer. The third investigated the systemic and personal factors that influence the efficacy of the pedagogical transition from skilled practitioner to certified trainer. The fourth inquired into what substantive theoretical model emerges from these experiences to inform future Training Development Programs.

The analytical process involved systematic coding and pattern analysis of the interview data. The researcher identified codes, constructed categories, and traced relationships among emerging themes in a manner consistent with grounded theory's iterative and comparative analytical logic. This process of constant comparison allowed the researcher to move progressively from open coding of raw data toward the integration of higher-order theoretical categories. Through this analysis, it was determined how teachers follow a transformative path and how a vocational-specific developmental process emerges, ultimately leading to the construction of a new model for TVL and TLE teacher development. This model is intended to provide a substantive basis for the design of a Training Development Program responsive to the unique professional and pedagogical needs of this population.

The study was further guided by three theoretical propositions formulated to orient the analytical inquiry and to articulate the conceptual stakes of the investigation. The first proposition, designated as P1, holds that the transition from practitioner to trainer is not merely a process of skill acquisition but constitutes an identity shift, wherein industry experience functions simultaneously as a resource that enriches pedagogical practice and as a potential barrier to the adoption of new instructional approaches. The second proposition, designated as P2, asserts that the pedagogical gap, understood as the distance between knowing a craft and teaching it effectively, is moderated by the practitioner's previous years of teaching experience and the complexity of the National Certificates they hold. The third proposition, designated as P3, contends that external support systems operating within the DepEd Division of Danao City act as critical catalysts in resolving the challenges practitioners encounter across the various phases of the TM certification process.

Ethical considerations were observed throughout the conduct of the study. Participants were informed of the nature, purpose, and scope of the research prior to their involvement, and their participation was entirely voluntary. Confidentiality of responses was maintained, and all data were handled with the strictest regard for the privacy and dignity of the participants. The researcher ensured that the integrity of the data was preserved throughout the collection, coding, and analysis stages, and that no information was misrepresented or used beyond the academic purposes for which it was gathered.

RESULTS AND DISCUSSION

This study engaged TLE and TVL teachers of the Department of Education Division of Danao City who had undergone the Trainers Methodology Level I certification process during the school year 2025-2026 as its primary participants. Employing a qualitative research design grounded in Grounded Theory methodology, participants were selected on the basis of their direct and lived experience with the TM I training process, representing a purposive sampling approach that prioritized depth and relevance of experience over statistical representativeness. Data were gathered through semi-structured interviews, and analysis proceeded through the systematic identification of codes and emergent patterns characteristic of Grounded Theory inquiry, guided throughout by the theoretical framework of Jack Mezirow's Transformative Learning Theory. The results presented and discussed in this chapter are grounded entirely in the data gathered from these participants, and all findings are interpreted in direct relation to the four research objectives of the study: understanding the core experiences of TVL and TLE teachers during the various phases of TM I training, examining how teachers resolve the tension between their technical expertise and the pedagogical demands of certification, identifying the internal and external factors that facilitate or hinder their professional transition, and developing a substantive theoretical model to inform future Training Development Programs.

Participant profiles and the bi-directional nature of pedagogical re-anchoring

The Grounded Theory analysis of participant profiles reveals three distinct professional orientations among the TLE and TVL teachers who underwent TM I, each of which carries specific and significant implications for understanding the nature and direction of the transformation required. The first orientation is represented by participants with high industry experience, comprising individuals who have spent over a decade working as technicians or laborers in their respective vocational fields. Among these participants, the analysis identifies the highest concentration of Resistance to De-Skilling, a finding that is theoretically coherent

given that their professional identity is deeply and durably anchored in being a doer. The TM I process, with its demands for instructional scaffolding, structured Competency-Based Learning Material production, and systematic pedagogical output, compels these practitioners to de-anchor from their tools and re-anchor into an entirely different mode of professional practice and self-understanding. This de-anchoring is not merely a technical adjustment but a disruption of a vocational identity built and reinforced over many years, a process that aligns with Mezirow's (1991) foundational assertion that transformative learning begins with a challenge to the habitual assumptions and meaning perspectives through which individuals interpret their professional and personal experience. The second orientation is represented by participants who possess significant years of teaching experience but little to no industry experience. Their turning point in the TM I process is the direct inverse of that experienced by the industry-seasoned practitioners. Rather than struggling to adopt pedagogical structures, these participants are confronted with what the analysis identifies as a Mastery Gap, wherein their established pedagogical confidence is undermined by technical insecurities arising from limited hands-on vocational exposure. Their challenge resides not in methodology but in the absence of an internalized technical skill base from which to draw credibility, authority, and authentic vocational grounding as trainers. The majority of participants in this study are teachers by primary professional orientation, having begun their careers handling TLE and TVL courses and subjects within formal schooling environments. These participants enter the TM I process already in possession of a pedagogical anchor, yet they find themselves struggling to establish and consolidate a solid technical anchor during the training. Taken together, these three participant orientations demonstrate that the Pedagogical Re-Anchoring model that emerges from this study is necessarily bi-directional in its structure and application: some participants must anchor themselves in skill, while others must anchor themselves in pedagogy, and still others must deepen and formalize pedagogical competencies they already possess within a technical standard they have not yet fully internalized.

The disorienting dilemma: Institutional assessment as the catalyst for transformation

The Grounded Theory analysis identifies the Institutional Assessment as the most challenging phase of the TM I process and, interpreted within the framework of Mezirow's Transformative Learning Theory, as the primary Disorienting Dilemma experienced by participants. The Institutional Assessment, which requires trainees to produce Competency-Based Learning Materials, Session Plans, and structured assessment tools aligned with the six core competencies of TM I, namely Plan Training Sessions, Facilitate Learning Sessions, Supervise Work-Based Learning, Conduct Competency Assessment, Maintain Training Facilities, and Utilize Electronic Media, serves as the catalytic pressure that forces a paradigm shift in how practitioners conceptualize both competence and professional identity. For the industry-seasoned practitioner, the rigor of producing Competency-Based Learning Materials compels a fundamental shift from doing to structuring, from the tacit and embodied knowledge of craft to the explicit, systematized, and assessable language of pedagogy. This experience generates significant cognitive and emotional load, as participants are simultaneously required to perform as recognized experts in their vocational domain while functioning as learners within a pedagogical framework that demands a categorically different form of mastery. This dynamic corresponds precisely to what the analysis designates as the Internal Tension, which is characterized by the struggle to balance Mastery of Methodology with Mastery of Skill while bearing the compounding weight of Cognitive and Emotional Load. The Internal Tension thus represents the condition of being an expert and a learner at the same time, a condition that the transformative learning literature identifies as a necessary, if profoundly uncomfortable, precondition for genuine perspective transformation (Mezirow, 1997). This finding also aligns

with the Communities of Practice theory as documented by Antera (2022) in the Swedish vocational education context, where vocational teachers were found to retreat into their well-established vocational identities when they felt challenged or incompetent as educators. The present study extends this insight by identifying not merely a retreat but an active and sustained internal conflict that constitutes the psychological core of the TM I experience.

Internal facilitators of the pedagogical transition

Despite the considerable and compounding pressures generated by the Institutional Assessment, the bi-directional nature of the pedagogical gap, and the Internal Tension between skill and methodology, the Grounded Theory analysis reveals a constellation of internal psychological resources that function as the primary facilitators of the transformation process. Growth Mindset, Self-Efficacy, Metacognition, and Adaptability emerged as the four internal facilitators, functioning collectively as the psychological engines that drive the transition from skilled practitioner to certified trainer. Self-Efficacy occupies a position of particular theoretical and practical weight in this context. Bandura's (1997) Self-Efficacy Theory, which centers on individual beliefs regarding one's capacity to organize and execute the behaviors necessary to produce desired outcomes, finds direct and vivid application in the TM I experience. Participants who approached the rigors of TM I paperwork and institutional assessment with higher self-efficacy demonstrated a greater capacity to reinterpret the stress and cognitive load of the process not as evidence of incompetence but as a signal of growth and development, thereby sustaining their engagement through the most demanding phases of the certification. Conversely, when the stress generated by the TM I paperwork was interpreted by participants as a sign of inadequacy, self-efficacy dropped, increasing the risk of disengagement or withdrawal from the process entirely. This dynamic underscores the observation of Liu et al. (2022) that self-efficacy shapes not only how teachers carry out their plans but also how they respond to and recover from the challenges encountered within educational and professional development settings. Metacognition, the capacity to critically reflect on one's own thinking and learning processes, reinforces the role of self-efficacy by enabling practitioners to locate and name the specific dimensions of their pedagogical gap with precision, rather than experiencing it as a diffuse and unmanageable sense of inadequacy. Adaptability, similarly, allows participants to respond flexibly and constructively to the shifting and multi-dimensional demands of the TM I process rather than becoming entrenched in prior professional habits and vocational identity structures. These internal facilitators collectively correspond to the critical reflection and discourse processes that Mezirow (1991) identifies as essential to transformative learning, wherein the re-evaluation and reconstruction of meaning structures is made possible by the learner's willingness and capacity to examine their own assumptions with intellectual honesty and sustained emotional resilience.

Internal hindrances and the ego-barrier

Counterposed against the internal facilitators are three internal hindrances identified by the Grounded Theory analysis: Assessment Anxiety, Mastery Gap, and Resistance to De-Skilling. These three hindrances collectively constitute what the present study conceptualizes as the ego-barrier, which is the fear that becoming a teacher, or the acknowledgment that one must learn to become a better teacher, diminishes one's industry status or erodes one's hard-won professional identity. Assessment Anxiety manifests most acutely during the Institutional Assessment phase, wherein the high-stakes nature of producing Competency-Based Learning

Materials and related outputs generates physiological and emotional stress responses that, when interpreted by the practitioner as evidence of professional inadequacy, cause a measurable drop in self-efficacy and a corresponding increase in the risk of disengagement or complete withdrawal from the certification process. The Mastery Gap is particularly salient for career teachers whose technical knowledge base is insufficient to ground their pedagogical confidence within the vocational specificity that TM I demands, creating a condition wherein pedagogical authority and technical credibility are in tension rather than in alignment. Resistance to De-Skilling, the most pronounced internal hindrance among industry-seasoned participants, reflects the deep and durable identity investment that experienced technicians and laborers hold in their practical craft and vocational expertise. This resistance is not psychologically irrational; it is, as the Communities of Practice literature demonstrates, a coherent defense of a professional self that has been constructed, practiced, and socially validated over many years of vocational life (Antera, 2022). However, within a transformative learning framework, this resistance, if it remains unaddressed and unresolved, prevents the perspective transformation that TM I is structurally and pedagogically designed to produce, leaving the practitioner certificated in form but unreconstructed in professional identity and meaning perspective.

External facilitators and hindrances in the re-anchoring process

The Grounded Theory analysis further identifies three categories of external facilitators provided by the DepEd Division of Danao City as the structural assistance and opportunity that enables practitioners to navigate the demands of TM I with greater efficacy and resilience. These are Mentorship, Institutional Support, and Policy Clarity. Mentorship emerges as a particularly critical external catalyst, as the presence of experienced trainers who can model the integration of technical expertise and pedagogical competence provides participants with concrete and credible exemplars of the professional identity they are in the process of constructing. Institutional Support, encompassing the resources, allocated time, and organizational structures made available by the Division, functions as the systemic scaffolding within which individual transformation is enabled to occur. Policy Clarity, meaning the transparent and consistent communication of the requirements, processes, and assessment standards of TM I certification, reduces the uncertainty and ambiguity that would otherwise amplify Assessment Anxiety and reinforce Resistance to De-Skilling among participants. Proposition 3 of the study, which posited that external support systems within the DepEd Division of Danao City act as critical catalysts in resolving the challenges encountered during TM certification phases, is affirmed by these findings. Counterposed against these external facilitators are three external hindrances: Conflict of Work, Financial Issues, and Lack of Technical Support. These factors represent practical friction that materially slows the re-anchoring process, not by undermining participants' intrinsic motivation or cognitive capacity, but by creating competing and often irreconcilable demands on their time, energy, and material resources. Financial strain adds a layer of pressure that intersects with and compounds the emotional load of the training itself, increasing the risk of disengagement particularly among participants who lack institutional financial support for the certification process. The Lack of Technical Support, which encompasses both inadequate digital literacy resources and insufficient access to the tools required for Competency-Based Learning Material production, constrains the ability of participants to execute the very competencies that TM I is designed to develop and certify. These findings are fully consistent with the transformative learning framework's recognition that perspective transformation does not occur in isolation from systemic and material conditions, but is either enabled or constrained by the institutional and social structures within which adult learners are embedded (Mezirow, 1997).

The theory of pedagogical re-anchoring: Synthesis and theoretical contribution

Taken together, the findings of this study give rise to the Theory of Pedagogical Re-Anchoring, a substantive theoretical model that emerges inductively from the Grounded Theory analysis and is grounded entirely in the lived experiences of TLE and TVL practitioners in the Division of Danao City. The model posits that the professional development of TVL and TLE teachers through the TM I certification process is a transformative process in the fullest Mezirowian sense, requiring the reconciliation of technical craft with pedagogical science and art, and producing a shift in professional identity that is more profound and more enduring than the mere acquisition of a national certificate. The model is bi-directional by structural necessity, recognizing that different practitioners require different anchoring movements depending on their prior professional orientation. Industry-seasoned practitioners must undergo an Industry-to-Pedagogy anchoring, de-anchoring from their tools and re-anchoring into instructional scaffolding and competency-based design, while career teachers must undergo a Pedagogy-to-Industry anchoring, embedding their existing instructional competencies within a solid and credible technical foundation. In both directions, the Institutional Assessment functions as the primary Disorienting Dilemma, and self-efficacy and institutional mentorship emerge as the primary catalysts that sustain practitioners through this dilemma rather than allowing it to become a terminal point of withdrawal. The study fully addresses all four of its research objectives by documenting the core experiences of TM I trainees across the phases of the certification process, mapping the mechanisms through which practitioners resolve the tension between technical expertise and pedagogical demands, identifying the complete spectrum of internal and external factors that shape the efficacy of their professional transition, and proposing the Pedagogical Re-Anchoring model as a theoretically grounded and empirically derived basis for the development of future Training Development Programs. The geographic delimitation of this study to the Division of Danao City and its temporal scope within the school year 2025-2026 are acknowledged as boundaries that appropriately define rather than diminish the study's contribution, as qualitative Grounded Theory research derives its value from the depth and theoretical density of its findings rather than from statistical generalizability. These findings and the theoretical model they produce serve as the direct and substantive foundation for the subsequent chapter, which presents a proposed Training Development Program designed to systematically address the psychological, pedagogical, and institutional dimensions of the re-anchoring journey identified and mapped in this study.

CONCLUSION

This research advances the Theory of Pedagogical Re-Anchoring, which posits that the professional development of TVL/TLE teachers in Danao City constitutes a fundamentally transformative process, one that demands the active reconciliation of technical craft with the broader domains of pedagogical science and art. Unlike conventional teacher training programs, TM1 imposes a decisive paradigm shift wherein the teacher is no longer merely a transmitter of technical knowledge but must fully assume the role of a facilitator of competency-based learning. Central to this transformation are self-efficacy and institutional mentorship, which the study identifies as the primary catalysts that sustain teacher persistence through the most demanding and structurally rigid phase of the assessment process. These findings collectively affirm that the journey of TVL/TLE teachers toward professional readiness is neither linear nor superficial, but is instead shaped by deeply personal and institutionally mediated forces that determine whether transformation is realized or abandoned.

The study, however, is not without its acknowledged boundaries. The findings remain geographically circumscribed within the Division of Danao City and may not fully represent the experiences of TVL/TLE teachers operating within urban settings or private TVET institutions that benefit from comparatively greater resource access and infrastructural support. Furthermore, the temporal scope of the research is confined to the 2025 to 2026 school year, which necessarily precludes any assessment of whether the transformative shifts observed among participants are retained and sustained over an extended period. As a qualitative grounded theory inquiry, the study is designed to prioritize depth of understanding over statistical generalizability, and its value therefore lies in the richness of its analytical insights rather than in the breadth of its numerical representation.

In light of these limitations, the study puts forward several directions for future scholarly inquiry. A longitudinal study tracking the same cohort of teachers across a minimum of three years would yield significant evidence regarding whether the professional standards cultivated through TM1 are durably maintained in actual classroom delivery. Equally important is a focused investigation into the relationship between digital literacy and the internal factors that shape teacher performance during the paperwork phase of TM1, as this correlation remains underexplored within the existing literature. A comparative analysis examining the transformation experiences of public school teachers under DepEd against those of private technical school trainers would further enrich the field by surfacing institutional and contextual variables that influence professional development outcomes. Finally, the Pedagogical Re-Anchoring model itself warrants empirical validation through a quantitative study employing a substantially larger sample of TVET practitioners, so that its theoretical propositions may be tested and generalized with greater methodological rigor. Taken together, these recommendations chart a productive course for expanding the scholarly understanding of TVL/TLE teacher development in the Philippine context.

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