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Teachers' and Administrators' Lived Experiences of the Utilization on the HUSTLE (Honing Underperforming Students in Intervention in Technology and Livelihood Education): Basis for Framework Development

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Abstract

Purpose: This study explored teachers' and administrators' lived experiences of implementing and sustaining the HUSTLE intervention in Technology and Livelihood Education (TLE) and used their accounts as a basis for framework development.

Methods: A descriptive phenomenological design was used at Justice Eliezer Delos Santos National High School, Valenzuela City, Philippines. Seven TLE teachers and three school administrators were selected through purposive, criterion-based sampling. Data were generated through semi-structured interviews, supported by field notes, and analyzed using the Colaizzi procedure described in the methodology.

Results: Participants described a gradual transition from viewing HUSTLE as an additional responsibility to integrating it into teaching routines. Demonstrations, guided practice, simplified procedures, individualized assistance, feedback, and monitoring supported responsive instruction. Participants reported greater learner confidence and participation, while administrative supervision, communication, and collaboration supported continuity. Workload, limited time, scheduling conflicts, and insufficient resources constrained implementation. Material improvisation and cooperative problem-solving helped participants respond to these constraints.

Conclusion: Sustaining HUSTLE requires coordinated instructional and organizational support rather than dependence on individual teacher commitment. The proposed HUSTLE Intervention Sustainability and Support Framework integrates responsive instruction, learner engagement, administrative leadership, collaboration, and continuous improvement. The findings represent participants' perceptions; they do not establish causal effects on academic performance or validate the proposed framework.

Keywords: *HUSTLE intervention; Technology and Livelihood Education; descriptive phenomenology; administrative support; intervention sustainability*

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I. INTRODUCTION

Background of the Study

Technology and Livelihood Education (TLE) requires learners to connect conceptual understanding with practical performance. Learners who have not mastered prerequisite competencies may struggle to complete demonstrations, perform tasks independently, or participate confidently in classroom activities. Supplementary support therefore needs to address both specific skill difficulties and the conditions that enable participation. The educational importance of such support lies in making practical learning accessible to learners with different levels of readiness.

Within this context, HUSTLE is a school-based intervention and remediation program that provides additional assistance to learners experiencing difficulty in TLE. Teachers identify learning needs, plan targeted activities, provide demonstrations and guided practice, and monitor progress. Individual assistance, repeated practice, simplified tasks, and peer support are used to respond to learners' difficulties. Administrators support these activities through supervision, coordination, communication, and organizational guidance.

The Philippine emphasis on learning recovery provides the policy context for this work. The Department of Education's National Learning Recovery Program addresses learning gaps through coordinated educational support (Department of Education [DepEd], 2023). However, the availability of a program does not by itself explain how teachers and administrators experience its implementation or maintain it alongside their existing responsibilities. In a practical subject such as TLE, time, materials, schedules, and learner readiness can shape what is feasible in everyday teaching.

This study examined the experiences of teachers and administrators involved in HUSTLE at Justice Eliezer Delos Santos National High School in Valenzuela City. It focused on implementation practices, perceived learner engagement, administrative support, operational challenges, and recommendations for continuity. Its purpose was to generate a context-specific basis for a sustainability and support framework, rather than to determine the intervention's effectiveness through test scores or other quantitative outcomes.

Review of Related Literature and Studies

Learner Support and Responsive Instruction

The reviewed literature emphasizes that additional instruction should respond to learners' readiness, experiences, and barriers to participation. Darling-Hammond et al. (2020) synthesize evidence linking supportive relationships, meaningful learning experiences, and integrated assistance with learning and development. Their account provides a basis for examining how demonstrations, guided activities, feedback, and individualized assistance create opportunities for learners to participate. It also suggests that instructional support should attend to confidence and engagement alongside academic tasks.

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Ainscow (2020) emphasizes identifying barriers to participation and developing collaborative, context-sensitive responses. In TLE, this directs attention to opportunities to observe procedures, attempt tasks, receive feedback, and practice again. Remediation, scaffolding, peer tutoring, and individualized instruction can structure this support. These approaches offer a rationale for studying how teachers adapt tasks and assistance to actual learner difficulties. Their relevance to HUSTLE nevertheless requires examination within the specific school context; general literature cannot establish the effectiveness of this particular program.

Philippine Learning Recovery and Implementation Conditions

DepEd (2023) identifies coordinated support for learning recovery as a national priority. Related local evidence also shows why instructional reform must be examined together with implementation conditions. In their evaluation of the first-year MATATAG pilot, Abrigo et al. (2025) report encouraging learning results alongside gaps in instructional support, materials, and training. Although their study concerns curriculum reform rather than HUSTLE, it illustrates how promising educational changes can place demands on teachers and require sustained institutional assistance.

The HUSTLE study therefore examines the practical work through which supplementary support is delivered. Workload, scheduling, resource availability, and opportunities for professional learning are relevant to the continuity of intervention activities. These concerns are particularly important when teachers are expected to prepare additional tasks, monitor individual learners, and document progress while maintaining their regular classes.

Administrative Support and Sustainability

Fullan (2020) emphasizes leadership that builds relationships, shared meaning, and the capacity to manage educational change. This perspective directs attention to coordination, monitoring, resources, and collaboration as organizational conditions for maintaining intervention activities. A related institutional mechanism is the Learning Action Cell, which DepEd (2016) establishes as a school-based strategy for continuing professional development. This policy provides a practical basis for collaborative reflection and professional support, although it does not constitute evidence that such a mechanism was evaluated in the present study.

Taken together, these sources frame sustainability as a continuing organizational responsibility. Teachers need opportunities to refine instruction, while administrators need arrangements for schedules, resources, communication, and review. The important issue for this study is how these responsibilities are experienced and coordinated in HUSTLE, including the adjustments participants make when formal resources or available time are insufficient.

Synthesis and Research Gap

The literature supports responsive teaching and coordinated institutional support, but these broad principles do not fully describe the everyday experience of implementing a particular TLE intervention. The present study addresses this contextual gap by examining teachers' and administrators' firsthand accounts within one school. It brings instructional and administrative perspectives together to identify practices, constraints, and support needs that can inform a locally

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grounded sustainability framework. This contribution is bounded by its qualitative design and single-site setting.

Theoretical and Conceptual Framework

The study is informed by Bandura's Social Cognitive Theory and Henri Fayol's Administrative Theory. Social Cognitive Theory directs attention to the relationship among personal factors, behavior, and the learning environment. Bandura's (1997) account of self-efficacy is particularly relevant to participants' descriptions of learner confidence, guided practice, feedback, and opportunities to perform practical tasks. In this study, these concepts help interpret participants' observations; learner self-efficacy was not independently measured.

Fayol's (1949) Administrative Theory provides a complementary lens for examining planning, organization, direction, coordination, and monitoring. These functions draw attention to the organizational work required to support teachers and maintain intervention activities. The conceptual focus is therefore the interaction of responsive instruction, learner engagement, administrative support, and contextual constraints. These lenses guide the interpretation of participants' experiences without establishing that the proposed relationships are causal or that the framework has been empirically validated.

Research Questions and Purpose

The study sought to understand how teachers and administrators experienced the implementation and sustainability of HUSTLE and to develop a framework grounded in their accounts. It addressed the following questions:

1. How do teachers and administrators describe their lived experiences in implementing the HUSTLE intervention in TLE?
2. What instructional practices, learner engagement strategies, and administrative support systems are used during implementation?
3. What challenges do teachers and administrators encounter in sustaining HUSTLE?
4. What insights and recommendations can strengthen its implementation and sustainability?
5. What sustainability framework may be developed from the findings?

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II. METHODS

Research Design and Setting

A qualitative descriptive phenomenological design was used to examine the lived experiences of teachers and school administrators involved in HUSTLE. The inquiry focused on participants' descriptions, meanings, and reflections concerning implementation and sustainability. It did not include an experimental comparison or a quantitative evaluation of learner achievement.

The study was conducted at Justice Eliezer Delos Santos National High School, a public secondary school in Valenzuela City, Philippines. The school provided a bounded context in which instructional practices and administrative support could be examined together. The focus on one institution enabled contextual depth but limited the range of school conditions represented in the findings.

Participants and Sampling

Ten participants were purposively selected using criteria linked to direct experience of HUSTLE: seven TLE teachers handling Grades 7 to 10 and three school administrators. Teacher participants were currently teaching TLE, had at least one year of TLE teaching experience, and had actively implemented the intervention or related remediation activities. Administrators held leadership or supervisory responsibilities and had direct involvement in implementation, monitoring, support, or sustainability planning.

Participation required direct HUSTLE experience, informed consent, and willingness to complete the interview. Individuals without relevant involvement or sufficient exposure were excluded. Selection prioritized depth of description rather than statistical representativeness. Participants were identified as P01 to P10; the grouped results do not support role-specific comparisons or population estimates.

Research Instrument and Data Generation

A researcher-developed semi-structured interview guide covered implementation experiences, instruction and engagement, administrative support, sustainability challenges, and framework recommendations. Expert review improved clarity, relevance, and alignment with the research questions. Open-ended questions and probes supported detailed descriptions within a common interview focus.

School permission and informed consent preceded data generation. Individual interviews were conducted with the selected participants, audio-recorded with permission, and transcribed verbatim. The researcher reviewed transcripts against the recordings to check accuracy and used follow-up clarification where needed. Field notes documented contextual observations and reflexive impressions during and after interviews. They supplemented the interview accounts and were not treated as independent data-source triangulation.

Data Analysis

Interview data were analyzed using Colaizzi's phenomenological procedure. The researcher first read the transcripts repeatedly to gain familiarity with the accounts, then identified significant

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statements directly related to HUSTLE. Meanings were formulated from these statements and organized into related categories and theme clusters. The themes were integrated into an exhaustive description and condensed into a fundamental structure of the experience. Participant validation was used to check whether interpretations reflected participants' intended meanings (Colaizzi, 1978).

Throughout analysis, the researcher returned to the transcripts and maintained reflexive notes to preserve the relationship between participants' statements and the themes. Results were reported as five thematic matrices containing participant code groups, summarized responses, analytic codes, and emerging themes. These summaries are not verbatim quotations or frequency counts. The matrices organize the substantive findings, while the accompanying interpretations address the five research questions.

Researcher Reflexivity and Trustworthiness

The researcher's professional background in TLE provided contextual familiarity but also created a potential for prior assumptions to influence interpretation. Bracketing, reflexive journaling, open-ended interviewing, and a non-evaluative stance were used to examine these assumptions. Peer debriefing with colleagues or advisers was used to challenge interpretations and strengthen attention to participants' meanings.

Trustworthiness was addressed through credibility, dependability, confirmability, and transferability (Lincoln & Guba, 1985). Transcript checking and participant validation supported credibility. A documented analytic process and audit trail supported dependability, while reflexive notes and repeated comparison with transcripts supported confirmability. Descriptions of the setting, participant criteria, and procedures were provided to help readers assess contextual transferability. The sample size alone is not treated as proof of saturation.

Ethical Considerations

Approval from the University Ethics Review Board of the University of Perpetual Help System DALTA and permission from the school authority were obtained before data generation. Participants received information about the study and their rights, provided informed consent, and could withdraw without penalty. Participation was voluntary, and the researcher maintained professional boundaries to reduce possible pressure arising from shared educational or institutional relationships.

Participant codes protected identities. Digital records were restricted and password-protected; physical records were secured. The retention plan was three to five years, followed by secure disposal. No learner interviews or academic-record analyses were conducted.

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III. RESULTS

Tables 1 to 5 present the five thematic findings. Responses summarize the accounts of seven teachers and three administrators; participant code groups do not indicate prevalence.

Table 1

Lived Experiences in Implementing HUSTLE

Participant	Participant Response	Significant Statements/ Codes	Emerging Theme
P01-P02	Participants described HUSTLE implementation as an adjustment process requiring additional preparation, monitoring, and commitment. Over time, they incorporated the intervention into their teaching routines.	Adjustment; additional responsibility; adaptation; integration	Gradual Integration of HUSTLE into Teaching Practice
P03-P05	Participants emphasized that HUSTLE helped them identify learner difficulties and provide more focused assistance based on individual needs.	Learner needs; individualized support; remediation	Responsive Support for Learner Difficulties
P06-P10	Participants highlighted collaboration among teachers and administrators as important in maintaining implementation.	Collaboration; shared responsibility; commitment	Collaborative Implementation of Intervention

Note. Responses are summarized accounts; participant code groups are not frequencies.

Table 1 indicates that implementation involved an adjustment process rather than immediate integration into existing routines. Participants associated HUSTLE with additional preparation and monitoring, but also with more focused assistance for learner difficulties. Collaboration and shared responsibility supported its incorporation into teaching practice.

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Table 2

Instructional Practices and Learner Engagement Strategies

Participant	Participant Response	Significant Statements/ Codes	Emerging Theme
P01-P03	Participants used demonstrations, guided activities, repeated practice, and simplified procedures to improve learner competency development.	Demonstration; scaffolding; guided practice; remediation	Learner-Centered Instructional Practices
P04-P07	Participants observed increased learner confidence, participation, and willingness to perform practical activities.	Engagement; confidence; participation; motivation	Improved Learner Engagement
P08-P10	Participants emphasized feedback and monitoring as essential in adjusting instructional approaches.	Feedback; monitoring; instructional adjustment	Continuous Instructional Support

Note. Responses are summarized accounts; participant code groups are not frequencies.

Table 2 highlights demonstrations, guided activities, repeated practice, and simplified procedures as reported instructional approaches. Participants perceived greater learner confidence and willingness to participate, while feedback and monitoring informed instructional adjustment. These observations describe perceived engagement and do not establish measured competency gains.

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Table 3

Administrative Support Systems

Participant	Participant Response	Significant Statements/ Codes	Emerging Theme
P01-P03	Participants identified supervision, coordination, communication, and guidance as major forms of administrative support.	Leadership; monitoring; communication	Supportive Educational Leadership
P04-P06	Participants reported that teacher-administrator collaboration helped address implementation concerns.	Teamwork; collaboration; problem solving	Collaborative School Support Systems
P07-P10	Participants viewed administrators as essential in ensuring continuity and alignment of HUSTLE with school goals.	Institutional support; sustainability; leadership commitment	Administrative Commitment to Sustainability

Note. Responses are summarized accounts; participant code groups are not frequencies.

Table 3 locates administrative support in supervision, coordination, communication, and guidance. Participants associated collaboration with practical problem-solving and continuity. These findings address the administrative dimension of Research Question 2 and show how organizational support accompanied teachers' instructional work.

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Table 4

Challenges and Sustainability Practices

Participant	Participant Response	Significant Statements/ Codes	Emerging Theme
P01-P03	Participants experienced challenges related to workload, limited time, scheduling, and additional responsibilities.	Workload; time constraints; implementation barriers	Operational Challenges
P04-P07	Participants addressed resource limitations through improvisation, flexibility, and cooperation.	Resource limitations; adaptation; creativity	Adaptive Responses to Challenges
P08-P10	Participants emphasized monitoring, collaboration, and support systems in sustaining implementation.	Sustainability; collaboration; support mechanisms	Sustaining HUSTLE Through Institutional Support

Note. Responses are summarized accounts; participant code groups are not frequencies.

Table 4 identifies workload, time, scheduling, and resources as constraints on implementation and sustainability. Participants responded through improvisation, flexibility, and cooperation. Their accounts suggest that continued implementation required both local adaptation and institutional support; they do not establish that all constraints were resolved.

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Table 5

Insights and Recommendations for Strengthening HUSTLE

Participant	Participant Response	Significant Statements/ Codes	Emerging Theme
P01-P03	Participants recommended strengthening resources, monitoring procedures, and teacher support.	Improvement; resources; capacity building	Strengthening Implementation Structures
P04-P07	Participants emphasized collaboration among stakeholders to maintain program effectiveness.	Partnership; shared responsibility; collaboration	Collaborative Sustainability Practices
P08-P10	Participants recommended a structured framework supported by leadership and continuous evaluation.	Framework development; institutionalizatio n; evaluation	Development of HUSTLE Sustainability Framework

Note. Responses are summarized accounts; participant code groups are not frequencies.

Table 5 identifies priorities for stronger resources, monitoring, teacher development, stakeholder collaboration, and evaluation. These recommendations inform the practical framework developed in response to Research Question 5. The framework is a proposed synthesis of the findings rather than an intervention whose effectiveness was tested.

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IV. DISCUSSION

Integration into Teaching Practice

The implementation accounts portray HUSTLE as a gradual adjustment in professional practice. Additional preparation and monitoring initially increased the demands on implementers, but participants described integrating the intervention into their routines as they used it to respond to learner difficulties. This suggests that adoption involved both practical adaptation and recognition of the program's usefulness. The central issue is how intervention responsibilities become manageable within ordinary teaching and school processes.

The adjustment process is illustrated by P01's statement, "Noong una hesitant ako kasi dagdag siya sa workload namin" (Initially, I was hesitant because it added to our workload; English translation). This account places the initial hesitation in the context of additional responsibilities.

Responsive Instruction and Perceived Learner Engagement

Demonstrations, guided practice, repeated opportunities to perform, simplified procedures, and feedback were central to the instructional accounts. These practices gave teachers ways to respond to differing levels of learner readiness. Participants also observed greater confidence and willingness to attempt practical tasks. This interpretation is consistent with the attention Darling-Hammond et al. (2020) give to supportive learning environments and integrated assistance.

Bandura's (1997) account of self-efficacy offers a lens for understanding why supported attempts and successful task performance may matter for confidence. However, the study did not measure self-efficacy, motivation, or skill acquisition directly. The findings therefore support an account of perceived engagement and responsive teaching, while leaving the extent and durability of learner gains unresolved. Educators' observations therefore remain distinct from independently evaluated outcomes.

P03 described the instructional emphasis as "Hands-on activities talaga ang pinaka-effective" (Hands-on activities are really the most effective; English translation). This excerpt expresses the participant's judgment of useful practice, rather than a comparative test of instructional effectiveness.

Administrative Support as an Organizational Condition

Participants located sustainability in the relationship between classroom work and school organization. Supervision, communication, guidance, coordination, and leadership commitment were described as supports for continuity. Through the administrative lens, these practices can be understood as ways of aligning intervention activity with school responsibilities and available resources. Leadership mattered in participants' accounts because it connected teachers' instructional efforts with decisions about implementation.

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The findings also indicate that sustainability cannot reasonably be attributed to teacher commitment alone. Even willing teachers encountered operational constraints. Institutional arrangements that clarify responsibilities, support collaboration, and enable review may help make implementation more manageable. These are implications drawn from the accounts, rather than evidence that a particular administrative arrangement has already been evaluated.

Adaptation Under Workload and Resource Constraints

Workload, time pressure, scheduling conflicts, and material limitations shaped the intervention experience. Participants responded through improvisation, flexibility, cooperation, and adjustments to available resources. Adaptation allowed instructional activity to continue within existing constraints, but the accounts do not show that improvisation removed the underlying shortages. Resourcefulness should therefore be interpreted alongside the continuing need for organizational provision and support.

This interpretation is consistent with the implementation concerns in Abrigo et al. (2025), who identify the importance of training, materials, and teacher support during curriculum reform. The present study concerns a different initiative and does not reproduce that evaluation. Its contribution is to show how comparable implementation concerns were experienced within a specific TLE remediation program. Sustainable practice requires attention to the feasibility of teachers' work as well as the design of the activities.

Proposed HUSTLE Sustainability and Support Framework

The findings provide the basis for the proposed HUSTLE Intervention Sustainability and Support Framework, retained in Appendix A. The framework organizes three broad dimensions—instructional, administrative, and sustainability—through five connected components. These components are learner-centered instructional practices; learner engagement and competency development; administrative leadership and institutional support; collaborative implementation and support systems; and continuous improvement and sustainability mechanisms.

The instructional component addresses demonstrations, guided practice, remediation, individualized assistance, and feedback. The engagement component identifies intended changes in participation, confidence, motivation, and practical performance. Administrative support covers monitoring, coordination, communication, scheduling, and resource allocation. Collaboration links teachers, administrators, and relevant stakeholders, while continuous improvement provides for evaluation, teacher development, review of procedures, and institutional continuity. Learner competency development remains an intended outcome rather than an established effect of this study.

The framework synthesizes participants' experiences and recommendations into a practical guide for further development. It connects instructional decisions with organizational responsibilities. External validation and prospective testing are needed before its effectiveness or wider applicability can be established.

Implications for Educational Management

For school leaders, the findings suggest the need to make intervention responsibilities explicit, coordinate schedules, and address the resources required for practical TLE tasks. Monitoring should provide timely support for instructional decisions and identify barriers to participation. Teacher collaboration and professional learning can be incorporated into existing school processes, including Learning Action Cell activities where appropriate (DepEd, 2016). These implications follow from participants' support needs and do not imply that a new reporting system alone will ensure sustainability.

For teachers, the findings support continued attention to specific competency difficulties, opportunities for guided performance, feedback, and reflection on learner participation. For program planning, the proposed framework offers a basis for discussing who provides each form of support and how implementation will be reviewed. Any use beyond the study school should begin with an assessment of local conditions and should include a plan to evaluate both feasibility and learner outcomes.

Limitations and Directions for Further Research

The study was limited to ten purposively selected educators and administrators from one school. Learners and parents were not interviewed, and no independent analysis of academic records, performance assessments, or comparison-group outcomes was conducted. The findings are therefore contextual accounts of implementation and perceived engagement. They cannot establish causal effectiveness or statistical generalizability, and the grouped matrices do not support prevalence estimates or separate comparisons between teachers and administrators.

The condensed results rely on summarized participant responses rather than extensive quotation. Field notes supplemented the interviews but did not provide independent data-source triangulation. The reported documentation also does not establish a detailed saturation record or a longitudinal account of sustainability. These boundaries limit how fully readers can assess variation, less favorable experiences, and changes over time. The proposed framework consequently remains a basis for further development and evaluation.

Future studies may include learner and parent perspectives, examine implementation across schools, and prospectively assess the proposed framework. Mixed-methods and longitudinal designs could connect educators' experiences with practical performance, attendance, completion of remediation, and the resources needed to maintain implementation. Such studies should distinguish intended program targets from observed results and determine whether improvements persist beyond the intervention period.

Conclusions

Teachers and administrators described HUSTLE as a developing practice that combined responsive instruction, focused learner support, and shared implementation responsibility. Participants perceived improvements in confidence and participation while identifying substantial workload, scheduling, and resource constraints. Their accounts indicate that continuity depends on

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the coordination of instructional work and institutional support. The proposed framework captures these relationships as a practical, context-specific output; its effectiveness remains to be evaluated.

Recommendations

For TLE teachers. Continue identifying specific learner difficulties and using demonstrations, guided practice, individualized assistance, peer support, and feedback appropriate to those needs. Share reflections on participation and practical performance to inform adjustments.

For school administrators. Coordinate intervention schedules and responsibilities, provide feasible resource and monitoring arrangements, and create regular opportunities for teacher consultation and professional learning. Review workload when assigning intervention and documentation requirements.

For program implementation. Clarify procedures for learner identification, intervention planning, support, monitoring, and evaluation. Use review meetings to identify persistent barriers and determine which changes require instructional adjustment or administrative action.

For education authorities and future researchers. Use the findings as contextual evidence of implementers' support needs. Subject the proposed framework to review and prospective evaluation before making broader claims about its effectiveness or applicability.

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