

Opportunities and Challenges of BTLED Home Economics Teachers Teaching other TVL Specialization

Rodelyn A. Flores¹; April Rose Sacaben²; Adriane Espolong³; Lyra Aranjuez⁴; Marlou Carceller⁵; Nolie, Jr. C. Guadalquiver⁶

^{1,2,3,4,5,6} Institute of Teacher Education, Davao Del Norte State College, Davao Del Norte, Philippines

Publication Date: 2025/06/18

Abstract: This qualitative study explores the opportunities and challenges faced by Bachelor of Technology and Livelihood Education (BTLED) Home Economics teachers who are assigned to teach other Technical-Vocational-Livelihood (TVL) specializations in secondary schools across Davao del Norte, Philippines. Utilizing a phenomenological approach, the study involved in-depth interviews (IDIs) with five participants to gain insights into their lived experiences. The findings reveal that the teachers encounter key opportunities, such as adapting to diverse specializations and preparing for evolving career demands. Simultaneously, they face significant challenges, including navigating curriculum complexity, maintaining professional flexibility, and experiencing personal and professional growth through these challenges.

To overcome these hurdles, teachers employ a variety of strategies such as self-directed learning, innovative teaching methods, and adaptive instructional approaches to meet the objectives of their assigned subjects. This study underscores the importance of supporting BTLED Home Economics teachers through targeted professional development programs, curriculum enhancements, and institutional initiatives tailored to their unique experiences. Moreover, the research opens avenues for further studies that can deepen our understanding of the untold stories of BTLED teachers handling other TVL specializations.

Keywords: *Technology and Livelihood Education, Phenomenological Study, Curriculum Challenges, Philippines.*

How to Cite: Rodelyn A. Flores; April Rose Sacaben; Adriane Espolong; Lyra Aranjuez; Marlou Carceller; Nolie, Jr. C. Guadalquiver (2025). Opportunities and Challenges of BTLED Home Economics Teachers Teaching other TVL Specialization. *International Journal of Innovative Science and Research Technology*, 10(6), 920-927. <https://doi.org/10.38124/ijisrt/25jun600>

I. INTRODUCTION

One of the most significant issues that BTLED Home Economics teachers experienced was the disparity between their general education background and the narrow definition of their teaching positions. These teachers were exposed to a variety of courses in college, including industrial arts, home economics, agriculture, and information and communication technology. This multidisciplinary approach provided students with a diverse set of competencies across multiple TLE areas. However, adopting the teaching profession increased their chances of becoming locked into a single field of teaching and, as a result, restricted to that discipline. It underutilized their professional talents while also limiting their student experience. The usage of such teachers across strands would have provided numerous chances to change the face of education. Such an approach would have exploited the strength in diversity and depth of different abilities of instructors toward beneficial purposes and given variety to learners' experience with Home Economics (Arnaldo & Villacorta, June 2023).

Furthermore, in the United States, and particularly in other nations, leaders of universities and colleges within the civic and higher education sectors established educational programs that supplied many key courses required for students' professional requirements in their future careers after graduation (Fink, 2013). Studying at a college or university entailed taking a diverse choice of courses, particularly for students in larger departments such as Education, Engineering, Criminology, and Law. Students had to carefully examine which of the various optional courses would be ideal for them to take, as these decisions had a major impact on their future life, education, and work opportunities (Chang et al, 2021).

During their college years, students were required to learn and adapt to curricular courses in their local environment, particularly in Davao Del Norte. Given their background, previous training, and experiences, they were confronted with the demands of enthusiastic learners; but this was insufficient; they needed to be adaptable and employ instructional strategies. In this regard, TLE teachers take several methods to teaching strategies; presently, pedagogical

approaches include technologies, project-based learning, and practical exercises (Pamor et al, 2024).

The study titled "Challenges and Opportunities of TLE Teachers in Philippine Public Schools: An Inquiry" looks to be the most relevant to our research. This study discovered the obstacles and opportunities experienced by TLE teachers, giving significant insights for many stakeholders. For teachers, the results validated their ability to adapt to changes in the TLE curriculum, allowing them to devise new teaching strategies to address funds, tools, and equipment constraints (Barcelona et al., 2023). Although their research indicated financing and resource difficulties and potential, our research identified a gap that had not been addressed before in literature.

Our study was similar to the previous one in that it took a phenomenological approach, conducted in-depth interviews (IDI), and evaluated themes to better understand the challenges and opportunities facing TLE teachers. However, our study was unique in that it concentrated on a specific issue: how TLE subjects were taught. This created a methodological gap in which, despite a common purpose, research outputs varied due to diverse techniques. The lack raised the question, necessitating the current research investigation to provide some solutions to questions not addressed in the available literature (Shohel, 2021).

This study is necessary since there is a scarcity of literature on our unique research topic. This study will provide valuable insights into the Opportunities and Challenges Faced by BTLED Home Economics Teachers When Teaching Other TVL Specializations, assisting future researchers and readers seeking a better understanding of the issue.

II. METHOD

➤ Study Participants

In this study, five individuals were chosen for in-depth interviews (IDIs). These participants were graduates of the Bachelor of Technology and Livelihood Education (BTLED) program and taught one to three strands. Specifically, the participants were two batches of BTLED HE graduates from Davao del Norte State College, each with at least one year of teaching experience. The participants were employed as instructors to secondary or high school; more so, all the respondents were public and private instructors. According to Creswell (2013), in-depth interviews were conducted with five participants because conducting IDIs to five was good enough because the number is congruent with Creswell's proposal wherein an acceptable number of samples for phenomenology may be around 3 up to 25 participants.

The researchers employed snowball sampling to solicit participants in this study. This method of sampling involves the selection of early participants from the target population who have knowledge or access to other possible participants. By using this approach, the researchers had the opportunity to contact and interview people. Snowball sampling proves helpful in studies about populations that are hard to identify

and access by the use of routine sample methods. It allows researchers to leverage social networks to gain entry to individuals who may be hesitant to participate or are members of stigmatized or hard-to-reach populations (Watters and Biernacki, 1989).

➤ Materials and Instrument

Under such circumstances, I used a variety of sources such as in-depth interviews, focus group discussions, documents like a journal, and audio-visual material like the poster that examined the resemblance and differences in the data that I gathered (Patton & Cochran, 2002). With this, I guarantee the validity, reliability, and authenticity of the findings in this research (Patton & Cochran, 2002). With this, I guarantee the validity, reliability, and authenticity of the findings in this research (Creswell, 2009; Konecki, 2008; Patton & Cochran, 2002).

➤ Design and Procedure

A phenomenology grounded qualitative study provides a strong basis from which to view the lived experiences of BTLED HE teachers through different strands. Phenomenology, as formulated by Edmund Husserl and Martin Heidegger, helped reveal phenomena, place value on subjective experience, and make evident the fundamental structures in such experiences.

It would focus on an exploration that finds and clearly expresses the characteristics, essence of which are being lived by the BTLED HE teachers. Primarily using interviews with the participant-teacher subjects through in-depth discussion, such narratives, outlook, and observations, one could garner as much possible meaning from understanding and recognizing the realities experienced by such professionals.

Since the research aimed to give light to the subjective experiences and views of teachers around teaching of different TVL subjects, the use of the phenomenological research approach was proper. This approach can deepen the observation of the experience of teachers regarding their position and method in the field of teaching. To contribute significant insights into the lived experiences of BTLED HE teachers and advance current knowledge in the field of education, this study employed phenomenological research design.

Results were analyzed by thematic analysis by Virginia Braun, Victoria Clarke, 2012. This is a technique used in data organization based on themes, concepts, or similar characteristics. It is commonly applied in qualitative research among the various tools utilized by researchers. The patterns of meaning that run across a data set answer the research question addressed. This involved rigorous familiarization with data, coding of data, theme development, and revision of the same

III. RESULTS AND DISCUSSION

The research aimed to give light to the subjective experiences and views of teachers around teaching of different TVL subjects, the use of the phenomenological

research approach was proper. This approach can deepen the observation of the experience of teachers regarding their position and method in the field of teaching.

➤ *Opportunities and Challenges of BTLED Home Economics Teachers when Teaching other TVL Specializations*

A Upon evaluating the perspectives of the participants regarding the opportunities and challenges faced by BTLED

Home Economics teachers when instructing other TVL specializations, three primary themes of opportunities emerged: Adapting to Diverse Specializations, Preparing for Career Demands and Experiencing Growth through Challenges. Additionally, three key themes of challenges were identified: Navigating Curriculum Complexity, Limited Educational Resources, and Specialized Subject Challenges.

Table 1 Opportunities and Challenges of BTLED Home Economics Teachers when Teaching other TVL Specializations

ESSENTIAL THEMES	CORES IDEAS
OPPORTUNITIES:	
1. Adapting to Diverse Specializations	<ul style="list-style-type: none"> ● Expanding knowledge and skills by teaching a wide range of TLE subjects. ● Exploring diverse teaching strategies and methodologies across various specializations. ● Enhancing employability by gaining expertise in multiple TLE areas beyond one's major. ● Leveraging exposure to different subjects to become a well-rounded educator.
2. Preparing for Career Demands	<ul style="list-style-type: none"> ● Developing readiness to handle different teaching assignments. ● Building a strong foundation in multiple TLE subjects to meet career demands. ● Strengthening adaptability to seamlessly transition between diverse teaching environments. ● Increasing employability by acquiring proficiency in various TLE specializations. ● Fostering versatility to excel in different teaching tasks
3. Experiencing Growth through Challenges	<ul style="list-style-type: none"> ● Transforming challenges into opportunities for personal and professional growth. ● Learning from obstacles enhances teaching effectiveness and efficiency. ● Embracing challenges as learning experiences to become more resilient educators. ● Developing innovative strategies to overcome teaching hurdles and engage students effectively. ● Cultivating a growth mindset to navigate through the complexities of teaching diverse TLE subjects.
CHALLENGES:	
1. Navigating Curriculum Complexity	<ul style="list-style-type: none"> ● Balancing multiple TLE specializations while focusing on teaching one or two subjects. ● Managing the extensive curriculum of BTLED HE, encompassing various fields like ICT, Agri-Fishery, and Home Economics. ● Overcoming the challenge of teaching subjects outside one's major expertise. ● Ensuring effective time management to cover all essential topics within limited class hours. ● Addressing the gap between theoretical learning and practical application in different TLE areas
2. . Limited Educational Resources	<ul style="list-style-type: none"> ● Teachers face challenges due to the lack of reliable textbooks and other educational resources. ● The need to seek out and verify information places additional demands on teachers' time and effort ● Ensuring the accuracy and reliability of sourced materials is critical.
3. Specialized Subject Challenges	<ul style="list-style-type: none"> ● Encounter difficulties with subjects not extensively covered in their college education, requiring additional effort to gain proficiency. ● Delivering lessons in specialized subjects without sufficient hands-on experience can be challenging, impacting teaching effectiveness. ● Unreliable information can hinder teaching and learning outcomes.

• *Opportunities:*

BTLED teachers assigned to teach various TVL specializations made significant efforts to enhance their knowledge and teaching strategies to ensure quality instruction, particularly in skill-based subjects like TLE. Their versatility and adaptability were crucial in addressing the diverse needs of learners and responding to evolving educational trends. Despite the broad range of specializations, which posed challenges in pursuing further studies, teachers viewed their experiences as beneficial to their professional growth. They developed innovative approaches, such as integrating hands-on and collaborative activities, to make learning more engaging. Flexibility and resilience also emerged as key traits, enabling them to meet employer

expectations and navigate the demands of the teaching field. Although they faced difficulties, especially in unfamiliar subject areas, these challenges ultimately became opportunities for growth, reinforcing the value of their college training and real-world experience.

• *Challenges:*

BTLED teachers faced notable challenges in teaching multiple TLE and TVL subjects, particularly those not covered during their college training. Limited school resources and the need to find reliable references online added to their workload, making lesson preparation time consuming and stressful. The lack of hands-on experience, especially in specialized subjects, further impacted their

confidence and delivery. Despite these obstacles, teachers adapted through self-learning, resourcefulness, and by adjusting their teaching strategies to meet student needs. These challenges, while demanding, became opportunities for professional growth and skill development.

➤ *BTLED Home Economics Teachers’ Strategies and Coping Skills when Teaching other TVL Specializations*

The diverse domain of instructing disparate TVL or TLE subjects brought about a mix of opportunity and

challenge for educators who cannot help but experience and develop mechanisms for coping and innovative teaching strategies for challenges and improvement of instructional methods (Nalla 2022). Eliciting the opinions of the respondents on the opportunities and challenges of BTLED Home Economics teachers in teaching other specializations of TVL revealed three major themes of strategies and coping skills, namely: Mastering Teaching Through Self-Learning, Cultivating Good Communication and Aligning Strategies with Objectives.

Table 2 Coping Mechanisms of the Challenges Encountered in Making the Job Shift

ESSENTIAL THEMES	CORE IDEAS
Mastering Teaching Through Self-Learning:	<ul style="list-style-type: none"> ● Researching unfamiliar subjects for effective teaching. ● Self-directed learning to master content and methods. ● Using extra resources to expand teaching knowledge. ● Collaborative learning to engage both teacher and student. ● Utilizing the "flipped classroom" for interactive teaching.
Cultivating Good Communication:	<ul style="list-style-type: none"> ● Enhancing communication for better collaboration. ● Seeking feedback to reach effective solutions. ● Using clear communication for recognition. ● Creating plans and timelines for expectations. ● Providing flexible instructions for diverse students.
Aligning Strategies with Objectives	<ul style="list-style-type: none"> ● Breaking objectives into actionable steps. ● Using real-world scenarios for engagement. ● Innovating with games and activities. ● Connecting subjects to enhance learning. ● Encouraging hands-on experiences for understanding.

➤ *Insights on the Professional Journey they took.*

In the realm of professional development, individuals embark on unique journeys that shape their careers and personal growth. These journeys are often marked by insightful experiences and valuable lessons learned along the way. These corporate workers who earned education units and are currently teaching TLE subjects provided a wide range of valuable insights, highlighting the profound impact

their professional journeys have had on their lives. There were six (6) major themes emerged: 1) *Application of Differentiated Instruction*, 2) *Teachers Serve as Paragon of Virtues*, 3) *Teaching Career Broadens Horizon*, 4) *Never Cease Finding an Opportunity to Learn New Set of Skills*, 5) *Create Impactful Memories with the Student’s Academic Journey*, and 6) *Build a Healthy Relationship with Colleagues in the Workplace*. These were presented in Table 3 with the core ideas.

Table 3 Insights on the Professional Journey they took.

Essential Themes	Core Ideas
Application of Differentiated Instruction	<ul style="list-style-type: none"> ● Differentiated instruction is a key aspect of effective teaching. ● The teaching strategy that helps them become an effective teacher is collaborative learning. They involve their students in every class to promote engagement and participation. ● Good teachers understand that students have different learning styles and abilities and can tailor instruction to meet the needs of individual students. ● Grouping is essential, so they can learn to communicate with each other. ● If they isolate a student, they would not be able to develop their confidence.
Teachers Serve as Paragon of Virtues	<ul style="list-style-type: none"> ● Patience is important. It is the number one quality that they have. ● Their character has developed over time. They have developed a punctual routine during working hours. ● They have learned to face adversity in life and be independent. ● They always remind themselves to be patient. ● They do not act rudely or react negatively to their colleagues. They always try to remain humble even when they are being corrected. ● To become more patient, understanding, passionate, and loving towards my work is what they strive for.
Teaching Career Broadens Horizon	<ul style="list-style-type: none"> ● They learned valuable lessons that are applicable in life such as self-discipline and a sense of responsibility. These lessons have helped them mold myself and further hone my skills. ● They have become more responsible, especially in handling other people like students. They have developed a sense of responsibility that they did not have much of before in my previous job.

	<ul style="list-style-type: none"> • This career has truly helped them become a complete and mature person as they navigate through different situations. • Career shifts can bring a newfound sense of fulfillment and purpose, leading to a more positive outlook on life. • The knowledge they gained at that time serves as the foundation that they can use in my new chosen career path. • Practical skills that students can use in their daily lives, learned through hands-on experience. • It serves as my initial experience where they also learned things that they were able to apply for in my current job. • It helped them develop strength in all aspects, confidence, innovation, versatility, and responsibility.
Never Cease Finding an Opportunity to Learn New Set of Skills	<ul style="list-style-type: none"> • The best teachers are those who never stop learning. Whether it is staying up to date with the latest teaching methods, new technologies, or simply trying out new things in the classroom, there is always room for improvement. • It is necessary for them to have a master's degree or even a doctorate, especially since they are in academia. • They need to be promoted to continue learning to deal with people. • Through their professional journey, they have been able to learn new things, explore their skills and abilities, and discover hidden strengths within myself.
Create Impactful Memories with the Student's Academic Journey	<ul style="list-style-type: none"> • They learned to cherish the moments with my students, the memories they created together, and the experiences they shared. • One of the most precious experiences as a teacher is when their students confide in them and share things that they cannot tell their parents or other people. • Being a teacher means that they are not just a teacher, but also a parent, adviser, doctor, and all in one, which motivates them to continue in this career. • Teaching provides a different perspective and gives them the opportunity to put theory into practice.
Build a Healthy Relationship with Colleagues in the Workplace	<ul style="list-style-type: none"> • Deal with co-workers in a proper way. • Teaching career helped hone and maintain good interpersonal and communication skills in the workplace. • There is a need to build good relationships with their seniors to have a smooth and stress-free working environment. • It is a must to be in a good relationship with their colleagues and enjoy interacting with them in the academic community. • It is necessary to adjust to the attitudes and behaviors of those around them. • It is easier to work when they have built harmonious relationships with their new colleagues.

The study explored the opportunities and challenges faced by BTLED Home Economics teachers when teaching other TVL specializations. Findings revealed three key opportunities: adapting to diverse specializations, preparing for career demands, and experiencing growth through challenges. These teachers expanded their knowledge and teaching strategies by handling a variety of subjects outside their major, which enhanced their versatility and employability (Daniel, 2023). Their exposure to multiple TLE fields pushed them to be flexible, resilient, and better prepared for the dynamic demands of the teaching profession (Fernandez, 2020). Additionally, overcoming obstacles such as teaching unfamiliar subjects led to personal and professional growth, reinforcing the value of a growth mindset and reflective practice (Stronge, 2018). On the other hand, teachers also faced significant challenges. These included navigating complex and overlapping curricula, a lack of sufficient and reliable educational resources, and difficulties in teaching highly specialized subjects without adequate prior training or hands-on experience (Howard & Aleman, 2008; Pamor, 2024). Some TVL areas, like Wellness Massage or Beauty Care, were either briefly covered or not included in their college education, requiring extra effort for self-study. The lack of books and established references in some schools further compounded these issues, making

accurate and effective teaching more difficult (Bergeson, 2023). Moreover, the pressure of fulfilling multiple roles and managing several subjects contributed to stress and burnout among TLE teachers (Smith, 2012). Despite these struggles, the ability of BTLED teachers to adapt, grow, and find opportunities amid adversity highlighted their critical role in sustaining quality education in the TVL track.

In response to the research question "**What coping mechanisms do BTLED Home Economics teachers experience when teaching other TVL specializations?**" findings reveal that these educators adopt three primary coping strategies: mastering teaching through self-learning, cultivating good communication, and aligning strategies with instructional objectives. Teachers compensate for their lack of formal training in unfamiliar TVL specializations by proactively engaging in self-directed learning, such as researching content, collaborating with peers, and implementing flexible strategies like the flipped classroom (Goodnough, 2007; Jones, 2005). This reflects a strong reliance on **Self-Directed Learning (SDL)**, a mechanism that fosters resilience and adaptability in instructional delivery. Effective communication is another essential coping strategy, with teachers enhancing collaborative relationships and employing feedback systems to create

shared understanding and practical planning with students and colleagues (Marjan & Mozghan, 2011). These skills allow teachers to respond dynamically to challenges in curriculum delivery across disciplines. Lastly, aligning strategies with learning objectives helps educators design relevant, engaging, and context-appropriate instruction. This includes careful planning of activities, applying real-world examples, and conducting advanced preparation to ensure content accuracy (Mitchell & Manzo, 2018; Schadt, 2017). These coping mechanisms not only enable BTLED Home Economics teachers to navigate the complexities of teaching outside their area of specialization but also contribute to a more holistic and flexible teaching approach that benefits both instructors and learners alike (Nalla, 2022).

The study revealed valuable insights gained by BTLED Home Economics teachers as they transitioned to teaching other TVL specializations, which significantly influenced their coping mechanisms and professional development. Three major themes emerged: valuing continuous learning, maintaining a positive mindset, and acknowledging the importance of knowledge. Teachers emphasized continuous learning as essential for both personal growth and adapting to the evolving demands of teaching practices, aligning with Horsley et al. (1987), who highlighted lifelong learning as key to career relevance and improvement. Participants shared that perseverance and dedication to ongoing education helped them overcome challenges and better support their students. Maintaining a positive mindset proved crucial in effectively managing difficulties, fostering resilience, and sustaining enthusiasm, consistent with findings by Mukundan (2022) and Brooks et al. (2012). This constructive attitude enabled teachers to maintain balance and focus, preventing negative emotions from impacting student learning. Furthermore, the importance of deep content knowledge and thorough preparation was acknowledged, especially when teaching subjects outside their specialization. Despite obstacles such as limited resources and workload, teachers stressed openness to collaboration and realistic, practical lesson planning, ensuring effective and inclusive learning environments (Amoy, 2024; Domine, 2023; Zhou, 2017). These insights demonstrate how BTLED Home Economics teachers actively enhance their instructional skills while adapting to the complexities of teaching various TVL specializations.

IV. IMPLICATION AND CONCLUDING REMARK

➤ *Implication for Practice*

The findings of this phenomenological study illuminate the diverse experiences of BTLED Home Economics teachers when teaching other TVL specializations. The identified opportunities and challenges underscore the significance of continuous professional development and adaptability in the field of Technology and Livelihood Education (TLE). This implies that teachers require reliable references, such as books, to access educational resources, highlighting the importance of adequate resource allocation in schools (Fredriksen & Brar, 2015). Institutions should prioritize providing teachers with the necessary materials and support to overcome challenges related to limited resources and specialized subject knowledge.

Furthermore, the study's results suggest that the identified opportunities emphasize the need for BTLED teachers to enhance their knowledge and skills to effectively teach diverse TVL subjects. Institutions can support teachers by offering professional development opportunities that focus on adapting to diverse specializations, preparing for career demands, and navigating curriculum complexities through seminars.

Additionally, the stress experienced by TLE teachers underscores the importance of prioritizing teacher well-being and mental health. Schools can implement strategies to help teachers manage stress, balance their workload, and foster a positive mindset to improve their overall teaching effectiveness (Kutsyuruba et al. 2019).

Moreover, this study offers valuable insights for the Teachers, Students, Future Researchers, and Schools that would make them, gain practical knowledge and appreciate the untold story of teachers who experienced these phenomena, due to that they may realize, and understand that these teachers are sacrificing just to deliver the learning objectives of their students. And they may not make mistakes again by employing teachers in different subjects that they will be handling.

➤ *Implication for Future Research*

The results of this study and the extensive range of job shifts from industry to The outcomes of this research and the needs of TLE teachers in the education sector present several avenues for future investigation. While the current qualitative study centered on BTLED Teachers transitioning to teach other TVL specializations within the Department of Education in Davao Region, a similar approach could be utilized to explore BTLED Teachers teaching different TVL specializations in diverse locations.

The researcher's suggestion for future exploration involves delving into the difficulties encountered by BTLED graduates as they navigate through different TLE specializations and assessing the impact of their college education on their current professional roles. By employing the Phenomenological method, researchers can gain a deeper understanding of the challenges these graduates face, how they cope with them, and the insights they have gained from their experiences. This approach allows for a comprehensive examination of the personal perspectives and experiences of BTLED graduates, providing valuable insights for enhancing professional development and support in the field of Technology and Livelihood Education.

Furthermore, future researchers can explore the impact of teachers mastering through self-learning to provide high-quality information to their students in the field of teaching using a quantitative method. This study would entail measuring the independent variable of teachers' mastery through self-learning, such as self-study hours and self-assessment scores, and the dependent variable of the quality of information conveyed to students, including student performance and knowledge retention. By examining the correlation between teachers' self-learning practices and the

quality of information imparted to students, researchers can gain valuable insights into the effectiveness of self-directed learning in enhancing teaching outcomes.

➤ Concluding Remarks

It is evident that BTLED Home Economics teachers face both opportunities and challenges when teaching TVL or TLE subjects. These opportunities present avenues for their professional growth, while the challenges may lead to feelings of being overwhelmed and exhausted as they strive to acquire diverse skills and knowledge to effectively educate their students.

The findings evoke a mix of emotions, combining both sadness and joy, particularly for aspiring teachers entering the TLE or TVL field. This experience offers the chance to enhance flexibility and adaptability in the teaching domain. The exposure to various subjects during college years equips future educators with foundational knowledge to impart to their students. Despite the demanding nature of learning multiple majors in college, it underscores the importance of continuous learning for teachers, emphasizing that educators are perpetual learners in their quest for knowledge.

Viewed through the lens of the Curriculum-Industry Alignment Theory, the BTLED HE curriculum aligns with the teaching industry, providing teachers with essential knowledge in TLE subjects that are relevant to their future roles. While teachers in BTLED may not have the autonomy to choose the specific TLE subjects they teach, the alignment ensures they possess the necessary background to excel in the teaching profession.

The study's contribution to the teaching field, particularly for TLE teachers, offers valuable insights into the challenges and opportunities inherent in the Bachelor of Technology & Livelihood Education program, majoring in Home Economics. This research not only sheds light on the experiences of those pursuing this program but also serves as a preparatory guide for future educators entering the teaching field.

REFERENCES

- [1]. Amoy, C. (2024). *Technology and Livelihood Education TLE Teachers' Professional Development and The Use of Innovative teaching method*. ISSN 3028-1261.
- [2]. Arnaldo, A. R., & Villacorta, E. R. (2023, June). Competencies, Instructional Skills, and Challenges of Teachers in Implementing the Technical-Vocational and Livelihood Senior High School Track. *International Journal of Multidisciplinary Studies and Technology*, 10(2).
- [3]. Barcelona, M. V., Bayeta, R. S., Mendoza, B. B., & Panganiban, V. A. (2023). Challenges and Opportunities of TLE Teachers in Philippine Public Schools: An Inquiry. *British Journal of Multidisciplinary and Advanced Studies*, 4(1), 60–72.
- [4]. Bergeson, A. (2023). *Helping Students Find Reliable Sources Online: A Guide for Educators*. LinkedIn.
- [5]. Braun, V., & Clarke, V. (2012). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297–298.
- [6]. Brooks, D. P., & Brooks, R. M. (2012). The power of mindsets: Nurturing engagement, motivation, and resilience in students. In P. Schutz & M. Zembylas (Eds.), *The Oxford handbook of emotion and learning* (pp. 427–440). Springer.
- [7]. Chang, C.-Y., Huang, T.-C., & Lin, C.-P. (2021). How students can effectively choose the right courses: Building a recommendation system to assist students in choosing courses adaptively. *Educational Technology & Society*, 25(1), 61–74.
- [8]. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications.
- [9]. Creswell, J. W. (2013). *Research design: Qualitative and quantitative approaches*. Sage Publications.
- [10]. Daniel, M. (2023). Teacher adaptability in diverse learning environments. *Journal of Teaching and Education*, 14(2), 45–57.
- [11]. Domine, L. (2023). Exact learning dynamics of deep linear networks with prior knowledge. *Journal of Statistical Mechanics: Theory and Experiment*, 2023(11), 114004.
- [12]. Fernandez, P. J. (2020). Innovations in teaching and learning: Exploring the perceptions of the education sector on the 4th Industrial Revolution. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(2), 31.
- [13]. Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.
- [14]. Fredriksen, B., & Brar, S. (2015). *Getting textbooks to every child in Sub-Saharan Africa: Strategies for addressing the high cost and low availability problem*. World Bank Publications.
- [15]. Goodnough, K. (2007). Enhancing pedagogical content knowledge through self-study: An exploration of problem-based learning. *Teaching and Teacher Education*, 23(7), 1017–1026.
- [16]. Horsley, L. (1987). *Loucks-Horsley, Susan; And Others Continuing to Learn: A guidebook for Teacher Development*. (ED 285 837). ERIC.
- [17]. Howard, A., & Aleman, A. (2008). Teacher capacity for diverse learners. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed., pp. 642–660). Routledge.
- [18]. Jones, C. (2005). Self-directed learning: Implications and limitations for undergraduate nursing education. *Nurse Education Today*, 25(2), 105–111.
- [19]. Konecki, K. T. (2008). Triangulation and dealing with the realness of qualitative research. *Qualitative Sociology Review*, 5(3), 1–17.
- [20]. Kutsyuruba, B., Walker, K. D., Stasel, R. S., & Makhamreh, M. A. (2019). Developing resilience and promoting well-being in early career teaching. *Canadian Journal of Education/Revue canadienne de l'éducation*, 42(1), 285–321.

- [21]. Marjan, S. N., & Mozghan, Y. (2011). Collaborative learning: What is it? *Procedia - Social and Behavioral Sciences*, 15, 245–248.
- [22]. Mitchell, J., & Manzo, A. (2018). The purpose and perception of learning objectives. *Journal of University Teaching & Learning Practice*, 15(5).
- [23]. Mukundan, J. (2022). Novice-teacher challenges in materials selection, development, and use. *PASAA*, 64, 1–22.
- [24]. Nalla, M. E. A. (2022). *Lived Experiences, Challenges, and Coping Mechanisms of Teachers on the Current Paradigm Shift in Education: A Phenomenological Study*.
- [25]. Pamor, N. F., Andoy, M. L., & Andoy, A. A. (2024). Experiences of Technology and Livelihood Education Teachers in the Division of Davao Del Norte: A Phenomenological Study. *Asian Journal of Education and Social Studies*, 50(7), 438–450.
- [26]. Patton, M. Q., & Cochran, M. (2002). *A guide to using qualitative methodology*. Médecins Sans Frontières.
- [27]. Schadt, L. (2017). *Developing Learning Objectives*. Center for Excellence in Teaching and Learning, University of Connecticut.
- [28]. Shohel, M. M. (2021). *Types of Research Gaps*. ResearchGate.
- [29]. Smith, K. L. (2012). *Coping Mechanisms and Level of Occupational Stress Among Agriculture Teachers and Other Teaching Populations* [Master's thesis, Utah State University]. All Graduate Theses and Dissertations.
- [30]. Stronge, J. H. (2018). *Qualities of effective teachers*. ASCD.
- [31]. Watters, J. K., & Biernacki, P. (1989). Targeted sampling: Options for the study of hidden populations. *Social Problems*, 36(4), 416–430.
- [32]. Zhou, J. (2017, March). *Why Does Writing Good Learning Objectives Matter?* Duke Learning Innovation and Lifetime Education.