Beyond the Classroom: Exploring Career Paths of BTLED Graduates Outside Teaching Roles

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Abstract: Education graduate students ideally would pursue the careers they prepared for during their college years. But some of them end up changing their careers for different reasons. As new teachers start their careers, they often find that the reality of teaching is different from what they learned in college. This phenomenological study was conducted to determine why some of the BTLED graduates chose not to teach and take TLE related jobs instead. The informants of this study consist of different individuals who work in different fields related to the program that BTLED offers. The method utilized to gather data was In-depth Interviews (IDI) with the identified informants. Audio tapes were transcribed and translated, the data from the transcriptions were analyzed for this study. Key findings suggested that BTLED graduates transitioning from the different career paths often experience a significant realization of their career choice. This implies that a BTLED graduate can not only work as a teacher, but also use what they have learned to apply for other jobs related to TLE (Technology and Livelihood Education). Based on the results of this study the factors that influenced BTLED graduates in their career transition were Seeking for Financial Stability, Career Exploration, Finding Job Satisfaction and many others that satisfy their needs, improve their financial stability and promote personal growth. Future researchers may use this study as their guide for seeking a more in-depth analysis of this research and utilize other research designs to attain their research goals or objectives.

I. INTRODUCTION

Education graduate students usually pursue the career in which they spent their college years. But some of them end up changing their careers for different reasons. As new teachers start their careers, they often find that the reality of teaching is different from what they learned in college. The challenges they face in schools can be much harder than they expected (Wulandari, 2020). The problem being addressed is the phenomenon of education graduates, who have completed their studies in education-related fields, opting for non-education careers.

The phenomenon being investigated is the study of factors that influence students' decisions to pursue their education as a career field other than teaching. It is because of this inquiry that important concerns and gaps have to be addressed with regard to students' decision-making in their studies and careers. Almost every person would therefore face the occupational choice challenge at some point in their lives (Sharif, Ahmad, & Sarwar, 2019). The foundations of previous studies have been established, but this study aims to go further in examining the motives behind them. The implications of existing works underscore the relevance and importance of understanding these factors, paving the way for the current investigation.

In 2017, the Philippine government signed legislation that enables public universities and colleges to offer free higher education known as "Universal Access to Quality Tertiary Education Act". This act is aimed at enabling poor Filipino learners to get degrees in their areas of interest from these facilities without having to pay tuition fees and other charges. The aim of this program is to provide support for approximately 1.6 million students every year during their studies through an allocation by the government with a view towards national labor development (Rocamora, 2021). Nonetheless, some graduates do not manage to secure jobs even with this backing. Teacher Education is one such field in which many candidates ill-prepare for licensure exams and some leave the teaching profession for other occupations (Abulon, et al., 2014.)

There are various reasons and justifications why students' career choices are important, as they directly influence their quality of life, social status, income levels, emotional welfare and networks (Agbo, Chukwuedo, & Onwusuru, 2021; Khattab, Madeeha, Modood, Samara, & Barham, 2022) Nevertheless, depending on the line of work taken by one's mother or father or what his or her mother or father want him or her to do in future greatly controls their career path (Hewitt, 2010). Conversely, children's success at school and willingness to have jobs with high salaries, time for oneself and other privileges also affect their selection (Nyamwange, 2016; Parola, 2022).

A similar study in Indonesia, stated that some graduates who entered a teacher education programme have no intentions to teach in schools or had intentions to teach only for a short period upon graduation before pursuing another career. Their motivations to choose teacher education programs are analyzed from the perspectives of the social learning theory of career decision making. The most popular reasons were the good reputation of the universities, convenient campus location, and comparatively low tuition fees for the program. Provision of scholarship was also an attraction. Career possibilities outside teaching was another key reason for entering the program. While a few education graduates perceived teacher education as a stepping stone to pursue another career, some did not have any specific plan but followed their parents' advice and friends' choice of study (Suryani & George, 2021).

A recent study looked into why a specific group of graduates from a teacher training program in Hong Kong chose not to become teachers. The study used interviews to understand why these graduates decided not to teach. It found that they struggled to figure out their professional identities, especially during their teaching practice. This difficulty made them decide not to pursue teaching as a career (Trent, 2019).

A study in Bataan, Philippines found that teacher education graduates who choose non-teaching jobs usually end up in four main types of jobs: ones related to education but not teaching, jobs in training that aren't related to education, office jobs, and service or management roles. After looking into things deeply, the study also discovered why these graduates pick nonteaching jobs.

Some of the reasons include not feeling committed to teaching, outside influences affecting their decisions, wanting higher pay, finding jobs that support their passions and growth, and wanting a balanced life with flexibility. The study also found that the skills and attitudes learned in teacher education programs are helpful in their non-teaching jobs. Overall, teacher education graduates who end up in non-teaching jobs feel happy, satisfied, and open to changes. The study suggests that the skills learned in teacher education programs make graduates versatile, adaptable, and effective workers in various fields, not just teaching (Panlaqui & Bardemorilla, 2023).

The research gap addressed in the study revolves around the lack of comprehensive exploration into why BTLED graduates opt for non-teaching career paths post-graduation but is related to the course they took in college. This research stands out due to its unique focus on understanding the motivations steering Education students towards careers outside the traditional teaching field, a dimension largely unexplored in previous studies that primarily concentrated on motivations for pursuing teaching careers among education majors. The urgency of this study lies in its investigation within the locale of Davao Del Norte State College, where a noticeable evidence emerges of students choosing education as a major but diverging into non- teaching career paths after finishing the degree, necessitating a deeper understanding of these evolving career choices within the educational landscape.

II. METHOD

➢ *Research Participants*
The intended target population for the study is the TLE graduate students enrolled in the field of education programs at Davao Del Norte State College, Panabo City, Philippines. By using purposive sampling, the researchers specifically select a diverse group of people who have all been through the same phenomena. The researchers interviewed 6-10 participants only for IDI or one on one interview, as suggested that for a phenomenological investigation, an appropriate sample size may range from 3 to 25 people (Creswell J., 2013).

In qualitative research, purposeful sampling is commonly employed to identify and select information-rich examples linked to the topic of interest (Palinkas, Horwitz, & Green, 2013). Purposive sampling, also known as judgmental sampling, is commonly used in qualitative and mixed methods research. When choosing and selecting individuals, cases, or events that can provide the greatest information to accomplish the study's objectives, this sampling approach relies on the researcher's judgment. In this study the participants should be a bona fide graduate from Davao Del Norte State College, he/she should be pursuing a non-teaching career and his/her job must be in-lined with the TLE specialization. According to Creswell and Miller (2000) argue for the importance of diversity in qualitative research samples, particularly in exploring nuanced aspects such as motivations. A diverse sample ensures a range of perspectives, enriching the depth and breadth of the study.

➢ *Data Analysis*
Data analysis is a process of gathering, structuring, and interpreting qualitative data to understand what it represents and give conclusions from the collected data. Qualitative data generally refers to text, such as open-ended responses to survey questions or user interviews, but also includes audio, photos, and video. It uncovers the 'whys' and 'hows' giving a deep understanding of people's experiences and emotions. This could be a long process, as it involves a large volume of data which takes a significant amount of time to order and analyze the data, for which Thematic Analysis provides an effective solution.

Thematic analysis is used to decipher patterns and themes within the qualitative data collected from in-depth interviews and focus group discussions with BTLED students. Transparency and rigor in thematic analysis involve maintaining a clear and traceable process throughout data interpretation (Nowell, 2017). The final step is to define and name themes and construct a coherent and meaningful narrative that captures the essence of what motivates BTLED students to choose TLE related career paths other than teaching. This transparent and rigorous approach to thematic analysis ensures informed interpretation of qualitative data and provides valuable insight into BTLED students' factors for pursuing non-teaching career paths.

➤ *Research Design*

This study used qualitative phenomenological design based on the interpretative nature of motivation research. This design choice is justified by its ability to capture the essence of lived experience and perception. The research perspective is educational and focuses on understanding the factors on why Education students chose not to pursue non-teaching career paths.

Phenomenology, as introduced by Husserl and expanded by Maurice Jean Jacques Merleau-Ponty (1945), provides a framework for exploring the essence of human experiences. In the context of the study, understanding the intricate motivations of Education students necessitates an in-depth exploration of their subjective experiences. Phenomenology allows for the uncovering of underlying meanings, enabling the researcher to delve beyond surface-level insights and comprehend the essence of participants' motivations.

The main steps in data collection include obtaining ethical clearance, obtaining permission from the educational institution, recruiting participants through purposive sampling, conducting in-depth interviews and focus group discussions, and recording the data and transcription included. The necessity for obtaining ethical clearance is rooted in established research ethics guidelines (American Psychological Association, 2017). Data analysis uses thematic analysis to derive patterns and themes from participants' narratives. The research typology is exploratory and aims to gain insight into motivations by focusing on the present and recent past.

III. RESULTS AND DISCUSSION

This chapter encompassed the data collected by the researchers. The data captured the experiences of the BTLEd Graduates who did not pursue teaching and took a TLE related job instead. The data was gathered by an in-depth interview, which intended to reveal the Graduate's preferences for choosing Non teaching career paths, difficulties, and coping Mechanisms and Insights. The data were gathered using the following research questions that are relevant to the goal of this study.

➤ *Experiences that Drove BTLED Graduates to Choose not to Teach and took TLE Related Jobs Instead.*

Table 1 contains the themes that emerged from this question were the reasons/factors as to why the BTLED graduates chose not to pursue Teaching and took TLE related jobs instead. The generated themes are as follows: Striving Financial Stability, Exploring Passion-Related Career Paths, Adapting to Changing Work Environments, Finding Job Satisfaction, Managing Social and External PressuresTable 2 contains the themes that emerged from this question were the reasons/factors as to why the BTLED graduates chose not to pursue Teaching and took TLE related jobs instead. The generated themes are as follows: Striving Financial Stability, Exploring Passion-Related Career Paths, Adapting to Changing Work Environments, Finding Job Satisfaction, Managing Social and External Pressures.

Table 1 Experiences that Drove BTLED Graduates to Choose not to Teach and took TLE Related Jobs Instead.

Essential Themes	Core Ideas
Striving Financial Stability	• Striving for financial stability while pursuing career goals. • Navigating the job market's challenges and opportunities. • Balancing salary expectations with career satisfaction. • Seeking employment that aligns with financial needs and career aspirations. • Evaluating the long-term financial prospects of different career paths.
Exploring Passion-Related Career Paths	• Discovering diverse career options and personal interests • Following passions and aspirations in choosing career paths. • Exploring opportunities for growth and fulfillment in various fields. • Balancing practical considerations with personal passions in career decisions. • Embracing opportunities to pursue meaningful and satisfying work.
Adapting to Changing Work Environments	• Embracing adaptability in adjusting to new work environments. • Overcoming obstacles and challenges encountered in career transitions. • Developing resilience in the face of changing circumstances. • Seeking opportunities for personal and professional growth in the workplace. • Flexibility in learning new skills and adapting to evolving work roles.
Finding Job Satisfaction	• Reflecting on the balance between work- life harmony and job fulfilment. • Seeking environments that foster personal growth and well-being. • Recognizing the importance of job satisfaction in overall career fulfillment. • Considering factors beyond salary, such as workplace atmosphere and growth

opportunities, in evaluating job satisfaction.

- *Striving Financial Stability.*

It is determined as the primary factor that drove BTLED graduates to shift to a new career that is related to TLE because they desired to be financially stable in order to help in providing their personal and family needs.

"And then so stressful, the same time dili siya well compensated like practically speaking, I need a lot of money jud no kanang kwarta jud ang akong salary kanang kailangan gyud ma meet sa imong pag render of service". (Raf)

(It is also stressful because the job is not well compensated, practically speaking, **I need a lot of money, so my salary should meet the amount of service that I render.**)

"We all know jud na ang teachers' salary ang ilahang ma gained after a month nga trabaho is nara jud na sa mga 30,40,50,60 ,60 na siguro ang pinakataas kung college teachers." (Julia)

(We all know that teachers' salary, what they earn after a month of work, is just around 30, 40, 50, 60, maybe 60 is the highest for college teachers.)

"Sakit sa heart nga dili maka-Teach pero I have to be practical lang gyud karon na kailangan gyud nimo og kwarta" (Jan)

(It hurts my heart that I can't teach right now, **but I have to be practical and prioritise the need for money.**)

"The reason why I not pursue teaching is the salary, gustohon man nako magtudlo pero karon gina value sa nako ang sahod kay gusto ko tabangan sa akong ginikanan." (Rose)

(The reason why I did not pursue teaching is the salary, even though I really know in myself that I want to teach but right now **I just valued the salary because I want to help and provide for the needs of my family.**)

"Mostly private schools offer minimum wage. For me, that's not enough for me and my family needs." (Violet)

Majority of the informants said that they choose to shift to a new career instead of teaching because they want to balance salary expectations with career satisfaction and seek employment that aligns with financial needs and career aspirations to improve their financial status that can provide their immediate needs that salary from teaching cannot immediately provide.

"Unlike sa teachers fix ang ilang salary, while sa business it maybe naay times na small lng siya naa poy times na grave pud ang income that's why mao na ang first reason ang salary." (Julia)

(Unlike teachers, their salary is fixed, while in business, there might be times when it's small, but there are also times when the income is significantly big, that's why **the first reason is the salary.**)

The in-depth interviews revealed various themes that drive the BTLED Graduates in pursuing non-teaching jobs and instead took jobs that are somehow related to TLE. Based on the result, majority of the informants revealed that avoidance of financial difficulty was the primary driving factor which led them to choose their course, which reflectively emerged as the most common problem they faced.

Striving for financial stability amongst various aspects, most of the participants responded that pursuing non-teaching career jobs will give them a higher salary than being a teacher, which has a fixed salary and is not well compensated. Based on Julia's statement, following a teaching profession is not for her because teaching is not highly compensated, which has a low salary that is already fixed. Given that this was her chosen course, she essentially decided to take advantage of the chance to seek a non-teaching profession that, thankfully, would pay her more.

Every graduate wants to pursue their dreams, but some of them, particularly those in the teaching profession, have pursued other careers because being practical is a must in making life decisions. We all know that compensation in teaching is insufficient to provide for their own and their family's immediate needs. According to Rose, one of the reasons she is not considering a teaching profession is because she values the salary she would receive, which will allow her to provide for her family's needs. As stated by Violet, it is difficult to apply in DEPED or public schools because there are so many restrictions, and if she pursues teaching in a private school, she will not be given adequate compensation for her job since her income is a minimum wage, which is insufficient for her own and her family's needs.

Their view of the decision-making process for their choice of opting not to pursue teaching revolves around prioritizing financial stability and independence, leading them to explore alternative career paths that offer better compensation and opportunities for growth. As stated, the salary in teaching job positions is not that good, particularly in the Philippines. According to Senator Gatchalian, the pay of the teacher in the Philippines is much lower than that of an average teacher in other Southeast Asian countries (Romero, 2019). They might have a love for teaching, but they will firstly put into consideration the practical aspect of making a decent income as an assurance to them and their families.

- *Exploring Passion-Related Career Paths.*

It is everyone's dream to pursue their desired career paths, and plans and goals have been made. Exploring a career outside of teaching that is related to your degree is quite helpful in exploring job paths that are relevant to your interests.

"I will describe my current work in just one word and that is Challenging... And choose BTLED because I know I will still learn and experience some subjects in HM in BTLED. So, **as time goes by, I learn and love teaching but my passion for cooking will still win."** (Jamie)

"My current work is different from the course I took in college because it is not in-lined with teaching profession but rather, a multimedia artist…Before sad ko ni enter sa college graphic artist nako so pagbalhin nako diria karong sa akong job so dili siya kanang quite difficult." (Raf)

(My current work is different from the course I took in college because it is not in-lined with the teaching profession but rather, a multimedia artist…**Before I entered college, I was also a graphic artist. That is why I did not have any difficulties in doing or transitioning into this job.)**

This simply means allowing those with passion-related career interests to follow their choices based on personal interests and hobbies derived from one's innate talents, all this in consideration of financial stability. Based on a study, individuals who engage in careers or academic programs that fit their inner passion and preferences are more inclined to experience more satisfaction, motivation and performance (Hanna & Rounds, 2020; Schelfhout, et al., 2021). In those same best practices' stories, a number of people share how they have gone on to find careers that reflect their passions, even if that wasn't in the direct field of teaching. For some that has meant a career in a creative field such as being a multi-media artist, an event planner, or cook in a restaurant support where artistic expression can be utilized. Others have taken on leadership roles, whether shift managers, or whatever title it may be, or even event coordinators-all of which allows one the opportunity to nurture and mentor others.

Participants have taken different career paths that were not in line with their college courses but were inspired by their passion and previous experiences. According to Jamie, she took her course because of her reason for being a chef. However, life has other different plans for her. When she started enjoying the course, she found herself having a new desire to become an educator. That was made possible by the culinary subjects she took during her college days. Since the passion for cooking remained in her heart, the kitchen was thus a factor of great attraction for her. She became caught, therefore between the desire to educate and her fiery passion for the culinary arts. Her heart finally won, and she set out to cook-a pursuit in which she found her heart fully satisfied even though always challenged.

- *Adapting to Changing Work Environments.*
  It is more than just an ability to learn to find one's way around new software or procedures. It requires adopting a paradigm of change, learning and applying own experiences, and growing with the ability to solve problems well in shifting sands. Successfully adapting to the environment in the workplace, adapting to role changes in an organization, etc., have become benchmark standard bearers of success for today's employed workplace.

"I am currently working at McDonald's as a Shift Manager. **If I were to describe my work, it is a fast pace environment since it is a quick service restaurant where in I wasn't used to. However, it is enjoyable because every day you meet different people."** (Daisy)

"I am a Sales Coordinator in a feeds industry. I have office works, monitoring sales & reports of our technicians and sales Personnel. I also have field works in which I'm working with technicians, visiting hogs & poultry farms. I can say that **my work is challenging since it's not really about teaching or what I'm really into, but I can still apply the lessons I learned in my program since I'm working in agriculture and sales fields."** (Violet)

"I will describe my current work in just one word and that is Challenging. Given that, I am working right now in a hospitality industry particularly in the kitchen as a cook in a small restaurant here in Davao. **My current work was not so different from what I have experienced in my OJT days where I am still facing and using different kitchen tools, equipment, and utensils, cook what's on our menu, and face different challenges."** (Jamie)

Adaptability to changes among employees brings about a growth mindset that enhances job satisfaction and more opportunities for professional development. Change adoption readies the organizations and individuals to excel in dynamic environments and turn potential challenges presented into avenues of success and growth. According to Cacho et al. (2022) the competencies that people obtain from education can go beyond one, fixed career path. Which in reality, these skills are mobile and can be used in a variety of different jobs, even those far away from the individual's analytical study subject.

- *Finding Job Satisfaction*
  It is essential as it profoundly influences an individual's overall well-being, productivity, and career longevity. If individuals enjoy their jobs, they are often more content, motivated, and productive. Their good feelings towards their job role also enable them to make progress in their career and have a more stable and successful future.

"My current job as a service crew, I can relate it to my previous earnings. **It's not tiring even though I stand a lot and clean the dining area. It's still not exhausting because there's no need to adjust to the work."** (Jan)

"My current work is about organizing event…Sa business mn gud kay ah you manage your time kanang amoa mn gung work is you enjoy the ahh na enjoy nimo ang time na makasulod kag other like hotel mga resort mga restaurant nga libre makasulod mi and then makakwarta mig dako maoy advantage sa business kay maka experience ka bisan asa na lugar samantala mag teaching focus lang ka sa one place the whole year, how many years gamay rajud kaau ang income." (Julia)

(In business, you manage your time, our work is enjoyable, you enjoy the time you spend in other places like

hotels, resorts, restaurants, where you can enter for free. And then, **we earn a lot in business, that's the advantage because you get to experience different places, while teaching, you're only focused on one place the whole year, how many years, your income is very limited)**

According to Hoff, Song, Wee, and Phan (2020), it is evident that an individual's interests are remarkably linked with their job satisfaction. Employees become more productive and are happier, more satisfied, and experience higher levels of self-worth and happiness when they engage in tasks that correspond to their interests. Workers are more likely to continue working with the same organization since a more satisfied workforce means low turnover rates and less expenditure on recruiting new workers. Stability builds an experienced and knowledgeable workforce that is more innovative and in a better position in responding to changing business problems.

Job satisfaction is indispensable for career growth and personal satisfaction. According to Jan, he is currently a service crew; it was revealed how his previous work experiences coincided with my present responsibilities.

The job is doable and not overwhelming even if it will be physically demanding having to stand for hours and ensure the cleanliness of the diner. This, therefore, has given him the ability to adjust comfortably without getting stressed, which has more than tolled on his job satisfaction level. Now, as to organizing if it is true that, according to Julia, a business career is significantly time management and enjoyment, unlike teaching, which students are leaning towards, wherein concentration appears to be bound in one area and receive compensation for it, whereas in business, the world is their playing field. This exposure to varied environments and cultures in the hotels, resorts, restaurants, amongst other places, not only allows for professional growth but personal satisfaction. To finally answer the question, finding satisfaction in one's work is merely an embodiment and balance of passion and profession.

- *Managing Social and External Pressures.*
  Are very much essential in maintaining the management of one's mind, career, and life. Certainly, in today's hasty and well-connected environment, one keeps on coming across expectations from family and friends, employers, and society. These pressures might lead to so much stress and anxiety that sometimes, underperformance results not only in the professional world but also at the personal level.

"The challenges I encountered are adjusting to the new and different field. Also, the people around you will question or judge you why you're taking a different path." (Violet)

"Challenges like having a responsibility of answering their curiosity why I chose this kind of work instead of teaching, and what's the reason behind that? I think this will be the most challenging for me." (Jamie)

"When it comes sa Ambiance sa workplace kay bugnaw siya, dili siya init, then dili pod toxic ang environment. But, although naa jud nang mga toxic people still dili man ta mag grow as a human being and as a person if wala nang mga toxic people who change our ole perspective, change our thinking or buhatun nato nga magpa improve sa atong kinabuhi." (Jan)

(When it comes to the ambiance of the workplace, it's cool, not hot, and the environment is not toxic. **Although there are some toxic people, we wouldn't grow as human beings and as individuals without them. They change our perspective, change our thinking, and push us to improve our lives.)**

Managing social and external pressures is important for handling career changes and staying healthy. Every time one switches to a new job, as Violet has put it, one needs not only to get accustomed to new tasks but also to deal with people asking questions about one's choices. This could make it harder to settle into one's new role. Jamie also thinks that one of big the challenge is explaining to others why you chose that particular job instead of a more common one like teaching.

This can really be stressful, and you really have to stay strong and sure of your decisions. Jan chimes that even in a good workplace, there is always some toxic person who tests your patience.

According to Panlaqui and Bardemorilla (2023), becoming a teacher was not what motivated students to enroll for this course but what other possibilities to explore it had or the motivation of somebody almost like them such as guidance teachers or relatives. But learning to deal with them will make you stronger and also change your look at things. Effective handling of them will help you confidently pass through your career, healthy mind, and enjoy your job more.

Overall, various factors have emerged as a contributing factor in choosing a non-teaching career among BTLED Graduates. The emerging factors was found to be significant in the choice process of the graduates. This can be further supported by the study conducted by researchers, matching between jobs is tough because of the skill gap, low wage proposals, and the associated costs for skill acquisition or relocation. It is evidenced that many unemployed are unwilling or unable to move to areas with more optimistic prospects in the labor market (Abraham, et al., 2019). Career choice formulates the quality of life, social class, money one earns, happiness, and relationships in the community. (Agbo, Chukwuedo, & Onwusuru, 2021)

➢ *Coping Mechanisms with the Challenges Encountered of BTLED Graduates Choose not to Teach and took TLE Related Jobs Instead.*
  In the world where BTLED graduates choose not to pursue teaching but opt for TLE-related jobs, they often encounter numerous challenges during their career transitions. Coping mechanisms are the strategies they develop to overcome these obstacles and excel in their new roles. There were five (5) major themes emerged: Utilizing

Program Skills and Knowledge, Navigating Challenges with Perseverance, Seeking Guidance, Applying Adaptive Strategies and lastly Building Confidence and Communication.

Table 2 Coping Mechanisms with the Challenges Encountered of BTLED Graduates Choose not to Teach and took TLE Related Jobs Instead.

Essential Themes	Core Ideas
Utilizing Program Skills and Knowledge	- Applying BTLED program skills in diverse career contexts. - Finding relevance of earned education in current occupations. - Highlighting specific skills like creativity and communication. - Using program teachings to excel in new roles. - Applying organizational skills learned during the program.
Navigating Challenges with Perseverance	- Overcoming career transitions and pandemic disruptions. - Using positive thinking to face challenges. - Seeking opportunities amid adversity. - Adapting teaching skills for alternative work avenues. - Persevering through financial and career obstacles.
Seeking Guidance	- Valuing insights from experienced mentors. - Seeking advice from teachers and industry professionals. - Utilizing mentorship to overcome challenges. - Applying practical advice in navigating career paths. - Incorporating mentor guidance in decision-making.
Applying Adaptive Strategies	- Demonstrating flexibility in diverse job roles. - Adapting skills to different work environments. - Embracing versatility instilled by the BTLED program. - Being open to learning new skills and roles. - Using adaptability to navigate changing career landscapes.

The researchers explored the coping mechanisms of challenges encountered by BTLED graduates who opted not to pursue teaching but instead took on TLE-related jobs. The data gathered from the 8 participants provided insights into the challenges likely faced by a BTLED graduate and how they coped up with those challenges.

Utilizing Program Knowledge and Skills refers to applying the knowledge, skills, and understanding obtained from an educational or training program into practice. Bhandari et al. (2022) notes that experiential learning, like internships, enhances one's professional development by integrating learning and practicing. In this case, the informants applied their knowledge and skill sets not just to sustain their lives but also toward achieving their practical objectives, thus illuminating the significance they attach to their learned experiences.

"BTLED Program helps me to become a good performer, the TLE program is very versatile when it comes to skills. That skills I acquired are really usable for my current work these days. TLE way back on my college life really prepared me sa journey diri sa pagwork sa Annie Pie based sa ilang pamaagi sa ila TASKS or PROJECTS na akong na acquired and na experience dati like Table Skirting, baking cakes, sewing and service as well. I am able to expand my capabilities sa akong work. Dili na kaau siya hago kay giprepare naman ko sa akong program which is the TLE though naa nakoy mga learnings during Senior High School days, but mas na-improve pa jud siya tungod sa program nga naay versatile skills when it comes to to tasks." (Jan)

(The BTLED Program has helped me become a good performer. The TLE program is very versatile when it comes to skills. **The skills I acquired are really useful for my current work these days. TLE, back on my college life, it's really prepared me for the journey in working here at Annie Pie based on their methods in their tasks or projects that I acquired and experienced before, like table skirting, baking cakes, sewing, and service as well. I am able to expand my capabilities in my work.** It's not too difficult because I was prepared by my program, which is TLE. Although I already had some learnings during my Senior High School days, it has been further improved because of the program that has versatile skills when it comes to tasks.)

"Sa BTLED program help me to become more creative even that way being creative and naa man pud gud sa major sa isa ka major business murag isa ka subject about business management lagi to ,through BTLED nahimo pong ahh more creative when it comes to my current work being a tle we need to be creative pud baya in all aspect, ambot ug nka bantay baka atong balay naa sa H.E room balay na made up of kawayan akoa mn gud tonh project didto gud so mao to through anang tle ma enhance jud imohang creativity so na apply pud nako sa akoang current work being creative." (Julia)

(The BTLED program helped me become more creative. Being creative is essential, especially since one of my majors involved business, specifically business management. Through BTLED, I became more creative in my current work. As a TLE (Technology and Livelihood Education) teacher, creativity is crucial in all aspects. For

example, I created a bamboo house project in the H.E (Home Economics) room, which really demonstrated how TLE can enhance one's creativity. I have applied this creativity in my current job).

"The skills and knowledge I acquired as an Education student under the BTLED Program help me in the career I choose now by those skills I am not afraid to communicate with different people since I am expose with that when I was a student and student teacher." (Rose)

"The BTLED course was dubbed as VersaTLE when were still in the College, whereas it taught me to be versatile and be open to different learnings since this course covers wide areas of lessons and specializations." (Daisy)

As part of this study, several BTLED graduates were interviewed to gather insights into how the skills and knowledge they acquired during college have supported their professional development. Their statements highlight the practical application of what they learned in the BTLED program, particularly in the areas of teaching, technical skills, and workplace adaptability. Below are some of their responses:

"I believe the skills and knowledge I acquired helped me with my current work. Even with the basic knowledge about different breeds of Hogs. Monitoring sales, computing discounts, using technologies, editing videos and pictures as one of marketing strategies and many others." (Violet)

"The skills and knowledge that I have acquired during my academic journey in BTLED program assist me, made me knowledgeable enough to be the person who am I right now. Where I can work with different people in an environment that was new to me." (Jamie)

Majority of the informants mentioned that they used the skills and knowledge acquired during their college journey in the BTLED program to cope up with the challenges. For example, Jan consistently used his earnings acquired during college to pursue another career. He also said that the BTLED Program has helped him to become a good performer, and now he's currently working in Annie pie as a service crew not only that but performing table skirting, baking cakes and sewing. Julia mentioned that the BTLED program helped her being creative in all aspects, and right now, she's currently working as event organizer. Along with that, Rose stated that she's not afraid to communicate since BTLED program exposed her in that skills and knowledge. As well as Daisy who stated that BTLED program taught her to be versatile and be open to different learnings since this course covers wide areas of lessons and specializations. In addition, Violet stated that the skills and knowledge she acquired help with her current work just like Monitoring sales, computing discounts, using technologies, editing videos and pictures as one of marketing strategies and many others. Furthermore, Jamie stated that BTLED program made her knowledgeable enough to be the person. Where she can work with different people in an environment that was new to her. Indeed, that

the BTLED program is known for its versatility, offering a wide range of skills that individuals can learn and apply in the real world.

Utilizing program knowledge and skills involves the practical application of theoretical and technical learning acquired through educational or training programs in real-world scenarios. This process is crucial for translating classroom knowledge into actionable skills that can be employed in professional and personal contexts.

Effective utilization of program knowledge and skills plays a crucial role in enhancing career opportunities and professional growth. As Imm (2021) explains, the experiences gained during college help students refine their goals, strengthen important skills, and get ready for real-world challenges. Being able to adapt and apply what they have learned across different situations shows resilience and persistence—qualities that are essential for both personal and professional success. Over time, continuously applying and developing these skills can make a big difference in achieving long-term career growth.

Navigating challenges with Perseverance requires a growth mindset— the belief that abilities and intelligence can be developed through dedication and hard work. People who persevere tend to approach problems head-on, look for support when needed, and adjust their strategies instead of giving up when things get tough. This mindset is crucial in both personal and professional life because it encourages a proactive way of handling obstacles, often leading to bigger achievements and deeper fulfillment. As Panlaqui and Bardemorilla (2023) highlight, even in the face of adversity, individuals show remarkable resilience by adapting their choices and actions depending on the situation, all while staying optimistic about their long-term career goals.

"Perseverance is the key to overcome those challenges, naningkamot rajod ko na maka survived kay mao nani akong gisudlan." (Rose)

(Perseverance is the key to overcome those challenges, I worked hard in order to survive on my current job.)

"But one thing DNSC and TLE helped me is that I became "VersaTLE". Versatile, in a sense that I can do whatever my current work requires me to. I **can multitask and I can do any job that I am assigned to. I am not just a coordinator, planner, I also sew and repair the clothes."** (Julia)

Exerting full and continuous efforts enhancing ways in achieving important goals showing a good behaviour or characteristics that enable them to overcome their challenges and be the foundation of success. Rose positively stated that Perseverance is a key in overcoming challenges where she demonstrates hard work and dedication towards achieving goals and never give up when difficult situation arises which literally help her in maintaining her ways and strategies to achieve the goals she has, as well as surviving what they have

started in the first place. Furthermore, Julia stated that BTLED program really help her in a sense that she can do whatever her current work requires a task, she can multi task and can do whatever job that assigned to her. Indeed, BTLED program mold them not just a future educator but to prepare them for whatever paths they chose.

Seeking guidance is an essential strategy for personal and professional growth, involving the pursuit of advice and support from mentors, experts, or experienced peers. When people seek advice from others, they are asking others to recommend either a solution or a process to address a challenge. For instance, someone considering several job offers might seek advice about which offer to accept or how to reason through the decision. As Wulandari (2020) notes, individuals often seek guidance to help them navigate career transitions, making informed choices based on personal circumstances and opportunities available to them.

"Strategies nako like always ko nagapangita og mga tao nga experiensyado na like Teachers. Ginatagaan ko nilag advices, insights how to use my learnings, how to overcome my challenges na magamit nako akong mga NCII not only in Teaching but also in other opportunities. Dili nako ginalimit akong mga learnings not only sa teaching, pwede pod nga magamit sa lahi-lahi nga work." (Jan)

(My strategies included seeking out experienced people, like teachers, who provided advice and insights on how to use my learnings and overcome challenges. They guided me on how to utilize my NCII certifications not only in teaching but also in other opportunities. I don't limit my learnings not only in teaching; they can also be applied to various other jobs.)

Facing challenges in your own shoes is not easy, that's why it is important to ask someone who can give advice on how to use your learning, especially if you are considering pursuing a different career. Seeking guidance from experienced individuals can provide valuable insights and help you navigate the transition effectively, ensuring that you make the most of your skills and knowledge in your new career path. As stated by Jan, seeking advice from those who have already experienced similar situations can provide valuable clarity on the best course of action.

Applying adaptive strategies is crucial in our fast-changing world. It means staying flexible, resilient, and open to new ideas. It's about being able to adjust and innovate to tackle challenges and seize opportunities, whether in business or personal endeavors. According to Sodiq and Hidayat (2022), individuals who navigate the job market successfully often need to apply adaptive strategies, balancing their skills and opportunities to stay ahead in an ever-evolving environment.

"**Just be open on learning new things.** Don't mind those people who will judge you." (Violet)

"**The strengths** that I mentioned during my interview were my Observation and Organization skills which a**re both**

a great contributor for me to adapt smoothly to this career." (Daisy)

The informants stated that being flexible and adaptable to new learning helped to overcome difficulties and to achieve a smooth process of career transition. It strengthens capabilities that each individual possesses when they are ready to grasp new knowledge, ideas and skills that not just improve personal growth, as well professional growth that is highly applicable in the workplace and real-world setting. Violet stated that it is really important to fully open ourselves to new ideas in order to continue things that we have started working on. By doing this, people are able to form new strategies coping up with challenges. As well as, being observant to her workplace helped Daisy to adapt smoothly to her career transition journey as she was able to determine what are the things that might help her improve her job performance. In addition to her statement, she mentioned that organizing her skills was also a great contributor to her job performance that helped her do the job with efficiency and productivity.

Adaptive performance is all about how well employees can adjust to changes in their work environment. On a personal level, being adaptable can lead to better job performance and career growth. It also has a positive impact on the organization, helping to manage changes, encourage learning, and keep up with shifting customer expectations. As Aktan, Toraman, & Orakci (2020) explain, people who show adaptability, like those who apply what they've learned in training, are able to perform well in various roles, whether teaching or in other positions.

Building confidence and communication skills is an important part of life, especially when dealing with the challenges we face. Confidence gives people the strength to tackle difficulties, while effective communication helps them express themselves and connect with others. When combined, these qualities not only promote personal growth but also help build strong relationships and pave the way for success in many areas of life. As Khush (2021) points out, individuals with self efficacy—belief in their ability to overcome challenges—show resilience, which is key to both personal development and effective communication.

"Ang ako lang strategy noh para maka-overcome sa akong mga challenges is siguro "Think Positive" lang jud, then pursue your passion because one of my passion man jud pod gud is to enter into Business nga area not just to become a Teacher." (Grace)

(The only strategy that I applied in order to overcome the challenges is probably to "**Think Positive", then pursue your passion.** One of my passion is actually to enter business area and not just teaching.)

Having a positive mind-set and knowing how to pursue the passion of each individual gives them the influence to build more their confidence and motivation in pursuing what they love and overcome negativities throughout their career. Most importantly, communicating your perspectives and true

intentions behind the situation helped each of them to continue their work despite being questioned about their choices. Business is one of the work or the passion that Grace also wants to pursue because she believed that business will help her to achieve the goals she has in mind, she thinks that by doing business it will not just help her financially but let her apply the skills and knowledge she had acquired from College.

In professional environments, these skills are key to leadership, teamwork, and resolving conflicts, as they help people express their ideas, influence others, and build strong working relationships (Ruben, 2019). Social self-confidence is particularly important when it comes to natural leaders who can shape the decisions of their peers. People with higher self-confidence are often more willing to take on challenges because they believe they have the ability to handle whatever comes their way. Research on organizational behavior has shown that self-confidence plays a big role in leadership, especially for managers in formal roles. In fact, strong self-efficacy is often linked to effective leadership, with good managers being better at influencing their team and handling tasks like coordination and delegation.

Overall, BTLED graduates employ a range of coping mechanisms to navigate career transitions and excel in their new roles. By leveraging their program knowledge,

persevering through challenges, seeking guidance, applying adaptive strategies, and building confidence and communication skills, graduates demonstrate resilience and adaptability in achieving professional success.

➢ *Insights drawn from the Experiences of BTLED Graduates who did not Pursue Teaching and took TLE Related Jobs Instead.*

The gathered important points on the participants' experiences includes their challenges and coping mechanisms, the researchers have ended the interview by asking the insights of the BTLED graduates. Moreover, these insights were obtained by the guidance of the following questions: What are your realizations opting not to become a BTLED teacher? What are the lessons that you learn that might help other people who are planning to change their career path? What advice can you give to those teachers who are planning to choose a different career path?

Accordingly, the response of the informants has resulted with five essential themes which are; Embracing Life's Purpose, Pursuing Passion for Personal Fulfilment, Accepting Career Transitions, Valuing Learned Skills, and Prioritizing Personal Well-Being. Below are the Essential themes and its corresponding core ideas, presented in Table 3.

Table 3 Insights drawn from the Experiences of BTLED Graduates Pursuing Non- Teaching Career.

Essential Themes	Core Ideas
Embracing Life's Purpose	• Accepting that every life choice serves a purpose. • Grasping opportunities beyond traditional career paths. • Recognizing the significance of alternative avenues in sustaining personal needs. • Embracing personal beliefs and faith in guiding career decisions. • Seizing educational opportunities for future endeavors, such as obtaining certifications.
Pursuing Passion for Personal Fulfillment	• Advocating for the pursuit of passion over societal expectations. • Acknowledging the importance of job satisfaction in career decisions. • Exploring career paths aligned with individual interests and aspirations. • Valuing personal happiness and fulfilment over external pressures. • Recognizing the role of diverse experiences in shaping future goals and ambitions.
Accepting Career Transitions	• Recognizing that career transitions are a natural part of professional life. • Understanding your strengths and areas for growth can help align career moves with personal and professional goals. • Staying optimistic and focused on long-term goals can help navigate the uncertainties of career changes. • Be open to exploring non-linear career paths and unconventional opportunities. • Identifying what type of work setting you thrive in can help you target companies and roles that align with your preferences.
Valuing Learned Skills	• Recognizing that many of these skills are transferable and valuable across different industries and positions. • Regularly assess your skills to stay aware of your strengths and areas for improvement. • Emphasizing skills that are valuable across different functions and industries. • Being open to learning and evolving can help you leverage your skills effectively in new contexts. • Combining different skills can create unique strengths and capabilities.

As a closing question, the research aimed to gather insights from the participants as to what they have felt and what are the changes that came along as they transition to a different career path that is not related to the teaching

profession. With this question, it was revealed that although some of them have ventured into non-teaching paths, they are still leaning into teaching in the future.

- *Embracing Life's Purpose*

It is true that we never know what will happen in our life and which path we will take in the future especially with regards to our work-related decisions. Thus, the informants, despite not having the chance to take up teaching, have learned how to appreciate every opportunity given to them and are still optimistic that they can still pursue teaching.

"I realized that everything happens for a reason, narealize nako na in the first place I can question myself why I chose this path nga dili ko magteach, but still when you have this clarity within yourself nganong gipili nako ni na work, because everything happens for a reason." (Jan)

- *(I realized that Everything Happens for a Reason*

I questioned myself at first why I chose this path of not becoming a teacher, but still, when you have clarity within yourself about why I chose this work, it is because everything happens for a reason.)

"I worked hard to finish my studies and to get the license I've been dreaming of pero naa jod butang na dili nato control, gustohon man nako mag teach pero dili pa siguro karon kay daghan pa kaayog factor na kailangan I consider" (Rose)

(I am sad since I worked hard to finish my studies and to get the license I've been dreaming of. But maybe there are things that we cannot control, although I want to teach. **Maybe it is not my time yet because there are lots of factors that I need to consider.**)

Despite starting their journey with uncertainty to their job, the informants still learned how to appreciate their job and embraced and accepted that every decision they make serves a greater purpose. They have managed their emotions and expectations, and they were also able to cope up with the stress and anxiety while transitioning into new careers. As mentioned by Jan and Rose, they realized that everything happens and that there are things that we cannot control. But when you embrace those challenges and treat them as a lesson to improve, those decisions will be a stepping stone for greater opportunities.

- *Pursuing Passion for Personal Fulfilment*

Individual's interests greatly affect their career choices. Most of the informants noted that following one's passion guarantees success and fulfillment. Even those who currently work outside of teaching hope to transition into teaching one day because they consider it their calling. Some, however, took different directions because of the fact that they had no interest in teaching. This supports the findings of Hoff, Song, Wee, and Phan (2020) who argued that a person's occupation and their interests are highly valued in regard to fulfilment, job satisfaction, and happiness.

"Kung unsa man imong interest og unsa man nga mga skills ang naa sa imoha gamita lang jud nga mapadayon nimo to pursue your passion gyud kay na-experience man gud nako na nibuhat kog dili nako gusto ba, dili man gud siya successful bisag unsaon nimo pag paningkamot dili gyud siya mahimong successful if you are not happy doing it." (Grace)

(Whatever your interest and passion you have, just use it to pursue your passion. I have experienced doing what I don't want and the result is not successful even if you really worked hard for it. You won't experience success if you are not happy doing it)

"So akong maingon lang sa ilaha is know na kanang unsa jud ilang passion, and asa jud ilang gusto nga career." (Raf)

(You should know whatever your passion is, or whatever you want in your career.)

"Choose a career that really suits you, and you will be happy." (Rose)

"Know what you want or your passion first. A passion that improves your work as well as yourself. Because it is still useless if you change your career path without any passion and love". (Jamie)

In this case, the insights of some informants varied accordingly. Some of them choose to explore another career path first instead of choosing their passion which is teaching with an intention to pursue teaching in the future. For instance, Grace added that although she wanted to become an entrepreneur and have her own business, specifically a boutique, she also dreamed of becoming a teacher and that maybe she can use her experiences in her current work in teaching in the future. Some also stated they choose another career path as teaching is not their passion. Jamie would be a great example as she realized that teaching is really not for her and chose to pursue what she really loves and that is to cook.

- *Accepting Career Transitions.*

New jobs often place employees in completely new positions which require almost complete changes in skill sets and environments. It is important to embrace changes as a chance for growth as this ensures personal and professional development. Some respondents said that they took available job options even if these were outside their field, and eventually, they learned to appreciate their work. Others said that as they currently transition into non-teaching positions, they are also using the opportunity to pivot into teaching. This reinforces the findings of Cacho, Abenes, Dejapa, and Mapula (2022) in that participants showed flexibility in accepting various jobs and transitioning into roles for which they did not originally train.

"Makaingon jud ko na ang kani na way na gihatag sa akoa sa Ginoo is just to sustain my needs and preparing me in different crisis era of myself. By that, nagamit nako akong money for review center, sustain akong needs". (Jan)

(I truly believe that the Lord has helped me just to sustain my needs and prepare me for different crises of myself. With that, I used my money for the review center, sustaining my needs here in Davao.)

"Even though I chose a different career, from teaching to manager, I am blessed and happy since this job suits me. I may not be teaching, but I can still handle different people" (Rose)

"I-grab lang sa nimo ang mga opportunities og i-develop lang sa nimo ang love sa teaching para mahimo nimo na while you are waiting sa opportunities naa pod kay gina trabaho, dili nimo pasagdan nga maghulat lang". (Grace)

(What you should do is to grab the opportunities and develop the love for teaching. And while you are waiting for the opportunities to come, you should also have a job and you should not just wait.)

Though they did not practice as teachers, the informants adapted to accepting career change as a result of circumstance. Although they might have had some uncertainty within the transition process, they opted to take every opportunity that came their way. More often than not, people change careers in anticipation of better work-life situations, such as increased job satisfaction, stability, and remuneration. Most of the respondents emphasized that better pay and enhanced prospects outside the education sector were the major reasons for their consideration of pursuing non-teaching jobs. This is in support of what Igo and Perry (2019) observed that economic concerns and work-life balance tend to inform the choice of leaving or not joining the teaching field. Jan pointed out that accepting a job transition helped him sustain his needs. Whereas Rose showed her satisfaction in not pursuing a teaching profession as her current job suits her more. Grace also emphasized to grab the opportunities and develop the love for teaching while you are waiting for the opportunities to come.

- *Valuing Learned Skills*
  Education Graduates were able to develop and apply skills that are useful in their current jobs, even though those jobs are not directly connected to their college degree. This shows a strong level of adaptability and a willingness to learn and grow in various work environments. It emphasizes that the skills gained through education can be used in many different career paths, not just the one tied to their field of study (Cacho, Abenes, Dejapa, & Mapula, 2022). A participant stated that what they have learned in the BTLED program has greatly contributed to the skills they applied in their current work. While, honed hobbies and skills also have helped them in easily adapting to their current work.

"Do not limit yourself to learn, if naa'y opportunities ang school like free NCII for all then grab it, take it is as your advantage not only because compilation siya or subject but for your next journey, for your future." (Jan)

For example, I am a teacher at same time im a graphic artist so kung ikaw mag recruit sa akoa so kanang unsa gamit ang graphic artist sakoa as teacher so I'm able to promote the school and im also able to kanang ing ana gud na mag create ug promotional videos sa school. (Sir Raf)

(Let's say for example, I am a teacher, at the same time, a graphic artist, so I am able to promote the school and I am also able to create promotional videos for the school.)

The Bachelor of Technology and Livelihood Education (BTLEd) is a teacher education program designed to prepare students to teach technical-vocational subjects. This four-year course equips students with both knowledge and practical skills in areas such as Food and Service Management, Automotive, Electrical, Civil, and Drafting Technology, which are taught at various grade levels. Because of the broad scope of this degree, graduates have multiple career options. They can work as TLE teachers, assistant instructors, tutors, community project organizers, livelihood program facilitators, or researchers. Essentially, the BTLEd program opens doors to fulfilling careers in both the education sector and other related fields (Loso, 2022). Learning and honing different skills are very useful especially as a student and graduate of BTLED program. Opportunities such as free NCII certifications have helped Jan in his current work. Additionally, Raf's skills and hobbies also helped him in smoothly transitioning to his current work.

- *Prioritizing Personal Well-Being*
  In relation to reasons of a career nature, individuals who never pursued teaching jobs mentioned that the need for increased salary in non-education-based jobs was the determining factor. Conversely, they also put the factor of not being approached with satisfactory work-life balance alongside that of being approached with support work-oriented employment as reasons against pursuing teaching. So, it is not just about the money they can earn, it is the fact that they are being approached regarding other occupations which makes them think that teaching will steal from them the free time they require for their personal life (Igo & Perry, 2019).

Do what really matters; it is not important what other people will say. As long as the job you chose helps you and your family, then so be it. Also, choose a career that really suits you, and you will be happy. (Rose)

If you realize that you are not happy with it and want to know yourself more on who you really want to be, try another way. It would help you and give you realizations if you are just confused or you're really meant for other things. (Daisy)

"So, you don't need na kana jud ang imuhang pillion nga education as long as nga ano ka kanang happy ka, dili ka stress, kanang ma manage gud ang stress, naa jud na ang stress always sa work, so kailangan lang ka know how to manage, dapat happy ka". (Raf)

(You don't need to think that I should be like this, as long as you are happy with your decision, you are not that stressed although there are always stressors in work, you can easily manage it. **You should know how to manage yourself and be happy.)**

"But I think that will be useless and it will just drain you because you do a certain thing that is not what you like. For me, **it's still important and self-fulfilling if you do things you love".** (Jamie)

In our fast-paced world, it's easy to let work demands overshadow our health and well-being. Yet, making your health a priority is essential for a balanced and fulfilling life. It impacts everything, from physical health to mental well-being and emotional stability (Coy, 2023). Prioritizing positivity means focusing on positive feelings like contentment and joy as a central aspect of organizing daily life (Catalino & Boulton, 2020). On days people prioritized positivity, relative to their own baseline, they experienced more positive emotions, satisfaction and meaning and fewer negative emotions (Catalino & Tov, 2020) Rose suggested to do what really matters, that it is not important what other people will say about you pursuing a career that is not related to your degree. She also added that it would be better to choose a career that really suits you, in that way, you can attain happiness. Daisy on the other hand, claimed that if you realized that you are not happy with it your and want to know yourself more on who you really want to be, try another way. With that, by not sticking with your decision once you feel dissatisfied, it would give you realizations if you are just confused or you're really meant for other things that would give you happiness and contentment. The same with Jamie who emphasized the importance of doing things you love in order to have self fulfillment. In which is supported by Raf's statement "You should know how to manage yourself and be happy. These insights from the informants showcase how it is important to prioritize well-being, not only in their life, but also with regards to their work.

On the whole, BTLED graduates who choose a TLE-related career path vary depending on their experience. With that, lots of different insights were solicited that can be helpful not only to their fellow BTLED graduates but also to the college students who pursue BTLED but are not considering setting out on a teaching profession in the near future. These also encompass different reflections on their choices and decisions that might help in drawing realizations about the importance and benefits of BTLED to the graduates and the students.

IV. IMPLICATION AND CONCLUDING REMARK

> *Implication for Practice*
The findings suggest that BTLED graduates transitioning from the different career paths often experience a significant realization of their career choice. This implies that a BTLED graduate can not only work as a teacher, but they can also use what they have learned to apply for other jobs related to TLE (Technology and Livelihood Education). This study was supported by the Prospect Theory in which it stated that the reason behind a person's behavior is that they treat each choice as separate and unique. This leads them to assume that the chances of a gain or loss are equal, about 50/50, rather than the actual probabilities presented. Essentially, people tend to perceive the probability of a gain

as higher than it really is. It was noted that most informants did not pursue teaching profession as they prioritized finding a job that can help them provide for their financial needs, rather than waiting for an opportunity to teach without gaining financial and work experience (Chen J., 2024)

When dealing with potential gains, people often prefer a guaranteed, smaller reward over the chance of a bigger, uncertain one. This tendency, known as the certainty effect, makes them risk-averse. However, when facing potential losses, the same certainty effect makes people more willing to take risks. They would rather gamble on a larger, uncertain loss than accept a definite, smaller one. This psychological principle—overvaluing certainty— drives people to avoid risks when it comes to gains but embrace risks when it comes to avoiding losses (Kahneman & Tversky, 1979). It was noted that most informants did not pursue teaching professions as they prioritized finding a job that can help them provide for their financial needs, rather than waiting for an opportunity to teach without gaining financial and work experience.

In addition, Prospect Theory is a concept from behavioral economics that sheds light on why people sometimes make choices that seem irrational. It explains that individuals have a strong tendency to avoid losses rather than go after gains, even if it means risking significant consequences like unemployment. This theory highlights our natural inclination to prioritize avoiding losses over achieving modest benefits (Loux, 2024). Prospect Theory suggests that people don't base their decisions on complete information. Instead, they rely on the information they have at hand. Typically, we prefer the safer option over one that is uncertain, even if the uncertain choice could provide better opportunities (Adriaenssen & Johannessen, 2016).

Moreover, the findings suggest that BTLED graduates transitioning from non-teaching but are currently taking TLE related jobs often experience a significant realization of the importance of the knowledge and skills imparted by the TLE program into their work. This implies that not only BTLED graduates can aim for a teaching career but they can also use what they have learned and acquired in the program such as the valuable knowledge and skills necessary for life to apply for a different job. Moreover, the study highlights the importance of the program to the graduates as TLE is flexible and offers a wide range of fields to be studied, thus, the diverse skills and knowledge that is taught are beneficial in fostering socioeconomic success.

Additionally, the findings discussed underscore the versatility and practical applicability of a BTLED education, particularly in Technology and Livelihood Education (TLE) fields. Prospect Theory provides a compelling framework to understand why BTLED graduates often prioritize career paths that offer immediate financial stability and work experience over traditional teaching roles. The theory's emphasis on risk aversion towards uncertain gains versus a willingness to take risks to avoid losses helps explain why some graduates opt for non-teaching TLE jobs initially.

However, the study also highlights that those who do transition into TLErelated roles outside of teaching often recognize the value of their education and skills acquired through the BTLED program. This dual perspective illustrates the broader socioeconomic benefits of TLE education, showcasing its role in facilitating diverse career opportunities and fostering success beyond traditional teaching careers.

➢ *Implication for Future Research*

The results of this study and the extensive range from BTLED graduates to other career paths that provide numerous opportunities for future research. While the qualitative study focused on BTLED graduates who did not pursue teaching, instead working in fields related to TLE.

This study uses qualitative phenomenological design based on the interpretative nature of motivation research. This design choice is justified by its ability to capture the essence of lived experience and perception and provides valuable insights into the relationship between intrinsic motivation, job satisfaction, and contribution to the existing literature in the field. The research perspective is educational and focuses on understanding the factors on why Education students chose to pursue non-teaching career paths. Future research can explore the live experience and perception, between intrinsic motivation, job satisfaction, and career fulfillment within non-teaching career paths.

Another area for future research could be to conduct a study which deals with measuring the degree of BTLED graduates' transition to non- teaching career paths to distinguish how widespread these cases are in the BTLED graduates. This could provide insights into the factors that contribute to this phenomenon and help identify strategies to better support the individuals that choose non-teaching career paths during the transition from BTLED graduates.

Similarly, conducting a study which deals with the different works BTLED graduates explore including corporate and non-corporate works and how the program helps them transition into a new work environment and settings. This could help identify the importance of taking the program and their significant contribution to the graduates taking this field. Furthermore, this may also encourage upcoming college students to take the program given the benefits and opportunities they could get especially when seeking for a job in the future.

Additionally, a phenomenological study that deals with the implications of the skills and knowledge the TLE program taught to the BTLED graduates in their usual lives can also be carried out to examine the effectiveness of the program not only in their daily lives but also in helping them boost their economic status with the use of practicing the skills and knowledge that the program offers.

Future researchers can also explore this study using a Case Study to determine the similarities of lived experiences among BTLED graduates during their career transition. They can also use another research design that involves a large number of participants to conduct a more in-depth investigation about the lived experiences of BTLED graduates discovering some of the experiences that haven't been mentioned in this research.

Lastly, the BTLED program can be promoted to incoming college students through promotional video and making campaign materials emphasizing the possible exits of BTLED graduates aside from teaching to convince and encourage them to enroll in the program.

➢ *Concluding Remarks*

In this research, BTLED graduates that are now corporate workers have been given the opportunity to share their transition experience. While we are completing this research, we realized that we should accept any opportunity that comes in our way to achieve a stable life. One of the people we interviewed said that we should be practical not stay in a job we don't enjoy. And that, when the right opportunity knocks, you'll have a choice whether to pursue what you really love. Ultimately, you should choose what you love and where you are happiest in your work. In other words, weigh your options to see where you can progress in life. The rich narrative data gathered in this study showed that financial and economic reasons, which include perceptions of salary levels, are driving the graduates away from the teaching career. Among the BTLED graduates interviewed in this study, it is significant to note how the Filipino cultural values have influenced their career choices. Most of the graduates grabbed other job opportunities that had come along their way right after graduation to make sure that they would be able to immediately provide financial assistance not only for themselves but also to their family. Such a phenomenon cannot be overstated considering the economic situation in the country.

The transition from BTLED graduates to non-teaching career paths, but their work is related to TLE (Technology and Livelihood Education), it can be concluded that BTLED graduates not only know how to teach but they can still use the things they have learned and acquired when they were still studying. Like those we interviewed, they have various jobs like, service crew, event organizers, shift managers and many others, which are related to TLE.

However, the study revealed the challenges such as, difficulties to find a job which aligns to their degree. Although it is difficult to find a job, they always think about how they can provide for their needs, especially for their family, so this gives them the courage to find the job that they're applying for. And with the help of their co-workers, their work becomes easier and thus work becomes more productive and abundant.

We learned a few things after doing this research. It was certainly not an easy assignment, particularly when it comes to making connections between concepts from different sources. We had to rely a lot on participants' data and quotes from many authors in the literature because we chose qualitative research. Our personal viewpoint was also very important in finishing this study. Research might be

compared to a voyage across a bridge that transforms. Positive development and growth chances are waiting for you on the other side of this bridge. But completing the paper is only the halfway part of this process. The real test of success is how well the required activities and programs are carried out.

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