WE ARE SKILLED TEACHERS: DESCRIBING THE EDUCATION JOURNEY OF BACHELOR OF TECHNOLOGY AND LIVELIHOOD EDUCATION (BTLED) STUDENTS

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Abstract

Beginning a college career is an exciting time. It is regarded as one of a person's most memorable years. It exposes the students to fresh experiences and things that they are not familiar with. Students may experience several changes, which present many difficulties. This phenomenon did not exempt students of Bachelor of Technology and Livelihood Education. This study utilized online interviews with the researchers as a primary tool for gathering data using an interview guide. This qualitative case study explores the journey of Bachelor of Technology and Livelihood Education students. Specifically, it sought to explore students' reasons why they took up Technology and Livelihood Education as their field of specialization, the challenges they encountered, their strategies in coping with the challenges, and the contribution of their journey as BTLED students to their lives as future educators. A total of four (4) students officially enrolled in the school year 2021-2022 are the research participants of this study. Findings showed that they took up Technology and Livelihood Education because of their passion for teaching and to be more equipped with both knowledge and skills. Second, they encountered challenges during their journey taking the BTLEd course were a lack of time management, self-learning difficulties, and poor internet connection. Third, the strategies they had done to cope with the challenges they experienced were setting goals correctly, staying motivated when learning online, and seeking support. Lastly, the contribution of their journey to become effective educators in the future are their skills acquired and their learning experiences. The study concluded that in times of adversity, having a resilient spirit becomes an asset that seems to transform problems into opportunities for progress.

Keywords; Challenges, Coping Strategies, lack of time management, self-learning difficulties, and poor internet connection

1. Introduction

Given the issues, trends, and advances in the educational system, education is essential for everyone (Shaturaev, 2021). A person's education is a crucial aspect of his/her life. It is the key to success and having many opportunities in life. For people, education has various benefits. For instance, it clarifies one's thoughts and perceptions. College graduates enable students to pursue higher education or plan for the workforce. Education in a subject area enables people to think, feel, and act in a way that supports their success and raises their happiness and that of their community. Education also helps people develop their personalities, ideas, and skills. It also prepares people for life experiences and addresses the current trends in teaching (Al-Shuaibi, 2014; Capacio et al., 2021).

The Bachelor of Technology and Livelihood Education (BTLEd) is a multifaceted program that enhances Home Economics, Agriculture and Fisheries, Industrial Arts, and Information and Communication Technology. The BTLEd program is an undergraduate teacher education program that equips learners with adequate and relevant competencies in the area of Technology and Livelihood Education, particularly for the TLE exploratory courses from Grades 4 to 8 (Calanog, 2021). It seeks to produce competent and driven educators in technology and livelihood. A body of information, skills, attitudes, values, and experiences would give aspiring TLE teachers the competencies necessary for effective teaching while also making them credentialed trainers and assessors to be imparted as part of the Technology Livelihood Education program.

The four components of T.L.E, which focuses on home life and everyday living, are home economics, agricultural arts, information and communication technology, and industrial arts. Technology and livelihood education play a crucial role in our current educational system (Tumbali, 2021). This academic field includes many helpful life skills that will aid students in independent success in their chosen professional routes in its curriculum. One will demonstrate importance throughout the lifespan using this program. The most crucial part of technology and livelihood education is that students learn how the material relates to their life today and how it will be helpful to them in the future. It is a subject that prepares high school students for activities that will provide them with the knowledge and abilities to be helpful and start earning money immediately. Technology and Livelihood Education is the subject among the learning domains that are most immersive, interactive, interdisciplinary, and value-laden (cultural, aesthetic, vocational, political-economic, and moral values). This learning environment gives Filipino students the time and space to demonstrate their practical knowledge and life skills, particularly their aptitude for work and empathy (Elli & Ricafort, 2020). Technology and Livelihood Education aims to help students acquire the knowledge, abilities, attitudes, and values necessary to succeed in the workplace.

Technology and Livelihood Education require both knowledge and skills of the students. BTLEd students' lives are equally exhilarating, with ups and downs, since it has four components to focus on. BTLEd students will also need to learn how to deal with the challenge of being exposed to different financial circumstances and academic transitions in minor and major subjects. Through this study, the researchers can determine the different circumstances of BTLEd students during their journey. Their study also explored how they coped with the challenges and steps they took to succeed in the journey of their course.

1.1 Theoretical Framework

This study was influenced by Kolb's experiential learning theory, which states that after reflective observation, the learner will reflect on their own experience. It highlights the essential value of experience and how it affects learning (Bergsteiner et al., 2010). In experiential learning theory, any experience can become a trustworthy source of knowledge. Learners should follow the four-stage process to transform an experience into a more significant and trustworthy source of knowledge (i.e., experiencing, reflecting, thinking, and acting). This way, learners can gain more from their education. In this study, researchers were aware of their academic transition experiences and how they defined their decisions despite the hurdles stated.

1.2 Objective of the Study

This study aimed to know the experiences of BTLED students during their journey in taking the course. The study explored the BTLED students' reasons why they took up Technology and Livelihood Education as their field of specialization, the challenges they encountered, their strategies in coping with the challenges, and the contribution of their journey as BTLED students to their lives as future educators.

2. Literature Review

Technology and Livelihood Education

Living today requires a high level of technological and vocational education. Modern commercial practices, competitive industries, and technological research are built on empirical principles, educational livelihood strategies, and competencies (Pambudi & Harjanto, 2020). There is a huge need for young people today who have the vision to see the possibilities of new technological and scientific discoveries, who have learned to reason logically, and who have the skills and motivation to carry out these missions and realize their visions.

The Technology and Livelihood Education course is essential to achieving the new, improved curriculum's aims and objectives. Information, communication, agri-fishery arts, industrial arts, and home economics are all included in the technology and livelihood education technology (ICT) (Jacolbia, 2016). Any of these fields could be used to classify the 24 TLE courses. Every school can choose which stream of TLE to offer, considering teachers, facilities, and resources. TLE has two streams: the TR-based TLE and the Entrepreneur-based TLE. The Entrepreneur-based TLE integrates entrepreneurship themes into teaching the many disciplines in HE, IA, AFA, and ICT. However, both streams are based on Training and information, entrepreneurial ideas, delivery methods and procedures, work ethics, and life skills. Thus, TLE is effective based on learning appropriate work values and life skills and adequate mastery of knowledge and information, skills, and processes (Loso, 2022). A TLE that prepares students for lifetime learning is beneficial. A TLE founded on the cognitive, behavioral, psychomotor, or affective elements of human development is effective. Teaching TLE, therefore, entails imparting knowledge of all relevant facts, ideas, abilities, and values (iKADEMIYA Mentors, 2021).

TLE is vital in everyone's lives. Life without it can be tricky. TLE is used widely. Technology and the pursuit of a living are the centers of life. Such creation and labor accompany

every act. People should understand how to use technology as a benefit to facilitate employment and a living to maintain their health and well-being (Tomaro, 2018).

Students' Technical Skills

Technical skills are the knowledge and abilities needed to perform specialized work in a given field (Trilles, 2021). For instance, in computer programming, technical abilities include understanding programming languages, expertise in complex algorithms, or familiarity with assembly languages concerning fundamental computer operations. A technical writer may find employment producing user guides for sophisticated machinery and products. A database management specialist job is possible for a data expert. A person with crafty skills may find employment in handicraft businesses or any position involving the assembly of fabrics and other items (Agluba, 2021).

To improve student learning, teachers must address the nine interconnected cognitive problems in the framework. These difficulties include the student's mental attitude, metacognition and self-regulation, student fear and mistrust, prior pupil knowledge, misconceptions, the student's ineffective learning strategies, the student's transfer of learning, the student's limitations on selective attention, and the student's limitations on mental effort and working memory. The difficulties are discussed, along with suggestions for handling each. No one teaching strategy is always the best for all teachers, students, topics, and educational environments. What works in one situation may not work in others. The teacher's job is to skillfully handle this intricate interplay (Chew & Cerbin, 2021).

3. Method

2.1 Research Design

The study adopted a qualitative approach to collect data on learning challenges faced by students of Technology and Livelihood Education. Qualitative research is a standard method used to understand better a person's experiences or collective experiences (Cowger & Tritz, 2019). The researchers gathered data through interviews, observations, and data mining from artifacts or documents. In particular, the study employed the single case study of Merriam (1998).

2.2 Research Environment

This study was conducted at one of the private higher education institutions in Pagadian City. Zamboanga Del Sur.

2.3 Research Participants

The participants of the study were the selected four (4) Technology and Livelihood Education students who are officially enrolled in the school year 2021- 2022. The researchers also interviewed one (1) parent and one (1) teacher to describe comprehensively the results.

2.4 Data Gathering Procedure

After seeking consent, the researchers informed the participants about the nature and goals of the research. The researchers then scheduled interviews to the research participants. Throughout the procedure, an audio recorder was used to record every word that will be used to support the vitae.

2.5 Data Analysis

From the responses of research participants, the researchers collected every descriptive piece of information. The main inquiry, which addresses the difficulties students have in school, may be addressed by the findings. The researchers, gave a holistic description, interpretation, and analysis of a case, such as the experiences of a group of people who belong to a social unit, because the case study paradigm of Merriam was used. To collect data for this study, the researchers used open and close-ended questions and interview questions. The exploratory aspect of qualitative disclosure is one of its greatest assets. Since the case study technique included analyzing what the research participants and the researcher wrote, the summary's content addressed the study's main characteristics.

2.6 Ethical Considerations

The researchers were responsible for protecting research participants from any danger or damage related to participation in the study. The integrity of science, respect for human rights and dignity, and cooperation between science and society all depend on research ethics. These guidelines guarantee that study participants' involvement is free, informed, and secure. Assuring that all participants in this study adhere to generally acknowledged standards for the ethical, professional, and scientific conduct of the study's design regarding the implementation, dissemination, and reporting is one of the study's objectives.

The data collected from research participants were kept private by the researcher. The researchers solely pay attention to shared experiences in order to protect confidentiality. Additionally, the researchers withheld the names of the study participants.

The researchers made sure that each participant's participation was voluntarily given. In the informed consent, they outlined the requirements for taking part in their research. The researchers organized the online conversations after obtaining the research participants' agreement.

4. Results and Discussion

This part of the paper presents the results of the study through the themes that emerged after the data were analyzed. This is also followed by a discussion of the themes.

Students' reasons for enrolling in the course

The participants provided the following responses about why they took up Bachelor of Technology and Livelihood Education. The following reasons are the passion for teaching and being equipped with both knowledge and skills.

Passion of teaching. Out of four students, there are two who answered passion of teaching is the reason why they took up TLE as their field of specialization. They tool the BTLEd course since they like to be identified as skilled teachers. These are the following responses of the research participants about passion for teaching.

> *"My reason why I took up Technology and Livelihood Education is my passion for teaching. I like kids and I want to guide them on the right path. My passion motivates me to study well." S1*

> *"The reason why I took up BTLED is that I love to teach and learn to enhance my skills in cooking and everything that talks about livelihood programs. I see myself in the future of teaching a subject that is close to my heart." S2*

Even parents mentioned that they want their child to take up Technology and Livelihood Education as their course because they see the passion of their child to teach. Below is the response of the parent.

> *"Gusto nako sa akong anak maestra ang iyang kuhaon nga kurso kay dili kaayo dako ug gasto dayun nakita pod nako nga maayo siya motudlo sa iyang mga manghod. Kung mamaestra na siya puhon kabalo ko nga maayo siya mo tudlo sa iyang mga estudyante." [I want my daughter to take an education course because it is not too expensive and I also saw that she is good at teaching her younger siblings. When she becomes a teacher, I know that she will teach her students well.] P1*

Even one of their instructors revealed that she saw the passion for teaching to all her students because the determination of everyone was being portrayed during their journey taking up the course. Below is the response of the instructor.

> *"During our classes, I am happy seeing my students enjoy what they do during our classes. One time I ask them about their reasons for taking up this course. They answered me that one of the reasons why they took the BTLEd course was because of their passion for teaching students. I am happy because I have seen that they said it without lying because I prove it during our classes." T1*

Passion is learning one thing new. It focuses on continuously seeking new trends of learning. Passion has the power to transmit and build action. Passion is motivation, seeking for the new and disposition to find out. Passion in teaching is essential because this is the foundation of effective teaching (Quinco-Cadosales, 2018). Through desire and enthusiasm, it generates passion, which is essential for learning and teaching and increases learning (Phelps & Benson, 2012). In order to maximize their students' learning potential. Enthusiastic teachers work to create effective learning environments. An essential element that might boost student achievement is passion. Student achievement can be positively impacted by passionate educators dedicated to their work (Famor et al., 2022). Passion may positively affect learning and teaching by inspiring excitement and action and acting as a motivator (Rampa, 2012).

Being equipped with both knowledge and skills. Out of four students, there are two who answered that the reason why they took up Technology and Livelihood Education is that they want to be equipped with more knowledge and skills. The research participants mentioned:

"The reason why I took up BTLED for my profession is that I want to know the things related from household things. This course motivates me in some ways that I want to share with the persons who did not know how to facilitate or how to do it." S2

"I decided to take a Secondary Education major in TLE because I observed during my Senior High School days, there were high demands due to the new curriculum. I decided to choose TLE aside from its high demand, I see the positives especially when we took about skills. I found it interesting and fun. My parents really push me to be an educator. They provided for my needs, especially in my major subjects. TLE is quite expensive but with full support and motivation, I was able to perform and learn as well." S4

Many people think that during their time in school, students should be equipped with both knowledge and skills (Di Giulio & Defila, 2017; Quinco-Cadosales, 2013). The range of knowledge and skills required to carry out these duties successfully can change throughout a person's lifetime. Some of these involve people learning about their traits (such as interests, values, talents, and abilities), the crucial components of the transitions they are going through, and the options they are considering. While some abilities are required to execute decisions, assess progress, and change course successfully, other skills help people relate their traits to significant elements of their environment and the decisions they must make (Kerkhoff & Cloud, 2020). Along the way, some markers let students know they are on a path that might eventually lead to their intended goals. Some of these signposts include being able to tell the difference between what a person likes and what he or she is excellent at, having considered the careers one wants to follow, and having faith in one's ability to make a choice that will be a good fit for their career. The students reasoned out that this BTLED course makes them more skillful. Each of the students who took up Bachelor of Technology and Livelihood Education enhanced their skills in Home Economics and know entrepreneurs if they wanted to start a business in the future.

Challenges encountered during their journey as BTLEd students

The BTLEd students were confronted with various challenges. The following themes about their encountered challenges are: lack of time management, self-learning difficulties, and poor internet connection.

Lack of Time Management. BTLEd students struggled to manage their time effectively. They found themselves struggling to meet deadlines and balance the demands of difficulties in school, and personal life. One participant said that time management is a difficult practice to master.

"The challenge that I encountered in my journey as a BTLED student is lack of time management. As a BTLED student, various projects need to be accomplished like making crochet, drawing, cooking, and other." S1

In order to achieve the goal of boosting productivity, time management has become a topic in the management sector, particularly among white-collar workers for whom work products may be challenging to quantify (Oreopoulos et al., 2022). White-collar outputs, on the other hand, are frequently challenging to compare to standards. Planning how to use time to maximize productivity is made easier with the aid of time management. Consider the meaning of time

management and the reasons why you should practice it. Examine some instances of time management techniques.

Self-directed learning difficulties. Students need to manage their own learning needs, set learning objectives, choose learning approaches, and assess their learning performances and results. There were two out of four participants expressed their struggles with learning alone in this blended learning. These are the common responses of the participants.

"The challenges that I encountered during that time is that we lack knowledge because we were like having self-learning due to the pandemic. Online classes are implemented about the remaining topics. It is difficult for us students to understand the topics and acquire the skills that we need because of the crisis we face since face-to-face classes are prohibited. Only educational videos are being played as our references instead of discussions from teachers." -S2

"It is difficult for us to imagine the stitches and rely on videos and pictures." S3

One of their parents mentioned that she saw the struggle of her daughter during the past year attaining the lessons. According to her:

"Atong niaging tuig nakita nako ang kalisod nga naagian sa akong anak. Mo share siya nako nga lisod ilang klasi karon tungod aning online class kay naay topic nga kinahanglan e perform sa laboratory pero dili pwede kay pandemic man. [Last year I saw the hardship my daughter went through. She shared with me that their class is difficult now because of this online class because there is a topic that needs to be performed in the laboratory but it is not possible because of the pandemic.] *P1*

These responses of the participants showed that they experienced problems in understanding the lessons and activities and that they need someone to explain to them the lessons that they have difficulty understanding (Louws et al., 2017; Simamora, 2020). It is also evident in their responses that their difficulty to understand is usually rooted in a lack of tools and experiences.

Poor Internet connection. This struggle of the students refers to the inability to connect to the internet which is caused by having no signal in their location. They were not able to do so which made them frustrated and anxious. One participant shared:

"The challenge that I encountered in my journey as a BTLED student is an internet connection. I struggle to complete my task because of the slow internet connection. We tend to have our online class but I cannot do it because the internet connection is very slow." S4

Their instructor also shared that internet connection is the primary problem during their classes. Below is the response of the instructor.

"During this past year, the main problem during our class is the poor internet connection. There is a time one of them cannot attend our classes because she has a slow internet connection. An internet connection is the most important thing during the last school year. So, if you have a poor internet connection it is your most concern during your studies.."

The participants' response indicated that they became bothered when they cannot connect to the internet at times they needed for understanding and clarification of the activities' content. This in turn becomes a source of their stress. Students experienced problems with online learning, such as issues with phone signal and poor internet connections (Coman et al., 2020). The majority of human life is adapting to changes in the environment to avoid hardship because we live in a technologically advanced society. Computers, the internet, and information technology, in general, have greatly benefited schools and students in particular. On the other side, it has also led to issues for some students. The majority of students are unable to connect to a reliable internet connection or use a computer effectively for academic purposes.

The majority of the curriculum in today's schools uses computers, which presents students with several difficulties and discomforts that eventually lead to thinking and stress (Essel & Owusu, 2017). Numerous academic challenges are faced by students. The difficulties that students in Technology and Livelihood Education encounter are all related to their major course. Along with overcoming these obstacles, students frequently experienced difficulty juggling their six majors, time management, and finances. These struggles also help the students to become productive and enhance their skills. Through this, the student will be able to easily find ways to their upcoming challenges in this course BTLED. The challenges make the student stimulate growth in a way that good times don't. Students choose to overcome challenges rather than do nothing because they believed that God will always be by their side. No matter how difficult this course BTLED, the students took the opportunity to make the challenges their new learning.

Strategies for coping with the challenges they encountered

The participants provided the following responses about the strategies they made while enrolling in this course. The participants mentioned that prioritizing goals, staying motivated when online learning, and seeking support are their coping strategies during the challenges they encountered during their journey as BTLEd students. The analysis of students' responses established the following themes: prioritizing goals, being optimistic, and seeking support.

Prioritizing goals. The coping mechanism employed by the students refers to the way they prioritize their goals correctly. One of the students claimed that prioritizing goals in a day is the key to overcoming obstacles.

"Based on my own experience, you need to plan what tasks in a day or what activities you need to pass on this day. You need to prioritize your activities first before doing something so that you can avoid late submissions and overcome your procrastination attitude. You have to select the best time always in dealing with such problems, especially in answering your activities because it is effective and always prays to God" S1

Based on the student's responses. It is clear that prioritizing goals well helps them overcome obstacles, especially when it comes to completing their tasks. Having correct time management has given students satisfaction in finishing their activities on time (Symonds & Tapps, 2016). Students should develop time management skills and set goals every day to help reduce the stress of work. Students feel less stressed when they sense they have control over their time. To assist them to manage their time, students can use planners, calendars, reminders, and to-do lists. Students should plan their commitments each week and prioritize what needs to be

accomplished. These techniques and skills can help students manage their time more effectively and help them have more control over time.

Setting goal ineffectively can often be a source of stress. People can be trained to look at what has to get done in a day or a week and come up with effective ways to work so they are not always going back and wasting time. Setting priorities and adhering to them are excellent time management techniques. Moreover, almost college students had the same pattern of encountering related problems (Guevarra & Cimanes, 2017).

Being optimistic. This coping strategy is a set of reasonable objectives to prevent discouragement and being overwhelmed. There is one out of four students stay motivated when online learning is important to overcome the challenges encountered.

> *"During my journey in online activities and online classes, I encountered a lot of struggles, but I stayed motivated and always stay positive, thought about my family to make them proud, and I always thought about my goals that I would overcome these difficulties, not just for myself but also for my family. I am always thinking if there is one problem, there are hundreds of solutions. We need to set a plan A and B for every activity. Staying optimistic in times of difficulties is the key to overcoming every challenge you encounter."* S4

Based on the response of the student, staying motivated when online learning is one of the best coping strategies they have when difficulty comes. Success depends on maintaining motivation. They need the motivation to keep moving forward in pursuing their goals since they are the stepping stones to their aspirations (Gómez Molinero et al., 2018). Being motivated is a crucial life skill. Every person on earth is different and has a purpose, which is why it is significant.

Seeking Support. This coping strategy refers to the students' way of turning to someone for assistance or support with the problems they are facing. There were three out of four students claimed that they sought assistance or support from their friends, parents, or teachers.

> *"Just go with the flow and try to discover new things out of the box. Asking God's help and asking for help from my friends so that I have the strength to continue and set aside those problems also when I have a problem the one that I want to feel relaxed is to going outside and eat delicious food in fast food."* S3

> *"Just be true to yourself and whenever you encounter trials and challenges along the way admit that you can't handle it alone. There will be people who are willing to help you, just open up to them. Just do your best and God will do the rest. One of the challenges that I encountered is cramming or procrastination when the pandemic hits. So, I suggest that whenever there are activities or papers work to do, do them right away because tomorrow, you might encounter another activity that may cause you to feel loaded and tired that's why it's possible that you will submit your activities late."* S4

Even the parent and instructor revealed that the one way of coping strategy her daughter and her student have is seeking support from them. Below is the response of the parent and teacher.

> *"Akong anak mo share gyud na sa mga kalisod niya sa iyang pag-eskwela ug ako isip inahan, akoa pod siyang dasigon aron dili siya maluya sa pag eskwela kay wala koy laing matabang sa akong anak ang pag dasig lang gyud niya sa iyang pag skwela."* [My daughter

will share her difficulties in school and I, as a mother, will always encourage her so that she will not lose hope, because there is nothing else, I can do to help my daughter but just encourage her to keep going.] *P1*

"I always shared my experiences during my time in schooling with my students. What are my challenges encountered and what are my motivations to keep going. I mean it, in order for them to be motivated and get lessons from my experiences. When there are things that made them confused during our discussions, I am willing to help them because I know the feeling of being a student and it's not easy." T1

The responses of the participants demonstrated that people turn to others for support when they are struggling (Müller et al., 202; Ramirez et al., 2022). This assistance is typical of an emotional or academic character. Students receive emotional support from their friends, parents, or teachers in the form of counsel, empathy, and supportive remarks. These results are congruent with the results of the study by Guevarra and Cimanes (2017) where students' major coping strategy is social support. Social support includes talking to someone who has had a similar experience, sharing feelings, gaining sympathy, or just chatting to someone about how you're feeling. Social support helps the students in acquiring skills necessary to hurdle their course taken (Hafeez et al., 2021). When they feel that their opinions are being heard, students believe that their views about the problematic scenario or the issue are valid.

Contribution of their journey as BTLED students to their lives as future educators

The participants provided the following responses about the contribution of their journey as BTLEd students to their lives as future educators. The following themes emerged: Acquiring skills and having learning experiences.

Acquiring Skills necessary for a BTLED teacher. Taking a BTLEd course allows a student to acquire skills necessary for a future educator. One research participants said:

"Since we focus on livelihood, my skills bring a huge contribution to my journey as a future educator. I can do things I have learned during my study and apply them to my future career. It gives me ideas on my teaching pedagogies using things I have learned during my study. The skills contribute to my career as an educator. As an educator, I need to be more productive than I am as a student. Education is a lifelong process and I can still learn even if I am an educator. I will apply the things I've learned, and learn more to do more." S1

A well-developed skill can help students become experts in a particular field. Skills can be developed in earning a degree. Developing new skills is really beneficial for teachers' professional life (Mukhamadovna et al., 2020). It provides teachers the confidence to accomplish their objectives and the motivation to work hard (MacPhail et al., 2019).

Learning experiences to become a good teacher. There are three out of four responded that the contribution of their journey as future educators in their learning experiences. These are the common responses of the participants.

"I think the productive contribution of my journey to become an effective teacher in the future is the learnings that I learned during my college days. My journey will help my skills as a future educator in this field of specialization by inspiring students that everything is

possible when you have constant practice, for example in cooking if they do not know how to cook there are several cooking videos that would help them to progress their skills in cooking. Indeed, I will do my best to motivate my students that TLE subjects are interesting and will help their practical skills to progress." S2

"Person development helps you define your personal vision and life goals more clearly. When you establish a target for yourself, it becomes easier to create a plan and work towards those objectives. In line with the school vision and mission, the TLE department aims to develop critical thinking, self-reliance, independence, cultural sensitivity, and entrepreneurship in the students by enhancing their skills in the different uses of technology and application of life skills." S3

"I think my willingness and passion to teach. To wake up every day inspired to see my students and help them learn. Willing to work overtime and multi-task. It helped me by applying what I learned while I am studying, I also applied it in the house. My learnings gave a huge help as a future educator because, in my four years of studying, I learned a lot from our discussions that might help my learners to gain new knowledge that gives them new ideas as well. My unforgettable experience in taking up BTLED is when we do cooking in Buenavista Campus because we did it by pair and we enjoyed the cooking a lot and the bonding that we had after because we shared what we cooked and we ate together for a long table." S4

Most of the answers of participants' greatest contributions to their journey to become effective teachers are their learning experiences. The term "learning experience" is used to describe any interaction, course, program, or other experience in which learning occurs, regardless of whether it takes place in traditional academic settings (schools, classrooms), unconventional settings (locations outside of schools, the outdoors), or traditional educational interactions (students learning from teachers and professors) (students learning through games and interactive software applications). Learning experience is the best contribution to their journey to become effective teachers in the future (Pellas et al., 2019). The term learning experience is increasingly being used by educators and other professionals. This is a reflection of larger pedagogical and technological changes that have affected how education is designed and delivered to students, and it most likely reflects an effort to modernize conceptions of how, when, and where learning occurs. For instance, new technologies have significantly increased the number and variety of ways that students can engage with and learn from teachers, as well as the degree of independence they may have when studying (Licorish et al., 2018).

5. Implication of the Study

The students' challenges and strategies for dealing with them give them self-learning regarding some components of the Technology and livelihood Education Course. Those experiences mold them to be independent individuals. They practice acquiring knowledge independently and exploring things beyond their capabilities. They believe that experience is the best teacher to help improve or enhance their learnings and skills. The findings support Kolb's experiential learning theory that encourages students to recognize who they are as a learner and gives the student the power to direct their growth. In addition, experiences outline the optimal learning process.

The findings of the study are relevant to the teachers' task that they should assist their students very well and remember that facilitation of learning should be one of their primary

responsibilities. The teachers can help address the students' encountered challenges with self-learning difficulties. They also need to monitor their students' learning not just to test the progress of their knowledge but also to know the student's learning limitations on mental effort.

Lastly, for the schools, provisions of training and workshops for the teachers are essential for them to have knowledge and skills on how to perform well the skills they need to portray in this course so that they can adequately teach the students the knowledge, skills, and abilities needed to carry out. When a student cultivates excellent skills in his/her field, he/she has a chance to land a job related to their chosen career. Despite everything, they must continue the learning continuity plan and achieve the students' learning development to be able to shape, develop, and make the competitive students individuals.

6. Conclusion

Based on the summary of findings, BTLEd students described their challenges as a stepping stone to success. Their challenges have a purpose, and everything works together for good. They think their coping strategies are very effective because they surpass every challenge they encounter and handle it well. Every negative connotation during difficult situations happens. Their challenges during their journey are lack of time management, self-learning difficulties, and poor internet connection. These must be an eye-opener for everyone. They should teach the students how to manage their time correctly and avoid giving unnecessary topics and activities to students that can be the reason to have a hectic schedule to students. The topics must be simplified, and the teachers must give more examples related to the topics so that students can avoid confusion since they feel learning alone and lack knowledge due to our educational learning today.

Despite these existing barriers, the research participants could still adapt and continue to be more equipped with knowledge and skills by seeking support or assistance from their family or friends. Indeed, every challenge teaches everyone. Students must also be familiarized with enough knowledge and skills to be more equipped during their journey as a student of Bachelor of Technology and Livelihood Education.

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