

Job Shift from Industry to Academe: The Plight of Education Unit Earners Teaching TLE Subjects

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Abstract:- This qualitative study aims to explore the experiences of industry workers who earn education units and teach Technology and Livelihood Education (TLE) subjects in secondary schools in Panabo City, Davao del Norte, Philippines. This study utilizes a phenomenological approach which emphasizes the exploration of lived experiences of 17 participants who meet the inclusion criteria. By applying the Prospect Theory, the study investigates the out-of-field teachers experiences to the academic environment, their decision-making process and coping strategies during the job shift and acquiring teaching skills that demonstrated resilience and actively pursued professional development opportunities. They expressed satisfaction in making a positive impact on students' lives and finding personal fulfillment in their new careers. This study offers valuable insights for individuals considering similar transitions, educational institutions, and policymakers aiming to diversify the teaching workforce. Key findings highlight participants' passion for teaching, career fulfillment, and personal and professional growth, emphasizing the significance of a supportive work environment, teacher collaboration, and continuous learning to equip teachers with the necessary skills. Nevertheless, the phenomenon of job shifting is inevitable, thus these educators shall be provided with pedagogical interventions.

Keywords:- Technology and Livelihood Education, Job Shift, Phenomenology, Out-of-field Teachers, Philippines

I. INTRODUCTION

Transitioning from Industry to academia involves a distinct career change, shifting from corporate settings to academic pursuits, which includes one-to-one interactions, independent study, and intense competition for early-career grants. This form of occupational transition challenges the traditional and increasingly outdated conception of the linear academic tenure track (Wilson et al., 2014). In the Philippines, Technology and Livelihood Education (TLE) is a subject within the Secondary Education Curriculum, covering areas such as Home Economics, Agri-Fishery Arts, Industrial Arts, and Information and Communication Technology. While not all teacher applicants for TLE positions are TLE Education graduates, corporate workers who meet the standards set by the Department of Education (DepEd) can teach TLE subjects if they have completed Professional Education Units and passed the Licensure Examination for Teachers.

In the global context, such transitions are becoming increasingly common in Australian universities and beyond; there must be a coherent framework for making sense of the multiple and intersecting factors involved in these inter-domain movements. The authors advocate that transitions from Industry to academia do not require dismantling linkages between the two fields but are made more meaningful and effective when pre-existing professional and personal linkages are maintained and encouraged (Wilson et al., 2014).

On the other hand, for industry professionals, the decision to enter or return to academia represents an exciting and daunting life challenge. The experience of Academe for the uninitiated industry practitioner is reportedly marked by feelings of social isolation, 'culture shock' (Naeem, 2015), and unmet expectations (Cicognani et al., 2016). Various and complex factors motivate industry professionals to undertake this specific type of inter-industry transition (Galvin et al., 2020).

This study addresses an important area within the field of education that has yet to be extensively explored. While there is existing research on teacher transitions and the challenges of adapting to academia, there is a notable research gap regarding education unit earners, specifically teaching Technology and Livelihood Education (TLE) subjects. This unique focus on TLE subjects needs to be improved in the current literature, hindering a comprehensive understanding of TLE teachers' specific challenges and opportunities during their transition into the academic environment.

This study is anchored to the Prospect Theory of Tversky and Kahneman (1980), which assumes that losses and gains are valued differently. Thus, individuals make decisions based on perceived gains instead of perceived losses. Also known as the "loss-aversion" theory, the general concept is that if the two choices are put before an individual, both equal, with one presented in terms of potential gains and the other in terms of possible losses, the former option will be chosen.

This study addresses the gap in understanding the pedagogical misalignment experienced by out-of-field teachers, specifically those teaching TLE subjects, who have transitioned from Industry to academia. It explores the challenges faced by education unit earners and the integration of industry experience into teaching methodologies. The study emphasizes the unique context of TLE subjects and the specific challenges faced by education unit earners, offering valuable insights into a neglected area of research. The study is conducted in a specific locale to

inform tailored support systems, policies, and professional development programs to address contextual factors and enhance teaching effectiveness. The phenomenological study aims to capture the voices and experiences of these teachers, highlighting both the positive and negative aspects of their career shift and documenting their coping mechanisms.

Furthermore, this phenomenological study aims to bring out the voices of the teachers who were once corporate workers who earned education units and are currently teaching TLE subjects. This is to highlight their involvement in the delivery of instruction, both the positive and the opposing sides of their career shift, to document a phenomenon exclusive to the lived experiences of these targeted research participants. It is the aim of this research endeavor to capture the coping mechanisms of these educators in the situation they are in.

This phenomenological study aims to delve into the experiences of individuals who transitioned from corporate careers to teaching Technical and Livelihood Education (TLE) subjects while pursuing further education. It seeks to answer three key questions. First, *what are the experiences of corporate workers who earned education units and are currently teaching TLE subjects in making the job shift to the academic realm?* Second, *how did they cope with the challenges of making the job shift?* Lastly, *what are their insights on the professional journey they took?* Through an in-depth exploration of these questions, this study aims to contribute valuable insights into the dynamic intersection of corporate work, education, and personal growth.

The global significance of this phenomenological study is geared towards the growing body of knowledge on education unit earner teachers teaching Technology and Livelihood Education as I divulge the stories in the Philippine setting, which may mirror other countries' academic faces. As the academic domain is concerned with producing skilled learners (Bereiter & Scardamalia, 2018), this study will be used as a reference to push through programs that will make all education units earner teachers capable of teaching TLE subjects. The result will be attached to this paper so that school heads can investigate the issue from a better angle, which might open a perspective in looking at this job shift phenomenon as a boon and not a bane circumstance. Its social relevance will be weighed through the results generated on how these revelations can elucidate how the world around us, especially in the academic realm, is functioning. This phenomenological study will add to the usefulness and significance of hearing the voices of these education unit earner teachers teaching TLE by uncovering their lived experiences, difficulties, and struggles, coping mechanisms, and insights in their present set-up.

II. METHOD

A. Study Participants

My research participants were perceived to be the experts in my study, and I am the apprentice willing to learn (Wilding & Whiteford, 2005). For this reason, I ensured that my research participants experienced the phenomenon being

studied and were willing to share these experiences. Since the outcome of my study depends primarily on my research participants' ability to elucidate facts from their experiences (Johnson et al., 2014), I ensured that they fully understood the questions they asked. I translated the contents of the open-ended questionnaire into their layperson's terms so they could understand every word of the question.

B. Materials and Instrument

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

C. Design and Procedure

I used qualitative phenomenological methods to illuminate the lived pedagogical experiences of education unit earner teachers teaching Technology and Livelihood Education in this research. The researcher documented the informants' lived experiences, coping mechanisms, and insights regarding the job shift phenomenon. Accordingly, this phenomenological research emphasized human experiences described by the study participants (Creswell, 2009). It is vital so that I will be able to interpret their feelings towards the phenomenon experienced (Winnicott, 2018).

In addition to thematic analysis, the study employed a snowball sampling technique, which identified initial participants who met the criteria, and I asked them to refer other potential participants (Parker et al., 2019). This method was valuable for accessing hard-to-reach populations and tapping into social networks. Participants were education unit earner teachers in the DepEd Division of Panabo City, selected through purposive sampling based on their teaching of Technology and Livelihood Education (TLE) subjects. Additional participants were identified through snowball sampling, ensuring a diverse and comprehensive sample. This combined approach allows for in-depth exploration of research questions by analyzing data for emerging themes and perspectives while including participants with relevant experiences (Parker et al., 2019).

A translation of the questions was provided to ensure effective communication and understanding between the researcher and the participants, aligning with Lockwood, Munn, & Porritt's (2005) assertion that comprehension of questions is essential for meaningful responses. As a researcher and participant observer, I took notes during the interviews to document the process. Scheduling and coordinating the interviews were also part of my responsibilities. Although the audio recording was recommended by Creswell (2013) as an interview protocol, having detailed notes served as a backup in case of any technical issues with the recording device. Following Naldemirci et al. (2011) recommendation, I strived to engage in meaningful conversations, asking pertinent questions, interpreting responses, and attentively listening to

the informants' voices. I adapted to different situations and reactions throughout the data collection process while maintaining a non-judgmental approach. As a storyteller, honesty, and accuracy were essential in describing all the pertinent details of the study.

III. RESULTS AND DISCUSSION

In this qualitative research study, the researcher embarks on a captivating journey into the realm of rich and nuanced insights obtained through in-depth interviews and focus group discussions. It presents a profound and immersive exploration of the data collected, with the steadfast goal of providing a comprehensive understanding of the research phenomenon under investigation.

Experiences of once corporate workers who earned education units and are currently teaching TLE subjects in making the job shift to the academic realm.

After delving into the participants' opinions about their experiences as once corporate workers who earned education units and are currently teaching TLE subjects, eight (8) major themes emerged; *Realizing the Passion for Teaching, Sense of Career Fulfillment, Personal Development and Professional Growth, Supportive Working Environment, Unfamiliarity of the Instructional Materials and Assessments, Difficulty in Handling Culturally and Linguistically Diverse Students, Doing Extra-mile to Learn Appropriate Teaching-learning Strategies, and Doubtful, Exhausted, and Anxious Towards Learning Outcomes.* These were presented in Table 1 with the core ideas.

Table 1: Experiences of the once corporate workers who earned education units and are currently teaching TLE subjects in making the job shift to the academic realm.

Essential Themes	Core Ideas
Positive Observations	
<i>Realizing the Passion for Teaching</i>	<ul style="list-style-type: none"> • Motivated by the desire to pursue teaching, as well as the passion for utilizing the knowledge and skills gained in college. • To pursue the original goal of becoming a teacher. • There is a strong desire to teach with passion and commitment from within. • Academia has provided financial stability and has allowed them to pursue their passion for teaching students. • They realized that they wanted to share their passion through teaching. • Lifelong passion for supporting the children of their community.
<i>Sense of Career Fulfillment</i>	<ul style="list-style-type: none"> • Fulfilling, self-satisfied, happy, and proud - these are the emotions that they have felt as an educator for almost 6 years. • Teaching makes them feel happy and there is a sense of fulfillment in their career path. • Teaching has been a positive experience. • Hearing feedback from students made them prouder and gave them a greater sense of fulfillment. • Contented with the current job and happy to learn new things. • They are really fond of their career because they are doing what they love and fulfilling one of their dreams at the same time. • They are looking forward to staying in this career for a long time and gaining more knowledge along the way. • Being able to work and inspire students at the same time is fulfilling. • It is more about finding happiness and contentment in what they do.
<i>Personal Development and Professional Growth</i>	<ul style="list-style-type: none"> • Working in this field has helped them grow as an individual, and they gained new knowledge every day. • There are greater opportunities for personal and professional growth in teaching compared to working in a corporate job. • In the academe, they continue learning as every semester or year, different subjects are being taught, making knowledge not stagnant. • Teaching enhances personal and professional skills through the tasks, responsibilities, and training opportunities given, leading to significant growth. • The opportunity to learn from their colleagues, students, and people within the academe, making it a continuous learning environment. • The first advantage for themselves is that they are growing professionally.
<i>Supportive Working Environment</i>	<ul style="list-style-type: none"> • They have supportive colleagues, and their working environment is productive and provides professional development. • Colleagues were supportive and guided them on what to learn and do first in order to adapt easily to the environment. • They have friendly co-teachers and there are opportunities for career development. • They are very happy with their friendly and healthy work environment.

	<ul style="list-style-type: none"> • Colleagues support one another, share instructional materials, and support each other during difficult times. • They are always grateful to their colleagues in the department because they helped them when they were still adjusting to teaching.
Negative Observations	<ul style="list-style-type: none"> •
<i>Unfamiliarity of the Instructional Materials and Assessments</i>	<ul style="list-style-type: none"> • They are not familiar with the field of teaching in terms of the documents that need to be submitted such as lesson plans, instructional materials for the classroom, assessment, and classroom management. • Struggling to deliver their instruction because they had less background in teaching and TLE subjects require the transfer of skills. • They do not have enough knowledge regarding teaching materials since they are not an education graduate. • Asking help from colleague to check their test questionnaire, lesson plans, and other instructional materials since they lack knowledge of those things.
<i>Difficulty in Handling Culturally and Linguistically Diverse Students</i>	<ul style="list-style-type: none"> • One of the challenges that they have faced so far is dealing with children who are not as mature as their previous customers, which requires a lot of patience in disciplining them. • Struggling at first in teaching because they were not used to handling students, especially IT students. • The need to meet individual differences with varied learning styles and needs. • They find it difficult sometimes to deal with learners with diverse cultural backgrounds or upbringing since they are not into education but in the corporate world. • A little stressful due to some students' attitudes.
<i>Doing Extra-mile to Learn Appropriate Teaching-Learning Strategies</i>	<ul style="list-style-type: none"> • A need to learn more since they have no formal education received relating to teaching – learning process since they only took only education for five-months. • They are eager to improve their teaching skills by seeking effective strategies, methodologies, or techniques that would best suit their students' learning needs. • They did not have many strategies since they were not taught to them when they were earning their education units. • Classroom management and identifying the most appropriate teaching strategies for the students are some of the biggest struggles that they encounter. • They struggled to manage the class and assess students' skills, but they can say that it was learning, a little bit the hard way. • Their foundation in teaching were very weak, which is why they struggled during their first attempts at teaching.
<i>Doubtful, Exhausted, and Anxious Towards Learning Outcomes</i>	<ul style="list-style-type: none"> • There is a risk that they may not be able to provide quality education to the students because of my lack of educational background. • They had no experience in the academic field, they considered the risk of not being able to handle the pressure and tasks given to them, or easily adapting to the new culture. • They have some doubts because they are not education graduates. • Their learning experience about teaching is not enough, which contributes to the risks and challenges they face as a teacher. • They had doubts whether they could make it and bring out the best in them, as it felt like they were entering a new world, transitioning from being a Hotel Housekeeping Officer to becoming a teacher.

A. Positive Observations

Despite being new to the academic environment, these teachers unfold a transformative narrative that encompasses several positive observations. These passionate teachers thrive in a supportive working environment that recognizes and fosters their dedication. Ultimately, this amalgamation of realizing the passion for teaching, a sense of career fulfillment, personal development, and a supportive working environment forms the bedrock for a fulfilling and impactful career in education. The major themes of Positive Observations were divided into sub-themes including

Realizing the Passion for Teaching, Sense of Career Fulfillment, Personal Development and Professional Growth, and Supportive Working Environment.

B. Negative Observations

Aside from the positive feedback of these educators, they also face challenges in adapting to unfamiliar instructional materials and assessments, as well as in effectively addressing the needs of culturally and linguistically diverse students, requiring extra effort to acquire appropriate teaching and learning strategies. These

challenges can sometimes lead to feelings of doubt, exhaustion, and anxiety towards achieving desired learning outcomes, necessitating additional support and professional development. The major themes of Negative Observations were divided into sub-themes including Unfamiliarity of the Instructional Materials and Assessments, Difficulty in Handling Culturally and Linguistically Diverse Students, Doing Extra-mile to Learn Appropriate Teaching-learning Strategies, and Doubtful, Exhausted, and Anxious Towards Learning Outcomes.

C. Coping mechanisms with the challenges encountered in making the job shift.

In today's dynamic and fast-paced corporate world, employees often find themselves faced with the need to make job shifts or transitions. Navigating challenges successfully, these corporate workers who earned education units and are currently teaching TLE subjects have developed various coping mechanisms that enable them to overcome obstacles and thrive in their new roles. There were seven (7) major themes emerged; *Attending Trainings, Seminars, and Workshops, Observing Life-Work Balance, Asking Assistance from a Seasoned Colleague, Practicing Self-Discipline and Time Management, Dealing with the Assigned Tasks Diligently, Reading/Researching to Unlock Difficulty with Unfamiliar Topics,* and *Preparing Instructional Materials in advance.* These were presented in Table 2 with the core ideas.

Table 2: Coping mechanisms of the challenges encountered in making the job shift.

Essential Themes	Core Ideas
<i>Attending Trainings, Seminars, and Workshops</i>	<ul style="list-style-type: none"> Attending training and seminars is important for self-improvement. They learned about it by studying and attending training. They enrolled in NCII training that would help them improve their skills as a TLE teacher. It may also be helpful to seek out professional development opportunities to continue to develop skills and strategies for working with diverse groups of students. Take time to conduct research and attend trainings and seminars to enhance knowledge and skills.
<i>Observing Life-Work Balance</i>	<ul style="list-style-type: none"> They make a weekly plan on what to do so that they can prioritize the things that need to be finished or done during that week. Creating a schedule or plan to balance work, personal life, and any education or training needed to pursue a new career. They go out and shop to reward myself for a job well done embracing life-work balance. They always find time to finish their tasks and enjoy their family and kids and not to affect their health due to overwork.
<i>Asking Assistance from a Seasoned Colleague</i>	<ul style="list-style-type: none"> Reach out to colleagues who have experience teaching the subject and ask for their advice and guidance. They seek guidance from their colleagues and observe their strategies. Seeking valuable insights into the best ways to approach the subject matter or suggest resources that can help them better understand the material. They seek advice and guidance from their superiors or senior colleagues. They sought help from many people and put in a lot of effort to study new concepts that were aligned and not aligned with my foundation.
<i>Practicing Self-Discipline and Time Management</i>	<ul style="list-style-type: none"> Time management is crucial in the academe industry since there are unexpected tasks that need to be accomplished on time. Time management is crucial, as they need to double their efforts and have a part-time job to manage my finances. In terms of time, they need to prioritize and meet our deadlines, especially in the academe where they must work smarter, not just harder. When shifting careers, it is important to manage time effectively. They prioritize their tasks based on deadlines given to them by their principal, and they always make sure to manage their time well.
<i>Dealing with the Assigned Tasks Diligently</i>	<ul style="list-style-type: none"> Dealing with difficult tasks, you really need to have focus and self-discipline because it's just like that in their work. Staying organized and prioritizing tasks can help manage the demands of a new job and ensure that important tasks are completed on time. They need to diligently prioritize tasks from most important to least important, starting from the easiest to the hardest. They prioritize urgent and significant ones, based on deadlines and deliverables.

<p><i>Reading/Researching to Unlock Difficulty with Unfamiliar Topics</i></p>	<ul style="list-style-type: none"> • They need to conduct research and read books to prepare for it. • Their number one strategy in teaching is to browse through books and the internet, especially if they are not familiar with the topics. • They coped with those problems and challenges by constantly going to their library. • They borrowed many books and watched numerous video tutorials because people were not always available to help them with unfamiliar learning contents. • If they do not have enough knowledge about the topic, they conduct research. • They read and studied it thoroughly, and then they did further research on the context to deepen my understanding of the concepts. • They did research those unfamiliar topics and watch YouTube videos to fully understand the topic that they are going to share with their students.
<p><i>Preparing Instructional Materials in advance</i></p>	<ul style="list-style-type: none"> • They plan of time and organize my schedule, while avoiding social media distractions. • They have conducted thorough research and preparation before teaching their lessons. • They make sure to have a lesson plan so that they have a guide on how to effectively teach/deliver their lesson to their students. • When they were assigned to teach a subject that was not related to their major, they had to study and prepare the lesson plans ahead of time. • Being organized, punctual, and well- prepared for each class can help them stay focused and engaged with their students. • They always aim to organize their tasks and create plans for the next day of class.

D. Insights on the professional journey they took.

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

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

Table 3: Insights on the professional journey they took.

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

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

IV. EXPERIENCES OF ONCE CORPORATE WORKERS TRANSITIONING TO TEACHING TLE SUBJECTS IN THE ACADEMIC REALM

Many once corporate workers who transitioned to teaching TLE subjects in the academic realm reported a significant **realization of their passion for teaching**. This shift allowed them to discover a deep-seated interest and enjoyment in the act of educating and inspiring students (Gregersen & Merver, 2022). The experiences of once corporate workers transitioning to teaching TLE subjects in the academic realm often led to a profound realization of their passion for teaching, fueling their commitment to the profession (Nieto, 2015).

One of the most crucial attributes that every teacher should possess to make education work is **love and passion for teaching** young people. This could not be replaced by anything. The best teachers go out of their way to find ways to relate to each of their students (Enwistle, 2013). Common interest can be hard to find, but good teachers will find a way to connect with their students. A teacher can also derive good performance from being proactive. Intense planning and organization can ultimately make the job all the less difficult (Hammond et al., 2015).

Engaging in a career shift from the corporate world to teaching TLE subjects provided these individuals with a heightened **sense of career fulfillment** it reflects the positive emotions and satisfaction experienced by educators in their teaching careers. The participants expressed feelings of fulfillment, happiness, and pride, highlighting the intrinsic rewards associated with their profession. These findings resonate with previous research that emphasizes the importance of intrinsic motivation and job satisfaction in the teaching field (Ingersoll & Strong, 2011). The participants' sense of fulfillment stems from their ability to do what they love, make a positive impact on students' lives, and fulfill their personal and professional goals. This theme underscores the idea that finding happiness and contentment in one's work is crucial for overall career satisfaction. The transition from corporate work to teaching TLE subjects brings about a sense of career fulfillment as individuals experience the rewarding nature of positively influencing students' lives and facilitating their development (Pierce et al., 2017).

In addition, in the Prospect Theory of Tversky and Kahneman (1980) individuals evaluate outcomes based on their subjective utility and reference points. In the context of teaching, the sense of career fulfillment can be seen as a positive outcome that surpasses individuals' reference points

or expectations. The participants' positive emotions and satisfaction with their teaching careers support the theory's proposition that individuals are motivated by positive experiences and gains. The theme also highlights the importance of subjective well-being and emotional factors in career decision-making, which aligns with the Prospect Theory's emphasis on the impact of emotions on decision outcomes.

The theme of **personal development and professional growth** reflects the participants' experiences of continuous learning and advancement in their teaching careers. Teachers reported that working in the academic field provided them with opportunities to expand their knowledge, develop new skills, and grow as individuals (Serdyukov, 2017). The dynamic nature of teaching, with the introduction of new subjects each semester or year, ensures that teachers are engaged in ongoing learning (Day et al., 2019). These findings support existing literature that emphasizes the role of teaching in fostering lifelong learning (Day et al., 2019).

This carries significance for Prospect Theory, as they demonstrate the value of personal and professional growth as positive outcomes. The participants' experiences of gaining new knowledge and skills align with the theory's emphasis on gains and positive experiences. According to the Prospect Theory, individuals are motivated to pursue outcomes that offer them gains and enhance their well-being. The theme of personal development and professional growth in teaching supports the theory's proposition that individuals are motivated to maximize positive experiences and outcomes.

Furthermore, many of these transitioning individuals reported having a **supportive working environment** in schools. These corporate workers who are now TLE teachers indicated that they had colleagues who provided guidance, support, and opportunities for professional development. The participants expressed gratitude for their supportive colleagues who helped them navigate the teaching profession, adapt to the environment, and improve their instructional practices. This theme aligns with previous research highlighting the importance of a supportive work environment for teachers' job satisfaction and well-being (Hulpia et al., 2018). A supportive working environment contributes to a positive and collaborative atmosphere where colleagues can share resources, ideas, and support one another, fostering a sense of belonging and professional growth (Miner, 2019).

This supports the Prospect Theory used in the study. According to the theory, individuals are motivated by gains and positive experiences. The supportive working environment described by the participants can be seen as a positive outcome that exceeds their expectations or reference points. The theme aligns with the theory's proposition that individuals are motivated to pursue outcomes that offer them positive experiences and contribute to their overall well-being. The support and collaboration from colleagues contribute to a positive work

environment and enhance teachers' job satisfaction and motivation.

Moreover, participants reflect the challenges faced by **unfamiliarity with instructional materials and assessments** participants who lacked prior knowledge and experience in teaching (Lopez, 2022). They expressed difficulties in delivering instruction, creating lesson plans, and managing assessments due to their unfamiliarity with the teaching field (Sali et al., 2018). These findings suggest that participants faced a learning curve in adapting to the requirements and expectations of the teaching profession, particularly in terms of instructional materials and assessments. This theme highlights the need for support and training for novice teachers to develop their pedagogical knowledge and skills (Tondeur et al., 2017).

The results of this theme have implications for the Prospect Theory, as they point to potential negative experiences or losses that individuals may encounter in their teaching careers. The unfamiliarity with instructional materials and assessments can be seen as a challenge that falls below individuals' reference points or expectations. According to the Prospect Theory, individuals are motivated to avoid losses and negative experiences. The theme highlights the importance of providing support, mentorship, and professional development opportunities to address the challenges faced by novice teachers and help them overcome the initial unfamiliarity with instructional materials and assessments.

In the participants' responses, **difficulty in handling culturally and linguistically diverse students** highlighted the challenges they faced in meeting the needs of students from diverse backgrounds (Kelley, 2015). Participants expressed struggles with disciplining and understanding students who may have different maturity levels, cultural backgrounds, or learning styles. This theme aligns with existing literature that emphasizes the importance of culturally responsive teaching and recognizing the individual differences among students (Gay, 2018). It underscores the need for teachers to develop strategies to effectively address the diverse needs of students in the classroom (Caena & Redecker., 2019).

In addition, there were implications for the Prospect Theory used in the study, as these individuals were motivated by avoiding losses and negative experiences. The difficulties described by the participants in handling diverse students can be seen as challenges that fall below their reference points or expectations. The theme supports the theory's proposition that individuals are motivated to avoid negative experiences and suggests that teachers may be driven to seek solutions and strategies to overcome these challenges. By addressing the difficulties in handling culturally and linguistically diverse students, teachers can enhance their teaching practices, improve student engagement, and create a positive learning environment (Lin & Scherz, 2014).

The participants acknowledged their need for professional growth and enhancement in their teaching abilities by **doing the extra mile to learn appropriate teaching-learning strategies** (Teras, 2016; Wong, 2018). Participants expressed a desire to learn effective strategies, methodologies, and techniques that align with their students' learning needs. They acknowledged the limitations of their educational background in teaching and the need to proactively seek opportunities to enhance their pedagogical knowledge. This theme emphasizes the importance of continuous learning and growth mindset among teachers (Rhew et al., 2018).

The results of this theme align with the Prospect Theory's emphasis on gains and positive experiences. The participants' eagerness to improve their teaching skills can be seen as a positive outcome that exceeds their reference points or expectations. According to the theory, individuals are motivated to pursue positive experiences and gains. The theme supports the theory's proposition that individuals are motivated to maximize positive outcomes and suggests that teachers are driven to seek professional development opportunities to enhance their teaching effectiveness. By actively seeking appropriate teaching-learning strategies, teachers can enhance student learning outcomes and contribute to their own professional growth.

The participants expressed concerns about their ability to provide quality education due to their lack of educational background and experience in the academic field, feeling **doubtful, exhausted, and anxious towards learning outcomes** emerged from the participants' responses (Grant, 2014). Participants described feelings of doubt and anxiety regarding their teaching abilities and their capacity to meet the expectations and challenges of the teaching profession. This theme reflects the transitional nature of their career paths and the uncertainties they faced in adapting to the new role of being a teacher (Lent, 2013).

Moreover, this theme highlights the challenges and emotional struggles of individuals transitioning to teaching from non-educational backgrounds, showing self-doubt and anxiety due to perceived risks and uncertainties (Hutchins, 2015). It aligns with literature on career transition and emphasizes the need for support and professional development to overcome these challenges (Savickas, 2005). These results partially support the Prospect Theory lens, as participants' doubts and anxiety align with the theory's focus on avoiding negative outcomes, but also reflect their desire to overcome challenges and succeed, aligning with the theory's focus on gains and positive experiences. Addressing doubts and working towards positive learning outcomes can help teachers succeed (Hutchins, 2015; Savickas, 2005).

A. How did they cope with the challenges encountered in making the job shift?

To cope with the challenges of transitioning to teaching TLE subjects, many individuals sought professional development opportunities by **attending trainings, seminars, and workshops** (Pura & Galicia, 2022). The participants emphasized the importance of continuous

learning and professional development through attending various training programs and educational events (Ritcher et al., 2014). Participants recognized that these opportunities are valuable for self-improvement, enhancing skills, and acquiring new knowledge relevant to their teaching roles. This theme reflects the participants' proactive approach to seeking out learning opportunities beyond their initial qualifications and demonstrates their commitment to professional growth and development (Owen, 2014).

Furthermore, this theme highlights the importance of ongoing training for individuals transitioning to teaching, emphasizing the role of continuous learning in improving their practices (Hutchins, 2015). It aligns with existing literature that emphasizes professional development in enhancing teacher effectiveness and student outcomes (Darling-Hammond et al., 2017). The findings suggest that attending trainings, seminars, and workshops can equip individuals with skills to address teaching challenges. This aligns with Prospect Theory, as individuals seek gains through training, reflecting their desire for career growth and job satisfaction (Hutchins, 2015).

Maintaining a healthy **life-work balance** was identified as an important coping strategy (Dawes et al., 2021). Transitioning individuals recognized the need to prioritize personal well-being, allocate time for self-care, and create boundaries between work and personal life to avoid burnout and sustain their effectiveness as educators (DeMatthews et al., 2021). Coping with the challenges of transitioning to teaching TLE subjects requires a focus on life-work balance, ensuring personal well-being and avoiding burnout (Sanchez-Reilly et al., 2013) to sustain long-term effectiveness in the profession. Participants described strategies they employ to achieve this balance, such as creating weekly plans or schedules, prioritizing tasks, and making time for leisure activities or spending time with family. This theme reflects the participants' awareness of the need to maintain a healthy equilibrium between work and personal life to avoid burnout, maintain overall well-being, and sustain long-term career satisfaction (Mazerolle, 2013).

Moreover, **managing work-life balance in teaching careers** highlights the importance of addressing personal responsibilities and well-being alongside professional demands. Prior research emphasizes the significance of achieving work-life balance for teachers' job satisfaction, well-being, and retention (Van Horn et al., 2019). Balancing work and personal life can lead to reduced stress, improved job performance, and overall life satisfaction for educators. These findings align with Prospect Theory, as individuals value gains and positive outcomes and prioritize personal well-being and leisure activities as gains that contribute to happiness and life satisfaction, aligning with the theory's focus on optimizing positive outcomes and minimizing potential losses.

The theme of **seeking assistance from experienced colleagues** emerged from the participants' responses, highlighting their recognition of the value of seeking guidance, advice, and support from more experienced

teachers. Participants described reaching out to colleagues who have expertise in the subject matter or have been teaching for a longer time to seek insights, observe their strategies, and gain a better understanding of the material (Martin, 2019). This theme reflects the participants' proactive approach to seeking help and utilizing the knowledge and experience of their peers to enhance their teaching practices and overcome challenges (Tseng & Kuo, 2014).

Thus, it signifies the importance of collaboration and mentorship, enabling participants to benefit from others' wisdom and expertise to improve teaching effectiveness (Nollan & Molla, 2017). This aligns with research on professional learning communities and collaborative practices, emphasizing their significance in enhancing teachers' professional growth and instructional quality (Hargreaves & Fullan, 2012; Little, 2013). Seeking guidance from experienced colleagues leads to the acquisition of new pedagogical strategies, increased confidence, and a sense of belonging within the teaching community. These findings align with Prospect Theory, as participants recognize the gains of acquiring knowledge, strategies, and support to enhance their teaching practice, optimizing positive outcomes, and minimizing potential losses, ultimately improving their effectiveness as educators.

On the other hand, **practicing self-discipline and time management** also emerged from the participants' responses, emphasizing the importance of effectively managing their time and being disciplined in their work (Sieberer-Nagler, 2016). Participants acknowledged that time management is crucial in the academic industry, where there are often unexpected tasks and deadlines that need to be met. They recognized the need to prioritize their tasks, work smarter rather than just harder, and meet the given deadlines. This theme reflects the participants' awareness of the value of self-discipline and efficient time management in their teaching profession (Djazilan et al., 2022).

Effective self-regulation and organization are vital for managing the responsibilities of teaching (Mattern & Bauer, 2014). Teachers benefit from allocating time for planning, preparation, instruction, assessment, and professional development, enhancing productivity and achieving work-life balance (Cemaloglu & Akyuz, 2015). The theme aligns with Prospect Theory, as participants recognize that disciplined time management minimizes losses associated with missed deadlines and incomplete tasks while maximizing gains in productivity, reduced stress, and work-life balance. Their efforts reflect the theory's focus on optimizing positive outcomes and minimizing potential losses.

Furthermore, participants acknowledged the need to stay organized and prioritize tasks to manage the demands of their job effectively (Hoda & Murugesan, 2016). **Dealing with the assigned task diligently** had significance of focusing on difficult tasks, diligently prioritizing them based on importance and deadlines, and approaching them with self-discipline and determination. This theme reflects the

participants' recognition of the need for conscientiousness and diligent effort in handling their assigned tasks.

Participants in the study exhibited a strong commitment to their work and a diligent approach to fulfilling their responsibilities as educators. Their dedication to dealing with assigned tasks reflects the understanding that professional competence, meeting expectations, and achieving quality outcomes are dependent on their investment of effort (Wang, Odell, & Schwille, 2008; Griffin et al., 2016). This commitment aligns with Prospect Theory, as participants recognize the potential gains of meeting expectations and fostering professional growth while minimizing potential losses associated with incomplete or subpar tasks and compromised performance. By diligently addressing their responsibilities, they optimize positive outcomes and minimize potential losses.

Furthermore, participants described their strategies of engaging in thorough research, reading books, browsing the internet, and accessing various resources like libraries and video tutorials to gain knowledge about topics that they were not familiar with (Kuhlthau et al., 2015). **Reading/researching to unlock difficulty with unfamiliar topics** reflects the participants' recognition of the importance of conducting research and seeking additional information to enhance their understanding of unfamiliar subjects. This theme highlights their proactive approach to overcoming challenges and acquiring the necessary knowledge to effectively teach these unfamiliar subjects.

Thus, participants in the study demonstrated a strong commitment to professional growth and continuous learning by engaging in extensive reading and research to teach unfamiliar topics. This proactive approach reflects their dedication to providing quality education and aligns with the concept of teachers as lifelong learners (Day & Gu, 2014). By acquiring knowledge and expertise, they aim to enhance their teaching abilities and ensure successful instruction. This commitment to reading and research aligns with Prospect Theory, as participants perceive the potential gains of improved teaching skills and knowledge acquisition while minimizing the losses associated with inadequate understanding and ineffective teaching.

In addition, **preparing instructional materials in advance** highlights the participants' recognition of the importance of planning, organization, and preparation in their teaching practice (Desimone & Pak, 2017). Participants emphasized the need to plan ahead of time, conduct thorough research, and create lesson plans to guide their teaching and ensure effective delivery of instruction. They acknowledged the significance of being organized, punctual, and well-prepared for each class, as it helps them stay focused and engaged with their students. This theme reflects their commitment to providing high-quality education by investing time and effort into preparing instructional materials in advance (Darling-Hammond, 2013).

Effective lesson planning and preparation, aligning with the expectation of teachers as well-prepared professionals is crucial for fostering a conducive learning environment and maximizing student engagement and

achievement (Kyriacou, 2018). Research highlights the crucial role of lesson planning in promoting student engagement, motivation, and learning outcomes (Darling-Hammond, 2017). By engaging in advance preparation and creating well-organized lesson plans, teachers ensure the relevance and alignment of instructional materials with learning objectives. This theme reflects the participants' dedication to professional excellence and their understanding of the impact of preparation on student learning. It aligns with Prospect Theory, as participants recognize the potential gains of effective teaching and improved student understanding while minimizing the losses associated with disorganized instruction and lack of preparedness.

B. Insights on the professional journey of once corporate workers transitioning to teaching TLE subjects.

One of the insights gained by these transitioning individuals is the importance of **applying differentiated instruction** in the classroom. Differentiated instruction recognizes that students have diverse learning needs, and teachers need to tailor their instruction to meet those needs. This approach allows for personalized learning experiences and helps students achieve academic success (Tomlinson, 2017). The professional journey of once corporate workers transitioning to teaching TLE subjects highlights the significance of implementing differentiated instruction to cater to the diverse learning needs of students, promoting personalized and effective learning experiences.

In the study, this theme aligns with the expectation of effective teachers to implement differentiated instruction, which recognizes and accommodates the individuality of learners (Tomlinson, 2017). By modifying instruction based on students' readiness, interests, and learning profiles, teachers provide multiple pathways for students to acquire knowledge and demonstrate understanding (Joseph et al., 2013). Strategies such as collaborative learning and grouping create opportunities for student interaction, communication, and the development of social and cognitive skills. This theme supports Prospect Theory, as participants perceive the gains of improved student engagement, active participation, and individualized learning experiences through differentiated instruction, aligning with the theory's focus on optimizing gains and minimizing losses.

Another insight gained by the participants was the realization that **teachers play a vital role as models of virtues** for their students. As teachers, they have the opportunity to inspire and instill positive values, ethics, and character traits in their students. By exhibiting qualities such as integrity, empathy, and resilience, teachers can shape the moral and social development of their students (Noddings, 2012). The professional journey of once corporate workers transitioning to teaching TLE subjects emphasizes the role of teachers as exemplars of virtues, influencing the moral and social growth of students through their actions and behaviors (Gifford & Nilsson, 2014).

In the study, this theme aligns with the expectation that effective teachers possess, and exhibit virtues linked to their professional competence. Research highlights the importance of qualities such as patience (Rubie-Davies, Peterson, & Sibley, 2015), punctuality (McMullen, 2017), resilience (Hart & Heaverlo, 2016), humility (Kardash, 2013), and passion (Vallerand et al., 2003) in promoting effective teaching. These virtues contribute to classroom management, professionalism, navigating challenges, fostering collaboration, and driving motivation. The participants' pursuit of these virtues supports Prospect Theory, as they perceive them as gains that enhance their professional growth and effectiveness. Embodying these virtues benefits both teachers' well-being and student learning outcomes.

Transitioning to a **teaching career opened new horizons** and perspectives for these individuals. They gained a deeper understanding of education, pedagogy, and the challenges and rewards of working with students (Cook-Sather, 2014). The teaching profession provided them with a broader outlook on education and the opportunity to make a meaningful impact on the lives of young learners (Gay, 2014). The professional journey of once corporate workers transitioning to teaching TLE subjects broadens their horizons, offering them a deeper understanding of education and the potential to make a significant impact on the lives of students.

This theme aligns with the expectation that a teaching career can have a transformative impact on individuals. Engaging in teaching leads to personal and professional growth, expanding knowledge, skills, and perspectives (Briggs et al., 2012). Teaching fosters self-discipline, accountability, and commitment to student learning (Fulton et al., 2017). This aligns with Prospect Theory as individuals perceive teaching as a gain, offering opportunities for personal development and skill acquisition. Engaging in teaching maximizes gains and enhances well-being and professional fulfillment.

In addition, an important insight gained by these corporate workers transitioning to teaching TLE subjects is the recognition that learning is a lifelong process (Blossfeld & Von Maurice, 2019). They realized the importance of **continuously seeking opportunities** to acquire new skills, knowledge, and pedagogical strategies to enhance their teaching effectiveness. By embracing a growth mindset and engaging in professional development, they could continually improve their practice (Ricci, 2021). The participants emphasize the value of adopting a growth mindset and pursuing ongoing learning opportunities to enhance teaching skills and pedagogical knowledge.

In the study, this theme aligns with the expectation that teachers embrace lifelong learning and engage in ongoing professional development, which is crucial for instructional effectiveness and improving student outcomes (Zepeda, Parylo, & Bengtson, 2014). Obtaining advanced degrees has also been associated with increased pedagogical knowledge and teacher effectiveness (Darling-Hammond, 2017). The participants' recognition of the value of continuous learning

reflects their commitment to personal and professional growth. This theme supports Prospect Theory, as the participants' emphasis on continuous learning aligns with the theory's focus on gains and losses, with lifelong learning seen as a gain offering opportunities for advancement, competence, and fulfillment (Tversky & Kahneman, 1980). By actively seeking learning and skill development, the participants maximize their gains and invest in their long-term success as educators.

These transitioning individuals recognized the power of **creating impactful memories and experiences with their students**. By fostering positive relationships, providing engaging and meaningful learning experiences, and celebrating students' achievements, they could contribute to the academic journey and personal growth of their students (Williams, 2017). These corporate workers transitioning to teaching TLE subjects underscores the significance of creating impactful memories and experiences with students, fostering positive relationships, and promoting their academic and personal development.

In addition, the theme aligns with the expectation that teachers play a crucial role in students' lives beyond academic instruction, as the teacher-student relationship has a significant impact on academic engagement and well-being (Varga, 2017). Forming strong connections with students creates a supportive and nurturing environment that fosters learning and personal growth (Hasnah, 2017). The participants' emphasis on meaningful experiences and shared memories indicates their recognition of the importance of positive relationships and emotionally safe learning environments. This theme supports Prospect Theory, as the participants' focus on emotional and interpersonal aspects aligns with the theory's emphasis on gains and losses, with the creation of impactful memories and meaningful relationships serving as gains that contribute to their fulfillment and intrinsic motivation.

Another insight gained by the participants include the importance of **building healthy and collaborative relationships with colleagues** in the educational workplace. By fostering a supportive and inclusive work environment, they could engage in professional collaboration, share best practices, and collectively contribute to the improvement of teaching and learning (Hargreaves & Fullan, 2012). The professional journey of once corporate workers transitioning to teaching TLE subjects highlights the significance of building healthy relationships with colleagues, fostering a supportive work environment, and promoting professional collaboration for the continuous improvement of teaching practices.

Moreover, the expectation that cultivating positive relationships with colleagues is essential for a satisfying and productive work environment (Jalagat, 2016). Positive relationships contribute to job satisfaction, professional growth, and well-being (Plomp et al., 2016). The participants' emphasis on building harmonious relationships and enjoying interactions with colleagues reflects their awareness of the significance of a positive workplace climate. This theme supports Prospect Theory, as positive

relationships can be seen as gains that contribute to a supportive and fulfilling work environment, aligning with the theory's emphasis on positive experiences and gains.

V. IMPLICATION AND CONCLUDING REMARK

A. *Implication for Practice*

The findings suggest that individuals who transition from the corporate world to teaching Technical and Livelihood Education (TLE) subjects often experience a significant realization of their passion for teaching. This implies that schools and educational institutions can consider hiring professionals from non-teaching backgrounds for TLE subjects, as they may bring a fresh perspective and a genuine enthusiasm for educating and inspiring students. Moreover, the study highlights the importance of creating a supportive working environment in schools, where colleagues provide guidance, support, and opportunities for professional development. Schools can promote collaboration and mentorship among teachers to enhance job satisfaction, well-being, and instructional quality.

Moreover, the study underscores the significance of continuous learning and professional development for teachers. Educational institutions and policymakers can emphasize the importance of ongoing training programs, seminars, and workshops to support teachers in their transition to teaching and provide them with the necessary skills and knowledge. By prioritizing professional growth and enhancement, schools can ensure that teachers are well-equipped to handle the challenges of teaching TLE subjects and meet the diverse needs of students.

Thus, the findings suggest that novice teachers transitioning from non-educational backgrounds face challenges related to instructional materials, assessments, and handling culturally and linguistically diverse students. Policymakers can address these challenges by implementing support systems such as mentorship programs, training initiatives, and resources specifically designed for novice teachers. Additionally, policies can promote culturally responsive teaching practices and provide resources and guidelines to help teachers effectively address the needs of diverse students. By addressing these challenges and providing support, policymakers can improve the quality of education and enhance teacher effectiveness.

In conclusion, the study highlights the importance of passion, professional growth, support, and effective coping strategies in the teaching profession. By considering these implications in practice, standards, and policy, the field of education can create a conducive environment for teachers to thrive, enhance student learning outcomes, and promote overall career satisfaction. Nevertheless, given the unavoidable nature of job shifting, it is imperative to offer pedagogical interventions to these educators.

B. *Implication for Future Research*

The results of this study and the extensive range of job shifts from industry to academe provide numerous opportunities for future research. While the qualitative study focused on corporate workers who earned education units

and now teaching TLE subjects in Department of Education, Division of Panabo City, the same methodology can be applied to examine unit earners teaching TLE subjects in various locations.

Mixed-method research approach can be employed to provide valuable insights into the relationship between intrinsic motivation, job satisfaction, and teaching, and contribute to the existing literature in the field. Investigate the role of intrinsic motivation and job satisfaction in teaching. Future research can explore the relationship between intrinsic motivation, job satisfaction, and career fulfillment in the teaching profession. It can employ quantitative methods to measure these constructs and examine how they are influenced by factors such as passion for teaching, sense of purpose, and positive impact on students' lives. Longitudinal studies can also be conducted to assess the stability and change in these motivational factors over time.

Moreover, Case Study can also be done in educational settings that have successfully addressed the challenges of teaching culturally and linguistically diverse students. Explore strategies for addressing the challenges of teaching culturally and linguistically diverse students. Observe and document the strategies and interventions employed, such as culturally responsive teaching approaches, professional development programs, and collaborative practices among teachers. Analyze the outcomes and gather insights into the effectiveness of these approaches. Future research can investigate effective strategies and interventions for supporting teachers in meeting the needs of culturally and linguistically diverse students. It can examine the impact of culturally responsive teaching approaches, professional development programs on cultural competency, and collaborative practices among teachers. Research can also focus on the experiences and perspectives of diverse students themselves to gain insights into their needs and how teachers can better support their learning.

In addition, longitudinal studies can be conducted to assess the long-term impact of these support systems on teacher retention, job satisfaction, and student outcomes. Investigate the impact of mentorship and collaboration on teacher development. Future research can explore the role of mentorship and collaboration in supporting the professional growth and effectiveness of transitioning teachers. It can examine the benefits of mentorship programs, peer observation and feedback processes, and collaborative professional learning communities.

Future research can investigate the effectiveness of different time management and self-discipline strategies employed by transitioning teachers to cope with the demands of their new profession. Quantitative studies can examine the relationship between time management skills, productivity, and job satisfaction. Qualitative research can provide in-depth insights into the specific strategies and techniques employed by teachers and their perceived effectiveness in managing workload and maintaining work-life balance. By understanding the strategies that transitioning teachers find most effective, educational

institutions and professional development programs can provide targeted support and resources to help teachers navigate the challenges they face.

Furthermore, future research can explore the role of mentorship and support systems in enhancing time management and self-discipline among transitioning teachers. Examining the experiences of transitioning teachers who have access to mentorship programs or peer support networks can shed light on the impact of such interventions on their ability to effectively manage their time and maintain self-discipline. Comparative studies can be conducted to evaluate the effectiveness of different mentorship models and support structures in supporting transitioning teachers' adaptation and professional growth.

VI. CONCLUDING REMARK

In this research, corporate workers that are now teaching Technology and Livelihood Education (TLE) subjects in the academic realm had given the opportunity to share their transition experiences. While completing this research, my one major realization was the passion for teaching that emerged in many of these teachers. They discovered a deep-seated interest and enjoyment in educating and inspiring students, which fueled their commitment to the teaching profession. This highlights the importance of love and passion for teaching and the role it plays in making education effective. Another important lesson learned was the value of being proactive and organized. These teachers who engaged in intense planning and organization found their job less difficult, emphasizing the need for careful preparation and structured approaches in teaching.

Transitioning from the corporate world to teaching TLE subjects brought teachers a sense of career fulfillment and intrinsic rewards. Even I, seeing the faces of my students who are satisfied with how I teach them, cannot help but feel an immense sense of accomplishment and validation. It reaffirms my dedication and passion for teaching, knowing that my methods and approach have positively impacted their learning experience.

However, the study revealed challenges such as unfamiliarity with instructional materials and diverse student populations. Support, mentorship, and professional development are crucial in addressing these challenges. As a teacher in Higher Education, I understand the challenges faced by these transitioning individuals in the evolving education landscape. Continuous adaptation and staying updated are necessary. Despite challenges, participants exhibited a growth mindset and actively sought opportunities for improvement.

To cope with the job shift, participants employed strategies like professional development, work-life balance, and seeking support from colleagues. Effective time management, self-discipline, collaboration, and mentorship were crucial for overcoming challenges and enhancing teaching effectiveness.

After conducting this study, I came to several realizations. It was undoubtedly a challenging endeavor, particularly in connecting ideas from various sources. Opting for qualitative research meant relying on data from research participants and statements from different authors in various literature sources. Additionally, my own perspective played a crucial role in completing the research recipe.

Undertaking research can be likened to embarking on a transformative journey across a bridge. On the other side of this bridge lie the prospects of positive changes and advancements. However, it is important to recognize that the completion of the paper itself is merely a midpoint in this expedition. The true measure of success rests in the effective implementation of the necessary programs and initiatives, as they will ultimately determine whether I can fully traverse the bridge and realize the desired outcomes of my research.

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