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Gleaning the Experiences of Non-Music, Arts, Physical Education and Health Majors Handling MAPEH Subjects

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Abstract

This study aimed to glean the experiences of non-music, arts, physical education, and health majors handling MAPEH subjects. The researcher adopted the phenomenological qualitative research design to interview twenty conversational partners using an Interview Guide. The researcher explored the experiences of non-music, arts, physical education, and health majors handling MAPEH subjects, and the conversations were audio-recorded. Their responses were transcribed and analyzed. Their responses revealed four major themes: Emotional Responses to Uncertainty and Change, Holistic Personal and Professional Transformation, Barriers to Effective Teaching and Classroom Management, and Empowering Educators by Fostering Collaboration, Growth, and Harmony. Teachers frequently report fear, anxiety, and discomfort as they transition to teaching MAPEH, which often involves new mediums of instruction, increased preparation, and unfamiliar subject components. Despite these challenges, these experiences foster personal and professional growth as teachers develop innovative strategies, self-efficacy, and resilience. Collaboration and mentorship play a critical role in aiding teachers' adaptation. The study emphasizes the need for strategic teacher placements, targeted professional development, and support.

Keywords: *Non-MAPEH majors, out-of-field teaching, collaboration*

Introduction

Out-of-field teaching poses an imminent threat to delivering excellent education (Nob & Tañola, 2024). Indeed, students undoubtedly become lifelong learners who can contribute to the nation's rapid economic development if they receive outstanding instruction from skilled and self-assured teachers in teaching their subject matter (Lopez & Roble, 2022). Moreover, specializations for teachers guarantee they can possess the specialized knowledge necessary for subject instruction at a year level. This, in turn, can help them organize around shared commitments and expertise and provide a sense of identity.

Handling unspecialized subjects is rampant worldwide (Du Plessis, 2015). For instance, according to Weldon & Ingvarson (2016), 28 percent of educators in West Australia were handling subjects unrelated to their specialization area in 2007-2008. Similarly, in Korea, due to the worsening problem of out-of-field teaching, teachers need help conveying quality education to their students. As a result, educators handle students with inadequate or limited understanding of the subject (Kwak, 2019).

Likewise, in the United States, research has proved that out-of-field education across specializations adversely affects the teacher's self-efficacy and, in turn, the achievement of students' learning outcomes. Specifically, misalignment lowers student success and increases teacher attrition rates (Overschelde & Piatt, 2020). Furthermore, out-of-field teaching assignments led to increased stress and anxiety among teachers, negatively affecting their well-being and confidence. This, in turn, had adverse implications for student engagement and learning outcomes (Caldis, 2022).

Bayani and Guhao (2017) expressed that the K to 12 program carried out by the Department of Education is one of the reasons for the deterioration of out-of-field education in the country. Here in the Division of Cotabato, particularly in Midsayap, it is observed that many teachers are teaching non-major subjects, particularly MAPEH subjects. With no strict and unified guidelines in assigning teachers' teaching load, out-of-field teaching arose, which became a problem in the education system. From our conversation with some teachers handling subjects not their area of specialization, they expressed that they also find difficulties in teaching lessons and preparing activities.

With the abovementioned problems, the researcher is eager to conduct this study to explore the personal experiences, dilemmas, coping strategies, and insights gained by the non-music, arts, physical, education, and health majors handling MAPEH subjects.

Research Questions

This study explores the experiences of non-music, arts, physical education, and health teachers in handling MAPEH subjects. Specifically, the research aimed to find responses to the following inquiries:

1. What are the personal experiences of the non-music, arts, physical education, and health teachers in handling MAPEH subjects?
2. What teaching dilemmas are faced by non-music, arts, physical education, and health teachers that are beyond their knowledge and teaching capabilities?
3. How do they cope with the various challenges faced in teaching MAPEH subjects?
4. What are the learnings of non-music, arts, physical education, and health majors handling MAPEH subjects worth sharing

with other teachers?

Literature Review

Out-of-field teaching is a widespread global issue (Abrams, Varier, & Jackson, 2016), occurring locally and internationally (Du Plessis, 2015). Out-of-field teaching, or teaching things unrelated to their area of expertise, is one of the universal problems in the educational system that is familiar and frequently perceived as a barrier to receiving a high-quality education (Abrams et al., 2016). Teaching is a challenging profession, but teaching a topic to students who lack the essential experience brings unique problems, both in the classroom and psychologically for the instructor (Hobbs et al., 2019). De Jesus (2021) noted that learning methods are up to the individual teacher to teach. Furthermore, when a person is given an unusual responsibility, it is his or her obligation to find a way out of it, and the same is valid for teachers.

Becoming a teacher is like stepping into the role of a lifelong learner, where every lesson taught is a journey, every student a discovery, and every challenge an opportunity to inspire. Moreover, teachers teach students information and skills while transforming educational philosophy (Pelletier & Rocchi, 2016). For instance, Arendain and Limpot's (2022) study revealed that out-of-field teaching is a problem for teachers. Specifically, factors contributing to teachers' sense of being out-of-field include low self-efficacy and a lack of commitment to teaching a subject they have not mastered (Kenny et al., 2020). Whether instructors have more years of service in the institutions or not, the main problem is transforming subject experts into exceptional teachers (Chiong et al., 2017) who can deliver sufficient information to learners.

Moreover, external factors, such as challenging assignments, unfavorable comments, impressions of person-focused criticism, or feelings of inadequacy, might undercut teachers' desire for competence (Cuevas et al., 2015). Pacaña, Ramos, Catarata, and Inocian (2019) discussed in their study on out-of-field teachers in Social Studies in the Philippines that such teachers often lack depth and interest in the subject matter, which can significantly impact the quality of instruction. This observation aligns with Attia's study (2017), highlighting that teaching outside one's expertise can decrease teachers' comfort levels, affecting their enthusiasm for teaching. Furthermore, Collie and Martin (2020) explored the broader implications of teachers feeling anxious or fearful about their subject assignments. They noted that this apprehension is often rooted in concerns about student outcomes.

Finally, this qualitative study delves into and understands the experiences, challenges, and coping mechanisms of non-music, arts, physical education, and health majors designated to teach MAPEH subjects. Notably, the problem of out-of-field teaching, specifically non-MAPEH teachers teaching these subjects, has not been exhaustively discussed in the literature. In addition, most of the research was quantitative, while this is qualitative. Thus, the researcher selected this study because most reviewed studies focus on other subject areas. By focusing on this area, the researcher's study fills a gap in the current literature by concentrating on learning aspects thoroughly explored, primarily through CP's individual experiences, challenges, coping mechanisms, and insights gained while engaging with MAPEH subjects.

Methodology

Research Design

This study utilized a phenomenological qualitative research design. This qualitative phenomenological research gleaned the experiences of the non-music, arts, physical education, and health majors teaching MAPEH subjects. In simple terms, phenomenology is a research approach that seeks to describe the core of the phenomenon by examining it from the viewpoint of the individual who experienced it (Teherani et al., 2015). The phenomenological research approach aims to analyze a case from a personal perspective (Akturan & Esen, 2013). This study focused on the lived experiences of the non-music, arts, physical education, and health majors handling MAPEH subjects

These conversations gleaned the lived experiences of the conversational partners. The conversation focused on presenting the ideas, thoughts, and experiences they have felt, lived, and gone through.

Participants

The researcher used purposive sampling in this study to select participants who meet specific research criteria relevant to the research. The study's conversational partners were twenty (20) non-music, arts, physical education, and health majors handling MAPEH subjects in the Midsayap Secondary Schools Division of Cotabato, regardless of their age, sex, and years of handling the subject. Substitute MAPEH teachers who did not specialize in music, arts, physical education, and health did not participate in the study. Those who did not meet the criteria were excluded so that the researcher could achieve the study's objectives.

Instrument

The interview guide consisted of three (3) sections. Section I focuses on the personal details of the respondents, such as their age, educational qualifications, and primary and minor subjects. Section II contains inquiries about the individual experiences, challenges, coping methods, and lessons learned by non-music, arts, physical education, and health majors as they engage with MAPEH subjects. Section III is the wrap-up question where CPs could add anything or wish to share more about their lived experiences.

Procedure

The researcher first sought the approval of the Graduate School Dean of Notre Dame of Midsayap College to conduct the study. Upon her approval, an admission letter was sent to the Schools Division Office of Cotabato. Then, the researcher permitted the public school district supervisor or principal to conduct interviews with each conversational partner.

During the interview, the researcher strictly observed minimum health protocols to get relevant information for the study. An informed consent form was presented first, where the conversational partners could freely sign the agreement. Further, the guide questions were given to the CPs a few minutes before the interview so that they could prepare their responses during the actual interview. After this, the researcher asked permission from the CPs to record the interview. The actual interview was conducted with some translations in the local language for the CPs to express their views extensively and with follow-up questions to explain their answers further.

To complete the transcription of the interviews, the researcher incorporated some notes taken from the CP's body language, tone of voice, expressions, and gestures following a particular question. Moreover, to ensure that the transcriptions were correct, valid, and reliable, the researcher met the CPs again so that they could verify the interview transcripts. Moreover, CPs were instructed to be reachable to improve or remove anything from the interview transcripts. Lastly, the CPs were requested to affix their signatures if they agreed with what had been transcribed.

Data Analysis

The data were analyzed using Colaizzi's (1978) method to guide data analysis in this phenomenological qualitative study. The technique consisted of the following:

Familiarization. The researcher familiarized herself with all the collected data by reading and re-reading the CPs' responses numerous times and taking notes of her impressions.

Identifying significant statements. The researcher identified a relevant statement in the studied phenomenon in this step.

Formulating meanings. The researcher examined the conversational partner's significant statements, drew meanings, and developed a code for them.

Clustering themes. At this stage, the researcher has grouped the drawn meanings into common themes across all accounts. In this way, the themes address the problem statement.

Developing a detailed description. The researcher wrote a full and inclusive description of the phenomenon, considering all the themes produced in step 4.

Producing the fundamental structure. The final refinement of the theme was made in this stage. Obtaining only dense statements that put essence to the phenomena were included.

Seeking verification of the fundamental structure. The researcher provided the transcribed interviews to verify whether they accurately reflected the experiences of the conversational partners (Morrow et al., 2015). Verifying transcribed verbatim with study participants is critical for ensuring correctness, completeness, and participant validation. The researcher upholds the ethical principle of respect for persons by allowing participants to review and refine their input, ensuring an accurate representation of their perspectives. It fosters trust, transparency, and collaboration while enhancing the credibility and reliability of the research findings by minimizing misinterpretation or bias.

Ethical Considerations

All research studies must protect human subjects by applying appropriate ethical principles. In a qualitative research study, ethical considerations hold significant importance because of the comprehensive nature of the study process (Arifin, 2018). This study followed and respected the principles of research ethics to ensure ethical research (Belmont Report, 2010). The principles of the study are respect for autonomy, beneficence, non-maleficence, justice, informed consent, confidentiality and data protection, integrity, and conflict of interest.

Respect for a Person's Autonomy. Conversational partners are autonomous beings treated courteously and with respect by protecting their autonomy. The conversational partners can choose whether to join or back out as part of the study. Therefore, informed consent is essential in this study. The researcher ensured the voluntariness of the conversational partners and did not force them to do so if they were unwilling to participate.

Beneficence and Non-maleficence. To ensure these to the CPs, the benefits of this study were maximized, and the potential risk of harm was prioritized. This is done through anonymity and data protection.

Justice. All CPs received equal treatment. Thus, respect should always be shown. The CPs were informed of their rights and the research purposes were comprehensively explained.

Informed Consent. The researcher outlined the research procedure, detailing any discomforts and risks, gave information on the

anticipated benefits, gave a chance to make inquiries regarding the process, and informed participants of the right to withdraw from the study at any given time for valid consent. CPs must demonstrate their ability to make informed decisions and agree to participate voluntarily.

Confidentiality and Data Protection. The researcher safeguarded the CPs' identities by using codes in place of their names, and their answers adhered to the Data Privacy Act of 2012 to ensure confidentiality.

Integrity. Research requires honesty, transparency, communication, respect for all participants, and accountability (Edinburgh Research, 2021). In this study, the researcher demonstrated honesty by clearly outlining the research objectives and methods, collecting data, recognizing and crediting the contributions of other researchers, and providing accurate interpretations based on the research findings.

Conflict of Interest. A conflict of interest occurs when an individual favors or is perceived to prefer their interest or commitments over their duties and responsibilities as a researcher. Conflict of interest can affect or appear to influence a researcher's neutrality and judgment, diminishing confidence in the results. The researcher managed conflicts while conducting this study to avoid misinterpretation and failure. The researcher assured that no conflict of interest occurred in making the study to ensure the independence of the research. The researcher is committed to making this study worthy of the readers' interest.

Anonymity Clause. Anonymity means that no one (even the researcher) can personally identify the respondents, meaning no personally identifiable information can be obtained, such as their names, addresses, e-mail addresses, phone numbers, and government-issued IDs. The researcher did not require the respondents to state their names when answering the interview guide in this study. The researcher used pseudonyms to hide their identity in transcribing the respondents' responses.

Results and Discussion

This section outlines the results from the qualitative data analysis derived from the responses to the research questions. The results are presented based on emergent themes, sub-themes, core ideas, and categorization.

Profile of the Conversational Partners

The conversational partners of this study are primarily female, and they expressed their experiences as non-music, arts, physical education, and health majors handling MAPEH subjects. The ideas expressed by conversational partners were used to sort out the insights related to the salient results of their lived experiences as non-music, arts, physical education and health majors handling MAPEH subjects. Table 1 presents the conversational partners' profiles. Profiles. To uphold confidentiality, code numbers were given to the conversational partners.

Table 1. *Profile of the Conversational Partners*

| <i>Code Number</i> | <i>Educational Attainment</i> | <i>Field of Specialization</i> | <i>Minor</i> | <i>Years of Handling MAPEH subject</i> |
|--------------------|--|--------------------------------|--------------|--|
| MJM1 | Bachelor of Secondary Education/ MAED | English | None | 11 years |
| MJM2 | Bachelor of Secondary Education with MA units | Math | None | 2 years |
| MJM3 | Bachelor of Secondary Education/ MALT-English | English | Filipino | 26 years |
| MJM4 | Bachelor of Science in Commerce with Education units | Araling Panlipunan | None | 2 years |
| MJM5 | Bachelor of Secondary Education with MA units | Araling Panlipunan | None | 7 months |
| MJM6 | Bachelor of Secondary Education / MALT-English | English | None | 1 year and 2 months |
| MJM7 | Bachelor of Secondary Education/ MST-Biology | Filipino | None | 3 years |
| MJM8 | Bachelor of Science in Nursing with Education units | Biology | None | 1 year and 6 months |
| MJM9 | Bachelor of Secondary Education with MA units | Filipino | None | 2 years |
| MJM10 | Bachelor of Secondary Education/ MAED | Science | None | 6 months |
| MJM11 | Bachelor of Secondary Education with MA units | Filipino | None | 3 years |
| MJM12 | Bachelor of Secondary Education | Math | None | 1 year |
| MJM13 | Bachelor of Secondary Education with MA units | Araling Panlipunan | None | 6 months |
| MJM14 | Bachelor of Secondary Education | Math | None | 2 years and 6 months |
| MJM15 | Bachelor of Secondary Education | TLE | None | 6 months |
| MJM16 | Bachelor of Secondary Education | Araling Panlipunan | None | 5 months |
| MJM17 | Bachelor of Secondary Education | Filipino | None | 1 year |
| MJM18 | Bachelor of Secondary Education/ MST-Biology | Biology | None | 9 months |
| MJM19 | Bachelor of Secondary Education/ With MA units | TLE | None | 1 year and 6 months |



| | | | | |
|-------|---------------------------------|--------------------|------|----------|
| MJM20 | Bachelor of Secondary Education | Araling Panlipunan | None | 5 months |
|-------|---------------------------------|--------------------|------|----------|

After the in-depth interviews, the audio-recorded exchanges were transcribed, translated, and analyzed. To present information, a cross-analysis was used to compare the core ideas. This was adopted after the guide written by Hill, Thompson, and Williams (1997), *A Guide to Conducting Consensual Qualitative Research*, which used the three classifications of responses: general, typical, and variant.

The first category is General, which signifies that the central concept applies to all situations (11-20 cases). Next is typical, meaning the idea applies to 50% or more examples (6-10 cases). Finally, the variant denotes that it applies to fewer than half of at least two samples (1-5).

The primary themes were presented according to the order of the research question and were used to categorize the information. The core ideas from the CPs' responses were listed under the primary themes. The matrix also included a column that showed the frequency of the responses, which served as the foundation for categorization.

Themes

Table 2 shows four significant themes and fifteen core ideas from the conversational partners' subjective experiences, specifically their lived experiences as non-music, arts, physical education, and health majors handling MAPEH subjects.

Table 2. Themes, Core Ideas, and Categorization of the experiences of non-music, arts, physical education, and health majors handling MAPEH subjects

| <i>Major Themes</i> | <i>Core Ideas</i> | <i>Categorization</i> |
|---|---|-----------------------|
| Emotional Responses to Uncertainty and Change | Resistance or Reluctance | General |
| | Fear or Anxiety | Variant |
| | Challenged and Mixed Emotions | Variant |
| Holistic Personal and Professional Transformation | Professional Growth and Development | General |
| | Learning and Mastery of New Techniques | Typical |
| | Confidence and Self-Belief | Typical |
| | Collaboration and Perseverance | General |
| Barriers to Effective Teaching and Classroom Management | Lack of Confidence and Expertise | General |
| | Challenges with Instructional Delivery | General |
| | Lesson Planning and Preparation Issues | General |
| | Struggles with Classroom Management And Engagement | General |
| Empowering Educators by Fostering Collaboration, Growth and Harmony | Skill Enhancement and Continuous Learning | General |
| | Collective Effort and Seeking Support | Typical |
| | Effective Teacher Assignments and Workload Management | General |
| | Motivation and Effective Time Management | Typical |

The following themes are extracted from the in-depth interviews: emotional responses to uncertainty and change, holistic personal and professional transformation, barriers to effective teaching and classroom management, and empowering educators by fostering collaboration, growth, and harmony.

The participants described and narrated their unique experiences, which served as the study's primary data. The study participants were 20 non-music, arts, physical education, and health majors handling MAPEH subjects in the Midsayap Secondary Schools Division of North Cotabato. The experiences they openly shared were organized into themes, with the core ideas derived from their responses.

Emotional Responses to Uncertainty and Change

Emotional Responses to Uncertainty and Change refer to non-MAPEH teachers' experience of emotions when handling MAPEH subjects outside their specialization. Some CPs were scared and frustrated, especially when learning to teach MAPEH subjects, because of the new content they had to learn and the delivery of suitable lessons. When teachers take on duties for which they have the least knowledge and experience, such as teaching non-major subjects, frustration, and anxiety may ensue because these situations threaten teachers' professional identities from a practical pedagogical competence point of view (Lindqvist & Nordänger, 2016).

When school heads assign CPs to take on a subject they are not qualified for, their immediate reaction and response is often one of resistance and reluctance. It presents the hesitation or failure to embrace changes in a professional or personal environment, which is frequently driven by unfamiliarity or discomfort. This unwillingness arises from feelings of inability.

This implies that CPs have this kind of refusal or aversion to handling MAPEH subjects as it is their non-major subject. The CPs reflect that they want to avoid handling MAPEH as they struggle to deliver quality content, affecting their confidence and satisfaction with their work. More so, CPs handle MAPEH subjects even though they hate them or go against their area of specialization, as they have no choice in handling the subject. Some CPs wanted to complain when assigned to handle the subject but failed to do so because they believe that expressing hesitation and frustration may convey to school leaders the belief that they are a poor employee or even work complainers. Furthermore, CPs also fear their discontent with the placement might compromise their relationship with the school head. Less seasoned CPs feel an imbalance in power in school authority decisions and, hence, feel less inclined to be assertive in objection

when assigned to handle MAPEH subjects.

The findings align with Balyer's (2017) study that teachers do not like to complain or raise controversies, especially against high executives, as they fear deteriorating relations and misperceptions of being workplace complainers. Moreover, O'Connor (2018) explains that teachers hesitate to express grievances and complaints, particularly to administrators, for fear of professional ramifications. Similarly, Parris and Vickers (2015) address the notion of emotional labor in teaching, whereby teachers strategically manage their internal reactions when faced with assignments that they consider difficult or undesired to present an outward façade of compliance and flexibility. Bristol and Shirrell (2019) claimed that professional hierarchies hinder teachers from voicing concerns.

When discussing topics outside their expertise, conversation partners often feel fear and anxiety, thinking that they might not be able to teach the issues properly. They are also afraid because it is not their primary subject. Fear is the immediate discomfort of making mistakes owing to unfamiliarity with the non-major topic. In contrast, anxiety often comes from worrying that teachers do not have course-specific training and whether or not they would be able to teach the subject well.

The response of CPs implies that they become concerned about their performance since they have minimal background knowledge of the subject and may not deliver the lessons that the learners need. Consequently, this fear tends to lower CP's teaching ability, creating instability, self-doubt, and lowered confidence. From the information collected, CPs fear they lack the arts, music, or dance skills to demonstrate what students will see or hear. The CP's fear works against their effectiveness as instructors, lowering self-efficacy and confidence and making connecting with students difficult.

The findings support the study of Du Plessis (2019), which states that teachers assigned to teach subjects they have not mastered often fear that the knowledge they impart will be insufficient to impact their students' futures positively. Moreover, Recede et al. (2018) stated that teachers assigned to topics they do not typically teach may face reduced motivation levels and increased burnout. In a like manner, another research done by Bayani and Guhao (2017) also points out that teachers felt increased anxiety and fear of making mistakes when discussing the topics. Such anxiety has a significant impact on teachers. Their effectiveness may feel less effective than before, affecting the rest of their job skills and student results. It correlates with the findings of Abdullahi et al. (2019), who found that an out-of-the-field teacher's attitude toward teaching may be affected by stress, tensions, and pressures, leading to a lack of trust in the subject's instruction and reducing its efficacy.

When teachers are assigned to teach non-major subjects like MAPEH, they often experience challenges and mixed emotions. The challenge is understanding knowledge and skills in a non-major topic. In contrast, mixed emotions combine frustration, learning satisfaction, and personal growth when teaching it. This mixed reaction is because of the teachers' challenges when handling unfamiliar content and instructional demands versus the opportunities to acquire new competencies and expand their professional knowledge.

This implies that CPs are initially concerned about whether they can fulfill subject-specific pedagogical requirements or communicate complex ideas, given their limited background in the subject area. The responses of CPs ranged from excitement to nervousness overgrowth, and they were ready to accept teaching MAPEH subjects. Such responses embody the ability of CPs to bounce back from problems experienced during professional development with openness as they embrace their new roles. This mix of emotions, feeling both challenged and excited, can be understood as part of CPs professional identity development. CPs noted that being assigned to handle MAPEH subjects elicited feelings of challenge; even though it was daunting, it also brought excitement. CPs also show a positive attitude toward teaching unfamiliar subjects and express a willingness to overcome knowledge gaps.

These findings support Pflug's (2023) study, which emphasizes that individuals, including second-career teachers, often experience mixed emotions when faced with new challenges but show resilience by choosing to grow through the experience. Similarly, Beltman, Mansfield, and Price (2011) highlight that teachers commonly face anxiety and eagerness when adapting to new teaching demands. In line with the recent study, Bugwak (2021) highlighted that out-of-field teachers face numerous challenges. Teaching outside one's specialization often brings significant difficulties, which has become commonplace in many educational institutions.

On the other hand, Mansfield et al. (2016) argue that those teachers who remain open to growth and exhibit resiliency despite their initial discomfort experience a more favorable professional trajectory. Kaden (2020) noted that challenging environments could promote greater adaptability, reflecting the mixed reactions of CPs, who found both nervousness and potential for growth in teaching a new subject. Likewise, Tran and Nguyen (2020) analyzed emotional resilience in teachers adapting to new subjects and showed that a mix of distress and excitement is typical for teachers who expand their capabilities.

Holistic Personal and Professional Transformation

This study's second theme, Holistic Personal and Professional Transformation, examines how CPs experience significant growth in their personal and professional lives. In this, they change not just their subject-related knowledge and skills but also their views, beliefs, and teaching philosophies. When CPs manage to handle subjects outside their specialization, their mindset changes, and they later realize that they can handle subjects outside their specialization. In essence, this weaving of growth is a testament to strengthening CP's skills and helping them to be more flexible in responding to future challenges with an expanded horizon.

The study revealed that stepping out of their areas of expertise significantly contributed to CPs' personal and professional growth. Professional growth and development refers to the ongoing process of obtaining new skills, information, and experiences to enhance

performance, adapt to changing professional demands, and achieve career progress and personal fulfillment. This all-encompassing development is about becoming a better teacher, being more aware of oneself, building resilience, and appreciating learning new skills.

This implies that teaching MAPEH allowed CPs to acquire new skills, enhance confidence, and adopt a more dynamic teaching approach. The experience of managing the four components of MAPEH helped CPs expand their teaching capacities and develop professionally by mastering diverse topics and strategies. Additionally, the experiences of CPs contributed to their professional growth and better development of professional skills since they deal with a wide array of subjects, and MAPEH has four components. CPs shared that teaching MAPEH allowed them to connect with their students in a way they had never imagined. Aspects of facing difficulties even outside their comfort zones made them stronger and more confident, thus making their teaching more effective.

The findings of this study support Du Plessis's (2020) assertion that instructors of out-of-field disciplines are likewise interested in what they teach. They see the chance to learn new things and think that teaching a topic they have not mastered can benefit their career as teachers. This is consistent with the findings of Garet et al. (2016), who claim that instructors who manage cross-disciplinary teaching improve professionally and personally, typically leading to stronger student-teacher interactions and more successful education. Opfer and Pedder (2011) demonstrate how addressing varied obstacles allows instructors to broaden their pedagogical toolset, enhancing confidence and teaching efficacy.

Learning and Mastery of New Techniques is one of the most significant areas of professional development for CPs, as it helps to promote continuous improvement, adaptability, and innovative practice in classroom instruction. Learning and Mastery of New Techniques is obtaining, practicing, and perfecting creative methods or abilities to improve efficiency, effectiveness, and competence in a particular field or task. CPs are often forced to look for new teaching strategies and methods to teach subjects outside their specializations under pressure to teach such subjects that benefit their pedagogy and general teaching competence.

This implies that the CPs in this study gained valuable learning opportunities to master new techniques that refined their teaching practices and significantly broadened their professional competence, equipping them with diverse skills and strategies for more effective and versatile teaching. Teaching MAPEH was an eye-opening experience that helped them master various teaching techniques and strategies distinct from their typical instructional practices. CPs indicated that mastery of multiple strategy led to a sense of capability in handling non-major subjects, which they can share with peers. Additionally, handling MAPEH subjects provided them unique opportunities to develop and apply diverse strategies tailored to different content areas, enhancing their instructional versatility and enabling them to address a wide range of student learning needs effectively.

The result of the study aligns with Han and Lee (2020), who state that teachers who engaged in interdisciplinary teaching—such as teaching subjects outside their specialization reported significant improvements in their teaching methods and confidence. Similarly, Wang and Lee (2021) stated that teachers' exposure to new teaching methods through professional development programs improved their adaptability and problem-solving skills. Furthermore, the result of the study supports De Angelis and Powers (2015), who pointed out that adaptive learning collaboration and adopting new teaching strategies matter for teachers' ongoing development and effectiveness. According to them, adaptive behaviors are needed for instructors to deal with the problems of out-of-field instruction. Typical behaviors include adaptability, openness to new learning opportunities, and knowledge (Abella & De Jesus, 2021)

Teaching a subject outside one's expertise can be intimidating and empowering. It presents a challenge that provides a valuable opportunity to enhance knowledge, confidence, and self-belief. Confidence is the assurance in one's abilities to handle challenges, while self-belief is the inner conviction in one's potential to succeed. Both are crucial for personal and professional growth, empowering individuals to face challenges and embrace new opportunities. Teaching MAPEH became a journey of development, where initial doubts gradually gave way to a newfound sense of confidence.

This implies that CPs struggled with unfamiliar content and methods, but over time, they grew more familiar with the subject and adapted their approach; they found themselves more comfortable and capable in the classroom. This shift in CPs mindset from doubt to belief was empowering. It proved that even when facing a subject outside one's specialization, personal growth was not only possible but inevitable. CPs learned they could handle complex tasks, adapt to unfamiliar situations, and become more confident in teaching MAPEH and their overall teaching approach. CPs found that the lessons they learned while teaching MAPEH would serve them well in future endeavors, proving that overcoming challenges leads to growth and greater self-reliance.

Additionally, MAPEH also encouraged CPs to become more resourceful. As they faced new challenges, they increasingly relied on their ability to find solutions, conduct research, and adapt their teaching methods. This self-reliance boosted their confidence and motivated them to embrace even more significant challenges in the classroom. The experiences shared by CPs resonate with broader research on the relationship between teaching unfamiliar subjects and building confidence.

The findings of this study supported Castro, Asignato, and Recede (2023) that teachers who could manage teaching tasks outside their area of expertise reported a significant increase in self-efficacy. Similarly, Chandra and Lloyd's (2020) study emphasized that teachers who persisted in teaching unfamiliar subjects and overcame their initial struggles developed a greater sense of self-efficacy. Such experiences help build strength and expand the instructors' instructional repertoire, positively impacting their teaching proficiency (Darling-Hammond et al., 2020). Further, it supports the extant literature of Guskey (2016) highlighted that teachers who participate in professional development opportunities, such as teaching subjects outside their specialization, often experience a significant boost

in their self-belief.

Collaboration and perseverance are important factors that help teachers address challenges when handling a subject outside their expertise. Collaboration involves working with colleagues to share strategies, resources, and insights, enhancing teaching effectiveness. Perseverance is the determination to overcome challenges, continue learning, and improve one's teaching approach, even when faced with difficulties in unfamiliar subject areas. Together, these qualities help educators succeed in teaching non-major subjects.

The responses of the CPs imply the significant role of collaboration and perseverance in overcoming the challenges of handling a non-major subject like MAPEH. CPs reported that their capacity for resilience and adaptation, peer support, and learning from others has not only helped them move through difficult situations they have been facing but also allowed them to grow professionally. Attending regular LAC sessions has contributed significantly to their professional development. Sharing successful teaching strategies, exchanging resources, and brainstorming ideas during LAC sessions significantly reduce the challenges of handling MAPEH subjects, fostering collaboration, and easing the teaching process. It reflects the CPs' accounts of mutual support and encouragement within their LAC sessions, where a shared sense of purpose and efficacy helps them tackle MAPEH's four distinct areas.

Hearing the viewpoints of others improves communication abilities, leading to more open and effective relationships with students, colleagues, and parents. Additionally, embracing diverse opinions and perspectives contributed to creating innovative teaching methods, resulting in a more engaging and vibrant learning experience for students. CPs receptive to new concepts often experience significant professional growth by drawing on their colleagues' collective knowledge and experiences. Openness to new ideas allows CPs to adapt to changes in educational techniques, technology, and pedagogical approaches.

The finding concurs with Beltman et al. (2016) that resilience in teaching is reinforced by personal commitment and a network of support, both of which contribute to teachers' ability to adapt to new content areas and maintain their motivation. Furthermore, Johari et al. (2022) noted that collaborative practice enhances teachers' self-efficacy, which can improve instructional methods and adaptability in the classroom. Additionally, Vangrieken et al. (2017) collaborative practices, such as those in professional learning communities, significantly contribute to teachers' sense of competence and professional satisfaction, as teachers can share their experiences, learn from each other and develop new strategies for challenging content areas.

Barriers to Effective Teaching and Classroom Management

The third theme of this study, Barriers to Effective Teaching and Classroom Management, brings to the forefront the challenges many teachers face when teaching subjects outside of their specialization, such as MAPEH. CPs, stepping into these non-major areas initially felt like a daunting task. CPs' experience teaching MAPEH, a subject with such diverse components, often highlighted the gap between what they were trained for and what they had to deliver. CPs tried to cope with the different challenges they experienced. Out of the responses of the CPs, Lack of Confidence and Expertise, Challenges with Instructional Delivery, Lesson Planning and Preparation Issues, and Struggles with Classroom Management and Engagement.

Lack of confidence and expertise in handling non-major subjects when teaching the topic would interfere with giving lessons and engaging students in the learning processes. Lack of confidence is self-doubt in one's abilities, while lack of expertise is insufficient knowledge or skills in a specific area, hindering effective performance. There is uncertainty about what the teacher has to say or lacks particular skills, for instance, in subjects like MAPEH; hence, teachers would not be able to give the appropriate information or answer questions from students.

The result of the study implies that CPs recurrent theme of uncertainty and low confidence about teaching MAPEH is due to the challenges it encompassed in its four strands: music, arts, physical education, and health. CPs confess to feeling less prepared to handle the subject expectations, impacting their confidence in teaching and entirely keeping students engaged. CPs do their best to teach the subject. However, they are unsure whether students truly comprehend, indicating a disconnect between the effort they put into teaching and their belief in its success. CPs also worry about a lack of deep expertise, affecting their comfort with the content and teaching techniques. Moreover, CPs have problems answering students' queries because they readily admit that they lack enough knowledge of the subjects and can thus not give adequate replies. Despite having prepared in advance, they may sometimes not understand the materials correctly, which makes them reduce the explanations during discussions.

The findings are echoed in the recent literature of Katigbak and Andal (2023), which suggests that out-of-field teachers face significant challenges due to insufficient content knowledge, leading to feelings of inadequacy and impacting their teaching effectiveness. Similarly, Javines and Azarias (2023) highlighted that teaching outside one's expertise increases teachers' workloads and affects their self-confidence, which can negatively impact their effectiveness in the classroom.

CPs often simplify content to fit their understanding, sometimes affecting the depth of learning provided to students. Limited confidence and knowledge in music and the arts make delivering dynamic and interactive lessons difficult. A mismatch of CPs' creative skills reveals the unique challenges of teaching MAPEH, which relies heavily on demonstrations of practical activities.

This finding supports the study of Cinkir and Kurum (2015), which revealed that the challenges faced by out-of-field teachers included a lack of topic competence, teaching experience, and professional specialization. This finding also supports Backman and Barker's (2020) study, which discovered that the biggest weakness of non-physical education major teachers was a lack of grasp and knowledge

of pedagogical content in Physical Education. Furthermore, Ligawad (2022) indicated in his study that one of the key issues of out-of-field instructors teaching Physical Education was the absence of instructional abilities. Additionally, Alcontin and Sinang's (2022) out-of-the-field teachers struggled to comprehend the topic and provide explanations.

The Challenges with Instructional Delivery revolve around the problems that the teachers face in teaching subjects, such as MAPEH, which is not their primary field, especially concerning language and content differences. Challenges with instructional delivery refer to educators' difficulties in effectively presenting lessons, engaging students, and facilitating understanding due to lack of expertise, limited resources, or inadequate preparation. The problems that some CPs confront when teaching outside their area of expertise influence their ability to successfully deliver courses and interest students.

The result of the study implies that the key concerns raised by CPs include difficulty with lesson preparation, a lack of expertise with the subject matter, problems showing abilities, issues with the medium of teaching, and failures to present material. These hurdles frequently result in decreased confidence and inefficiencies in classroom instruction. CPs need help with instructional delivery in MAPEH because English is the medium of instruction, and they are not accustomed to crafting lessons in English. For teachers who may be more comfortable preparing and delivering lessons in Filipino, shifting to English adds complexity that can significantly slow down lesson preparation. The inability to communicate in a particular language may restrict the ability of CPs to articulate certain information effectively. It may cause time wastage and, in certain instances, uneasiness while giving lessons. Most CPs devote considerable time preparing for a lesson to ensure the content is explicit, correct, and well-translated. Since MAPEH covers multiple domains, each with specialized vocabulary and concepts, using English as the instructional language adds to the preparation time and sometimes impacts the overall flow.

This finding is congruent with that of de Oliveira and Shoffner (2016), who investigated the linguistic obstacles encountered by non-English major instructors. They discovered that language barriers can limit a teacher's capacity to express concepts adequately, limiting class clarity and student comprehension. Additionally, (Melloria, et al., 2023) noted that teachers faced difficulties owing to the intricacy of subject-specific terminology in English, which requires more time and effort to adapt and efficiently deliver content.

The result of the study also implies that CPs had difficulty demonstrating performance tasks, such as dances and music, due to a lack of skills. CPs who lack proper training or expertise in these areas frequently feel unprepared to conduct performance-based evaluations, impacting students' learning outcomes. These gaps can lead to student learning barriers, as students benefit significantly from seeing skills demonstrated in accurate and approachable ways. CPs rely on external resources, like online videos or demonstrations from peers with more experience, to supplement their knowledge and provide practical examples.

The findings support the claim of Sambe (2015) that teachers assigned to subjects outside their significant experience have difficulty providing skill-based instruction, resulting in reliance on theoretical explanations instead of live demonstrations, particularly in fields like music or sports where practical engagement is essential. Similarly, many educators struggle to convey hands-on activities, especially in physically or artistically demanding areas, because they have limited experience or training to guide their demonstrations (Montesur, 2021). In addition, Du Plessis (2015) states that teachers in out-of-field placements feel a persistent gap in content-specific pedagogical knowledge, which hinders their ability to provide practical, skill-oriented learning experiences.

The CPs faced challenges in lesson planning and preparation for MAPEH due to its multiple components, which added complexity and made the process more time-consuming and demanding. Lesson planning and preparation involve designing and organizing instructional activities, materials, and strategies to achieve specific learning objectives effectively. It consists of anticipating student needs, aligning content with curriculum standards, and ensuring resources and methods suit diverse learners.

The study's result implies that the time spent preparing CPs for the MAPEH components subject was too long because every element has its own teaching strategy, resources, and approach. This makes the preparation periods quite long, as coaches must research, alter, and ensure their lessons are well-organized and fascinating. The CPs describe the time-consuming process of preparing lesson plans, designing appropriate activities, and covering multiple subject components as primary obstacles, especially since these tasks demand more effort and creativity when the subject matter is unfamiliar. Additionally, activity selection was easy, given that it was to be appropriately chosen within the scope of the lesson's objectives and for students to achieve learning outcomes, thus further complicating the planning activities. Moreover, CPs encounter substantial challenges that impact the effectiveness of their teaching and the quality of students' learning experiences.

The result of the study aligns with Rio, Dela Peña, Gumban, Catolin, and Otayde (2021), where participants expressed nervousness about teaching a course without prior training, which led to self-doubt and constant questioning of their actions from lesson planning to delivery and assessment and creating a pervasive sense of uncertainty attributed to their lack of subject knowledge. Additionally, balancing time between studying and preparing lessons posed a challenge, with this study confirming that out-of-field teachers often face time management difficulties. Salvador, Limon, Borromeo, Parinas, Manrique, de la Cruz, and Dalere (2022) found that time management issues were the most common challenge for teachers handling subjects outside their specialization.

Teachers assigned to teach outside their field often devote considerable time to lesson preparation (Ramli, Ibrahim, Surif, Bunyamin, Jamaluddin, & Abdullah, 2017). Moreover, they must familiarize themselves with the lesson's structure, especially when dealing with unfamiliar content (Nixon, 2017). Effective teaching requires thorough preparation of the content and lesson before instruction. A lack

of content knowledge can pose a significant challenge in delivering a subject effectively (Kim et.al., 2018)

The struggles with classroom management and student engagement are widespread challenges that CPs face, mainly when teaching subjects outside their primary expertise or dealing with passive or resistant student behaviors. Struggles with classroom management and student engagement refer to teachers' challenges in maintaining a structured and disciplined learning environment while keeping students actively involved, motivated, and focused on the lesson. These struggles arise due to disruptive behavior, lack of interest, or ineffective teaching strategies.

This implies that one essential facet of this issue is classroom dynamics, mainly when teaching a course like MAPEH, which needs different levels of involvement and physical activity than traditional classroom arrangements. CPs often encounter students with little interest or engagement in learning, making it challenging to foster an interactive and conducive learning environment. This issue affects CPs' confidence as they struggle to keep students focused and actively participate in discussions. CPs report that students often exploit opportunities during performance tasks, treating them with little seriousness and failing to put in adequate effort. Lastly, the CPs realized there was a need to have flexible classes mainly due to the different interests of their students.

This difficulty is consistent with the results of Greene, Miller, Crowson, Duke, and Akey (2018), who stress that educators must develop varied, engaging learning experiences that fit students' interests and promote engagement. Research reveals that teachers of non-specialized areas have difficulty implementing effective teaching strategies. A teacher's absence of a solid teaching strategy reduces self-esteem and self-efficacy, (Du Plessis, 2020). Studies show that teachers with limited experience in a subject may find it difficult to capture and sustain students' attention, especially if students are not initially interested in the subject matter (Geng, Black & Smith, 2019). Besides, this may pose a challenge in handling behavior because some students need more intrinsic motivation, especially when they view themselves and what is being taught from a distance (Arents & Kilcher, 2015).

Empowering Educators by Fostering Collaboration, Growth and Harmony

Empowering non-MAPEH majors to handle MAPEH subjects through cooperation, progress, and harmony in the educational setting is a strategic strategy that helps teachers and students. Practical cooperation among educators may establish a supportive environment, allowing instructors to exchange techniques, resources, and experiences, resulting in improved teaching quality and student learning results. Collaborative environments encourage teachers to engage in team-based learning and exchange best practices.

Skill enhancement and continuous learning in teaching are evidenced by the CPs' shared experiences of using various resources, like the Internet and professional development opportunities, to navigate the demands of teaching unfamiliar subjects. Skill enhancement and continuous learning refer to the ongoing process of improving and developing one's abilities through practice, education, and experience. It involves actively seeking opportunities to acquire new knowledge, refine existing skills, and stay updated with evolving trends or techniques to ensure personal and professional growth.

The result of the study implies that CPs' access to digital resources like YouTube and Google and active participation in seminars and training sessions provide essential support for mastering content knowledge and instructional skills in MAPEH. Additionally, CPs emphasize that online resources have become indispensable in their professional lives, offering immediate access to materials and strategies they might otherwise lack. Active participation of CPs in professional development, such as seminars, workshops, and training sessions, allows them to acquire relevant knowledge, practice new techniques, and connect with peers who face similar challenges. Such professional development helps CPs build a strong teaching persona, create effective learning environments, and improve teaching methods in MAPEH, all of which contribute to a more effective teaching-learning experience in handling MAPEH subjects.

The findings support the study of Bond and Bedenlier (2019) that teachers using digital tools for professional growth can address content gaps and enrich their teaching methods, particularly when handling subjects outside their primary specialization. The study's result also supports Yin, Lee, Zhang, and Jin (2020) claim that teachers often rely on digital platforms to improve their subject knowledge, highlighting the value of accessible online content in enhancing pedagogical efficacy.

This finding also aligns with Dogniez (2019), who states that teachers utilize internet materials to prepare classes, and students use them to expand their learning opportunities. She added that Internet access offers many information, expertise, and educational opportunities. Corcoran and O'Flaherty (2017) noted that attending training and seminars, particularly for new teachers, can significantly enhance their knowledge and teaching skills. Further, it supports the extant literature review of Kennedy (2016) that the need for ongoing continuous professional development of teachers reports better readiness, stronger teaching practices, and higher student achievement.

Collective effort and seeking support are crucial in teaching, especially when handling subjects outside a teacher's primary expertise, such as MAPEH. Collective effort and seeking support work together to achieve a common goal while actively seeking help or guidance from colleagues, mentors, or resources when needed. No one holds a monopoly on knowledge. This approach fosters collaboration, shared knowledge, and mutual assistance, enhancing problem-solving and personal growth. Teachers assigned to teach subjects they have not mastered often overcome challenges by seeking assistance from more experienced or knowledgeable colleagues.

The response of the CPs implies that CPs seeking assistance from colleagues, mentors, and department heads to provide guidance and



resources is a big help in handling MAPEH. CPs emphasize that seeking assistance from colleagues who specialize in MAPEH, as well as from their department heads, ensures proper lesson delivery and helps clarify complex concepts. This support makes CPs feel confident as they deliver unfamiliar content. CPs appreciate this factor because, despite the difficulties, colleagues are willing to help and guide them to ensure the delivery of lessons. This collaboration and mutual support foster a positive working relationship where teachers share their expertise to improve the learning experience for the students.

This finding supported the study of Rio, Dela Peña, Gumban, Catolin, and Otayde (2021), who underlined that excellent training/mentoring would help increase teachers' confidence. Furthermore, according to Salvador, Limon, Borromeo, Parinas, Manrique, de la Cruz, and Dalere (2022), learning from experienced teachers in the areas is highly beneficial since they are seasoned with competence, mastery, and experience. Gillies (2019) highlights that collaborating with fellow teachers can be incredibly helpful. Teachers will share experiences, develop good teaching skills, and eliminate destructive teaching methods through collaboration. A significant improvement in learning and teaching is represented by teacher-to-teacher collaboration.

Effective teacher assignment and workload management are crucial for ensuring quality education, particularly in MAPEH, which covers diverse disciplines. Effective teacher assignment and workload management refer to strategically allocating teaching responsibilities and efficiently organizing tasks to ensure a balanced workload. It involves assigning teachers to subjects or roles that align with their expertise, providing manageable workloads, and ensuring teachers have the time and resources to deliver high-quality instruction without feeling overwhelmed. Assigning teachers based on expertise enhances lesson delivery, student outcomes, and teacher confidence while reducing stress. Mismatched assignments can hinder performance and learning, highlighting the importance of aligning subject assignments with teachers' qualifications and training. Thus, to support student learning and teacher well-being, the school administrators should also align their assignment teaching load to the area of teachers' specialization.

The results imply that teachers must be assigned subjects in which they are better equipped to convey the necessary knowledge and skills to their students effectively. CPs emphasized that MAPEH subjects are best taught by teachers who specialize in this field. When schools face a shortage of MAPEH majors, administrators should prioritize hiring qualified MAPEH teachers to close the gap in out-of-field teaching. CPs shared that non-MAPEH majors and those not explicitly trained in MAPEH often impart less knowledge, whereas those within their expertise teach more effectively. CPs suggest that teachers must be assigned to areas they are interested in and excel at because that would improve performance, alleviate stress, and enhance effectiveness.

The result of the study supports Shafer (2016), who claimed that workload alignment reduces lesson preparation time, enabling teachers to manage their workload more efficiently and teach more confidently and comfortably. Additionally, Heggart (2016) points out that teaching, like other people-centered professions, requires a unique blend of skills and knowledge carefully developed through undergraduate or graduate studies to create meaningful educational experiences. Moreover, Palmer (2020) state that teachers' enthusiasm and interest in a subject significantly impact student engagement. When teachers are passionate about the topic, students are likelier to engage actively in the lessons.

Motivation and effective time management are essential for educators to stay productive and manage their responsibilities, especially when teaching subjects that are not their primary focus. Motivation drives commitment and focus, while effective time management organizes tasks for efficient goal achievement. Together, they enhance productivity, reduce stress, and ensure personal and professional success. The key points shared by the conversational partners emphasize the need for adaptability, resourcefulness, and a positive attitude in tackling challenges.

This implies that CPs' emphasis on flexibility and ability to manage multiple tasks indicates their dedication to their profession and students. The responses also underscore the intrinsic motivation of the teachers to grow professionally. Despite expressing stress and the pressure of additional responsibilities, CPs shared how they viewed these challenges as opportunities to learn and improve. This reflects a growth mindset, where obstacles are reframed as personal and professional development opportunities. Moreover, the importance of effective time management emerges as a recurrent theme. CPs recognize that balancing teaching workload with administrative tasks is essential to maintaining productivity and preventing burnout.

The result is congruent with the findings of Asiegbu and Okpala (2019) said that teacher resourcefulness, or the ability of the instructor to use the proper language, approach, and teaching resources, produces the best student outcomes. These findings also align with Theunissen's (2020) perspective that teacher flexibility is essential to address diverse learner abilities, needs, and interests. Moreover, Konen (2018) also underscores that a flexible attitude is crucial, as students look to their teachers to take charge in any situation confidently. Furthermore, out-of-field teachers developed strategies to address the challenges they encountered while teaching Physical Education. The participants have gained essential lessons from their experiences, such as being more creative, flexible, and resourceful in teaching (Ligawad, 2017).

Conclusions

The scope of the study equally emphasizes both the challenge and transformative potential of teachers assigned to teach MAPEH outside their specializations. The teachers' journey from hesitation and doubt over their ability to being adaptable and in a growth process indicates an essential aspect of professional development. At the onset, the emotional struggle they experience reflects a

significant identity conflict, where teachers feel misaligned with the competencies they associate with their professional identity. This friction, particularly noticeable in practical and skill-based subjects like MAPEH, sheds light on the importance of content knowledge in building teacher confidence and delivering impactful lessons.

The emotional confusion they initially face embodies a turning point in identity conflict, where teachers do not feel as competent in their professional identities. This difficulty is felt particularly in practical and skill-based subjects such as MAPEH, which emphasizes how much content knowledge goes into teachers' confidence in giving lessons that matter.

Another central point of contention is teachers' reluctance to voice concerns because of the power dynamics inside school settings. This calls for some administrative support structures. A teacher who feels his voice has been heard and valued may be more accessible in expressing his concerns, thus ensuring the condition for support or training is being sought as a measure of school development. Open communication is, therefore, an opportunity for school leaders to allow teachers to express their needs as professionals without undue prejudice.

However, a critical insight reveals that a lack of confidence and knowledge in MAPEH affects teaching effectiveness. This confidence gap can prevent teachers from accurately answering students' questions, impacting classroom dynamics and learning outcomes. So, when the teachers simplify the content to their level of understanding, the learning experience suffers, resulting in missed opportunities for the students to unveil many deeper insights. Thus, the skill gap becomes evident in the competency-based nature of MAPEH, making it difficult for teachers to model the activities confidently. This concession of confidence and competence would render it impossible for teachers to secure students' interests or handle behaviors. Unequal challenges also arise from the medium of instruction, as language barriers can hinder the effective and satisfactory delivery of lessons.

In conclusion, teachers handling non-major subjects, specifically MAPEH, resent significant challenges, and it also fosters substantial professional growth. Teachers initially struggle with confidence, content knowledge, and language barriers, impacting their effectiveness and classroom engagement.

Addressing this phenomenon, supportive structures like peer collaboration, professional development, and access to resources can help teachers adapt and thrive, expanding their skill set and instructional resilience. This journey highlights the importance of comprehensive support systems in enabling educators to deliver impactful lessons, ultimately benefiting their personal development and student learning outcomes.

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