

Beyond the Specialization: Exploring the Challenges of Non-Major Teachers in Teaching MAPEH

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Abstract

This study investigated the challenges faced by non-MAPEH teachers in teaching Music, Arts, Physical Education, and Health (MAPEH). The study aimed to determine the common challenges encountered by teachers, the factors contributing to these difficulties, the coping strategies they employ, the support mechanisms available to them, and the professional development activities needed to strengthen their competence.

A descriptive research design was employed. The respondents consisted of fourteen (14) non-MAPEH teachers teaching MAPEH in selected secondary schools in the Municipality of Bulusan, Sorsogon during the School Year 2025–2026. Data were gathered through structured questionnaires and analyzed using descriptive statistical tools such as frequency counts, percentages, and mean scores.

Findings revealed that non-MAPEH teachers encounter several challenges including limited

content mastery, lack of specialized training, insufficient instructional materials, and time constraints in preparing lessons for multiple MAPEH components. These challenges affect teacher confidence and instructional effectiveness. Despite these constraints, teachers demonstrated resilience by consulting colleagues, maximizing available resources, engaging in self-directed learning, and participating in collaborative professional activities.

The study concludes that targeted professional development programs, mentoring systems, and institutional support are essential in improving the competence of non-MAPEH teachers. Providing adequate instructional resources and training opportunities can enhance teaching effectiveness and improve student learning outcomes in MAPEH.

Keywords: *MAPEH, non-major teachers, out-of-field teaching, challenges, professional development*

INTRODUCTION

Teachers play a critical role in the delivery of quality education and are regarded as essential agents in shaping learners' academic and personal development. The effectiveness of the educational process largely depends on the competence and preparedness of teachers in delivering subject matter instruction. However, many education systems worldwide face the phenomenon known as out-of-field teaching, where teachers are assigned to teach subjects outside their area of specialization.

In the Philippine educational system, teacher shortages, uneven distribution of specialized teachers, and administrative constraints often result in subject misassignment. One of the subjects most affected by



this issue is MAPEH, which integrates four disciplines: Music, Arts, Physical Education, and Health. Each of these components requires specialized knowledge, technical skills, and pedagogical approaches.

For teachers who are not MAPEH majors, handling the subject may present significant challenges. These include difficulties in mastering subject content, performing skill-based demonstrations, designing performance-based assessments, and managing activity-centered classroom environments. These challenges may affect teachers' confidence and instructional effectiveness.

This study explored the challenges faced by non-MAPEH teachers teaching MAPEH in the Municipality of Bulusan, Sorsogon. Specifically, it examined the common difficulties encountered by teachers, the factors contributing to these difficulties, their coping strategies, available support mechanisms, and potential professional development programs that may improve their competence.

MATERIALS AND METHODS

Research Design

The study utilized a descriptive research design to investigate the challenges experienced by non-MAPEH teachers in teaching MAPEH subjects.

Participants

The respondents consisted of fourteen (14) non-MAPEH teachers assigned to teach MAPEH in selected secondary schools in the Municipality of Bulusan, Sorsogon during the School Year 2025–2026.

Research Instrument

A structured questionnaire was used to gather data regarding the challenges experienced by teachers, the factors contributing to these difficulties, coping strategies, and support mechanisms available in schools.

Data Gathering Procedure

Permission to conduct the study was obtained from school administrators and the Schools Division Office. Questionnaires were distributed to the teacher-respondents and collected after completion.

Data Analysis

Descriptive statistical methods including frequency counts, percentages, and mean scores were used to analyze and interpret the data gathered from respondents.

RESULTS

Table 1 presents the common challenges faced by non-MAPEH teachers in teaching the subject.

Common Challenges	Description
Limited Content Mastery	Teachers experience difficulty in teaching specific MAPEH topics.
Lack of Specialized Training	Teachers lack formal academic preparation in MAPEH.
Insufficient Resources	Limited sports equipment, art materials, and music instruments.
Time Constraints	Teachers require additional preparation time.

Table 2 shows the coping strategies used by teachers.

Coping Strategy	Description
Consulting Colleagues	Seeking assistance from experienced MAPEH teachers.
Self-directed Learning	Studying online resources and references.
Improvisation	Using available materials creatively.
Collaboration	Participating in LAC sessions and peer discussions.

DISCUSSION

The findings confirm that teaching MAPEH outside one's specialization presents significant challenges. Lack of content mastery and specialized training affects teachers' confidence and instructional effectiveness.

However, the results also demonstrate the resilience and adaptability of teachers. Many respondents adopt various strategies to overcome their limitations, including self-directed learning, collaboration with colleagues, and seeking support from school leaders.

These findings highlight the importance of institutional support, mentoring systems, and professional development programs in strengthening teacher competence and improving instructional quality in MAPEH.

Conclusion

This study explored the challenges faced by non-MAPEH teachers in teaching MAPEH subjects. The results indicate that teachers encounter difficulties related to content mastery, training, resources, and instructional preparation.

Despite these challenges, teachers demonstrate commitment and adaptability by utilizing various coping strategies. The study recommends the implementation of targeted professional development programs, improved resource provision, and stronger mentoring systems to support non-MAPEH teachers.

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