

The Lived Experiences of Non- Specialized Teachers in Teaching Edukasyon Sa Pagpapakatao

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Abstract — The study investigated the lived experiences of non-specialist educators tasked with instructing Edukasyon sa Pagpapakatao (EsP) in a few Tacloban City public secondary schools. To find out how they actually handle the topic, what coping mechanisms they use, and how we can help them more effectively in the future. Given how crucial EsP is in forming students' moral, ethical, and social values, it's important to understand how educators who are not formally trained in values education handle the demands of the subject. Using a qualitative phenomenological design, the teachers' personal and professional journeys were examined. Purposive sampling was used by the researchers to choose 12 participants. To identify recurring themes, data was gathered through semi-structured interviews and then thematically analyzed. The results showed that non-specialized teachers faced a number of difficulties, such as inadequate content knowledge, a lack of confidence when dealing with delicate subjects, restricted access to instructional materials, and a lack of training opportunities. Participants showed resilience as well as flexibility in spite of these difficulties. In order to make lessons relatable and powerful, they stated applying a variety of coping strategies, including self-directed study, teamwork with other educators, online platforms, and relying on personal experiences. Additionally, while teaching EsP, some teachers felt a greater sense of self-awareness and personal development. Based on the findings, the study recommends the provision of regular training for EsP instruction, availability of teaching materials, and support from school head to help non-specialized teachers perform effectively. Recognizing their efforts and creating a more inclusive and supportive teaching environment will also help improve the quality of EsP education.

Keywords — *Non-specialized teachers, Edukasyon sa Pagpapakatao, Lived Experiences, Coping Mechanisms, Values Education, Teacher Support, Phenomenological Study, Tacloban City, Qualitative Research, Teacher Development*

I. Introduction

BACKGROUND OF THE STUDY

Values education plays a vital role in shaping students' character, moral development, and citizenship. It is a lifelong process that begins at home and continues in schools and society (Basci, 2012). In recent years, there has been a growing emphasis on teaching values in formal education, aiming to help students distinguish right from wrong and make informed ethical decisions (Ozdas,

2013; Gamage, Dehideniya, & Ekanayake, 2021). Edukasyon sa Pagpapakatao (EsP), the Philippines' version of values education, seeks to develop responsible, respectful, and morally upright citizens.

However, a growing challenge in the education system is the assignment of non-specialized teachers—those teaching outside their field of expertise—to subjects like Edukasyon sa Pagpapakatao (EsP). Often due to staffing shortages and the demands of the K-12 curriculum, teachers trained in other fields such as English or Social Studies, are tasked with teaching EsP without adequate preparation (Cortes et al., 2019; Bayani & Guhao, 2017). This misalignment can affect classroom management, instructional strategies, and student learning (Coleman, 2018; Stronge et al., 2004).

Research suggests that effective values education requires deep content knowledge and specialized pedagogical skills. Non-specialized teachers may struggle with confidence, lesson planning, and engaging students in meaningful moral discussions (du Plessis, 2015; Cruz et al., 2017). While the Department of Education (DepEd) supports values education nationwide, there is limited research on how these teachers experience and cope with teaching ESP, particularly in the Division of Tacloban City, Leyte.

With an estimated 32,000 teachers currently handling EsP in the Philippines—many of whom are not formally trained in values education (DepEd, 2021)—understanding their lived experiences is crucial. Their insights can guide improvements in professional development, curriculum design, and support systems.

This study aims to fill that gap by exploring the lived experiences of non-specialized teachers teaching Edukasyon sa Pagpapakatao in Tacloban City. By identifying their challenges, coping strategies, and support needs, this research can contribute to making values education more effective and meaningful for both teachers and students.

THEORETICAL FRAMEWORK

This study was guided by three theories: the Teacher Efficacy Theory, the Experiential Learning Theory, and the Social Identity Theory.

First, the Teacher Efficacy Theory, as proposed by Bandura (1977), explains that teachers' beliefs in their ability to help students succeed influence how they teach. Teachers who believed they were capable were more likely to try new teaching methods, keep going when faced with challenges, and have a positive effect on student learning (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). In this study, the theory helped explain how non-specialized teachers viewed their ability to teach Edukasyon sa Pagpapakatao (EsP) effectively.

Second, Experiential Learning Theory, as proposed by Kolb (1984), focuses on learning through experience. According to this theory, people learn best when they go through a cycle of

doing something, thinking about it, understanding it, and trying again with new ideas. This theory was used to know how non-specialized teachers learned from their own experiences while teaching ESP and how those experiences helped them improve.

Lastly, Social Identity Theory by Tajfel and Turner (1986) stated that a person's sense of who they are is affected by the social groups they belong to. In this study, the theory helped explain how teachers' views of themselves—as members of the teaching profession or as ESP teachers—affected their feelings about their roles and performance. It also helped explore how their sense of belonging or not belonging to the subject area influenced their confidence and teaching practices.

These three theories worked together to give a clearer understanding of how non-specialized teachers experienced teaching ESP, how they learned from it, and how they saw themselves in this role.

STATEMENT OF THE PROBLEM

The study aims to uncover non-specialized teachers' lived experiences in teaching Edukasyon sa Pagpapakatao (EsP)

Specifically, it seeks to answer the following question:

1. What are the lived experiences of non-specialized teachers in teaching Edukasyon sa Pagpapakatao (EsP)?
2. What are the coping mechanisms of non-specialized teachers in teaching Edukasyon sa Pagpapakatao (ESP)?
3. Based on the data gathered what recommendations can be proposed?

SCOPE AND LIMITATIONS OF THE STUDY

This qualitative research focused on the lived experiences of non-specialized teachers assigned to teach Edukasyon sa Pagpapakatao (EsP) in selected public schools within the Division of Tacloban City, Leyte. Data were gathered through semi-structured interviews, which allowed the participants to describe their experiences in depth.

The study examined three key areas: (1) the challenges experienced by non-specialized teachers in teaching EsP, (2) the coping strategies they adopted in addressing these challenges, and (3) the recommendations they suggested for enhancing EsP instruction.

A total of twelve (12) participants were purposively selected from different schools to ensure a diverse and representative sample. This sample size was guided by Boyd (2001) and Groenewald (2004), who stated that two to twelve participants are sufficient in phenomenological studies to achieve data saturation. Given the common experiences of non-specialized EsP

teachers—such as limited content mastery and lack of training—the selected participants provided rich, relevant insights into the phenomenon under investigation.

1.4 SIGNIFICANCE OF THE STUDY

This study will greatly impact the following concerning the live experiences of non-specialized teachers in teaching the *Edukasyon Sa Pagpapakatao* subject in the Division of Tacloban City, Leyte. Particularly, the research study is significant to the following:

To Policymakers. The findings of this study could be extremely beneficial to the school, as it will be able to determine what is behind the lived experiences of non-specialized teachers in teaching *Edukasyon Sa Pagpapakatao* subject and work to improve it as they aim to meet this objective. This knowledge can be disseminated to improve teaching practices not only within the studied context but also in similar educational settings. It highlights practical approaches that resonate with the broader teaching community.

Department of Education (DepEd). The department will gain a better understanding of teachers' concerns and motivate them to achieve each teacher's vision and goals. Understanding how non-specialized teachers engage with and teach ESP provides valuable insights into teacher development. By uncovering their experiences, challenges, and strategies, the study can inform teacher training programs to better equip educators not specifically trained in the subject matter.

Students. This study will serve as a reference and motivation in managing both their time and responsibilities of how non-specialized teachers deliver ESP content can impact student learning outcomes. This knowledge can lead to help students understand the experiences of the non-specialized teachers.

Teachers. *Edukasyon sa Pagpapakatao* is crucial for developing students' holistic understanding and character. Non-specialized teachers' experiences can contribute to a broader understanding of how such education is integrated into the overall development of students.

Future Researchers. For the researchers, the research will give them an overview of the study contributes to the academic literature on teacher education and curriculum implementation. It adds to the growing body of knowledge teaching values education on non-specialize teacher.

Literature Review

This chapter presents related literature and studies that explore the impact of teaching without subject specialization, particularly among non-Values Education majors teaching *Edukasyon sa Pagpapakatao (EsP)*. It discusses the challenges they face, their coping strategies, and suggested interventions, drawing from both local and international sources to better understand their teaching experiences.

Studies from different countries, including the Philippines, show that non-specialized teachers—those assigned to teach subjects outside their expertise—face many challenges. These include feeling less confident, stressed, and anxious about their teaching (du Plessis et al., 2015; Bayani & Guhao, 2018). They also have a hard time making lesson plans and managing the classroom because they lack enough knowledge about the subject (Kiliç et al., 2018; Haro & Haro, 2022). This often leads to low job satisfaction and a weak sense of identity as a teacher (Perez, 2024; Ingersoll, 2002). In the Philippines, this is a common issue because the Department of Education assigns teachers based on who is available, not on their specialization, due to budget limitations (Philstar.com, 2024). Still, some teachers manage to grow, become more flexible, and discover new strengths, especially when they are given the right support or training (Mendoza, 2021; Cruz, 2022).

To cope with teaching a subject they are not trained in, these teachers use different strategies. Many try to learn the topic on their own by reading textbooks, using online materials, and following curriculum guides (du Plessis et al., 2015; Perez, 2024). Some seek help from other teachers or experts in the subject through collaboration and mentorship (Hobbs, 2013; Bayani & Guhao, 2018). Others use technology, like online tools and digital resources, to help them plan and teach lessons (Kiliç et al., 2018). They also adjust their teaching styles by trying different methods, using student-centered approaches, and learning through experience (Darling-Hammond et al., 2017; Haro, 2022). In the Philippines, since formal training is not always available, teachers often rely on teamwork, online learning, and their own ways to improve.

Several suggestions have been made to support non-specialized teachers better. These include offering regular and group-based professional development programs (Darling-Hammond et al., 2017; Avalos, 2011), giving mentorship and proper guidance, especially to new teachers (Ingersoll & Strong, 2011; Hobbs, 2013), and using the TPACK framework which connects technology, content, and teaching strategies (Koehler & Mishra, 2009). It also helps when schools make the curriculum more flexible and update policies to make teaching more manageable for these teachers (Weldon, 2016). In the Philippines, teachers are supported through Learning Action Cells (LACs), where they learn from each other (DepEd, 2020). Other local interventions include co-teaching, regular feedback from administrators, and access to free online resources like DepEd Commons (Haro & Dela Cruz, 2022; Perez, 2024; Llego, 2020).

These findings show that schools and the government need to provide more support to non-specialized teachers. They should give proper training, more learning materials, and policies that match teachers with subjects they know well. It's also important to recognize the efforts of these teachers, especially those in hard-to-reach or low-resource areas. Without this kind of support, teachers will continue to struggle, and it could negatively affect students' learning and the quality of education.

To conclude, non-specialized teachers face many difficulties, but they can adjust and succeed when given the right tools and support. Their success depends on ongoing training, help

from fellow teachers and school leaders, and access to useful teaching materials. Helping these teachers not only boosts their confidence and skills but also leads to better student performance and overall success in education.

II. Methodology

This chapter presents the research design, research locale, participants of the study, and instruments. It also explains the data gathering and sampling procedure, data collection, data analysis, and ethical considerations.

Research Design

This study used a qualitative approach, specifically a **phenomenological design**, to explore the lived experiences of non-specialized teachers assigned to teach Edukasyon sa Pagpapakatao (EsP). Phenomenology seeks to understand how individuals perceive and interpret specific phenomena through personal narratives and firsthand accounts (Moustakas, 1994; van Manen, 2016). In-depth interviews were conducted to gain insights into participants' teaching experiences. This design was appropriate for capturing the essence of their experiences and identifying key themes.

Research Locale

This study was conducted in the schools of Tacloban City, aiming to provide a contextualized understanding of the experiences of non-specialized teachers within this specific educational setting.

Research Participants

This study involved 12 non-Values Education teachers from various public secondary schools in Tacloban City who were assigned to teach Edukasyon sa Pagpapakatao (EsP). Eligible participants were male or female, aged 25–60, with at least three years of teaching experience and a willingness to participate. Excluded were teachers below 25 years old, those with less than two years of experience, and Values Education majors not currently teaching EsP.

Participants were selected using purposive sampling, a non-probability technique that targets individuals with specific characteristics relevant to the study. This ensured that meaningful insights were gained from those teaching outside their area of specialization. As supported by Boyd (2001) and Groenewald (2004), 2–12 participants are sufficient in phenomenological research to reach data saturation. The diverse backgrounds and teaching experiences of the selected participants helped capture a comprehensive understanding of the challenges and coping strategies of non-specialized EsP teachers.

Research Instruments

The study employed a semi-structured interview guide that underwent careful validation by experts and was pilot-tested with Values Education teachers from Leyte Normal University. The interview guide consisted of questions on the profile of participants, their lived experiences in delivering a subject that was not their specialized field, their challenges in teaching, and their coping mechanisms to the challenges they faced. Through these interviews, researchers sought to gather rich, in-depth insights into the lived experiences of non-specialized teachers as they taught the *Edukasyon sa Pagpapakatao* subject. Part one of the research instrument included the date, the time started, the time ended, and, lastly, the name. Including the name of the participant was optional. Part two included the research questions with three categories: (a) the lived experiences, (b) coping mechanisms, and (c) the suggested recommendations. Each category consisted of five questions, totaling fifteen questions.

Validity of the Research Instrument

The research instrument was validated by experts who were graduates of secondary education with a major in Values Education. Most of them had a Master's Degree, and some even held a Doctorate Degree. These experts were also teachers who had taught values education programs.

Data Gathering Procedure

The research process began with the preparation of data collection tools, followed by formal approval from the school principal and the EsP department head. After approval, a pre-survey briefing was conducted to explain the study's purpose and secure participants' cooperation. Informed consent forms were distributed, emphasizing voluntary participation, confidentiality, and the right to withdraw at any time.

Data collection involved administering a structured survey questionnaire and conducting semi-structured interviews using validated, researcher-developed questions. These interviews aimed to explore participants' experiences and coping strategies in teaching *Edukasyon sa Pagpapakatao*, regardless of their academic specialization. Each interview lasted approximately 40 minutes to 1 hour. With consent, interviews were audio-recorded for transcription; if declined, detailed notes were taken instead. The data were then evaluated and analyzed thematically.

Data Analysis

The data analysis for this study employed the thematic analysis method, a widely-used qualitative research method (Wa-Mbaleka, 2018). Thematic analysis involved systematically identifying, analyzing, and reporting repeated patterns within qualitative data sets (Braun & Clarke, 2006). This method prioritized the interpretation of descriptive data, incorporating both deductive and inductive approaches to identify themes.

During the data organization phase, fixed interview data were transcribed verbatim, with participants verifying the transcripts. Understanding semi-structured questionnaire data was pivotal for subsequent analysis. Researchers then familiarized themselves with the entire dataset to identify relevant codes or themes. Conceptual reading involved repeated review of transcripts to develop a comprehensive understanding. Initial coding broke down data into manageable units, guided by preliminary ideas from transcripts. Theme identification relied on recognizing recurring words or findings, with patterns informing the generation of themes. Initial themes were reviewed and refined for alignment with the data, with any unnecessary themes excluded. The essence of each theme was defined to provide depth to the analysis. Finally, the finalized themes and codes informed the writing-up process, following a structured approach similar to that of a dissertation.

III. Results and Discussion

This chapter shares the voices and stories of non-specialized teachers assigned to teach *Edukasyon sa Pagpapakatao (ESP)*, based on insights gathered from open-ended interviews. Using thematic analysis, the study reveals how these teachers experience, cope with, and develop in their roles despite lacking formal training in the subject. By exploring their lived experiences, this chapter highlights common challenges, personal strategies, and the types of support they believe would help them teach more effectively. Each research question is addressed through key themes and subthemes, offering a deeper understanding of how these educators adapt and what they need to thrive in teaching ESP.

The results of this research have effectively addressed the following objectives:

1. To Explore the lived experiences of non-specialized teachers in teaching *Edukasyon sa Pagpapakatao (EsP)*.
2. To Identify the coping mechanisms used by non-specialized teachers in handling the challenges of teaching *Edukasyon sa Pagpapakatao (EsP)*.
3. To Propose recommendations based on the data gathered from the participants' experiences and coping strategies.

Profile of Participants

PARTICIPANT	AGE	GENDER	TEACHING MAJOR	TEACHING EXPERIENCE
Participant 1	28	Female	English	3 years and 2 months
Participant 2	27	Male	Filipino	4 years
Participant 3	27	Male	Social Science	3 years and 3 months
Participant 4	26	Female	Filipino	5 years
Participant 5	38	Female	Technology Livelihood Education	3 years and 2 months
Participant 6	41	Female	Social Science	18 years
Participant 7	29	Female	Early Childhood Education	7 years

Participant 8	46	Female	English	13 years
Participant 9	34	Female	Social Studies	10 years and 10 months
Participant 10	31	Female	Math	10 years
Participant 11	50	Female	Social Studies	17 years
Participant 12	55	Male	Technology Livelihood Education	10 years

The table shows the profiles of 12 teachers, age ranging from 26 to 55. The group is predominantly female (9 out of 12). Teaching majors vary, with Social Science/Social Studies being the most common. Teaching experience ranges from 3 years and 2 months to 18 years, with most teachers having a decade or more of experience, indicating a generally seasoned group of educators.

Problem no. 1. Lived Experiences of Non-Specialized Education Major Teachers in Teaching Edukasyon sa Pagpapakatao

Non-specialized education major teachers in Edukasyon sa Pagpapakatao (EsP) shared a range of experiences — both rewarding and challenging — while teaching a subject outside their area of expertise. Although they did not specialize in EsP, their dedication and willingness to learn reflect how educators can adapt and grow. Their lived experiences reveal both the joy of connecting moral values to students' lives and the struggles that come with unfamiliar content, language barriers, and limited resources. Despite the lack of formal specialization, these teachers showed resilience, creativity, and a strong commitment to the holistic formation of their learners.

- 1.1. Positive Experiences Despite Lack of Specialization
- 1.2. Struggles with Language and Content Mastery
- 1.3. Resource and Material Constraints
- 1.4. Strategies for Effective Teaching
- 1.5. Ongoing Preparation and Self-Initiated Learning
- 1.6. Growth in Confidence and Professional Fulfillment

1.1. Positive Experiences Despite Lack of Specialization

Many non-specialized teachers expressed that while they do not have a formal background in teaching EsP, they find the experience meaningful and enriching.

P4. "Despite not being specialized in this subject, I feel the enjoyment in teaching and it helps me gain a broader understanding of different disciplines and learning styles."

P6. "Compared to Araling Panlipunan, I find it refreshing to teach ESP... There is a freedom of exchange between students regarding moral issues."

P7. "Teaching ESP is challenging but fulfilling, especially if you see students are applying their learning in real life situations."

These responses reveal that non-specialized teachers can still find joy and satisfaction in teaching EsP. Many of them emphasize that the subject allows them to explore real-life issues, connect with students on a deeper level, and experience professional growth. The flexible and discussion-based nature of EsP makes it more accessible even for teachers who are not experts in the field.

1.2. Struggles with Language and Content Mastery

Some teachers encountered difficulties particularly with the language of instruction (Filipino) and the unfamiliar content.

P4. "One of the challenges that I've encountered while teaching ESP is speaking or using Filipino language because I'm more practiced in speaking English."

P1. "I am somewhat struggling in speaking the language (yung straight Tagalog talaga, medyo mahirap)."

P8. "It took me some time to master the lessons and I am still learning."

The language barrier was a significant hurdle for many non-specialized teachers, especially those more accustomed to teaching in English or their specific major. Content mastery also posed a challenge due to unfamiliar concepts and a lack of training in the EsP curriculum.

1.3. Resource and Material Constraints

The lack of updated and appropriate instructional materials was a common concern.

P5. "Lack of teaching resources... outdated books... few wrong transitions from English to Filipino text."

P9. "The number of books to the number of students is a challenge."

Teachers often struggle with limited access to quality and updated teaching resources. This shortage affects lesson planning, student engagement, and overall instructional effectiveness. Some teachers mitigate this by collaborating with peers or relying on digital platforms.

1.4. Strategies for Effective Teaching

Teachers employed a variety of strategies, both traditional and innovative, to address the subject's moral and ethical dimensions.

P7. "Group activities, video-clip reviewing, game and stage drama."

P8. "Think-pair-share, problem analysis, reporting, debate... game-based activities."

P1. "Integrative approach... integrate my lessons in ESP in their everyday situations."

P6. "I always find it effective in teaching my Grade 8 students if I am using gamification with interactive PowerPoint presentations."

P3. "I employed differentiated instruction techniques like Think, Pair, and Share, Group Activities, PBB sa ESP, and Magalang Bow to teach ESP. By using these methods, the teacher not only aims to impart knowledge to the students but also to instill proper behavior, social interactions, and attitudes that are relevant to their growth as individuals and members of society."

To overcome the challenges of student engagement and abstract values education, teachers apply diverse strategies such as gamification, multimedia, real-life integration, and inquiry-based learning. These tools help contextualize abstract concepts and make lessons more relatable and dynamic.

1.5. Ongoing Preparation and Self-Initiated Learning

Most teachers admitted they had to self-study and collaborate with colleagues to prepare adequately.

P5. "Self-study, collaboration with co-teachers, sharing of real-life experiences."

P1. "I do readings about my lessons. I watch video lessons in ESP too. I collaborate with our master teacher, head teacher and other teachers."

P8. "I study the books and research relevant ideas from the internet... I was coached often by our head teacher."

Non-specialized teachers compensate for their lack of formal training in EsP by actively seeking information through readings, digital tools, and professional collaboration. Peer support and self-directed learning play a vital role in helping them adapt and become more confident in their teaching role.

1.6. Growth in Confidence and Professional Fulfillment

Despite initial uncertainties, many teachers developed confidence and a sense of purpose in teaching EsP.

P6. "At first it was extremely challenging... However, after a week I gradually adjusted and started to enjoy it."

P4. "I feel confident now because I'm learning every day."

P2. "Teaching ESP though not my field of specialization is a challenging, interesting and life-changing experience."

Teachers' confidence in teaching EsP tends to grow over time through exposure, reflection, and continuous effort. Several noted that the subject even shaped their own values and character, showing that EsP has a transformative effect not only on learners but also on educators.

It can be concluded that the lived experiences of non-specialized education major teachers in teaching Edukasyon sa Pagpapakatao reveal both challenges and growth. Despite not being experts in the subject, they demonstrated adaptability, initiative, and dedication by employing various teaching strategies, engaging in continuous self-learning, and creatively addressing limitations in resources and content. Their experiences show that with the right mindset and commitment, teachers can still make a significant impact on students' values formation and holistic development, even beyond their area of specialization.

Problem no. 2. Coping Mechanisms with the Challenges Encountered by Non-Specialized Teachers in Teaching Edukasyon sa Pagpapakatao (EsP)

In dealing with the challenges encountered by non-specialized teachers in teaching Edukasyon sa Pagpapakatao (EsP), they shared various coping strategies that they considered effective and appropriate based on their teaching experiences and personal preferences. These coping strategies reflect their ability to adapt, learn, and grow in a teaching field that is not within their area of specialization. The effectiveness of each strategy depends on how it aligns with the teacher's teaching style and the unique needs of their students. Non-specialized EsP teachers identified several coping strategies such as **Resourcefulness and Adaptability, Collaboration and Seeking Guidance, Reflection and Faith, Continuous Learning and Professional Growth, Time and Resource Management, and Self-Motivation and Coping Habits.**

- 2.1. Resourcefulness and Adaptability
- 2.2. Collaboration and Seeking Guidance
- 2.3. Reflection and Faith
- 2.4. Continuous Learning and Professional Growth
- 2.5. Time and Resource Management
- 2.6. Self-Motivation and Coping Habits

2.1 Resourcefulness and Adaptability

Non-specialized teachers often turn to alternative materials, practical adjustments, and self-initiated research to compensate for their limited background in EsP.

P1. "Nagbabasa ako ng modules at nanonood ng videos online para magkaroon ako ng ideya kung paano ipaliwanag ang mga values concepts."

"I read modules and watch videos online so I can get ideas on how to explain values concepts."

P2. “Minsan kinukuha ko ‘yung teaching strategies ko sa dati kong subject tapos ina-adjust ko para magamit sa EsP.”

"Sometimes I use strategies from the subjects I used to teach and just adjust them to fit EsP."

P3. “Gumagamit ako ng PowerPoint, storytelling, at real-life examples para mas maging relatable sa students.”

"I use PowerPoint, storytelling, and real-life examples to make lessons more relatable for students."

Teachers compensate for lack of specialization by using various platforms and adapting their methods. Their ability to be flexible and innovative helps them deliver meaningful EsP lessons.

2.2 Collaboration and Seeking Guidance

Collaboration with co-teachers and supervisors serves as a major coping mechanism, providing emotional support and professional advice.

P1. “Kapag may topic akong hindi gamay, nagtatanong ako sa co-teachers ko. Nagkakaisa kami lalo na kung nahihirapan.”

"When there's a topic I don't fully understand, I ask my co-teachers. We really support each other when something's difficult."

P2. “May group chat kami ng mga EsP teachers. Doon kami nagtutulungan maghanap ng materials at mag-suggest ng strategies.”

"We have a group chat of EsP teachers. We help each other find materials and suggest strategies there."

P3. “Nagpa-facilitate din ng meetings ‘yung head namin para ma-align kami sa curriculum.”

"Our department head also facilitates meetings so we can align ourselves with the curriculum."

Support from colleagues and academic heads provides a sense of community, helping non-specialized teachers cope through shared resources and encouragement.

2.3 Reflection

Many teachers rely on personal reflection and spiritual grounding to guide their daily teaching and decision-making, especially in values education.

P1. *"What really helped me is reflection and prayer. I always assess myself daily—whether I said something wrong or how I could explain concepts more clearly, especially since I am teaching values."*

P2. *"Every end of the day, I always have a self-reflection time where I write down important events and learnings."*

P3 *"I usually reflect on my teaching practices and make adjustments as needed."*

The findings highlight that personal reflection functions as a crucial self-regulatory strategy for non-specialized EsP teachers, allowing them to process daily experiences, enhance their teaching approaches, and remain grounded in their values through continuous self-assessment and spiritual practices.

2.4 Continuous Learning and Professional Growth

Teachers compensate for the lack of subject expertise by taking part in formal and informal learning opportunities.

P1. *"Lagi kong sinasabi sa sarili ko, 'Teacher ka pero estudyante ka rin.' Hindi natatapos ang pagkatuto."*

"I always tell myself, 'You're a teacher but also a student.' Learning never stops."

P2. *"Sumasali ako sa webinars, nagbabasa ng modules, at kinakausap 'yung mga EsP majors kung may gusto akong linawin."*

"I join webinars, read modules, and consult EsP majors if I want to clarify something."

P3. *"Nagjo-join ako sa mga Facebook group ng EsP teachers. Ang dami ko ring natutunan doon."*

"I joined Facebook groups for EsP teachers. I learn a lot there too."

This desire to learn reflects their dedication to professional growth and quality teaching despite limited background in the subject.

2.5 Time and Resource Management

Teachers cope by planning ahead, managing their schedules, and maximizing available resources.

P1. *"Maaga akong gumigising para mag-prepare ng lesson. Gusto ko ready ako bago pumasok."*

"I wake up early to prepare my lessons. I want to be ready before going to class."

P2. *"Pinaplano ko ang buong linggo para hindi ako mag-panic kapag may biglaang changes."*

"I plan the whole week ahead so I don't panic when sudden changes happen."

P3. *"Inaayos ko ang time ko para sa preparation, teaching, at kahit pahinga. Lahat importante."*

"I manage my time for preparation, teaching, and even rest. Everything is important."

Time management helps reduce stress and allows teachers to stay consistent despite multiple responsibilities.

2.6 Self-Motivation and Coping Habits

Teachers develop routines and self-care practices to stay motivated and manage emotional challenges.

P11. "Naglalagay ako ng motivational quotes sa desk ko. Para kahit pagod ako, may reminder na kaya ko 'to."

"I put motivational quotes on my desk. So even if I'm tired, I have a reminder that I can do this."

P12. "Kapag maganda 'yung lesson ko, nagre-reward ako ng sarili ko. Kahit simpleng milk tea lang."

"When I deliver a good lesson, I reward myself—even just with a milk tea."

P9. "Natutunan ko ring mag-journal. Sinusulat ko 'yung mga nangyari sa klase, pati 'yung feelings ko."

"I've also learned to journal. I write about what happened in class, even my feelings."

These habits build emotional resilience and serve as daily sources of encouragement, especially when teaching a subject outside their comfort zone.

In conclusion, the coping mechanisms of non-specialized teachers vary based on their experiences, beliefs, and available resources. These include **Resourcefulness and Adaptability, Collaboration and Seeking Guidance, Reflection and Faith, Continuous Learning and Professional Growth, Time and Resource Management, and Self-Motivation and Coping Habits**. By implementing these strategies, teachers are able to overcome the limitations of teaching outside their specialization and create a positive, engaging, and morally grounded learning environment for their students.

Problem no. 3. Recommendations for Supporting Non-Specialized Teachers in Teaching Edukasyon sa Pagpapakatao (EsP)

The gathered data reveal key insights into what non-specialized teachers need in order to enhance their teaching of Edukasyon sa Pagpapakatao (EsP). Their responses reflect the collective call for consistent professional development, sufficient teaching materials, and strengthened peer support mechanisms. The data further suggest that empowering teachers through training and mentorship can significantly uplift their competence and confidence in handling the subject.

1. 3.1. Regular and Specialized Trainings
2. 3.2. Adequate Instructional Materials and Administrative Support
3. 3.3. Mentorship and Peer Support Systems
4. 3.4. Equitable Support from Schools and Divisions
5. 3.5. Embracing Teacher-Initiated Growth and Reflection

3.1. Regular and Specialized Trainings

Across the three schools, teachers consistently identified trainings and seminars as the most beneficial intervention to improve their teaching practice. These trainings must be specialized to ESP, and not just general pedagogy. Teachers mentioned programs such as MATATAG Curriculum Training, workshops on teaching strategies, gamification, and ICT skills as highly needed.

P2 “Train the teachers about gamification to make the ESP subject entertaining and align the interest of the students...”

P4 “MATATAG curriculum training helped a lot. I wish there are more trainings on ESP solely.”

P6 “...the school or division may allocate budget for our professional development.”

Thus, it can be concluded that investing in relevant, ESP-focused trainings, including both face-to-face and online modalities, will address the professional growth needs of non-specialized teachers.

3.2. Adequate Instructional Materials and Administrative Support

A major theme highlighted was the lack of updated textbooks and instructional materials, which hinders lesson preparation and student engagement. Teachers also pointed out the burden of administrative tasks, which lessens their time for lesson planning and student support.

“Provide updated books, teaching materials... More time in preparation, less teaching loads.” —
P2 (LNHS Teacher B)

P3 “Learning materials, textbooks that the students can work on and refer to.”

P9 “Provide laptops, projectors, TV for teachers.”

Based on these responses, schools and divisions should ensure timely provision of books, teaching resources, and ICT tools, while also minimizing non-teaching workloads so that teachers can focus on instructional delivery.

3.3. Mentorship and Peer Support Systems

Teachers from all three schools strongly affirmed the value of peer mentoring and collaboration. Non-specialized teachers benefit greatly from the guidance of experienced colleagues, especially in understanding lesson content, classroom strategies, and dealing with challenges in EsP teaching.

P2 “Sharing or collaborating with teachers handling the same subjects would improve the quality of teaching.”

P4 “It did work for me when I was starting. I am sure it’s going to work for others too.”

P6 “Every teacher has its best practices which you can learn from.”

Hence, school heads and department leaders are encouraged to institutionalize mentoring programs, provide time for collaborative lesson planning, and promote professional learning communities among EsP teachers.

3.4. Equitable Support from Schools and Divisions

The teachers stressed that EsP should be given equal importance as other major subjects. This includes the need for division-initiated programs, inclusive training opportunities, and clear policy guidelines that support the professional development of all teachers, especially those not trained in EsP.

P4 “Schools/divisions should create equal opportunities for all subjects... and bring books/worksheets to the classrooms on time.”

P8 “Division trainings must be implemented so that there would be a specified skillset for non-specialized teachers handling ESP.”

This suggests that the Department of Education and school divisions must recognize the unique challenges of teaching EsP and create structured, sustainable support systems to assist non-specialized teachers.

3.5. Embracing Teacher-Initiated Growth and Reflection

Several teachers also emphasized self-initiated professional growth through reflection, collaboration, and seeking feedback from students and colleagues. Teachers who demonstrate willingness to learn often perform better in their roles despite being non-specialists.

P3 “I would also ask for feedback from students or co-teachers.”

P6 “I still believe experience is the best teacher... as well as shared experiences from colleagues.”

Therefore, the school culture must foster continuous learning and reflective practice, enabling non-specialized teachers to build confidence and improve instructional quality.

Conclusion

The findings suggest that the most effective recommendations to support non-specialized EsP teachers are the provision of specialized training programs, adequate learning resources, mentoring and collaboration opportunities, and strong institutional support. These interventions, when implemented properly, can empower non-specialized teachers to deliver values-based education that is meaningful, relevant, and impactful to learners.

Summary of Findings

1. This study focused on the real-life experiences of public secondary school teachers who were assigned to teach *Edukasyon sa Pagpapakatao* (EsP) even though it was not their area of specialization. The teachers shared that while teaching EsP helped them build meaningful relationships with their students and shape their values, it also came with many challenges. Some of the problems they faced included not being familiar with the MATATAG curriculum, having difficulty teaching in Filipino, and not having enough updated learning materials. Many also felt a strong sense of responsibility, knowing that teaching EsP required them to set a good example to their students.
2. To overcome these challenges, the teachers used different ways to cope. They studied the lessons on their own, looked for resources online, and worked together with their fellow teachers. Some also used creative strategies like using games, real-life examples, and group activities to make their lessons more interesting. They also relied on encouragement and support from their co-teachers, which helped them feel more confident in teaching EsP over time.
3. From their experiences, the teachers gave several suggestions to help improve EsP teaching. They recommended that schools provide special training programs that focus on EsP content and teaching strategies. They also hoped to have mentors who could guide them, especially those who are new to the subject. Aside from training, they requested better teaching materials, a clearer curriculum, and a lighter workload. Overall, they wanted to be given the proper support so they can become more effective, confident, and motivated in teaching EsP.

IV. Conclusion

This study explored the lived experiences, coping mechanisms, and support needs of non-specialized education major teachers assigned to teach *Edukasyon sa Pagpapakatao* (EsP) in selected public secondary schools in the Division of Tacloban City. Through qualitative inquiry,

it uncovered both the meaningful aspects and the challenges that arise when teachers handle a subject outside their area of specialization.

The findings revealed that while teaching EsP was not within their academic training, non-specialized teachers showed admirable dedication, creativity, and willingness to learn. They discovered fulfillment in helping students form values and moral understanding, even as they struggled with content unfamiliarity, language barriers, and a lack of teaching resources. These experiences affirm that effective values education can still occur despite limitations in teacher specialization, provided that educators are committed, reflective, and adaptive.

Moreover, the study identified several coping strategies employed by the teachers. These included personal resourcefulness, peer collaboration, self-directed learning, reliance on faith, effective time management, and drawing motivation from the positive impact they observed in their students. These coping mechanisms served as vital tools in managing the pressures and expectations that came with teaching EsP.

In terms of systemic support, participants emphasized the need for regular and specialized training programs, updated and culturally relevant teaching materials, and strong mentorship systems. They also advocated for more equitable institutional support from school leadership and education divisions to ease workload pressures and enhance their teaching effectiveness.

The conclusion drawn from this study is that non-specialized teachers, when properly supported, can make a significant contribution to the value formation of learners through EsP. Their experiences demonstrate that teaching excellence is not solely dependent on subject specialization, but also on attitude, willingness to grow, and the presence of a strong support system. This has implications for how schools assign teaching loads, support teacher development, and structure training opportunities.

This research encourages educational institutions, particularly at the division and school levels, to reassess their support structures for EsP teachers. Investing in tailored professional development, promoting peer mentorship, and ensuring access to well-developed instructional materials are essential to improving the quality of values education. Furthermore, this study contributes to the growing understanding that non-specialized teachers, when empowered and guided, can play a transformative role in the holistic development of students.

In conclusion, the heart of teaching EsP lies not in the mastery of technical content alone but in the embodiment of values, commitment to learning, and the genuine desire to shape students' character. These teachers, despite their non-specialization, have proven that meaningful education is always possible with the right mindset and institutional support.

5.2. Summary of Highlighted Findings

This section presents the significant insights regarding the lived experiences of non-specialized education major teachers in teaching Edukasyon sa Pagpapakatao (EsP), emphasizing both the positive and challenging aspects they encountered. Despite not being trained in the subject, many teachers demonstrated resilience, creativity, and a genuine desire to guide students toward values formation.

5.2.1 Highlighted Findings

A key finding that emerged from the participants' responses is that teaching Edukasyon sa Pagpapakatao without formal specialization presents both personal and professional challenges. However, the study also revealed that many teachers discovered fulfillment in their teaching roles, especially when witnessing their students' behavioral transformation and real-life application of EsP lessons.

Table 5.1 Summary of Lived Experiences of Non-Specialized Teachers in Teaching Edukasyon sa Pagpapakatao

Theme	Description
1. Positive Experiences Despite Lack of Specialization	Teachers found fulfillment and joy in teaching EsP, as it allowed meaningful discussions about real-life moral issues and values.
2. Struggles with Language and Content Mastery	Several teachers struggled with the Filipino language and unfamiliar content, especially those used to teaching in English or other disciplines.
3. Resource and Material Constraints	Many reported the lack of updated teaching materials and books, hindering lesson planning and classroom engagement.
4. Strategies for Effective Teaching	Teachers employed interactive methods such as gamification, debates, drama, and real-life integration to make lessons more engaging and relevant.
5. Ongoing Preparation and Self-Initiated Learning	Most participants engaged in self-study, collaboration, and mentorship to compensate for their lack of formal training in EsP.
6. Growth in Confidence and Professional Fulfillment	Over time, teachers developed greater confidence and found personal growth, even stating that the subject helped shape their own values.

It can be concluded that although non-specialized teachers encountered challenges—such as difficulties with language, lack of training, and insufficient resources—they also experienced growth, both as educators and as individuals. Their adaptive strategies, self-initiative, and deep sense of responsibility allowed them to fulfill the goals of Edukasyon sa Pagpapakatao. This reveals that with adequate support and proper mindset, non-specialized teachers can still significantly contribute to values education and the holistic development of learners.

Table 5.2. Summary of Coping Mechanisms of Non-Specialized Teachers in Teaching Edukasyon sa Pagpapakatao

Non-specialized teachers of Edukasyon sa Pagpapakatao (EsP) use various coping strategies to manage the challenges of teaching a subject outside their expertise. These include being resourceful and adaptable, such as using online videos and adjusting teaching methods from other subjects. They also value collaboration, often seeking help from co-teachers and joining group chats to share resources.

Reflection and faith play a key role, helping teachers process emotional situations and stay grounded. They also commit to continuous learning, joining webinars and consulting with EsP majors. Effective time and resource management allows them to prepare ahead, while self-motivation and coping habits—like journaling or using motivational quotes—help maintain their emotional well-being. These strategies help them deliver meaningful lessons despite the lack of specialization.

Coping Mechanism	Description
Resourcefulness and Adaptability	Using online videos, modifying strategies from other subjects, and creatively adjusting to EsP teaching demands.
Collaboration and Support-Seeking	Consulting colleagues, co-teachers, and participating in group chats or meetings for help and resource sharing.
Reflective Practices and Faith	Engaging in self-reflection, prayer, and grounding themselves through faith to process emotional experiences.
Continuous Learning and Professional Development	Attending webinars, researching on EsP topics, and consulting with major teachers to improve teaching strategies.
Time and Resource Management	Preparing lessons in advance and maximizing use of available teaching materials to ensure effective delivery.
Self-Motivation and Personal Coping Habits	Using inspirational quotes, journaling, and self-reminders to maintain a positive mindset and emotional balance.

It can be concluded that while non-specialized EsP teachers experience difficulties, they cope by relying on personal values, continuous self-learning, and peer support, highlighting their dedication to character education despite systemic gaps.

Table 5.3. Summary of Recommendations for Supporting Non-Specialized Teachers in Teaching Edukasyon sa Pagpapakatao (EsP)

Recommendation Area	Summary
Regular and Specialized Trainings	Teachers need EsP-specific trainings like MATATAG, gamification, and ICT workshops for better teaching practices.
Adequate Instructional Materials and Administrative Support	Lack of updated books and too many admin tasks limit teaching quality. Teachers request more resources and reduced workloads.

Mentorship and Peer Support Systems	Non-specialized teachers benefit from mentoring and collaboration to understand EsP content and strategies.
Equitable Support from Schools and Divisions	EsP should receive the same support as other subjects—timely resources, clear policies, and inclusive training.
Embracing Teacher-Initiated Growth and Reflection	Teachers rely on feedback, experience, and self-learning. Schools must support a reflective and growth-oriented culture.

The findings reveal that non-specialized teachers need strong institutional support to effectively deliver the EsP curriculum. These include regular, EsP-specific trainings; updated instructional materials; and manageable teaching loads. Mentorship and peer collaboration were also crucial in enhancing their teaching practices. Teachers advocated for equal recognition of EsP alongside other academic subjects and called for inclusive policies and programs from schools and divisions. Lastly, many teachers showed a commitment to personal and professional growth through reflective practices and collaboration.

Implementing these recommendations can uplift the quality of values education, making it more meaningful and impactful for learners while supporting the professional journeys of non-specialized teachers.

V. Recommendations

After a thorough analysis of the findings and conclusion of this study on the lived experiences of non-specialized education major teachers in teaching *Edukasyon sa Pagpapakatao* (EsP), the following recommendations are presented to improve their teaching effectiveness and professional growth:

1. The Department of Education should conduct regular, specialized trainings to help non-specialized teachers improve their content knowledge and strategies in teaching EsP.
2. Schools must provide Filipino-translated and culturally relevant instructional materials to help teachers deliver accurate and engaging EsP lessons.
3. Assign experienced mentors and build peer support systems to guide non-specialized teachers and boost their confidence.
4. Ensure fair teaching loads and consider teacher readiness to prevent burnout and allow time for quality lesson preparation.
5. Encourage non-specialized teachers to pursue self-directed learning and reflect on their teaching practices for continuous growth.
6. Parents, guidance counselors, and community leaders should be involved in values education efforts. Partnership programs may be created to help reinforce the values taught

in EsP and create a supportive ecosystem around the learner. This community-based approach can make values education more relevant and impactful.

These recommendations aim to enhance the competence, confidence, and well-being of non-specialized EsP teachers. By addressing both the institutional and personal development aspects of teaching, educational stakeholders can help ensure that values education continues to serve as a foundation for the holistic development of Filipino learners.

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