

## "Navigating Challenges: A Study on the Impact of Non-Specialized Teachers in Edukasyon Sa Pagpapakatao (Values Education) in Samar Division"



Regine D. Ciata<sup>1</sup>, Ivy M. Doblón<sup>2</sup>, Michelle Torreros<sup>3</sup>

<sup>1,2,3</sup> Leyte Normal University

**ABSTRACT:** This study explores the challenges faced by non-specialized teachers in handling Edukasyon sa Pagpapakatao (Values Education) in Samar Division. With the increasing emphasis on holistic education and character development, it is essential to understand the implications of assigning non-specialized teachers in this critical subject. Through a phenomenological approach and incorporating surveys, and interviews, this research identifies key areas of difficulty such as lack of subject matter expertise, limited teaching time per week for lessons, insufficient training, and limited access to resources. The findings reveal that these challenges negatively impact both teaching effectiveness and student outcomes in Edukasyon sa Pagpapakatao. Furthermore, the study highlights the needed support of non-specialized teachers from the Department of Education to develop programs and policy adjustments in the curriculum that will help in the teaching and learning process. By addressing these issues, the research aims to enhance the quality of education in instilling values among learners through Edukasyon sa Pagpapakatao.

### CHAPTER I

#### INTRODUCTION

##### I. Background and Rationale

The foundation of effective teaching lies in a teacher's depth of knowledge in the subject matter they deliver. A comprehensive understanding of the content not only enhances instructional quality but also fosters student engagement and learning outcomes. There is a widespread practice of teaching non-specialized subjects around the globe (du Plessis, 2015). In the research that was done in Western Australia, it was discovered that 28% of teachers provided subject-matter instruction in 2007–2008 that had nothing to do with their area of expertise (Weldon, 2016).

In the Philippines, teaching subjects outside of one's expertise is a common issue, exacerbated by the country's current teacher shortage caused by the K-12 program. This mismatch between teachers' skills and required subjects can impact both their well-being and students' learning (Bayani & Guhao, 2017; Asian Development Bank, 2014). Addressing this problem is crucial for teachers' professional growth, especially for those handling nonspecialized subjects. However, there is limited research on Filipino graduate teachers facing this challenge, motivating this study to provide insights and support for these educators.

Teaching Edukasyon Sa Pagpapakatao (ESP) is an essential part of the educational process in the country, with the goal of helping students develop moral principles and ethical standards. Majors in Values Education have historically served as the main instructors for ESP. However, the face of education is changing, with more and more non-majors in values education taking on this duty. To maximize the distribution of ESP principles and guarantee the achievement of its goals, it is imperative to comprehend the experiences of these instructors who are not specialists.

To further understand the study, let's explore first the subject area wherein our study focuses which is the Edukasyon sa Pagpapakatao or Values Education. In 1988, the Department of Education developed the Values Education for Filipino. This program focuses on different philosophies, values, beliefs, behavior, and habit that each individual possess. Through the teaching of these different value related concept, students will be guided and be able to understand, adapt, and apply their learnings in the real-world setting. It promotes inclusive education wherein students are provided with equal opportunity and respect despite of their differences in culture, religion, status, race, ethnicity, color, and appearance. Based on the Presidential Proclamation No. 478, October 7, 1994 of every year is considered as Filipino Values month. It aims to strengthen the Filipino values by celebrating it through organizing different kind of activities that will highlight and promote Filipino Values System.

Moreover, Dewey (1966) contributed significantly to the discourse on value education by defining it as the process of assigning importance to various elements and subjecting them to external scrutiny to determine their worth relative to other aspects. According to Dewey, value judgments should be grounded in diverse principles to provide a comprehensive foundation for guiding

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individuals in their actions. Additionally, he underscored the pivotal role of experiences in shaping human behavior, highlighting the profound impact that real-world encounters can have on one's ethical and moral development. Dewey's insights not only stress the complexity of value education but also emphasize the dynamic interplay between principles and lived experiences in fostering a well-rounded understanding of values.

The teaching of Edukasyon Sa Pagpapakatao (ESP) in the Philippines is a crucial aspect of the education system, aiming to instill values and ethics in students. Traditionally, Values Education majors have been the primary educators for Edukasyon sa Pagpapakatao. However, the landscape is evolving, with non-Values Education majors increasingly taking on this responsibility. Understanding the experiences of these non-specialized educators is paramount for optimizing the delivery of Edukasyon sa Pagpapakatao (ESP) concepts and ensuring that its objectives are met.

Although a great deal of research has been done on the subject of non-specialized teachers teaching particular subjects and has provided insight into the different approaches, tactics, and difficulties that these teachers face, there is still a substantial gap in the literature when it comes to a thorough analysis of the interventions that the Department of Education has put in place to address these issues.

This study aims to investigate the experiences of teachers who are not majoring in values education in instructing Edukasyon sa Pagpapakatao, by conducting investigations into how educators handle difficulties and find out what measures the Department of Education has taken to resolve the issues raised. The school system and other educational stakeholders will be better able to develop strategies and take the necessary action to support non-specialized teachers who are encountering these issues by looking at different approaches and evidence.

## II. THEORETICAL FRAMEWORK

This section provides discussions anchored to the study.

It has long been suspected that teachers' content and pedagogical competence affects the overall teacher quality. Values pedagogy brought by specialization programs are crucial in carrying out quality teaching. To further understand the correlation, certain investigations have been done. Some data, however, go unnoticed. According to Dubinsky (2000), a rich theory of learning can give direction to an often-confusing endeavor. It can be a basis for generalization. In this section, different theories are presented to support and provide basis for the present study.

This research adopts a multidimensional theoretical framework to explore the phenomenon of out-of-field teaching among educators without specialization in Values Education, particularly in teaching Edukasyon sa Pagpapakatao (EsP). In order to thoroughly investigate the complex dynamics at work and offer workable strategies for handling this pedagogical challenge, the framework incorporates a number of theoretical viewpoints.

**Social Cognitive Theory:** At the core of the theoretical framework lies Bandura's Social Cognitive Theory, which emphasizes the reciprocal interaction between personal factors, environmental influences, and individual behaviors. Within the context of out-of-field teaching in Values Education, this theory elucidates how educators' beliefs, perceptions, and self-efficacy influence their instructional practices and classroom interactions by understanding the cognitive processes underlying teachers' pedagogical decision-making, interventions can be designed to enhance their competence and confidence in delivering Values Education effectively.

**Constructivism:** Drawing from Constructivist theory, the framework acknowledges the importance of active engagement and meaning-making in the learning process. In the context of Values Education, this perspective underscores the significance of creating authentic, inquiry-based learning experiences that allow students to construct their understanding of moral values and ethical principles. Educators without specialization in Values Education can benefit from pedagogical approaches that encourage critical reflection, dialogue, and collaborative problem-solving to foster deep-seated moral development among students.

**Critical Pedagogy:** Incorporating elements of Critical Pedagogy, the framework advocates for a transformative approach to Values Education that challenges oppressive structures and fosters social justice and equity. By interrogating power dynamics and addressing issues of privilege, marginalization, and cultural relevance, educators can create inclusive learning environments that empower students to critically examine and challenge dominant value systems. This perspective underscores the importance of equipping teachers with the pedagogical tools and critical consciousness necessary to navigate sensitive ethical dilemmas and facilitate courageous conversations around moral and social issues.

The aforementioned theories serve as important bases in understanding how pedagogical knowledge of teachers affect teacher quality, particularly on teachers not within the field of expertise of Values Education teaching Edukasyon sa Pagpapakatao. For future work, this framework will be used as a foundational guide for understanding the context,

### Statement of the Problem

This study aims to explore on the experiences, challenges, and coping strategies of the non-Values Education major teachers in teaching Edukasyon sa Pagpapakatao.

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Specifically, the study aims to answer the following questions:

1. What are the experiences of non-Values Education majors in teaching Edukasyon Sa Pagpapakatao?
2. How do non-Values Education major teachers cope with the challenges they encountered in teaching Edukasyon Sa Pagpapakatao?
3. What interventions does the Department of Education employ to address the concerns of non-Values Education major teachers in teaching Edukasyon Sa Pagpapakatao?

### Scope and Delimitations

This study will concentrate on educators without a specialization in Values Education who are presently instructing Edukasyon sa Pagpapakatao at Calbiga National High School. The research aims to investigate the following aspects: (1) the experiences of non-Values Education major teachers in teaching Edukasyon sa Pagpapakatao, (2) the coping strategies employed by these non-specialized teachers when teaching the subject, and (3) the interventions implemented by the Department of Education to address the concerns of non-Values Education major teachers teaching Edukasyon sa Pagpapakatao.

### Significance of the Study

This study aims to investigate and emphasize the Edukasyon sa Pagpapakatao (ESP) teaching experiences of instructors who are not majoring in values education. The significance of this study consists in revealing the difficulties encountered by non-Values Education major teachers when teaching Edukasyon sa Pagpapakatao. The research study also attempts to familiarize readers with the range of coping strategies used by teachers who do not teach values education to address these issues. The Department of Education can utilize the study's findings to help develop training programs for teachers who might not be subject matter experts and to decide how to handle these difficulties.

### Definition of Terms

**Out-of-Field Teaching:** Refers to the practice of educators teaching subjects for which they do not possess specialized training or expertise (du Plessis, 2015).

**K-12 Program:** A comprehensive educational reform initiative implemented in the Philippines, extending basic education to include kindergarten and two additional years of senior high school (Asian Development Bank, 2014).

**Values Education:** A discipline aimed at fostering moral development, ethical reasoning, and character formation among students, often encompassing principles of respect, responsibility, fairness, and empathy (Bayani & Guhao, 2017).

**Edukasyon sa Pagpapakatao (EsP):** A core subject in the Philippine curriculum focusing on the development of moral principles, social awareness, and ethical standards among students (Bayani & Guhao, 2017).

**Non-Specialized Teachers:** Educators who lack formal training or expertise in a specific subject area, such as Values Education (Weldon, 2016).

**Pedagogical Knowledge:** The understanding and application of effective teaching methods, strategies, and techniques to facilitate student learning and development (Du Plessis, 2015).

**Coping Strategies:** Adaptive techniques and approaches employed by educators to manage challenges and stressors associated with teaching non-specialized subjects, such as Edukasyon sa Pagpapakatao (Bayani & Guhao, 2017).

## CHAPTER II

### Review of Related Literature

This chapter synthesizes various literatures and studies crucial to understanding the importance of pedagogical expertise and knowledge brought by specialization programs, especially in the context of challenges encountered by non-Values Education major teachers in teaching Edukasyon Sa Pagpapakatao (EsP).

#### Related Evidence

According to Abubakar Tsafe (2012), in the art of teaching, it was generally accepted that knowledge could be best transmitted subject to some prerequisite features to be acquired by both encoders (teachers) and decoders (learners), in what psychologists called delivery and reception theory, regardless of the discipline or level of operation of the learner. This theory underscores the importance of educators possessing a deep understanding of the subject matter they teach, as well as the necessary pedagogical skills to effectively convey that knowledge to students.

In the context of the pedagogical gap of educators without specialization in Values Education in teaching Edukasyon sa Pagpapakatao (EsP), this theory highlights the critical role of teachers' expertise and pedagogical competence in shaping the learning experiences of their students. Teachers who lack specialization in Values Education may struggle to effectively transmit the intended knowledge and values inherent in the subject. Without a strong foundation in both the content and pedagogy of Values Education, educators may face challenges in engaging students, fostering critical thinking, and promoting ethical behavior and values.

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Furthermore, the absence of specialized training in Values Education may hinder educators' ability to create a supportive and inclusive learning environment where students feel valued and respected. This could lead to a disconnect between the intended objectives of Values Education and the actual learning experiences of students.

Guerriero (2014) defined Pedagogical knowledge as the instructors' ability to create situations that promote learning and teaching for all students. In order to do so, a specialization of a specific area of expertise is crucial. Guerriero found out that even after taking into consideration prior student learning and family background traits, teacher quality still has a significant role in determining advances in student accomplishment. Class size, certification, kind of qualification, degrees obtained, and years of experience are common predictors of teacher quality. Thus, her study concluded that the teachers' pedagogical expertise is an additional, less researched, determinant of teacher quality.

In a journal published by Lovat et al. (2011), they argued that teachers need to become skilled in values pedagogy, encompassing both implicit modeling and mentoring, as well as explicit integration into teacher discourse and the curriculum. Effective strategies should be incorporated into teacher education programs to facilitate this development. Pedagogical techniques for scaffolding values education should be deliberately integrated into teacher education, selected based on their capacity to enhance teacher preparation. The support offered should empower teachers to examine and challenge conventional beliefs and values concerning student diversity, behavior, and the role of schools in society. Additionally, it should equip teachers with crucial skills and qualities such as empathy, self-awareness, care, and trust, which are essential for effective teaching.

According to Sulman (2019), it is essential that teachers have a variety of learning-related expertise in order to provide the needs of the learners specifically at school. They must incorporate various teaching techniques that suits in various setting and in any circumstances. Teachers should know how to handle kids who have particular learning needs or disabilities and to acknowledge the strengths and weaknesses of various types of students. For their learners to explore ideas, gather and analyze information, as well as solve problems, teachers must be knowledgeable about the curriculum.

### **CHAPTER III**

#### **Methodology**

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

#### **Research Design**

This study will utilize a cross-sectional research design employing the total enumeration sampling technique. It aims to explore the experiences, challenges, and coping strategies of non-Values Education major teachers in teaching Edukasyon sa Pagpapakatao. It will entail gathering studies relevant to the topic and systematically implementing this research. Therefore, the cross-sectional research design is the most appropriate method to use.

#### **Gathering of Relevant Literature**

The researchers will utilize search engines such as Google Scholar and open academic research websites to gather eligible studies and articles related to the present study. Various other search methods will also be utilized in order to increase relevancy and convenience.

#### **Research Locale**

This study will be conducted in the Samar Division, specifically targeting municipalities with diverse schools suitable for data collection. Through active engagement with the local community, researchers aim to identify schools where teachers, despite not being Values Education majors, are actively involved in teaching Edukasyon sa Pagpapakatao.

#### **Research Participants**

The inclusion criteria for this study require individuals to be non-Values Education major teachers employed by the Department of Education, tasked with teaching the Edukasyon sa Pagpapakatao subject. Both male and female teachers within the age range of 30 to 55 years old, with a minimum of five years of teaching experience, are eligible to participate, provided they express willingness to engage in the study.

To select participants, a purposive sampling strategy will be employed. This method involves deliberately selecting individuals who have experience in teaching the Edukasyon sa Pagpapakatao subject, even if their college major differs from their current teaching field. As described by Arikunto (2010), purposive sampling focuses on specific criteria aligned with the study's objectives, ensuring participants are chosen purposefully to provide relevant insights.

A total of 10 participants will be selected from various schools within the Samar Division. This diverse selection aims to enhance the validity and accuracy of the study's findings. Participants were chosen based on their varied backgrounds, particularly their experiences in teaching the Edukasyon sa Pagpapakatao subject, despite having pursued different majors during college and passing the Licensure Examination for Teachers (LET).

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By utilizing purposive sampling and selecting participants with diverse backgrounds and experiences, the study aims to capture a comprehensive understanding of the teaching experiences of non-Values Education major teachers in handling the Edukasyon sa Pagpapakatao subject.

### **Research Instruments**

This study will employ open-ended interviews as the primary method of data collection, engaging with a total of 10 participants. Through these interviews, researchers aim to gather rich, in-depth insights into the experiences, challenges, and coping strategies of teachers while teaching the Edukasyon sa Pagpapakatao subject.

### **Validity of the Research Instrument**

Prevalence of cross-sectional studies and studies like survey questionnaires, interviews, and diaries have been vast in today's research. In many cross-cultural studies a questionnaire or an interview form are commonly used. In this section, the validity of the instrument will be further discussed.

Draft questionnaires will be printed out for checking by experts, specifically the researcher's adviser, in case there are any violations of the research ethics.

### **Data Gathering Procedure**

The research process will begin by ensuring all necessary data collection tools are prepared and organized. Following this, a formal letter requesting approval will be submitted to the college dean or administrator. Upon approval, a pre-survey will be conducted to inform potential participants about the study's purpose and secure their cooperation. Each participant will receive a consent form outlining their voluntary participation, agreement to share personal information, and assurance of confidentiality.

During data collection, participants will be briefed on the study's goals and objectives. A structured survey questionnaire will be administered to gather specific data. Additionally, open-ended interviews using validated research-made questions will be conducted to explore teachers' experiences and strategies in teaching Edukasyon sa Pagpapakatao, regardless of their college specialization alignment with their current teaching assignment.

After data collection, the research team will proceed with evaluating and analyzing the gathered responses.

### **Data Analysis**

The data analysis for this study employs the thematic analysis method, a widely-used qualitative research method (Wambaleka, 2018). Thematic analysis involves systematically identifying, analyzing, and reporting repeated patterns within qualitative data sets (Braun & Clarke, 2006). This method prioritizes descriptive data interpretation, incorporating both deductive and inductive approaches to theme identification.

In the data organization phase, fixed interview data is transcribed verbatim, with participants validating transcripts. Understanding open-ended questionnaire data is pivotal for subsequent analysis. Researchers then proceed to familiarize themselves with the entire dataset to identify relevant codes or themes. Conceptual reading involves repeated review of transcripts to develop a comprehensive understanding. Initial coding breaks down data into manageable units, guided by preliminary ideas from transcripts. Theme identification relies on recognizing recurring words or findings, with patterns informing theme generation. Preliminary themes undergo review and refinement for alignment with data, with unnecessary themes excluded. The essence of each theme is defined to provide depth to the analysis. Finally, the finalized themes and codes inform the writing-up process, following a structured approach akin to a dissertation.

### **Ethical Consideration**

A collection of rules that direct your study designs and procedures are known as ethical concerns in research. Voluntary involvement, informed consent, anonymity, secrecy, risk of damage, and outcomes communication are some of these guiding concepts. The researcher will need the formal permission and consent from the respondents to further investigate the matter. In conducting the research, certain ethics will also be followed, such as imposing integrity, respect, and justice.

### **Trustworthiness of the Study**

The study's reliability is evident through its clear and specific statement of the problem, which lays a robust foundation for the research. The first question explores the direct experiences of non-Values Education majors teaching Edukasyon Sa Pagpapakatao, aiming to uncover their unique perspectives on the matter. The second question delves into the coping strategies employed by these teachers to tackle the challenges associated with teaching this subject, offering valuable insights into adaptive approaches. Lastly, the third question investigates the interventions implemented by the Department of Education, enriching the study by examining the specific measures taken to address concerns unique to non-Values Education major teachers in teaching Edukasyon Sa Pagpapakatao. This well-structured approach enhances the trustworthiness of the study, ensuring a thorough exploration of the identified issues.

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## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter presents the research findings of the data collected from a semi-structured interview with the participants. It consists of the analysis and interpretation of the perspectives and experiences of Non-Specialized Values Educators from the Samar Division. It also explores on various strategies utilized in coping with the challenges encountered.

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

- To understand the experiences of non-Values Education major teachers in teaching Edukasyon sa Pagpapakatao,
- To explore on the coping strategies employed by these non-specialized teachers when teaching the Edukasyon sa Pagpapakatao.
- To determine the interventions implemented by the Department of Education to address the concerns of Non-Specialized Values Education major teachers in teaching Edukasyon sa Pagpapakatao.

#### 1. Experiences of Non-Specialized Secondary Teachers in Teaching Edukasyon sa Pagpapakatao Subjects

##### 1.1. Limited number of teaching hours

Teaching Edukasyon sa Pagpapakatao (ESP) can be a challenging task for non-specialized secondary teachers teaching ESP. The limited days and time exposure in teaching this subject often result in a decline in students' learning pace and level of interest. This decline can have a negative impact on their overall academic performance, making it crucial to find effective teaching strategies and support for non-specialized teachers to improve the ESP learning experience.

**P1.** *"One of the challenges that I, personally, experience is teaching for only 2 days a week. Some students mostly lose their learning momentum with the schedule we have."*

Edukasyon sa Pagpapakatao serves as a platform for character development and moral formation. However, with limited teaching hours, there is a risk of missing out on valuable opportunities to instill essential values such as integrity, empathy, and social responsibility in students.

##### 1.2. Perfect ESP Teacher: Unblemished Expectations

The challenge of embodying perfection as non-specialized teachers who teach Edukasyon sa Pagpapakatao (ESP) entails navigating a complex landscape of expectations and responsibilities. In the context of education, instructors are expected to possess good personal qualities, skills, and knowledge, particularly in teaching subjects like ESP. It becomes a challenging role, especially for non-specialized teachers teaching Edukasyon sa Pagpapakatao subjects, to effectively portray a good figure or a role model for their students.

**P2.** *"Siguro isa sa pinakamalaking hamon sa pagtuturo ng ESP ang inaasahan ng ibang tao sa iyo dahil guro ka ng ESP. Ang mga katagang 'Guro ka pa naman sa ESP' marahil ang pagtingin ng ibang tao kapag ikaw ay guro sa ESP o nagtuturo sa asignaturang ito na perpektong tao ka, walang bahid ng kapintasan."*

*"Perhaps one of the biggest challenges in teaching ESP is the expectation placed upon you by others because you are an ESP teacher. The words "You're a teacher of ESP after all" might be how others perceive you when you are a teacher of ESP or when you teach this subject, that you are a perfect person without any flaws."*

This can be concluded that non-specialized teachers teaching ESP are having a hard time meeting the expectations of society. Despite these challenges, it is important to note that these difficulties are not a reflection of their abilities or competence as educators. In fact, many of these teachers are making a valiant effort to meet the expectations of society and their students. It is crucial to appreciate the work that these teachers are doing under difficult circumstances, and to support them in any way possible.

##### 1.3. Lack of sufficient training/seminars for ESP teachers

Continuous professional development plays in enhancing the effectiveness of teachers, particularly in subjects like Edukasyon sa Pagpapakatao (ESP). Trainings or seminars are one of the best ways to achieve this goal in order to provide a good and effective teaching and learning experiences. Being a subject teacher of Edukasyon sa Pagpapakatao (ESP) requires to possess not only pedagogical skills but also a deep understanding of ethical, moral, and societal issues. However, the limited availability of specialized training programs for ESP teachers poses a significant challenge in ensuring that they are equipped with the necessary skills and knowledge to deliver high-quality education in this subject area.

**P3.** *"One of the challenges we face in teaching Edukasyon sa Pagpapakatao is the limited teachers training for ESP"*

Despite the challenging circumstances of limited training opportunities for ESP teachers, their unwavering commitment to delivering effective instruction remains steadfast. This is especially true for non-specialized teachers who take on the difficult task of teaching ESP. Despite the significant challenges they face, these teachers wholeheartedly impart meaningful knowledge that provides valuable learning experiences for their students.

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### 2. Coping mechanism with the challenges encountered by non-specialized education major teachers in teaching Edukasyon sa Pagpapakatao

In dealing with the challenges encountered by non-specialized education teachers in teaching Edukasyon sa Pagpapakatao, they shared the strategies they considered effective in their teaching. The coping strategies employed in the teaching process depend on each teacher's preference for what they perceive to be more effective. Thus, each strategy depends on the objectives of each teacher, in exchange for having an effective teaching and learning process. Non-specialized Edukasyon sa Pagpapakatao (ESP) teachers considered various strategies such as Performance-Based Behavior (PBB), Magalang Bow, Differentiated Instruction, Scaffolding, and Reflections.

#### 2.1. Performance-Based Behavior (PBB)

#### 2.2. Magalang Bow

#### 2.3. Differentiated Instruction

#### 2.4. Scaffolding, and Reflections

P4. "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."

Similarly, with the perception of P2 who provide insights of various effective coping strategies throughout the years from her teaching field experiences, she claimed:

P2. "Sa loob ng anim na taon na pagtuturo sa asignaturang ESP, maraming estratihiya ang sa tingin ko ay epektibo lalo na marami kaming mga programa na ipinatutupad sa aming departamento tulad ng Performance Batay sa Behavior o PBB, Magalang Bow at marami pang iba. Ang paggamit ng mga ito sa pagtuturo ng Edukasyon sa Pagpapakatao ay makatutulong sa pagpapalalim ng pag-unawa at pagpapalawak ng kanilang kakayahan sa moral na pagpapasya at pakikisalamuha sa lipunan."

"In the six years of teaching ESP (Edukasyon sa Pagpapakatao), I believe there are many effective strategies, especially with the numerous programs implemented in our department such as Performance Based on Behavior (PBB), respectful bow, and many others. Utilizing these in teaching Values Education can aid in deepening understanding and broadening their abilities in moral decision-making and social interaction."

The researcher continued to question similarly what is the most significant strategies to be considered effectively, the participant claimed:

P3. "One of the most effective strategies that I considered effective in teaching Edukasyon sa Pagpapakatao is the scaffolding and reflection because it helps facilitating students' moral and ethical development while empowering them to become thoughtful, principled members of society."

It can be concluded that various significant strategies can be employed or considered in the teaching process for a better learning experience of the students. By implementing effective teaching strategies that are tailored to the needs and learning styles of the students, educators can create a more engaging and enriching learning environment that fosters greater academic success and personal growth.

### 3. The interventions employed by the Department of Education such as resources and support mechanism to address concerns of non-specialized education teachers teaching Edukasyon sa Pagpapakatao

To better overcome each challenge or concern faced by every teacher, particularly non-specialized education teachers in teaching the subject of Values Education, various agencies such as the Department of Education (DepEd) play a crucial role. These agencies aim to implement programs that assist in the professional growth and development of every teacher to ensure that the knowledge imparted to students yields positive results. As teachers become more prepared, they can devise effective teaching strategies that aid students in acquiring sufficient knowledge, abilities, and talents throughout their learning journey. With proper preparation, teachers can empower their students to flourish academically and personally, fostering a conducive environment for holistic development.

#### 3.1. School Learning Action Cell

#### 3.2. DepEd Tv

P1. "One of the best interventions we have in our school is the "School Learning Action Cell". Teachers in our department get to hurdle and discuss best practices in the classroom for each other to adapt"

P3. "I am still waiting for these resources and support mechanisms. Though, DepEd Tv is useful at times"

It can be concluded that despite the limited resources and support that teachers receive, they still strive to find ways to overcome the challenges and concerns they encounter. Teachers demonstrate remarkable resilience and determination in navigating through these obstacles, often leveraging creativity and resourcefulness to deliver quality education to their students. Despite facing numerous hurdles, such as insufficient funding, inadequate facilities, and overwhelming workloads, educators remain committed to

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their profession and the well-being of their students. Their dedication highlights the importance of recognizing and supporting the invaluable role that teachers play in shaping the future generation.

### Summary

This chapter presents the key findings of qualitative data collected through interviews, using the thematic analysis method. The research questions guided the patterns of the findings, which were most relevant to the research objectives. The data collected from the participants were evaluated and examined to justify the research questions, and the participants' feedback constituted the database of the research study.

Based on the findings, the chapter provides compelling insights into the experiences of non-specialized educators in teaching Edukasyon sa Pagpapakatao. It highlights the various challenges encountered by these teachers, such as limited teaching hours, high expectations of perfection, and insufficient training and seminars. Despite these challenges, teachers demonstrate remarkable resilience and determination in delivering quality education to their students.

The study evaluates the interventions implemented by the Department of Education to address these challenges and support teachers in providing quality education. The School Learning Action Cell and DepEd Tv are some of the interventions that help teachers in continuous professional development. The chapter also explores the effective coping strategies employed by non-specialized values education teachers, such as differentiated instruction, scaffolding, reflections, and Performance-Based Behavior (PBB).

The insights from this chapter highlight the invaluable role that teachers play in shaping the future generation. It is crucial to recognize and support the work that these teachers are doing under difficult circumstances to provide a better learning experience for their students. By implementing effective teaching strategies tailored to the needs and learning styles of the students, educators can create a more engaging and enriching learning environment that fosters greater academic success and personal growth.

## CHAPTER V

### Conclusion

#### 5.1 Conclusion

This research paper has addressed highly controversial issues and concerns regarding the teaching of Edukasyon sa Pagpapakatao of the Non-Values Education major teachers from the Samar Division. Their lives experiences of challenges and coping mechanisms in teaching the subject is the main focus of this study. Researchers are determined to explore an approach or strategies that may help the teachers in teaching Edukasyon sa Pagpapakatao particularly in instilling values to students. This qualitative research study utilizes a single case study that cultivates the empirical inquiry that investigates a phenomenon or case within a real-life context. Whereas the non-values Education teachers who currently teach the subject is the participants and main subject of this study, these participants were selected depending on the sampling in accordance with the need of the study and on the following inclusion and exclusion criteria shown in Chapter III. The findings of this study allowed the designing and implementation of more successful learning and teaching strategies appropriately in instilling values among learners. This study is believed to have obtained significant and substantial findings about the challenges and coping mechanisms of non-specialized teachers in teaching the Edukasyon sa Pagpapakatao subject. In the final chapter of this paper, the major key findings of the research based on the collected data from the interview are summarized and reviewed.

#### 5.2. Summary of Highlighted Findings

This section explores the significance of key findings of the challenges and coping mechanisms of non-specialized teachers in teaching different concepts related to Edukasyon sa Pagpapakatao.

##### 5.2.1 Highlighted Findings

One of the major findings in the initial stage of the study that was propounded by the participants is their hardship while teaching the subject "Edukasyon sa Pagpapakatao" as a graduate from different program. This perspective shows the negative impact of assigning non-specialized teachers to subject they're not trained with.

**Table 5.1 Summary of Challenges of Non-Specialized teachers in teaching Edukasyon sa Pagpapakatao**

<b>Limited Teaching Time Spent per Week</b>	Student finds hardship to remember and understand some concepts from the Edukasyon sa Pagpapakatao subject. This results to not effectively acquire or instill the true purpose of the said subject.
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<b>Limited Instructional Materials like Books</b>	Teachers only have limited reading materials that they can use in teaching the said subject. They are having a hard time providing students with different information that will deepen their understanding about the different lessons.
<b>Lack of Trainings/Seminars for Non-Specialized Teachers</b>	Teachers are not well prepared in teaching they're not specialized subject during their first years.

There are certainly negative effects of teaching the subject that is not aligned with the program you've enrolled during college years. Teachers felt sense of challenge and hardships in terms of delivering lessons related to Edukasyon sa Pagpapakatao since it deals with one's values, beliefs, attitude, and many more. Based on the interview from the Non-Specialized Teachers, it is challenging for them as they don't have the right amount of knowledge in teaching information related to Edukasyon sa Pagpapakatao. One of the factors they experienced is that the Edukasyon sa Pagpapakatao deals in shaping one's behavior and must be taught with a deeper understanding. Furthermore, according to the findings, they also experienced a limited instructional materials like books that the Department of Education (DepEd).

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

<b>Think, Pair, and Share, Group Activities</b>	Teachers provide group activities such as think, pair, and share so that students would be able to work collaboratively with their classmates.
<b>Magalang Bow</b>	Through the magalang bow, students would know the true meaning and value of respect. As part of the main objectives of Edukasyon sa Pagpapakatao, instilling values through action is one of the most effective strategies in teaching students.
<b>Differentiated Instruction</b>	Teachers utilized differentiated instruction such as inquiry-based learning, project-based learning, and game-based learning. This type of instruction is helpful in captivating students' interest in learning the lesson. Teachers were able to
<b>Scaffolding and Reflections</b>	Teachers uses this strategy to slowly allow students to think and learn on their own. In this way, students would be able to learn more and internalize the lesson tackled by teachers.

Some teachers could take their time in learning the lesson by self-taught or through life experiences, which is why non-specialized teachers shared the coping strategies they used that enable them to be an effective teacher in instilling values to students. Based on the findings of the interview, teachers were using group activities such as think, pair, and share to make the teaching and learning process more engaging.

Another strategy employed by non-specialized teachers, particularly in the Edukasyon sa Pagpapakatao subject, are scaffolding and reflection. This technique is known as one of the most effective teaching strategies in grasping the lesson because this technique helps students to dig deeper towards their inner self.

### 5.3 Recommendations

This study intends to offer some recommendations for useful and practical insights in teaching Edukasyon sa Pagpapakatao, specifically, for Non-Specialized teachers like the following:

1. Allocate more time in teaching the Edukasyon sa Pagpapakatao subject since it deals with human behavior.
2. Provide More Teaching/Learning Resources for Edukasyon sa Pagpapakatao subject.
3. The Department of Education (DepEd) should implement different Trainings/Seminars for Educators teaching Non-Specialized Subject.

These recommendations might be helpful in making the teaching experiences of those non-specialized teachers easier. Educational materials should be provided to ensure that the content of each lesson is more informative. Lastly, they should be well trained and knowledgeable in their field especially that the course they've taken in college is not aligned with what they're into now.

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