English Major Teachers Teaching MAPEH in a Junior High School: A Phenomenological Study

Ruby V. Montero¹, Joseph B. Padín², Johnaviel L. Cagat³, John Rey S. Juliane⁴, Amelia M. Bonotan⁵, Lloyd Matthew C. Derasin⁶

¹ - 4 Department of Education, Cebu province-Balamban
⁵ - ⁶ Cebu Normal University

Abstract - This study aims to capture the lived experiences of some English Teachers teaching a non-English subject, specifically MAPEH (Music, Arts, Physical Education, Health), in a public junior high school in Cebu Province. The study used a phenomenological qualitative research design. Anchored on Dewey’s Theory of Learning by doing, semi-structured interviews were conducted by the researchers with eight teachers who were English majors but teaching MAPEH, during the school year 2019-2020. This arrangement was adopted by the school administrators since there were more English major teachers than needed and a scarcity of MAPEH major teachers. The results of the interviews were condensed in the following themes: (1) difficult and challenging: need to self-study the content and prepare class activities (2) need for teacher resourcefulness to watch videos, youtube, and multimedia as a crash course (3) “Sariling - Sikap at Kayod” since no formal training and seminars were provided (4) growth in resilience to face odds (5) opportunity to learn new things and finding new horizons in one’s capacity to excel in other endeavors. The researchers recommend that school administrators and subject master teachers provide orientation, seminars, coaching, mentoring, and training to these “displaced teachers” to equip them with the new insights and accompany them, especially in the first month of the school year to be able to embrace the challenge with confidence.

Keywords: phenomenology, MAPEH major teachers, English major, purposive sampling

Introduction

“Mismatch” is a failure to correspond to something. This is according to the Oxford languages. On the other hand, in the field of education “mismatch” has something to do with the lack of congruency of work-related jobs in the academe. Furthermore, the misalignment of teachers and the subjects handled in most public high schools in Cebu Province has been a widely talk issue and concern of most teachers in the field of education. Hence, this violates the Department of Education Policy, outlined in DO 13. s. 1994- Guidelines for Matching area in Teaching Preparation with Teaching Assignments for Public School Teachers. Unfortunately, the call of duty is more powerful than the gaps present in the core. Thus, educators carrying the responsibility to teach outside their expertise are served with no choice at all. While most of them are enjoying the difficulties and wide scope of adjustments and re-learning to be able to deliver the skills and competencies expected at the end of the course.

Definitely, this is true to the teachers in Cebu Province assigned in different Public High Schools in Balamban, where English major teachers are assigned to teach MAPEH. Indeed, MAPEH, as a key learning area, is of major significance in the development of all the learners in various grade levels in the Philippine Secondary Schools. MAPEH in its four components is designed to develop students holistically. In addition, the word “holistically” is too heavy to carry if the ones responsible to teach the latter are out-of-field were not enough knowledge and training to execute all of its components.

In the Philippines under the K to 12 Curriculum, the Physical Education program seeks to provide opportunities for the physical development of Filipino learners through the development of various competencies under the basic education curriculum by the provision of appropriate activities and programs in the instruction. Moreover, the P.E program aims to develop the physical prowess of the students, their agility, endurance, vitality, and kinesthetic skills. Thus, P.E is designed to help students to be mentally sound, physically strong, and emotionally balanced. Next, the Music program, on the other hand, is directed to expose students and pupils to the development of their appreciation for the culture and music of various regions worldwide. In addition, the program is allowed to sing music from various genres, play different instruments and listen to the recording of various artists of the world. With this program, they are assisted to create their music. Furthermore, the Art program, on the other hand, is geared towards the appreciation of the students in the field of arts and culture of various regions worldwide. It also focuses on the development of art skills, like sketching, painting, coloring, molding, sculpture, and construction of various models/artworks. In addition, the Health program, in particular, is designed to keep students
informed and aware of health matters or issues and the latest health concerns. The program focuses on the topics regarding health assessment, proper hygiene, food, and drug substances, and various illnesses. With such a program, it directs students to have and maintain an active and recreational life. This program has an objective to make students acquire the needed information and possess the abilities to achieve a healthy lifestyle. Overall, MAPEH is a program, which aims to develop the body, mind, emotions, and skills of every student. Thus, with all the necessary knowledge and skills anchored in the holistic development of the learners towards globally competitive graduates. It calls for a challenge. A challenge to the Department of Education, school administrators, supervisors, teachers, and all the people who are responsible top for achieving a unified goal to address this concern.

In the province of Cebu, the researchers observed that there are a lot of “displaced teachers” in the public junior high school. These teachers are teaching subjects outside of their chosen fields, and most of the English teachers are the ones who are teaching the said subject. Moreover, some were just assigned by their school heads because they are sports-minded, can do art crafts, know how to sing, and are physically capable and young; yet, the idea that it’s easier for English major teachers to teach the said subject is evident since the medium is used for instruction in English. Technically, this event transpired since there are more English major teachers than needed. They are assigned by the principal to handle MAPEH subjects where there is a scarcity of MAPEH majors, bereft of training about the new field of study.

Researchers agree that teachers were among the most training and skills resources in evaluating a student's future educational excellence and employment outcomes (Chetty et al. 2014; Rivkin et al 2005; Rockoff 2004). As a result, there has been a strong concentration on developing teacher quality as a means of improving teaching and learning. Professional knowledge refers to a teacher's subject-matter knowledge, curricular knowledge, and pedagogical knowledge (Collinson 1999). In fact, this professional knowledge is influenced by an educator's undergraduate studies degrees, school attended, graduate studies completed, and opportunities to interact with on-the-job training commonly referred to as professional development (Collinson 1999; Rice 2003; Wayne and Youngs 2003). Hence, the problem, in which educators are placed in teaching roles in which they must demonstrate subjects outside of their field of expertise, is visible in schools and throughout Cebu Province. Assigned educators are an ineffective "quick fix" solution for educator shortages. Besides, for these teachers to function effectively, they need to be well-versed in the subject matter for them to be able to teach confidently and efficiently. On the other hand, if teachers lack the proper training in the proper demonstration of the different MAPEH activities, what would happen to the teaching-learning process? As a result, this action research is necessary to gain a better understanding of the lived experiences—the challenges, problems, changes, and coping mechanisms of English major teachers who are teaching MAPEH topics in the 2019-2020 school year.

This research aims to answer the following questions in particular: (1) What are the most remarkable aspects of English major instructors’ MAPEH subject-teaching experiences? (2) What coping mechanisms do English major teachers use when teaching MAPEH? (3) What does the meaning of these experiences signify to them? Hence, the study is undertaken.

Literature Review

This section presents the literature, readings, and articles that have bearing on the present study as taken from books, journal articles, magazines, and the internet. In exploring the issue of English major teachers teaching MAPEH, several terms were often associated with this scenario, one of them is job mismatch or also coined as out-of-field teaching. Hence, the literature on job mismatch was regarded as an important benchmark in this study. This study begins by presenting the importance of the quality of teacher or teaching to describe the phenomenon of mismatched teaching.

Out-of-subject teaching, or professors teaching courses outside of their major qualification, is a big concern in many nations (Hobbs, 2015). Out-of-field teaching is regarded as education's closely kept secret. (Brodbelt, 1990). A large number of instructors teach outside of their profession. Budget cuts appear to be one explanation for the high number of incompetent instructors in various school systems; however, bad school management and other issues within the educational system are also to blame.

Subsequently, assigning teachers to subjects not aligned with their chosen course is very relevant these days which has become one of the most significant impediments to quality education in the last two decades. In the United States, 21% of English instructors and 28% of math teachers did not major or minor in English or Math, respectively, in college. As a result, one can never expect that a teacher who is teaching subjects they are not familiar with can perform well and teach effectively. Teachers struggle when teaching a subject in which they are untrained or inexperienced. They lack the requisite underlying knowledge to successfully educate their students (Archer, 1999). This concludes that for the teacher to excel in out-of-field teaching, he or she must have preparation.
through conducting research of the assigned subject, attending seminars, and other training which can support their teaching. However, these works might be of help to the content knowledge of the course assigned to the teacher, but it can also add stress to the load the teacher already has. (Pillay, Goddard, & Wills, 2005).

Additionally, researchers concluded that teaching a subject out of your chosen program could affect the teachers’ self-confidence, purpose, and well-being. Furthermore, this issue can create more stress among faculty and school administrators, who are the providers of the support and necessities these teachers need (Sambe, 2020). Of course, the harm does not only affect teachers and administrators; it also affects students, who are the ones being instructed in the teachings. Qualified teachers make a significant contribution to student growth, but if they are placed in the wrong class, any teacher can quickly become disqualified (Ingersoll, 2001).

To ensure quality and equity in education, qualified educators must be assigned to appropriate classes and courses (Ingersoll 2001:1). Out-of-field educators are characterized as educators who have been inappropriately assigned (Creswell 1994:61). Out-of-field educators, according to Ingersoll (1998), are adequately experienced and certified teachers who would be employed in higher education that do not match their expertise, specialized qualifications, core knowledge, abilities, views, ideals, or methodology.

Even before researchers consider out-of-field teaching in the context of teacher professional competency-based designs (Blomeke, Suhl, & Dohrmann, 2012), they encounter multiple real-world scenarios: the presence of missing courses of study, it can be assumed that put-carefully-out-of-field-teachers are faced with significant information concerning various aspects of their expertise.

According to Du Plessis (2013), the availability of varied resources to support effective pedagogies has an impact on educational quality. According to Hattie (2009), referenced in Du Plessis (2013), teachers are still the most powerful educational resource. According to Mc Cooney and Price (2009), sending teachers to positions for which they are unqualified has been a contentious topic in the education community. Out-of-field teaching is a phenomenon in which educators who are trained and equipped well are put in a situation unfamiliar to them without the benefit of specialized or extensive assistance from curriculum implementation.” (Du Plessis, Gallies & Carroll, 2014, p.2).

Related studies about teaching outside the chosen field are a phenomenon that has mostly concentrated on the causes, levels, implications, and potential remedies to the situation. According to Mc Cooney and Price (2009), this phenomenon is currently being studied. According to Du Plessis (2005), there is an increasing demand to understand more about this issue. It is important to be mindful of the definition of these phenomena from different points of view.

Whereas pedagogic content knowledge is the most important type of knowledge for teachers, out-of-field teachers need most of the content knowledge of the course they are supposed to teach. When a teacher is in a situation where he or she is being challenged of the lacking content knowledge of the out-of-field subject assigned to him or her, then it is his or her responsibility to engage more on different opportunities and chances of learning to excel and become competent in their assigned fields as high performing professionals (Du Plessis, 2015). These educators learn by obtaining knowledge and abilities on their own as well as by honing their social skills (Bertram, 2011). Moreover, they learn differently in all of their teaching activities (Borko, 2004), and the context in which they learn has a profound effect on the type of learning (Bakkens, Vermunt & Wubbels, 2010). According to Yates (2007), teacher learning occurs not only in formal settings, but also informally during the school day.

Methods and Materials

This study used a phenomenological qualitative research design to describe the teaching experiences of English major teachers teaching MAPEH ages in Cebu Province during the school year 2019-2020. Purposive sampling was used to select suitable participants. As this study was conducted with a one-person interview, an interview guide was given to the respondents beforehand. Following the identification of potential participants, the interview was scheduled at a time and place convenient for the participants. All interviews were recorded and transcribed verbally. Participants were promised that their responses would be kept confidential. The findings were collected together to form a theme.

While the findings of this study add to the body of knowledge about English major teachers who teach MAPEH, the findings of this qualitative study are not meant to be generalized or transferable to a larger population of teachers. The research aimed to gain a deeper understanding of the problem and to describe the challenges faced by these teachers. It's only for the purpose of action research.
The researchers will ensure the participants’ confidentiality by securing their information and data, they will be given informed consent for their permission and respect for their dignity and privacy. The letter will explain the nature of the study and the expectations of the researchers. All data that the researchers acquire will not be manipulated and will be represented accurately. Moreover, the participants are not forced to participate in the research and must be voluntary, and if participants renounce their participation, it will be respected.

Results and Discussion

Below are the themes distilled from the centerpieces of the English major teachers teaching MAPEH experiences:

2. “Sariling-Sikap at Kayod “since no formal trainings and seminars are provided”
3. “Resourcefulness: Multimedia as a Crash Course”
4. “Growth in resilience to face odds”
5. “Opportunity to learn new things and finding new horizons in one’s capacity to excel in other endeavors “

**Theme 1: “Out-of-Field Teaching: Difficult and Challenging”**

The first finding of the study, the participants, all of whom are English majors, were given MAPEH subjects to teach. Due to the current reality of having more English major teachers than needed, some form of “mismatch” developed. As a result, these professors were pleasantly or sadly assigned to handle the topic. It is supported according to the study of Archer (1999) who states that teachers find it challenging to teach at a level where they are unskilled and inexperienced because they lack the schema required to properly teach MAPEH (Archer, 1999). Teachers have a significant impact on kids' development and achievement, yet any talented teacher can quickly become unqualified if they are placed in the incorrect situation (Ingersoll, 2001).

The following lines were extracted from the participant’s response to the interview questions which supports the first finding of the study.

Participant 2: “At first, it was so strange handling a subject out of your expertise”.

Participant 3: “I had a smile on my face but deep inside I questioned myself if I will be able to impart the right skills and knowledge to my students knowing that I am not an expert. I mean, MAPEH is not my expertise.” Plus daghan kaayong humaan especially sa grades.

Participant 4: “From my experiences...It was very difficult to find ways to motivate students to participate and move in class. Mag-effort gyuad ka!”

Participant 5: “When I knew that I was assigned to handle MAPEH, I felt really excited since it was my favorite subject when I was in high school. Now, I feel challenged because most of the lessons now are far different from what we had before and the fact that I am not a MAPEH major teacher.”

Participant 6: “Doubtful and challenging because teaching MAPEH is not as easy as it may seem. I have to prepare four learning areas in one subject.

Participant 7: “Well, at first, I was hesitant in teaching the subject because definitely. I am not a MAPEH major. However, upon discovering the subject itself, I could literally say that it was a fun and a challenging experience as a teacher as well”.

Based on the first finding of the study, the participants have faced similar problems in teaching MAPEH, including overcoming their concerns and firsthand experiences of being unprepared to teach MAPEH. Moreover, the result yielded on the difficulties of Out-of-Field Teaching of Hobbs & Porsch (2021) that it has an implication for teacher education for a lot of problems may come especially on the field of teaching profession. Thus Arendain, and Limpot (2022) confirmed that the Out-of-Field Teaching situation is indeed a big challenging situation for teachers, yet it won’t diminish their being a teacher but instead will be a chance to widen knowledge across other subjects.
Theme 2: “Sariling-Sikap at Kayod: No Formal Trainings and Seminars are provided”

This is a problem known as “out of field teachers,” who are qualified and well-trained educators who are displaced and find themselves teaching unfamiliar subjects without the Department of Education's specialized and comprehensive help. Even specialist programs for this subject do not exist, and it must be addressed as such to achieve quality education by creating quality graduates, which should begin with teachers' aligned knowledge and efficiency.

The second finding of the study is supported according to Hockstra and Korthagen (2011), teachers began informal learning activities with little or no support from the schools. On the other hand, it has strengthened the flexibility of teachers asking for support and assistance from their colleagues, particularly from within each persona, to gradually continue teaching. Teachers learn as soon as they begin teaching.

The following lines extracted from the participants response to the interview questions which supports the second finding of the study.

Participant 5: “It was a hit off since we were not given any training or seminars that had something to do with non-MAPEH major teachers teaching the subject MAPEH. We, teachers have to look for our own ways for us to be equipped with all the knowledge about the lessons to be discussed.”

Participant 4: “Honestly we do have LAC sessions….mag meeting me about strategies para ma improve ang teaching style sa teacher pero di pajud siya enough. In terms of kung ang school head every navy CO na makakaha ug feedback ang teachers that is only once per quarter.”

Participant 3: “I think, so far, there's none. I mean no proper seminars, training, or even coaching as a preliminary approach to direct teachers to this new task. But, so far, If you have to ask for their time for assistance. I bet they are ready to spare time, if not busy.”

Participant 5: “It was a hit off since we were not given any training or seminars that had something to do with non-MAPEH major teachers teaching the subject MAPEH. We, teachers have to look for our own ways for us to be equipped with all the knowledge about the lessons to be discussed.”

Participant 6: “In providing technical assistance, resourcefulness is the key since all our needs will not be catered by the school administration.”

Based on the second finding of the study, the teaching experience has become a more difficult situation with no training and seminars being provided and supported. In fact, it is stated by Martirelli (2018) that employees having this inadequate training might result in experience a low-quality job performance and may increase stress-level in work. Moreover, the findings of Al Adawi (2017) indicated that there is a positive result of training and seminars for teachers in enriching the classroom learning of students.

Theme 3: "Resourcefulness and Multimedia as a Crash Course"

In the third finding of the study, teachers shall utilize inventive approaches to complete obligations and must display resourcefulness with limited resources at all times to improve their performance. Teachers must look for new engaging activities rather than depending solely on standard teaching methods. Teachers who are confident and competent in their profession are indeed forced to teach unknown information. It is unfortunate for a teacher who is confident and competent in their subject to suddenly become ineffective due to the foreign topic they must teach.

As a result, multimedia is extremely beneficial, and internet access is a must. Lessons can be tailored to the needs of the students. Since it can be as simple as a video presentation, audio presentation, or animation, it is referred to as informal learning activity. Simply because it cannot be touched or experienced. However, at the very least, something must be done. There were no resources, materials, or financial resources available but fellow teachers were ready to help.

The following lines were extracted from the participant’s response to the interview questions which supports the third finding of the study.
Participant 1: “since small school man me like localization me when it comes to musical instruments like kung mag gong instruments like ang topic kay mag among daldukon kay ang wood nalan with different size and thickness.”

Participant 2: “…do some extra research and further readings and always study the lesson ahead of time.”

Participant 3: “The only way out is 'THANKS TO GOOGLE & THANKS TO YOUTUBE' app. It provides at least ease on my part. More videos are available. So, we're just showing videos for more information about the topic.”

Participant 4: “For me, there should be a big classroom, dili pod daghan kaayu ang mga bata, the more daghan in one section the more dili minainaw ang aban. In that, I downloaded videos related to my topic para dili lang more on a lecture. I let them watch videos and let them observe/analyze.

Participant 5: “My major struggle is that we do not have the complete resources…..”

Participant 7: “I literally asked some help from my colleagues who were majoring in the subject and did some research on the topics that I don’t know about as well.’

Based on the third finding of the study, in the drive of resourcefulness and employing multimedia in teaching, the needs of learning can be addressed by stimulating student engagement. As supported by Shabiralyani et al. (2015) that most learners and teachers had a positive perception of the use of Visual Aids in Classroom (pictures, animations, videos, films & projectors). Moreover, this utilization of multimedia has a positive impact in all subjects not only in MAPEH. As stated in the result of de Sousa et. al. (2017) that with the use of multimedia combinations, the unique nature of a subject can be addressed appropriately.

Theme 4: “Growth in resilience to face odds”

Teachers must exemplify the values and conduct outlined in the Norms and Conduct and Ethical Standards for Public Officials and Employees ( RA 6713 ). As a result, he or she will act with urgency and responsibility to satisfy the organization's needs to improve the system. This could be regardless of your chosen field of expertise. Whether the teacher works for the government or the private sector, he or she should be able to innovate on his or her own.

Accepting the duty entails exhibiting the ability to think “outside the box” to overcome obstacles and overcome the odds in out-of-field teaching. Teachers are both teaching and learning. The method is subject to changes from time to time.

When difficulties develop, he or she will investigate the root cause to enhance the process and recommend better methods of doing things, and with all of their experiences, they will continue to improve.

The ability of teachers to spring from their actions has a significant impact on their experiences and in the context where they must be self-resilient. Left with no other choice yet in circumstances where they are considered out-of-field teachers. Someone should believe in themselves and their capacity to handle “something” that could make a difference. And that something could change someone's life and that something could affect the quality of education.

There’s no greater knowledge than your inner confidence to teach. As John Cotton Dana said “Who dares to teach must never cease to learn”

Participant 1: “The experiences kay nada pa strengthen sa pagka flexible naka as a teacher like knowing kung asa jud katab imang pagka maestra. Language is not a hindrance since English man gitapong ang language but the implementation is difficult pero didto jud mahasa ang teaching principles and methodologies.”

Participant 2: “However, upon discovering the subject itself, I could literally say that it was a fun and a challenging experience as a teacher as well”.

Participant 4: “…mag-effort gyud ka.”

Participant 7: “It gave me a lot of worries and consciousness but as time passed by, I’ve learned how to be flexible and feasible.”
Based on the fourth finding of the study, through the resilience showed by the teachers handling MAPEH, teaching and learning was made easy to both teacher and students. Teacher resilience or the ability to stand against the natural stressors and setbacks in teaching as a tough profession is of utmost importance in all educational arenas in that it can generate numerous positive outcomes. More specifically, resiliency produces job satisfaction, responsiveness, effectiveness, self-efficacy, sense of pride, sense of agency, interpersonal relationships, competency, autonomy, optimism, positive interpersonal emotions, empathy, and emotionally intelligent teachers (Tait, 2008; Xie and Derakhshan, 2021). Teacher resilience provides unique explanatory power for practitioners’ psychological, emotional, behavioural and even cognitive functioning in professional settings, it may be an indispensable quality for understanding how teachers manage and sustain their passion, enthusiasm, and commitment to making a difference in the classroom (Hiver 2018). Whatever challenges teachers encounter in the field, it is expected that they will overcome them. Teachers can handle stress and perform their work efficiently even if it is out their expertise. They will find ways on how to deal with it.

**Theme 5: “Opportunities for Broader Horizons”**

According to Akkerm and Bakker (2011), boundaries and crossing boundaries mediate a deliberate target of change. All teachers willingly accept the challenge of teaching out-of-field because they believe it is possible to learn the necessary content and teaching approaches. Even if they have little understanding of the subject, the support and willingness to go beyond the boundary create new and successful experiences. Thus, it paves the way for them to discover their new identity.

Once we undergo such experiences, it is then that we can define what it truly means. This was affirmed by the participants:

Participant 2 defined it as: “For me, it means something new or novel. It challenges me to do things beyond my limit and get me somehow out of my comfort zone”.

Participant 3 stated that: “With my experience as an English major teacher who teaches MAPEH for 2 years now. It is for me a blessing in disguise because I am not expecting that I could teach beyond what I have studied for 4 long years in college”.

Participant 5 said that: “It may be hard for us from the start but at the end of the day, we see ourselves smiling, learning, and saying ‘YES I DID IT!’”.

Based on the fifth finding of the study, teaching MAPEH gave them opportunities to explore other things beyond their field of expertise. Teaching is a complex, multidimensional, and idiosyncratic process (Andrews 2004). Though there are some usually agreed-on notion of teaching and indicator of effective teaching. According to Alaniz (2020), the ability to teach effectively is often seen as innate, something one is born with. This idea is reinforced in modern culture portraying inspiring teachers as rare, gifted individuals. News stories highlight the heroic achievements of singular teachers succeeding in poorly funded schools in disadvantaged communities lacking teachers in some subject areas. This concept is limiting, downplaying the importance of educating teachers from all backgrounds. It also overlooks the fact that if an educational system is to achieve widespread student success, that system must uniformly educate and train large numbers of teachers, not just rely on an elite population of innately gifted ones and those who are experts in their fields.

**Conclusion**

This phenomenological investigation revealed the voice of a “displaced instructor,” specifically an English major who teaches MAPEH. The “heart of the matter” is that Out-of-Field instruction has long been a difficulty. That is, the English major teachers are experiencing difficulties and challenges in teaching MAPEH, especially when they are first assigned to it. The study also discovered that these English major teachers teaching MAPEH had not yet undergone any training and seminars to direct them in their new tasks, especially in the first year of teaching. With that, teachers should have this “Sariling-Sikap at Kayod” or self-efficacy in their new field of teaching. They have been resourceful in finding ways to teach and at the same time to learn by all means. Multimedia as a crash course is a great help.

As a result of these experiences, these English major teachers teaching the said subject made them grow in resilience to face the odds. Moreover, it has allowed them to broaden their horizons in one's capacity to excel in other endeavors. Lastly, it enables them to produce an intended result that is relevant and timely to the teaching and learning process to achieve quality education for all.
Recommendation

The researchers recommend that school administrators and subject master teachers provide orientation, seminars, coaching, mentoring, and training to these “displaced” teachers to equip them with new insights and accompany them, especially in the first month of the school year to be able to embrace the challenge with confidence. Moreover, administrators should also appoint teachers to teach in their areas of expertise. With these, the efficacy of English major teachers teaching MAPEH courses in junior high school will be further investigated to better serve society in the field of learner education.

References


