

CHALLENGES, COPING MECHANISM OF NON-SPECIALIZED TEACHERS AND ORGANIZATIONAL RESILIENCY OF SECONDARY SCHOOLS IN THE DIVISION OF LAGUNA

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ABSTRACT

Teaching multiple subjects can be a challenging task, particularly for non-specialized or generalist teachers in secondary schools. These teachers may lack subject-specific knowledge, pedagogy, and may struggle with workload management. As a result, they may experience stress, burnout, and reduced job satisfaction, which can negatively affect teaching effectiveness and student outcomes. This study aims to explore the challenges faced by non-specialized teachers in secondary schools, their coping mechanisms, and the role of organizational resiliency in supporting their teaching effectiveness. The study draws on existing literature and research, focusing on the coping strategies used by non-specialized teachers, including time and workload management, adapting teaching methods, seeking support from colleagues, and professional development. Additionally, the study examines the impact of organizational resiliency on non-specialized teachers, such as resource allocation, support systems, and adaptation to change. By understanding these factors, this study can identify strategies to support non-specialized teachers and promote positive outcomes for both teachers and students. The study highlights the need for schools to provide non-specialized teachers with the resources and support necessary to manage their workload effectively, reducing stress and burnout, and promoting job satisfaction. It also emphasizes the importance of organizational resiliency in supporting non-specialized teachers and improving teaching effectiveness in secondary schools.

Keywords:

Non-Specialized teachers, Coping Mechanism, Organizational Resiliency, Teaching Effectiveness, Stress Management,

INTRODUCTION

Quality education is the heart for sustainable development and a powerful catalyst towards developing more just, humane and equitable societies. Quality education has become critical in many countries that are expanding enrolment rapidly to achieve Education for All. Providing quality education is always the goal of every educational institution all around the world and teachers play an important role in carrying this goal. As educational system continuously seeking for the improvement and development of educational trends it can also posed many challenges to the education sector, especially to non-specialized teachers.

Due to lack of strict rules and unified guidelines in assigning the teachers, teaching load and out of field teaching became a major problem in education. Study of Barbadillo (2021) stated that the existence of non-specialized teachers can affect the quality of education. It concluded that the teaching quality and teaching experience of the teachers are greatly affected if they are made to teach subjects outside their field of specialization.

In connection with this, Solis (2011) asserted that what is truly required is a team of professionals with a body of specialist knowledge and extensive practical experience; in sum, the professionalization of teachers and non-teachers – such as psychologists – working in educational contexts. Without the specialization training teachers that are out of their field may experience challenges and problems on the process of their teaching.

One of the major problems they may encounter is the lack of knowledge and mastery of the subject. Fakeye (2012) further studied and concluded that teachers' teaching qualification and subject mastery has a significant relative contribution to students' academic achievement. Another problem that they may face is the lack of confidence. It could be manifested in different ways including the preparation of lesson plans. Teachers should understand the structure and nature of the discipline and learn unfamiliar content knowledge, which is known as subject matter knowledge. In addition, choosing or devising activities to aid students' learning, answering students' questions, setting up laboratory experiments, linking and applying various concepts and principles to everyday life situations, generating students' interest and passion for the subject area are among the challenges posed in teaching non-specialized subjects specially with remote instruction.

With this in mind, it is necessary that teachers cope and adapt to the current situation and education trend. Thus, teachers should identify and learn on how to manage stress and uncertainty during difficult times. With coping mechanisms, they would be able to adjust to stressful events and maintain emotional well-being.

The above discussion constructs a picture of teaching outside a teacher's subject specialization as limited, unadventurous and lacking cognitive challenge. However, having a correct coping mechanism, teachers could still engage in sophisticated teaching practices. Thus, this study seeks to find out the relationship between the challenges, coping mechanisms and organizational resiliency of non-specialized teachers.

This study aims to determine the relationship of challenges and coping mechanisms of non-specialized teachers with their organizational resiliency specifically sought to answer the following questions:

1. What is the mean level of non-specialized teachers challenges in as to:
 - 1.1 Content knowledge and complexity;
 - 1.2 Concept application;
 - 1.3 Selection of appropriate instructional materials;
 - 1.4 Instructional delivery
 - 1.5 Performance expectations;
2. What is the level of coping mechanisms of non-specialized teachers in terms of:
 - 2.1 Positive well-being;
 - 2.2 Time management;
 - 2.3 Openness to change;
 - 2.4 Peer mentoring;
 - 2.5 Collaboration;
 - 2.6 Task Orientation;
 - 2.7 Emotional Support;
 - 2.8 Decision-making;
 - 2.9 Self-efficacy?
3. What is the level of organizational resiliency of non-specialized teachers in terms of:
 - 3.1 Adaptation;
 - 3.2 Preparedness;
 - 3.3 Flexible;
 - 3.4 Responsive;
 - 3.5 Commitment;
 - 3.6 Anticipation;
 - 3.7 Collaboration?
4. Is there any significance difference in the challenges and organizational resiliency of non-specialized

teachers in Laguna?

5. Is there any significance difference in the coping mechanisms and organizational resiliency of non-specialized teachers in Laguna?

REVIEW OF RELATED LITERATURE

To manage these challenges, non-specialized teachers develop coping mechanisms that enable them to effectively teach multiple subjects. Coping mechanisms include seeking support from colleagues, adapting teaching methods, and engaging in professional development activities (Lai & Leung, 2019; Smith & O'Neill, 2017). Professional development is particularly important for non-specialized teachers to improve their subject-specific knowledge and pedagogy, enabling them to teach more effectively (Kilic, 2018).

Organizational resiliency also plays a crucial role in supporting non-specialized teachers. Resilient organizations can provide non-specialized teachers with the resources and support they need to manage their workload effectively, reducing stress and burnout, and promoting job satisfaction (Carroll, 2017; Leithwood & Jantzi, 2008). Organizational support can include resource allocation, support systems, and adaptation to change, all of which can improve the teaching effectiveness of non-specialized teachers (Johnson, 2017).

Lai and Leung (2019) conducted a study on coping strategies of non-specialist secondary school teachers in Hong Kong. The study found that the most common challenges faced by non-specialized teachers included managing time and workload, addressing student diversity, and keeping up with subject content. The coping strategies used by non-specialized teachers included seeking support from colleagues, adapting teaching methods, and seeking professional development opportunities.

Overall, the literature suggests that non-specialized teachers in secondary schools face significant challenges, but these challenges can be managed through the development of coping mechanisms and support from resilient organizations. The research emphasizes the importance of professional development for non-specialized teachers and the need for schools to provide the necessary resources and support to promote job satisfaction and teaching effectiveness.

METHODOLOGY

Descriptive approach and quantitative method was utilized in this study. The term descriptive research then refers to research questions, design of the study, and data analysis conducted on that topic. Koh and Owen (n.d) asserted that descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description.

A quantitative research method that is considered conclusive and is used to test specific hypotheses and describe characteristics or functions. Descriptive research should have a clear and accurate research question/problem. This method enables the researcher to interpret the theoretical meaning of the findings and the hypothesis development for further studies (Fluet, 2021)

In determining the challenges for non-specialized secondary school teachers & ways of coping with them amidst the pandemic the researcher integrated various indicators in the dependent and independent variables.

RESULT AND DISCUSSION

Table 1. Level of Non-Specialized Teachers Challenge in terms of Content Knowledge and Complexity

STATEMENTS	MEAN	SD	REMARKS
Complexity of the content knowledge of different subject may be difficult to teach.	2.98	0.71	Moderately Agree
It is not easy to give the students a precise information about the lesson.	3.43	0.98	Moderately Agree
Unfamiliar topic/lesson may encounter.	3.53	1.00	Moderately Agree
Topic may not be explained deeper and wider.	3.32	1.00	Moderately Agree
Lack of knowledge about a certain topic may experience.	3.39	0.97	Moderately Agree
Weighted Mean		3.33	
SD		0.75	
Verbal Interpretation		Moderate Extent	

Table 1 illustrates the level of non-specialized teachers challenge in terms of content knowledge and complexity.

From the statement above, “*Unfamiliar topic/lesson may encounter*” yielded the highest mean score ($M=3.53$, $SD=1.00$) and was remarked as Moderately Agree. This is followed by “*It is not easy to give the students a precise information about the lesson*” with a mean score ($M=3.43$, $SD=0.98$) and was also remarked as Moderately Agree. On the other hand, the statement “*Complexity of the content knowledge of different subject may be difficult to teach*” received the lowest mean score of responses with ($M=2.98$, $SD=0.71$) yet also remarked Moderately Agree. The level of non-specialized teachers challenge in terms of content knowledge and complexity attained a weighted mean score of 3.33 and a standard deviation of 0.75 and was Moderate Extent among the respondents. After implementing educational standards as normative objectives, the development of test procedures that adequately reflect these targets and standards is a central problem. This paper constructs the theoretical framework for the assessment of students' content knowledge. The results shed light on the development of content knowledge in chemistry as well as on the various systematic factors that influence students' performance.

Table 2. Level of Non-Specialized Teachers Challenge in terms of Concept Application

STATEMENTS	MEAN	SD	REMARKS
It is hard to relate different concepts from real-life situation if the subject taught is far from the field of the teacher.	3.33	0.98	Moderately Agree
Examples given during the discussion may too common and may not give more information.	3.38	0.97	Moderately Agree
Sometimes <i>teacher's</i> response for <i>students'</i> question may not too clear especially when <i>it's</i> too far on their specialization.	3.40	1.00	Moderately Agree
Application of the subject may not be appropriately taught to the students.	3.31	1.07	Moderately Agree
It is not easy to put the context of the lesson that the learners can relate to.	3.44	1.02	Moderately Agree

Weighted Mean	3.37
SD	0.87
Verbal Interpretation	Moderate Extent

From the statement above, "It is not easy to put the context of the lesson that the learners can relate to" yielded the highest mean score ($M=3.44$, $SD=1.02$) and was remarked as Moderately Agree. This is followed by "Sometimes teacher's response for students' question may not too clear especially when it's too far on their specialization" with a mean score ($M=3.40$, $SD=1.00$) and was also remarked as Moderately Agree. On the other hand, the statement "It is hard to relate different concepts from real-life situation if the subject taught is far from the field of the teacher" received the lowest mean score of responses with ($M=3.33$, $SD=0.98$) yet also remarked Moderately Agree.

The level of non-specialized teachers challenge in terms of concept application attained a weighted mean score of 3.37 and a standard deviation of 0.87 and was Moderate Extent among the respondents. With the evolving technology and the new communication media, efforts are on the increase in the application of instructional aides to learning; a development that has proven to be beneficial to learners. Many teachers are not knowledgeable or find it difficult to use instructional materials when teaching because of lack of training on its application for effective use and dissemination of knowledge. **Table 3. Level of Non-Specialized Teachers Challenge in terms of Selection of Appropriate Instructional Materials**

STATEMENTS	MEAN	SD	REMARKS
It is hard to choose appropriate materials for different subjects and topics.	3.31	0.94	Moderately Agree
Applicable materials for each lesson may hard to find.	3.36	1.04	Moderately Agree
It is not easy to look for materials that will align in the standards and depth knowledge.	3.42	1.03	Moderately Agree
Difficulties in finding resource materials that will allow the learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways.	3.39	0.91	Moderately Agree
Difficulties on choosing most compatible instructional materials that can integrate critical thinking for all the learners.	3.47	0.96	Moderately Agree
Weighted Mean	3.39		
SD	0.85		
Verbal Interpretation	Moderate Extent		

Table 3 illustrates the level of non-specialized teachers challenge in terms of selection of appropriate instructional materials.

From the statement above, "Difficulties on choosing most compatible instructional materials that can integrate critical thinking for all the learners" yielded the highest mean score ($M=3.47$, $SD=0.96$) and was remarked as Moderately Agree. This is followed by "It is not easy to look for materials that will align in the standards and depth knowledge" with a mean score ($M=3.42$, $SD=1.03$) and was also remarked as Moderately Agree. On the other hand, the statement "It is hard to choose appropriate materials for different subjects and topics" received the lowest mean score of responses with ($M=3.31$, $SD=0.94$) yet also remarked Moderately Agree.

The level of non-specialized teachers challenge in terms selection of appropriate instructional materials attained a weighted mean score of 3.39 and a standard deviation of 0.85 and was Moderate Extent among the respondents. It is virtually important that teachers keep in mind the purpose for which instructional materials are used. The characteristics and special need for pupils to be taught by them and the bases for selecting the materials most likely use to help learners achieve the objective of their study.

Table 4. Level of Non-Specialized Teachers Challenge in terms of Instructional Delivery

STATEMENTS	MEAN	SD	REMARKS
It is hard to give precise instructions for tasks and activities.	3.29	1.02	Moderately Agree
There are times when students <i>can't</i> fully understand the instruction given.	3.46	0.93	Moderately Agree
When the teacher is out of their field it may not easy to find appropriate instructional methods that can influence many motivational variables of learners such as a tendency to think critically.	3.44	1.01	Moderately Agree
Lack of ability to facilitates complex knowledge out from the specialization.	3.43	0.99	Moderately Agree
Inability to deliver appropriate instructions that in-line with the learning targets.	3.40	1.01	Moderately Agree
Weighted Mean		3.41	
SD		0.86	
Verbal Interpretation		Moderate Extent	

Table 4 illustrates the level of non-specialized teachers challenge in terms of instructional delivery.

From the statement above, "*There are times when students can't fully understand the instruction given*" yielded the highest mean score ($M=3.46$, $SD=0.93$) and was remarked as Moderately Agree. This is followed by "When the teacher is out of their field it may not easy to find appropriate instructional methods that can influence many motivational variables of learners such as a tendency to think critically" with a mean score ($M=3.44$, $SD=1.01$) and was also remarked as Moderately Agree. On the other hand, the statement "*It is hard to give precise instructions for tasks and activities*" received the lowest mean score of responses with ($M=3.29$, $SD=1.02$) yet also remarked Moderately Agree.

Table 5. Level of Non-Specialized Teachers Challenge in terms of Performance Expectations

STATEMENTS	MEAN	SD	REMARKS
Co-workers and colleagues may expect from their performance skills and teaching approach.	3.54	0.89	Moderately Agree
Students are looking forward for the <i>teacher's</i> mastery of subject and content of the lesson.	3.80	0.96	Agree
Students may ask too much questions that sometimes a teacher cannot answer.	3.40	1.13	Moderately Agree
Teacher may experience pressure from school administrators.	3.54	0.99	Moderately Agree
Teachers tend to encounter too much work due to performance expectations from their surroundings.	3.67	0.91	Agree
Weighted Mean		3.59	
SD		0.79	

Verbal Interpretation	Moderate Extent
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The level of non-specialized teachers challenge in terms of performance expectations attained a weighted mean score of 3.59 and a standard deviation of 0.79 and was Moderate Extent among the respondents. Performance expectations, it only makes sense that our assessments mirror these. A performance task is an excellent assessment vehicle because it allows students to demonstrate their knowledge, understanding, and proficiency through a product or performance, rather than with a traditional objective test.

Table 6. Level of Coping Mechanism of Non-Specialized Teachers interms of Positive Well-Being

STATEMENTS	MEAN	SD	REMARKS
Practice self-meditation and have own relaxation techniques.	3.79	0.95	Agree
Stay positive whatever challenges may encounter.	4.03	0.92	Strongly Agree
Find some time to spend for own hobbies and other entertaining activities to serve as stress reliever.	3.96	0.91	Agree
Giving self a regular break to rest and balance life and work.	3.93	0.92	Agree
Regularly practice self-soothing techniques.	3.84	0.90	Agree
Weighted Mean		3.91	
SD		0.77	
Verbal Interpretation		Great Extent	

Table 6 illustrates the level of non-specialized teachers challenge in terms of positive well-being.

From the statement above, “*Stay positive whatever challenges may encounter*” yielded the highest mean score (M=4.03. SD=0.92) and was remarked as Storngly Agree. This is followed by “*Find some time to spend for own hobbies and other entertaining activities to serve as stress reliever*” yielded the highest mean score (M=3.96. SD=0.91) and was also remarked as Agree. On the other hand, the statement “*Practice self-meditation and have own relaxation techniques*” received the lowest mean score of responses with (M=3.79, SD=0.95) yet also remarked Agree.

Table 7. Level of Coping Mechanism of Non-Specialized Teachers interms of Time Management

STATEMENTS	MEAN	SD	REMARKS
Provide a dynamic task list and determine priorities.	3.80	0.84	Agree
Avoid procrastination and distractions during working hours.	3.86	0.84	Agree
Minimize interruptions and avoid reduce anxiety.	3.87	0.88	Agree
Use planning tool to manage and do not waste time.	3.93	0.90	Agree

Set priorities and get schedule appropriately.	4.00	0.89	Agree
Weighted Mean		3.89	
SD		0.73	
Verbal Interpretation		Great Extent	

Table 7 illustrates the level of non-specialized teachers challenge in terms of time-management.

From the statement above, “*Set priorities and get schedule appropriately*” yielded the highest mean score (M=4.00 SD=0.89) and was remarked as Agree. This is followed by “*Use planning tool to manage and do not waste time*” yielded the highest mean score (M= 3.93. SD=0.90) and was also remarked as Agree. On the other hand, the statement “*Provide a dynamic task list and determine priorities*” received the lowest mean score of responses with (M= 3.80, SD=0.84) yet also remarked Agree.

Table 8. Level of Coping Mechanism of Non-Specialized Teachers interms of Openness to Change

STATEMENTS	MEA N	SD	REMARK S
Increase self-compassion toward everything.	3.90	0.88	Agree
Willingness to embrace new things and accept the need for change.	4.07	0.84	Agree
Ready to learn fresh ideas and experience novel things.	4.17	0.85	Agree
Incline to pursue learning out of comfort zone.	4.04	0.87	Agree
Adjust from environmental changes may encounter.	4.03	0.85	Agree
Weighted Mean		4.04	
SD		0.73	
Verbal Interpretation		Great Extent	

novel *things*” yielded the highest mean score (M=4.17, SD=0.85) and was remarked as Agree. This is followed by “*Willingness to embrace new things and accept the need for change*” yielded the highest mean score (M=4.07, SD=0.84) and was also remarked as Agree. On the other hand, the statement “*Increase self-compassion toward everything*” received the lowest mean score of responses with (M= 3.90,SD=0.88) yet also remarked Agree.

STATEMENTS	MEA N	SD	REMARK S
Enhance relationship between co-workers and colleagues.	3.97	0.89	Agree
Share knowledge and experiences to the people around.	4.06	0.88	Agree
Give chance for the people in the surroundings to also share their experiences.	4.16	0.86	Agree
Make working environment open for new and different perspectives.	4.09	0.83	Agree
Encourage peers to listen and support each other.	4.18	0.80	Agree
Weighted Mean		4.09	
SD		0.74	

Verbal Interpretation

Great Extent

Table 10 illustrates the level of non-specialized teachers challenge in terms of task orientation.

From the statement above, “*Set clear objectives for everything that planned and do*” and “*Make sure that all things get done in manner that is proficient*” yielded the highest mean score ($M=4.08$, $SD=0.80$) and was remarked as Agree.

Table 10. Level of Coping Mechanism of Non-Specialized Teachers interms of Task Orientation

STATEMENTS	MEAN	SD	REMARKS
Focus on the completion of tasks as a measure of success.	3.95	0.87	Agree
Set clear objectives for everything that planned and do.	4.08	0.80	Agree
Make sure that all things get done in manner that is proficient.	4.08	0.80	Agree
Organize work in a systematic task flow.	4.06	0.85	Agree
Take direct action to alter the situation itself to reduce the amount of stress it evokes.	4.07	0.81	Agree
Weighted Mean		4.05	
SD		0.70	
Verbal Interpretation		Great Extent	

This is followed by “Take direct action to alter the situation itself to reduce the amount of stress it evokes” yielded the highest mean score ($M=4.07$, $SD=0.70$) and was also remarked as Agree. On the other hand, the statement “Focus on the completion of tasks as a measure of success” received the lowest mean score of responses with ($M=3.95$, $SD=0.87$) yet also remarked Agree.

Table 11. Level of Coping Mechanism of Non-Specialized Teachers interms of Emotional Support

STATEMENTS	MEAN	SD	REMARKS
Seek support from family and friends whenever experience life challenges.	4.01	0.88	Agree
Open personal problem with peer to lessen stressors and burden.	3.99	0.90	Agree
Tend to maintain healthy boundaries within self.	4.07	0.84	Agree
Create a healthy and positive support system from the working environment.	4.10	0.82	Agree
Try to know and understand own emotions and cultivate own well-being.	4.09	0.81	Agree
Weighted Mean		4.05	
SD		0.72	
Verbal Interpretation		Great Extent	

Table 11 illustrates the level of coping mechanism of non-specialized teachers in terms of emotional support.

From the statement above, “*Create a healthy and positive support system from the working environment*” yielded the highest mean score ($M=4.10$, $SD=0.82$) and was remarked as Agree. This is followed by “*Try to know and understand own emotions and cultivate own well-being*” yielded the highest mean score ($M=4.09$, $SD=0.81$) and was also remarked as Agree. On the other hand, the statement “*Open personal problem with peer to lessen stressors and burden*” received the lowest mean score of responses with ($M=3.99$, $SD=0.90$) yet also remarked Agree.

Table 12. Level of Coping Mechanism of Non-Specialized Teachers in terms of Decision-making

STATEMENTS	MEAN	SD	REMARKS
Know how to choose a particular choice over another.	3.91	0.83	Agree
Identify each situation and analyze what decision can make with regards of the circumstances.	4.01	0.79	Agree
Take actions towards the decision made.	4.14	0.76	Agree
Review every decision made and take its consequences.	4.04	0.82	Agree
Evaluate each situation and every decisions before implementing plans and actions.	4.09	0.81	Agree
Weighted Mean		4.04	
SD		0.69	
Verbal Interpretation		Great Extent	

The level of coping mechanism of non-specialized teachers in terms of decision-making attained a weighted mean score of 4.04 and a standard deviation of 0.69 and was Great Extent among the respondents. Decision making involves giving consideration to a matter, identifying the desired end result, determining the options to get to the end result, and then selecting the most suitable option to achieve the desired purpose.

Table 13. Level of Coping Mechanism of Non-Specialized Teachers in terms of Self-Efficacy

STATEMENTS	MEAN	SD	REMARKS
Understand and control own behavior, emotions and motivations.	4.05	0.89	Agree
Encourage accurate attributions and try to develop new skills.	4.08	0.84	Agree
Foster emotional health and well-being.	4.13	0.84	Agree
Perceive to set higher goals to enhance self-efficacy as a coping mechanism.	4.09	0.81	Agree
Persevere to face the difficulties in achieving goals and also resilience to adversity.	4.02	0.81	Agree
Weighted Mean		4.07	
SD		0.72	
Verbal Interpretation		Great Extent	

This is followed by “*Perceive to set higher goals to enhance self-efficacy as a coping mechanism*” yielded the highest mean score (M=4.09, SD=0.81) and was also remarked as Agree. On the other hand, the statement “*Persevere to face the difficulties in achieving goals and also resilience to adversity*” received the lowest mean score of responses with (M=4.02, SD=0.81) yet also remarked Agree.

Table 14. Level of Organizational Resiliency of Non-Specialized Teachers in terms of Adaptation

STATEMENTS	MEAN	SD	REMARKS
Willing to adjust with the ever-changing environment.	4.03	0.84	Agree
Rapidly learn new skills and behaviours in response to changing circumstances.	4.10	0.80	Agree
Challenge self in any circumstance change and go out with comfort zone.	4.10	0.84	Agree
Expand capabilities to handle and manage changes.	4.06	0.84	Agree
Avoid stressing self out and focus to accept any changes.	4.14	0.80	Agree
Weighted Mean		4.09	
SD		0.70	
Verbal Interpretation		Great Extent	

This is followed by “Rapidly learn new skills and behaviours in response to changing circumstances” yielded the highest mean score (M=4.10, SD=0.80) and was also remarked as Agree. On the other hand, the statement “*Willing to adjust with the ever-changing environment*” received the lowest mean score of responses with (M=4.03, SD=0.84) yet also remarked Agree.

Table 15. Level of Organizational Resiliency of Non-Specialized Teachers in terms of Preparedness

STATEMENTS	MEAN	SD	REMARKS
Search for various references regarding the lesson that will be going to teach.	4.03	0.89	Agree
Provide different information and sources to help student in their lesson.	4.13	0.78	Agree
Be aware of possible questions that student may ask during the discussion.	4.16	0.81	Agree
Formulate questions and comments that can cultivate <i>learner's</i> knowledge.	4.14	0.81	Agree
Prepare for whatever situation that may happen inside and outside the classroom.	4.14	0.81	Agree
Weighted Mean		4.13	
SD		0.69	
Verbal Interpretation		Great Extent	

Table 15 illustrates the level of coping mechanism of non-specialized teachers in terms of preparedness.

From the statement above, “*Be aware of possible questions that student may ask during the discussion*” yielded the highest mean score ($M=4.16$, $SD=0.81$) and was remarked as Agree. This is followed by “*Formulate questions and comments that can cultivate learner’s knowledge*” and “*Prepare for whatever situation that may happen inside and outside the classroom*” yielded the highest mean score ($M=4.14$, $SD=0.81$) and was also remarked as Agree. On the other hand, the statement “*Search for various references regarding the lesson that will be going to teach*” received the lowest mean score of responses with ($M=4.03$, $SD=0.89$) yet also remarked Agree.

Table 16. Level of Organizational Resiliency of Non-Specialized Teachers in terms of Flexible

STATEMENTS	MEAN	SD	REMARKS
Continually take feedbacks and evaluation with other people around.	4.10	0.81	Agree
Take constructive criticism and use it for own improvement.	4.18	0.78	Agree
Develop skill set and seek for continuous development of abilities.	4.16	0.77	Agree
Take risks adjust with the abrupt changes.	4.05	0.83	Agree
Be open minded and optimistic as always.	4.20	0.84	Strongly Agree
Weighted Mean		4.14	
SD		0.69	
Verbal Interpretation		Great Extent	

This is followed by “*Take constructive criticism and use it for own improvement*” yielded the highest mean score ($M=4.18$, $SD=0.78$) and was also remarked as Agree. On the other hand, the statement “*Take risks adjust with the abrupt changes*” received the lowest mean score of responses with ($M=4.05$, $SD=0.89$) yet also remarked Agree.

Table 17. Level of Organizational Resiliency of Non-Specialized Teachers in terms of Responsive

STATEMENTS	MEAN	SD	REMARKS
Always incorporate responsiveness in mission.	4.01	0.82	Agree
Be attentive as when someone ask questions or initiate conversation.	4.13	0.84	Agree
Provide resources for self-support.	4.19	0.82	Agree
Shows enthusiasm and perseverance on doing tasks related to job.	4.12	0.84	Agree
Make sure to do everything to make other people see potentials and reach expectations with regards to job.	4.10	0.80	Agree
Weighted Mean		4.11	
SD		0.71	
Verbal Interpretation		Very High	

Table 17 illustrates the level of coping mechanism of non-specialized teachers in terms of Responsiveness.

From the statement above, “*Provide resources for self-support*” yielded the highest mean score (M=4.19, SD=0.82) and was remarked as Agree. This is followed by “*Be attentive as when someone ask questions or initiate conversation*” yielded the highest mean score (M=4.13, SD=0.84) and was also remarked as Agree. On the other hand, the statement “*Always incorporate responsiveness in mission*” received the lowest mean score of responses with (M=4.01, SD=0.82) yet also remarked Agree.

Table 18. Level of Organizational Resiliency of Non-Specialized Teachers in terms of Commitment

STATEMENTS	MEAN	SD	REMARKS
	N		
Develop strong work ethics and positive principle.	4.12	0.85	Agree
Increase productivity and self-discipline.	4.21	0.84	Strongly Agree
Support other workers including the leadership among the management.	4.27	0.81	Strongly Agree
Shows determination for everything that you do.	4.21	0.84	Strongly Agree
Work through conflicts and do not give up even on the hardest part of being a teacher.	4.22	0.80	Strongly Agree
Weighted Mean		4.21	
SD		0.72	
Verbal Interpretation		Very Great Extent	

Table 18 illustrates the level of coping mechanism of non-specialized teachers in terms of Commitment.

From the statement above, “*Support other workers including the leadership among the management*” yielded the highest mean score (M=4.27, SD=0.81) and was remarked as Strongly Agree. This is followed by “*Work through conflicts and do not give up even on the hardest part of being a teacher*” yielded the highest mean score (M=4.22, SD=0.80) and was also remarked as Strongly Agree. On the other hand, the statement “*Develop strong work ethics and positive principle*” received the lowest mean score of responses with (M=4.12, SD=0.85) yet also remarked Agree.

Table 19. Level of Organizational Resiliency of Non-Specialized Teachers in terms of Anticipation

STATEMENTS	MEAN	SD	REMARKS
	N		S
Establish spatial awareness relative to your target.	3.96	0.80	Agree
Pay attention with the needs of the management and organization specially the needs of learners.	4.13	0.78	Agree
Never Outgrow Learning and Research.	4.04	0.87	Agree
Do not limit self on doing things that may develop positive outcome.	4.07	0.84	Agree
Keep up with the latest educational trends and improve self-capabilities.	4.14	0.83	Agree
Weighted Mean		4.07	
SD		0.68	
Verbal Interpretation		Great Extent	

Table 19 illustrates the level of coping mechanism of non-specialized teachers in terms of anticipation.

From the statement above, “*Keep up with the latest educational trends and improve self-capabilities*” yielded the highest mean score ($M=4.14$, $SD=0.83$) and was remarked as Agree. This is followed by “*Pay attention with the needs of the management and organization specially the needs of learners*” yielded the highest mean score ($M=4.13$, $SD=0.78$) and was also remarked as Agree. On the other hand, the statement “*Establish spatial awareness relative to your target*” received the lowest mean score of responses with ($M=3.96$, $SD=0.80$) yet also remarked Agree.

Table 20. Level of Organizational Resiliency of Non-Specialized Teachers in terms of Collaboration

STATEMENTS	MEAN	SD	REMARKS
Listen from <i>everybody's</i> perspective and try to learn from them.	4.07	0.86	Agree
Get support from colleagues whenever it is needed.	4.16	0.81	Agree
Make association with co-workers for a better self-development.	4.15	0.83	Agree
Practice collaborative behavior in a way that it can help other people around.	4.18	0.85	Agree
Collaborate ideas with other to pursue better learning and creates innovation.	4.16	0.82	Agree
Weighted Mean		4.14	
SD		0.74	
Verbal Interpretation		Great Extent	

Table 20 illustrates the level of coping mechanism of non-specialized teachers in terms of collaboration.

From the statement above, “*Practice collaborative behavior in a way that it can help other people around*” yielded the highest mean score ($M=4.18$, $SD=0.85$) and was remarked as Agree. This is followed by “*Get support from colleagues whenever it is needed*” yielded the highest mean score ($M=4.16$, $SD=0.81$) and was also remarked as Agree. On the other hand, the statement “*Listen from everybody's perspective and try to learn from them*” received the lowest mean score of responses with ($M=4.07$, $SD=0.86$) yet also remarked Agree.

Table 21. Significant Difference on the Challenges and Organizational Resiliency of Non-Specialized Teachers in Laguna

Independent Variable	Dependent Variable	t-stat	p-value	Analysis
Challenges	Resiliency	-15.364	0.000	Significant

Table 21 presents the significant difference in the challenges and organizational resiliency of non-specialized teachers in Laguna.

The Challenges of the Non-Specialized Teachers was observed to have significant difference to the organizational resiliency of the respondents. This is based on the computed t values obtained from the tests which were greater than the critical t value. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is presence of a significance.

CONCLUSION

The study shows that has significant Difference on the Challenges and Organizational Resiliency of Non-Specialized Teachers in Laguna Thus, the researcher therefore concludes that the research hypotheses stating that There is no significant difference in the challenges and organizational resiliency of non-specialized teachers in Laguna” is rejected. Thus, the alternative should be accepted which incites that there is a significant effect between them.

The second hypothesis that has significant Difference on the Coping Mechanism and Organizational Resiliency of Non-Specialized Teachers in Laguna There is no significant difference in the coping mechanism and organizational resiliency of non-specialized teachers in Laguna is rejected. Thus, the alternative should be accepted which incites that there is a significant effect between them.

RECOMMENDATIONS

1. Develop training programs that provide teachers with the necessary skills and knowledge to overcome these challenges. These training programs could be in the form of workshops, seminars, and online courses.
2. Provide teachers with access to support networks, such as mentorship programs, peer support groups, and counseling services.
3. Encourage teachers to practice self-care, such as taking breaks and engaging in stress-reducing activities.
4. Ensure that there are adequate resources and infrastructure in place to support teaching and learning, such as access to technology, textbooks, and instructional materials.

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