

Challenges and Opportunities of Out-of-Field Teachers Handling Physical Education Classes: Basis for an Intervention Program

Mary Rose D. Caag, Ruby Mae C. Caisip, Justine V. Jusay

caagmaryrose14@gmail.com

*College of Sciences, Technology and Communication Inc.,
College of Sciences, Technology and Communication Inc.,
College of Sciences, Technology and Communication Inc.,*

Abstract

This study explored the challenges and opportunities encountered by out-of-field teachers handling Physical Education (PE) classes in selected secondary schools in Sariaya, Quezon. The research aimed to determine their experiences regarding motivation, confidence, physical competence, and subject matter knowledge, identify the challenges they face including lack of specialized training, limited opportunities, and assessment difficulties, and explore the opportunities for professional development, skill enhancement, and personal growth. Utilizing a qualitative research design, specifically the phenomenological method, data was gathered through structured interviews with five out-of-field PE teachers. Thematic analysis was employed to analyze the collected data. Findings indicated that while these teachers are motivated by their passion for teaching and fitness, they often lack confidence and in-depth subject knowledge due to insufficient specialized training. Major challenges include the difficulty in teaching technical topics, limited access to PE-specific training and resources, and struggles with appropriate assessment techniques. Despite these challenges, opportunities for growth were identified through professional development, skill enhancement by adapting teaching methods, and personal growth gained from stepping outside their comfort zones. Based on the findings, the study proposes an program titled "Empowering Educators: PE Essentials for Out-of-Field Teachers" to address the identified challenges and enhance opportunities for these educators, ultimately aiming to improve the quality of Physical Education instruction.

Keywords: out-of-field teachers, physical education, challenges, opportunities, intervention program, professional development, teaching effectiveness

1. Main Text

Introduction

The role of Physical Education (PE) teachers played a vital part in guiding students toward an active and healthy lifestyle. These educators were tasked with introducing the value of physical activity, principles of fitness, and techniques in various sports and recreational activities (Smith, 2023). In response, the Philippine education system implemented diverse strategies to support teachers in meeting these responsibilities. However, a growing concern emerged as several teachers continued to face difficulties, often stemming from inadequate preparation in their assigned subjects.

In many educational settings, teachers were expected to demonstrate expertise not only in pedagogy but also in their subject matter, school context, and student population. According to Pezaro (2016), the ability to make informed decisions about teaching practices was essential. Nevertheless, out-of-field teaching remained a global issue. Vale and Drake (2019) emphasized that both developing and developed countries experienced this phenomenon, where teachers were assigned to levels or subjects without sufficient pedagogical content knowledge, ultimately affecting instructional quality.

Moreover, Hobbs (2019) noted that out-of-field teachers were those whose specialization did not align with their assigned teaching load. Du Plessis (2019) further argued that such assignments created layered challenges in schools, reducing the overall effectiveness of instruction. This issue was not unique to the Philippines. For instance, Bayani and Guhao (2017) reported that in the United States, many core subjects were handled by individuals without education degrees or subject-related certification, which could have compromised student learning.

In the Philippine context, Recede et al. (2023) explored how out-of-field teaching affected the self-efficacy and motivation of senior high school teachers in Marikina City. The study revealed that although some teachers expressed confidence in handling unfamiliar subjects, many showed only moderate ability to promote critical thinking and address learning difficulties among students. Consequently, this finding emphasized the need for targeted training and continuous professional development.

On a more optimistic note, opportunities for professional growth were available for those teaching outside their field. The Department of Education (DepEd) encouraged continuous professional development to improve instructional quality, including for PE teachers. Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, mandated training for all teachers under the K–12 reform program. Furthermore, data from the Philippine Statistics Authority (2021) revealed a rise in out-of-field teachers participating in development programs to strengthen their physical literacy and teaching competence in PE.

Several reasons contributed to this trend. Teacher shortages, the need to fill subject-area gaps, and the introduction of specialized courses led to the reassignment of educators to teach outside their specialization. This situation was especially common in smaller or rural schools where teachers with backgrounds in Mathematics, Science, or English were often required to handle PE classes. Although this created instructional challenges due to limited subject-specific knowledge, it also opened up avenues for learning through workshops, training sessions, and self-directed education.

In conclusion, this study aimed to determine the challenges and opportunities experienced by out-of-field teachers handling PE classes. By identifying factors that affected motivation, confidence, and teaching competence, the research supported the development of appropriate strategies and intervention programs. These findings may have contributed to improving the quality of PE instruction while addressing existing gaps in teacher training and professional development in Philippine schools.

Background of the Study

Out-of-field teaching, where educators were assigned subjects outside their expertise, posed considerable challenges in Physical Education (PE) globally (Price et al., 2019), potentially leading to decreased teaching effectiveness due to limited content knowledge and pedagogical skills. However, research indicated that targeted professional development and mentorship offered pathways to improvement (Mesias & Pelicano, 2024). In the Philippines, despite the Commission on Higher Education's (CHED) guidelines aimed at ensuring qualified PE educators (CMO No. 23, s. 2011; CMO No. 39, s. 2021), studies by Mesias (2022) and Rivero (2024) revealed a significant presence of out-of-field teaching in PE, where many teachers lacked specialized training, impacting curriculum implementation and teacher confidence (Mesias & Pelicano, 2024).

Within this context, particularly in Sariaya, Quezon, the assignment of non-specialized teachers to PE classes presented both significant challenges, such as potential limitations in subject expertise and instructional delivery, and potential opportunities for professional growth through targeted support mechanisms. This study

aimed to explore these specific challenges and opportunities experienced by out-of-field PE teachers in Sariaya, Quezon. By understanding their unique circumstances, the research sought to gather essential insights that would inform the development of a relevant and effective intervention program designed to address their needs, enhance their instructional capabilities, and ultimately improve the quality of Physical Education for students in the region.

Statement of the Problem

This study aimed to determine the challenges and opportunities of out of field teachers handling physical education classes: basis for an intervention program.

Specifically, it will seek to answer the following questions:

1. What are the experiences of Out of Field teachers in terms of:
 - 1.1. Motivation;
 - 1.2 Confidence;
 - 1.3 Physical Competence; and
 - 1.4 Knowledge and Understanding of subject matter?
2. What are the challenges encountered by Out of Field teachers in terms of:
 - 2.1 Lack of Specialized Training;
 - 2.2 Limited Opportunities; and
 - 2.3 Assessment Techniques?
3. What are the opportunities encountered by Out of Field teachers in terms of:
 - 3.1. Professional Development;
 - 3.2. Skill Enhancement; and
 - 3.3. Personal Growth?
4. Based on the research findings, what strategies and intervention program can be suggested to address the challenges and enhance the opportunities of Out-of-Field teachers?

Assumption of the Study

This study assumed that out-of-field teachers tasked with handling Physical Education classes possessed varied experiences and perspectives, influencing their motivation, confidence, physical competence, and understanding of the subject matter. While acknowledging their dedication, the research posited that these teachers encountered significant challenges stemming from a lack of specialized training in Physical Education. This deficiency likely manifested in difficulties designing curriculum-aligned lessons, limited access to professional development opportunities specific to PE, and struggles with implementing effective assessment techniques tailored to the subject. Consequently, this may have impacted the quality of instruction and potentially contributed to professional frustrations.

However, this study also assumed that these out-of-field teachers possessed the potential for professional growth and development through their experiences. It was anticipated that the necessity to adapt and innovate in a subject outside their specialization could have led to skill enhancement and personal growth, fostering resilience and creativity. Furthermore, the study assumed that by thoroughly investigating these challenges and opportunities, targeted strategies and a relevant intervention program could have been developed. This program was envisioned to address the identified gaps in training and support, leverage the existing opportunities for growth, and ultimately enhance the effectiveness of out-of-field teachers in delivering high-quality Physical Education instruction, potentially leading to improved student outcomes and increased

teacher satisfaction.

Theoretical Framework

The Self-Efficacy Theory by Albert Bandura (1977) explained how a person's belief in their ability to succeed influenced their motivation, performance, and persistence. In the context of out-of-field teachers teaching Physical Education, if they believed they could succeed, they were more likely to stay motivated and confident despite challenges. A teacher with high self-efficacy approached the task with greater determination and resilience, while someone with low self-efficacy struggled with feelings of doubt and reduced confidence, which affected their overall performance and physical competence in teaching PE.

The Pedagogical Content Knowledge (PCK) theory by Lee Shulman (1986) focused on the combination of subject knowledge and teaching methods. Teachers needed to know not only the content they were teaching but also how to teach it in a way that made sense to students. For out-of-field teachers, this theory highlighted the challenge of lacking specific training in Physical Education. Without the right knowledge and teaching strategies, it became harder to effectively engage students, address different learning styles, or assess their progress properly. This lack of training created a significant challenge, as teachers struggled to deliver quality lessons or adapt to the needs of their students.

In this study, Bandura's Self-Efficacy Theory was used to understand how out-of-field teachers felt about teaching Physical Education. The theory showed that when teachers believed they could do well, they remained motivated and confident even when things were difficult. Teachers with strong self-belief worked harder and did not give up easily. But teachers who doubted themselves had less confidence and found it harder to teach PE well. On the other hand, Shulman's Pedagogical Content Knowledge (PCK) theory was also used to examine how teachers needed both subject knowledge and effective teaching strategies. This theory helped explain the problems out-of-field teachers faced because they did not have enough training in Physical Education. Without enough knowledge and teaching skills, these teachers found it difficult to deliver good lessons, keep students interested, and assess how students were learning. This showed that not having the right training was a major challenge in teaching PE.

Research Paradigm

This study used a qualitative approach to explore the challenges and opportunities faced by teachers who were assigned to teach Physical Education even though it was not their main subject. The study gathered information through structured interviews that included open-ended questions. This method allowed participants to share detailed stories and views about their experiences. The research focused on important areas such as motivation, confidence, physical skills, and understanding of Physical Education, based on what the teachers described.

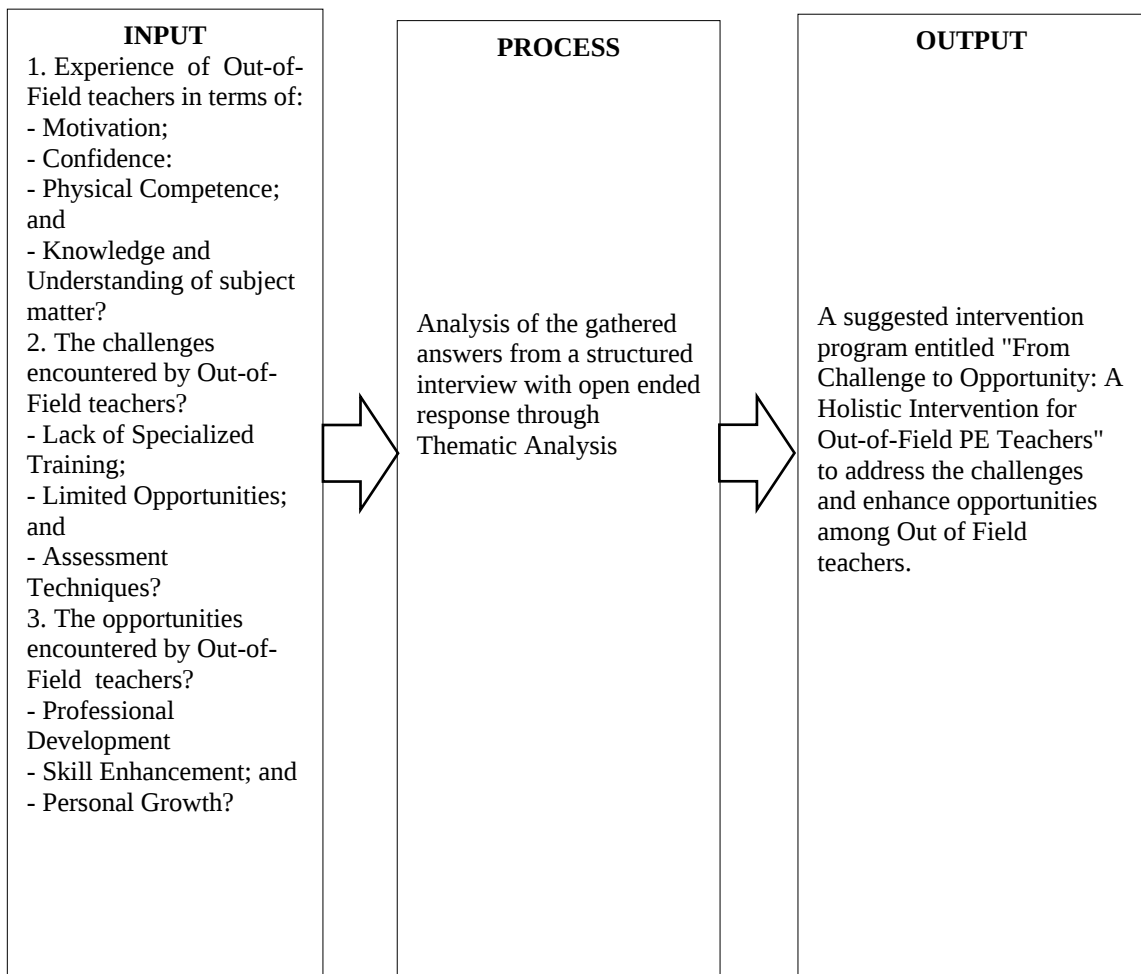
The study looked closely at the difficulties these teachers experienced. Some of these difficulties included not having specialized training in Physical Education, having few chances to join professional development programs, and facing challenges in assessing students' progress. At the same time, the research identified possible chances for improvement, such as opportunities for learning new skills, receiving training, and growing personally and professionally. The information collected from interviews was carefully examined using a method called thematic analysis. This meant the researcher identified common ideas, patterns, and themes in the answers from the teachers. This analysis helped explain how these teachers felt about and dealt with the challenges and opportunities in teaching Physical Education.

The study followed an Input-Process-Output (IPO) model. The "input" included the current skills, knowledge, and challenges of the teachers. The "process" involved the experiences and strategies used by teachers while teaching. The "output" was the results, such as improved teaching skills and better student performance. This model guided the research in understanding how to support these teachers better. The main goal of this study was to learn more about what affected the teaching performance of out-of-field Physical

Education teachers.

It also aimed to understand what motivated these teachers and the problems they faced. The study pointed out areas where improvement was needed, especially through training and professional development. Based on the findings, the study suggested an intervention program to help these teachers gain more knowledge, skills, and confidence. Ultimately, this research hoped to improve how Physical Education was taught by out-of-field teachers. It sought to help teachers become more competent and effective, which led to better learning outcomes for students.

Figure 1. An Input Process Output (IPO) Model on the “Challenges and Opportunities of Out of Field Teachers handling Physical Education Classes: Basis for an Intervention Program”



Significance of the Study

Physical Education (PE) played a vital role in student development, but many schools faced challenges

in delivering effective PE instruction, especially when out-of-field teachers those without specialized training in Physical Education were assigned to teach it. This study determined the challenges faced by out-of-field PE teachers, focusing on how their qualifications and teaching practices impacted student learning and engagement. By identifying practical solutions, the study aimed to improve PE instruction through targeted training, resources, and support, benefiting not only teachers but also students, schools, parents, and the broader community. The findings offered insights to enhance teacher effectiveness, improve student outcomes, and contribute to the overall quality of PE education.

For out-of-field teachers, this study highlights the difficulties they experience, such as limited content knowledge and inadequate pedagogical skills. It emphasizes the need for specialized training and resources to address these deficiencies. By documenting the coping strategies and skills these teachers use, the study offers practical insights to enhance their teaching effectiveness, which can lead to increased student engagement and better learning outcomes in PE classes.

For Educational institutions will benefit from this study by gaining information that can help implement focused professional development programs. Improving the content knowledge and teaching skills of PE teachers ensures that all students receive quality instruction, promoting physical literacy and fostering positive attitudes toward physical activity. These efforts contribute to the holistic development of students, aligning with broader educational goals.

For Students are direct beneficiaries of improved PE instruction resulting from this study's focus on teacher qualifications and teaching methods. Effective PE teaching supports not only physical health of the students but also their personal development, motivation, and overall well-being. By equipping teachers to deliver engaging and informative lessons, the study encourages the development of lifelong healthy habits among students.

For Parents and guardians also benefit indirectly through their children's improved educational experiences. Enhanced PE instruction promotes physical health, social skills, and emotional well-being of the students. Parents will observe their children engaging more positively with physical activities, fostering habits that contribute to lifelong wellness.

For the broader community gains from students receiving high-quality PE education that encourages physical activity and healthy living. Well-conducted PE programs produce positive effects that extend beyond the classroom, promoting community health and cultivating a culture of physical fitness and wellness.

For future researchers the research contributes to the understanding of how teacher qualifications impact student attitudes towards PE. It reveals a strong positive correlation between professional qualifications of the teachers and perceptions of PE classes of the students, highlighting the importance of qualified educators in fostering positive student outcomes. These findings offer a foundation for further studies on the relationship between teacher expertise and student engagement in PE.

Scope and Limitations

This study aimed to determine the experiences, challenges, and opportunities of five (5) out-of-field teachers who handled Physical Education classes in three schools in Sariaya, Quezon. The research specifically focused on the experiences of the teachers regarding their motivation, confidence, physical competence, and knowledge of Physical Education. It also investigated the challenges they encountered related to a lack of specialized training, limited professional opportunities, and difficulties with assessment techniques. Furthermore, the study explored opportunities for their professional development, skill enhancement, and personal growth. Data were collected through structured interviews and analyzed using thematic analysis to identify key patterns and insights. Based on the findings, this research intended to propose potential solutions and courses of action, including the development of an intervention program, to address the identified challenges and enhance the opportunities for these teachers.

The limitations of this study included its specific geographical focus on Sariaya, Quezon, which may

have limited the generalizability of the findings to other regions. The research was also confined to a small number (5) of out-of-field teachers in three schools, excluding the perspectives of teachers with formal Physical Education degrees and potentially not capturing the full spectrum of experiences across different educational settings. The data were based on the self-reported experiences of the participants, which may have been subject to individual perceptions and potential biases. Time constraints during data collection and the varying levels of teaching experience among participants may also have influenced the depth and consistency of the information gathered.

Definition of Terms

In conducting this research, it is essential to define key terms to provide clarity and ensure a common understanding of concepts relevant to the study of Challenges and Opportunities of Out-of-Field Teachers Handling Physical Education Classes: Basis for an Intervention Program. The following definitions outline important terms used in the research on the experiences of educators assigned to teach Physical Education (PE) without specialized training in the field.

Challenges can be defined as obstacles or difficulties that hinder progress or achievement in a particular context or activity. In educational settings, challenges often refer to the barriers that impede teaching and learning, such as lack of resources, inadequate preparation, or external factors affecting student engagement or performance. According to Perl-Nussbaum et al. (2023), challenges in out-of-field teaching is "out-of-field teachers lack disciplinary knowledge and pedagogical content knowledge, such as instructional strategies, to support student learning and foster their engagement".

Opportunities refer to favorable conditions or circumstances that can be leveraged to improve a particular situation or outcome. In the context of non-BPED teachers handling Physical Education (PE) classes, opportunities may include the availability of resources, professional development programs, support from school administrators, or personal growth that can contribute to their success in teaching PE (Oxford University Press, n.d.)

Out-of-field teachers refer to educators who are assigned to teach subjects or disciplines that are outside their area of formal training or certification. Du Plessis (2015) defines out-of-field teachers as teachers teaching outside their field of qualifications, expertise or specialisation, while this “field” might be a year level or specific subject.

Physical education is an academic discipline that involves the teaching of physical activity, fitness, and health, aimed at developing students' motor skills, physical fitness, and overall well-being. It emphasizes the importance of regular physical activity, the development of teamwork, and the promotion of lifelong healthy habits. The curriculum typically includes both individual and team sports, exercise routines, and health education (Jones, 2015).

Review of Related Literature

Out of Field

According to Mashele and Mafuwane (2024), out-of-field teaching in education refers to the practice where teachers are assigned to teach subjects or grade levels outside their area of expertise or formal qualifications. This phenomenon is prevalent globally and poses significant challenges to educational quality and teacher efficacy. Teachers in out-of-field positions often face emotional and pedagogical difficulties, impacting both their professional identity and student outcomes. Despite these challenges, various strategies and support mechanisms can help mitigate the negative effects of out-of-field teaching. In addition, Nob & Tañola (2024) also discuss out-of-field teaching, referring to situations where teachers are assigned to teach

subjects outside their area of specialization. This situation can lead to challenges in content delivery, pedagogy, and emotional well-being, ultimately affecting the quality of education provided.

Furthermore, Bajar et al. (2021) highlight that out-of-field teaching remains a persistent issue in the Philippine educational system, particularly in rural schools, where this study was conducted. As an intervention, the researchers organized a professional learning community in the form of a school learning action cell (SLAC) to support the teachers. These teachers were interviewed to determine the perceived effects of the intervention. The results revealed that SLAC sessions contributed to the general well-being of the teachers, improving their view of the profession by reducing their tasks and promoting workplace collaboration. On the other hand, the intervention also positively impacted their pedagogy, as it contributed to their instructional mastery and teacher efficacy. The researchers, however, caution that, although the intervention was found to be successful, it should be considered in a suggestive capacity when out-of-field teaching is unavoidable. Ideally, teachers should be assigned to teach according to their respective specialized fields whenever feasible.

In contrast, a study conducted by Perez (2024) revealed that teachers often teach beyond their area of expertise due to a shortage of teaching staff. This global issue of out-of-field teaching has significant consequences on the learning process and teaching techniques. The qualitative research emphasizes the importance of teachers possessing the necessary teaching qualities. Teachers must be experts in the subjects they teach to successfully impart knowledge to students. Moreover, teachers should attend training to further hone and develop their skills in modern teaching methods, especially as technology and student learning methods continue to evolve. In conclusion, it is essential for teachers to be well-prepared for their lessons, as they play a crucial role in shaping the learning experiences of students.

The studies by Mashele & Mafuwane (2024) and Nob & Tañola (2024) explore the widespread issue of out-of-field teaching, emphasizing its impact on teacher effectiveness, pedagogy, and emotional well-being. While these studies cover various fields, the current research focuses specifically on out-of-field teachers in Physical Education at private secondary schools in Sariaya, Quezon. This study will aim to develop an intervention program to support these teachers and enhance PE instruction.

The studies by Bajar et al. (2021) and Perez (2024) discuss common challenges faced by out-of-field teachers, such as impacts on teacher well-being, pedagogy, and student learning. Bajar et al. (2021) implemented an intervention to improve teacher collaboration and instructional mastery, though they noted that such interventions should not replace proper field-specific teacher assignments. Perez (2024) stressed the need for teachers to be experts in their subjects and receive adequate training. The present study, while similar in its goal of supporting out-of-field teachers, uniquely focuses on developing a tailored intervention program for Physical Education.

Experience

Understanding in-school demand and the impacts on first-year graduates teaching out-of-field (OOF) is crucial, especially when the early years of teaching are complex, busy, and involve a steep learning curve. The prevalence of OOF teaching amongst first-year graduates in Western Australian public schools highlights the profile of their OOF experiences and support needs, based on both their perceptions and those of their principal (Wyatt & Hobbs, 2024).

In addition, Moll and Dorn (2023) demonstrate how the Arizona Geographic Alliance has addressed out-of-field geography teaching for three decades. They achieve this by training organizational leaders, called Teacher Consultants (TCs), who become advocates for geographic literacy in their districts and schools. The annual Alliance Summer Geography Institute (ASGI) is a core recruitment tool that provides out-of-field geography teachers with the necessary understanding of geography to create effective lessons for their students.

Moreover, Caylao (2017) asserted that instructional efficacy includes not only controlling students' motivation and interest in various activities but also employing tailored teaching and classroom management

techniques to address issues like poor engagement and lack of interest. Bandura's theory of teaching efficacy provides a valuable lens for analyzing non-specialized MAPEH teachers' experiences, enhancing the educational experience for students in the broad field of MAPEH. This framework offers insights into how non-specialized instructors' perceptions of their skills affect their performance, resilience, and engagement in managing the demands of MAPEH.

Furthermore, Melloria et al. (2023) argue that the occurrence of out-of-field teaching violates the Republic Act No. 232, also known as the Education Act of 1982, Section 11. This act outlines the special rights and privileges of teaching staff, emphasizing that teachers should not be compelled to teach subjects outside their expertise unless compensated as per their employment contracts. This practice also breaches the DO 13, S. 1994 Guidelines for Matching Specialization in Teaching Preparation with Teaching Assignments, which aim to minimize unnecessary academic mismatches in public school assignments. Such mismatches can negatively affect students' ability to grasp instruction, especially since certain topics might be unfamiliar to out-of-field teachers, leading to inadequate delivery.

In a study conducted by Caldis (2017), researchers found that teaching out-of-field is a common experience for many teachers, particularly those entering the profession. This issue disrupts the integrity of subjects, leading to heightened student disengagement, lower achievement of learning outcomes, and decreased teacher confidence in their ability to teach effectively. As a result, this cycle contributes to public perceptions of declining teacher quality. Research also indicates that teaching out-of-field is not limited to Australia or any particular subject. While this issue was initially explored in terms of its causes and effects in policy, practice, and research, it has now expanded to examining responses to Geography being taught out-of-field in Australian secondary schools.

This issue was further explored in a study of Senior High School Science teachers in Nagtipunan, who taught subjects outside their area of expertise. The study concluded that teaching outside one's specialization presents significant challenges, undermining the quality of education and potentially affecting the overall education system.

Additionally, according to Bugwak (2021), a study aimed at understanding the lived experiences of out-of-field teachers in the Philippines revealed that teachers not specializing in their assigned subjects faced various challenges. These included difficulties adjusting to subject content, addressing students' queries, establishing authority, and employing appropriate teaching approaches. Despite these challenges, teachers coped by carefully planning content, using varied teaching strategies, engaging in professional development, peer mentoring, and evaluating students' progress. The study participants recommended continuing professional development, consultation with experts, the hiring of qualified teachers, and assigning relevant subjects to teachers. Future research may explore the underlying causes of out-of-field teaching and possible solutions to this ongoing issue.

The literature on out-of-field (OOF) teaching emphasizes the need to address the challenges faced by teachers assigned to subjects outside their expertise. This study will focus specifically on Out-of-Field teachers handling Physical Education (PE) classes and propose an intervention program to support them. The aim is to contribute to the ongoing discussion on Out-of-Field teaching by offering practical solutions to improve teacher effectiveness and student learning outcomes. Both the cited studies and the study on challenges faced by Out-of-Field teachers in PE examine difficulties such as adjusting to new subject content, addressing student queries, and establishing classroom authority. However, while the cited studies cover various subjects, including Science, General Education, and Geography, the PE study focuses specifically on the challenges within PE. Additionally, the PE study is conducted in private secondary schools in Sariaya, Quezon, Philippines, providing a more localized context. Unlike the cited studies that emphasize professional development and support systems, the PE study goes further by proposing a targeted intervention program to address these challenges, offering concrete solutions for improving the situation for out-of-field PE teachers.

Motivation

According to Recede et al. (2023), the study aimed to determine the impact of having teaching loads assigned to teachers which are not aligned with their pre-service training. The research utilized a descriptive research design and involved 12 senior high school teachers who are teaching in a public national high school in Marikina City, the Philippines for the school year 2019-2020. The study also made use of the qualitative data gathered through focus group discussion to have an in-depth analysis of the perceptions of the teachers regarding their situation on teaching a subject that is not part of their expertise. The study revealed that teachers who are assigned teaching loads which are not part of their pre-service training showed some confidence that they can teach their students well. This was shown on the question how confident they were in teaching their students to become critical thinkers and 8 or (66.67 %) of the total number of the teacher participants said that they exerted moderate effort in encouraging students to become critical thinkers. In addition, 5 or (41.67 %) of the teachers shared that they can do so much to help students improve in his failing grade. Surprisingly, 7 or (58.33%) of the total number of the teacher participants said that they can only exert moderate effort to help students who are having difficulty with the subject. Based from the findings of the study, the researchers thought that the perennial problem of teachers being assigned teaching loads that are not in line with their area of expertise should be given enough training and technical assistance coming from the school administration. This will help improve teachers in their pedagogical techniques and the type of assessment they employ in their classes.

Confidence

Out-of-field teaching causes inefficiency and a lack of self-confidence. It is claimed that the performance of out-of-field teachers was harmed since they could only explain a topic ambiguously. When students questioned them during lessons, these teachers were put under a lot of strain, and they could not satisfy them due to their lack of in-depth expertise and their reliance on textbook information. Teachers as well were unsure whether students learned enough from them (Pacana et al., 2019).

In a study conducted by Baras and Gillo (2024), the researchers found that low self-esteem in teaching the subject greatly affects learning. Teachers claimed that they were not confident in teaching the subject. They felt that they were not supposed to handle the subject. Experiencing a deficiency of content knowledge and pedagogical content knowledge reduced their self-worth and confidence, as the latter is correlated with possessing adequate knowledge. The teacher participants experienced difficulty in handling out-of-field subjects, such as lack of knowledge, low self-esteem, cramming or being full of hassle, and time-consuming preparation of lessons.

The studies by Pacana et al. (2019) and Baras and Gillo (2024) highlight the challenges faced by out-of-field teachers, such as inefficiency, low self-confidence, and difficulty in teaching due to insufficient subject knowledge. These teachers struggle with effectively explaining content and managing lessons, leading to feelings of inadequacy. The present study, "Challenges and Opportunities of Out-of-Field Teachers Handling Physical Education Classes," will be related as it will focus on similar challenges, specifically in the context of teaching physical education (PE). Unlike the reviewed studies, the present study will propose an intervention program tailored to the unique needs of out-of-field PE teachers, aiming to improve their competencies and support their teaching effectiveness.

Physical Competence

According to Evardo and Abina (2023), this study utilizes convergent parallel design, a mixed method approach to describe the research competence and to design a Capability Building Series Program. The respondents of this study are the out-of-field research teachers from selected private Senior High Schools. There are 40 respondents for the quantitative phase while 14 participants in the qualitative phase. Data were gathered

through survey questionnaire, interviews, and focus group discussion. Mean and standard deviation were used to describe the respondents' self-assessed research competence while thematic analysis was used in the analysis of the interview and focus group transcripts. Results of the study showed that while out-of-field research teachers have high self-assessed research competence, there are areas that needs enhancement such as critical evaluation of the state of research, selection and application of methods, theoretical and methodological reflection on research findings, writing an academic publication, and knowledge on the communication standards in the discipline. Based on the results of the study, a Capability Building Series was proposed. It was recommended that out-of-field research teachers continue to engage in professional development activities to improve the teaching-learning experience in the subject.

Knowledge and Understanding of subject matter

According to Carpendale and Hume (2020), the global shortage of qualified teachers has led to many educators teaching out-of-field (OOF). A significant concern with OOF teaching is that without the appropriate content knowledge (CK), these teachers often resort to rote learning and may struggle to support students who require additional assistance or extension. As a result, they may teach in ways that do not foster conceptual understanding.

Moreover, Oronos-Tumacder and Policarpio (2024) emphasize the importance of a teacher's role in the transfer of knowledge, asserting that their mastery in the subject matter opens the door to the attainment of high-quality graduates. However, the training and requirements for teaching out-of-field subjects have been identified as one of the contributing factors to students' underachievement.

In addition, the misalignment of teachers and the subjects they handle in many public high schools in Cebu Province has become a widely discussed issue in the field of education. Out-of-field teachers, particularly those who are English majors teaching MAPEH, often face challenges due to insufficient knowledge and training. To cope, they tend to rely on self-study and resourcefulness, utilizing multimedia and online resources to prepare for effective teaching. Nevertheless, the responsibility to teach outside their expertise remains unavoidable, with educators having little choice in the matter. While some educators appreciate the challenge and the opportunity to re-learn and adjust in order to meet course expectations (Montero et al., 2022), the gaps in subject knowledge are still apparent.

Furthermore, Cinkir and Kurum's (2015) study on the Discrepancy in Teacher Employment: The Problem of Out-Of-Field Teacher Employment sheds light on the negative impact of out-of-field teaching. Despite addressing teacher shortages quantitatively, the research suggests that employing out-of-field teachers can detract from the quality of education. Through interviews with 20 participants (8 principals and 12 teachers) from public schools in Ankara, the study found general disapproval of out-of-field employment. Participants cited concerns such as lack of subject knowledge, teaching experience, and professional specialization. However, the study also acknowledged the advantages of out-of-field employment, such as alleviating teacher shortages, reducing unemployment, and offering different perspectives on teaching. Despite these benefits, participants believed that this practice should eventually be discontinued, advocating for better planning, collaboration, and permanent employment policies to ensure a more consistent and effective educational system.

Additionally, this chapter delves into the subject-specific nature of teaching, highlighting how different disciplines have unique knowledge, inquiry methods, and discursive practices. These aspects shape the curriculum, pedagogy, and teaching practices. It introduces the concept of teachers' expertise being both within-field and out-of-field, stressing that teaching out-of-field presents challenges related to subject-specific knowledge, skills, and practices. Examples from English and Australian teaching practices illustrate the difficulties of crossing subject boundaries. Moreover, the chapter discusses the trend of integrating subjects, particularly in STEM or holistic curriculum designs, where traditional subject boundaries are blurred. While this integration offers potential for cross-fertilization, it also presents challenges (Crisan & Hobbs, 2019).

In a similar vein, a study published in the International Journal of Advanced Multidisciplinary Studies (2024) highlights the struggles of teachers who are forced to handle subjects beyond their field. It notes that when educators lack the necessary background in a subject, delivering effective lessons becomes more challenging, and students may not fully grasp the material. This concern is particularly critical in Physical Education (PE), where specialized knowledge is essential for teaching physical skills, promoting fitness, and ensuring student safety.

The studies reviewed highlight the challenges faced by out-of-field (OOF) teachers, especially those teaching subjects outside their expertise, like Physical Education (PE). The main issue is a lack of subject knowledge, which can result in poor teaching and difficulties in supporting diverse student needs. Out-of-Field teachers often rely on self study and online resources to fill these gaps. The present study will focus specifically on Out-of-Field teachers in PE, which requires specialized skills. It will address challenges like classroom management during physical activities and the integration of physical skills with academics, and propose an intervention program to improve PE teaching effectiveness. Previous studies also emphasize the negative impact of out-of-field teaching on education quality, especially in PE, due to gaps in knowledge and skills. They recommend better support, such as professional development and collaboration with experts, to help teachers in their specialized subjects. The current study aligns with these findings, aiming to improve the performance of out-of-field PE teachers through targeted support and training.

Challenges

On a broader scale, as emphasized by Hobbs and Porsche (2021), another implication is the challenge that out-of-field teaching poses to the professionalism of the teaching workforce. While out-of-field teaching has become part of what teachers do that has become normalized, we need to be honest and decide as a profession whether it is OK to expect teachers to work outside of school hours and in their own time to learn new content, to continue to teach out-of-field without expecting that teachers upgrade their qualifications, and how continued teacher learning and expanding expertise needs to be acknowledged and remunerated.

In connection with this, Du Plessis et al. (2019) state that teacher support needs vary, but the adequacy of the support according to teacher needs will strongly influence whether teachers cope or manage their out-of-field teaching load. The challenge for out-of-field teachers, then, is how to develop in-depth knowledge of the specific curriculum and contribute to planning and evaluating the fit-for-context/fit-for-purpose aspects of the curriculum and the school context. Similarly, the evolution of the physical education curriculum has seen improvements over the past few decades through increased availability of sports facilities, enhanced course offerings, and improved teacher quality (Piñeiro-Cossio et al., 2021).

Nevertheless, challenges in terms of the MAPEH curriculum continued to arise as reflected by the teacher education graduates LET performance since only a few of them could pass the exam. It was observed that most MAPEH majors from Bat State U–College of Teacher Education were not competent enough to perform their duty as teacher particularly when deployed to other schools for their off-campus training (Abas, 2019).

Moreover, in the current situation of our educational system, many teachers are experiencing difficulties in teaching and facing complicated challenges because of their inadequate training in the field to which they belong. Because teachers are in demand, the fashion in teaching is very evident. Teaching is a profession that many teachers enjoy doing because of their love and commitment to the sworn duty. On the other hand, some teachers especially new ones experience high levels of stress (Montesur, 2021)

Furthermore, Mindanao is also guilty of this problem. In Digos City, teachers, especially in MAPEH, receive subject loads outside their fields of specialization and, hence, are perceived to be less effective in content delivery. Aside from affecting student performance, this misalignment triples teachers' burden and stress in the academe because, as non-specialists in the field, they find it challenging to teach the competencies due to a deficit of background and exposure in the course. In this context, the researchers pursue this research to examine the coping mechanisms and performance of nonspecialized MAPEH teachers in Davao del Sur (Basalan et al.,

2024).

In general, teaching out-of-field refers to the assignment of teachers to subjects or year levels outside their qualifications or specialization. This is a widespread issue across many countries, often caused by teacher shortages, unequal distribution, scheduling constraints, and funding limitations. Research from countries like Australia, Germany, and the U.S. highlights how subject-specific training leads to better student outcomes, making out-of-field teaching a pressing concern. While some systems train teachers as generalists, others focus on subject-specific preparation, especially at the secondary level. In primary schools, the class-teacher principle often leads to out-of-field teaching due to the need for consistency in young learners' relationships. Addressing this issue involves increasing the supply of qualified teachers and providing current teachers with continuous professional learning and development opportunities. Out-of-field teaching challenges teachers' knowledge, self-efficacy, and professional identity, emphasizing the need for support at every stage of teacher education (Price et al., 2019).

In line with this, a study was conducted to determine the challenges of the MAPEH program at the College of Teacher Education. Specifically, it aimed to assess the extent of challenges faced by teachers and students regarding MAPEH instruction. The study used the descriptive research design, employing a questionnaire to determine the challenges of the MAPEH program at the College of Teacher Education, Batangas State University—Main Campus. Ranking and weighted mean were the statistical tools employed in this study. It was revealed that the majority of the student and teacher respondents rated the challenges regarding MAPEH instruction to a great extent. The study recommended that the College of Teacher Education should provide the facilities and equipment for the implementation of the MAPEH program, and the college administrators should encourage the MAPEH instructors to pursue advanced degrees in education. A similar study may be conducted using other variables in other schools, locales, or other colleges along this line. The challenges in terms of the MAPEH curriculum continued to arise, as reflected by the teacher education graduates' LET performance, since only a few of them could pass the exam. It was observed that most MAPEH majors from Bat State U—College of Teacher Education were not competent enough to perform their duty as teachers, most particularly when deployed in other schools for their off-campus training (Abas, 2019).

In addition, Montesur (2021) conducted a study entitled *Coping with the Challenges in Teaching MAPEH Subjects among the Non-Specialized Teachers of District 4 in Laguna*. The purpose of the study may offer literature and findings that may be useful in the conduct of future studies, more particularly in the context of communication, considering the stressor and how to cope with the challenges of the teachers in teaching a non-major subject. The implication of this research is to find out the importance of how teachers of MAPEH, especially the non-majors, become aware of learning and dealing with teaching challenges. Have an important mechanism for handling situations related to MAPEH teaching. The result showed that the coping challenges in teaching MAPEH subjects had no significant effect on the performance of the non-specialized teachers teaching MAPEH subjects in District 4 in Laguna, and therefore the hypothesis was also rejected.

Correspondingly, a study entitled *Out-of-Field Specialization Teaching* focused on teachers teaching out-of-field specialization subjects. This research sought to determine the concerns and challenges of teachers teaching out-of-field specialization in Nueva Ecija High School. The results revealed that those teachers who are teaching out-of-field subjects have performed satisfactorily, specifically in terms of the following: mastery of the subject matter, teaching strategies and methodologies, and management of learning. It also appeared in this study that they less often experienced difficulties in mastering their subject matter. They never encountered problems relating to teaching. The competencies of teachers are upgraded through seminars and trainings that they have attended. Based on the results, the researchers recommend the following: the school administrators may upgrade the competencies of their teachers in the form of seminars, trainings, scholarships, and other forms of retooling activities specifically for teachers who teach out-of-field specialization subjects. Priority should be given to those teachers who need to be retrained, while stipends may be provided to those mentors who will assist those recruits in the field. A similar study can be conducted in other schools or divisions to come up with more data. It should involve students for a better understanding of the impact of out-of-field teaching on learning

(“EPRA International Journal of Multidisciplinary Research (IJMR),” 2019).

Similarly, a study of the challenges and coping mechanisms of non-social studies major teachers assigned to teach Araling Panlipunan in Bulacan, Philippines. This, therefore, makes the pressing call for comprehensive content knowledge, effective assessment strategies, collaborative approaches to teaching, and continuous professional development to fill the gap in expertise in teaching Philippine history, culture, and society. Key findings revealed that teachers belonging to the Non-Social Studies major often experience problems in their teaching brought about by insufficient subject-specific knowledge, which consequently affects their confidence and accuracy in content delivery. In this regard, the study proposes a program on "Capacitating the Competence of the Non-Social Studies Major Teachers. This program seeks to enhance teaching competencies with focused interventions that equip teachers with the necessary competencies and knowledge. These recommendations include a vertical professional learning community, a teaching aids bank, and focused seminars and training programs. The study reinforces continuous learning and institutional support as ways to the educational excellence and calls for future research into the impact of advanced degrees on teaching effectiveness (David, 2024).

Finally, Branzuela et al. (2023) identified the common challenges experienced by non-social science majors as lack of content mastery, identification of appropriate teaching pedagogy, and inadequacy of self-efficacy. To cope with the challenges posed by out-of-field teaching, non-social science majors employed several coping mechanisms, such as going back to basics, responding to technology and digitalization, and employing innovative teaching practices. They struggle to provide deeper knowledge about the lesson contents. They are aware of the significance of using learning materials to achieve the objectives of the lessons; however, it is their challenge to create localized materials to use in the classroom.

The reviewed literature shows that many teachers are assigned to teach subjects they did not specialize in, especially in areas like Physical Education and MAPEH. These teachers often struggle because they lack enough knowledge about the subject, don't get enough support, and feel stressed. This affects how well they teach and how well students learn. Many studies suggest that teachers need more training, help from other teachers, and better support systems to handle these challenges. In particular, MAPEH teachers are often not fully trained for the subjects they are assigned, which makes teaching harder and more stressful. This study will focus on out-of-field PE teachers in private high schools in Sariaya, Quezon. It will look at the same types of problems found in other studies but will try to find local solutions to help these teachers. The goal is to improve their teaching and reduce their stress by creating support programs and training that fit their specific needs.

Opportunities

General concerns about the quality of education and schools' effectiveness in providing students with opportunities to excel turn the focus to the quality of teachers, school results, and the quality of teacher education programs. A greater awareness by educational leaders and a deeper understanding of the implications that out-of-field teaching practices have on the quality of education could change the current situation whereby educational budgets by the government are being drained without notable changes in student outcomes and results. School leaders must give careful consideration when teachers, especially graduate teachers, are assigned to certain subject areas and year levels (Du Plessis, 2016).

Additionally, the term out-of-field refers to specializations that are established during initial teacher education, so there are important considerations for how teacher education policies and provisions contribute to the conditions that lead to out-of-field teaching. Universities also have a responsibility to prepare teachers for the education system they are entering; therefore, initial teacher education needs to consider how this can take into account the likelihood that teachers will, at some point in their career, be required to teach out-of-field. Teacher education needs to raise the awareness of future teachers on the situation, develop their capacity to deal with the situation by providing a variety of learning opportunities for acquiring knowledge and skills required to teach in out-of-field areas they are likely to teach, and enhance their identity as professionals and pedagogues

who are supposed to teach and to educate students rather than being a mere instructor that teaches content limited to one specific field (Campbell et al., 2019).

Teaching is considered a rewarding profession in which a teacher makes an impact throughout generations. However, teaching is, at the same time, a difficult and draining career, especially handling an unmastered subject, which this study reveals as a struggling task for teachers. On the one hand, facilitating a subject in which the teacher does not have expertise will not make a teacher incompetent but instead allow the teacher to become more creative and concerned in making the lesson effective (Jose, 2022).

The goal of this study by Arendain and Limpot (2022), was to learn about the challenges and opportunities faced by out-of-field teachers in a public and private school in Davao del Sur. A phenomenological qualitative research design was used in this study. The information was collected from nine (9) out-of-field teachers in the province of Davao del Sur.

On the other hand, data was gathered through an in-depth interview with the participants. The result revealed that the out-of-field teachers had diverse experiences, such as ensuring that they review the topic before teaching it, challenges of first-time out-of-field teachers, challenges and struggles of choosing the right teaching strategy, challenges of having meaningful learning content, studying and searching for the learning content, peer tutoring with co-teachers, use of the English language for effective teaching, use of suitable teaching strategies, difficulty but you have to endeavor, being resourceful and optimistic in teaching, and it gives additional knowledge. Furthermore, results show that out-of-field teaching is a challenge for a teacher. On the other hand, teaching out-of-field subjects makes me less of a teacher. Instead, this opportunity will widen your knowledge of other subject matter as well as your pedagogical knowledge as a teacher.

The study by Obias et al. (2025) uncovers opportunities for professional growth. For some, the experience fostered resilience and broadened their perspectives, enabling them to become more versatile educators. Positive student responses give them a sense of fulfillment despite all the challenges. According to results, out-of-specialized field teaching presents new challenges, but it helps show their adaptability and resourcefulness and unlock more creative teaching strategies to provide quality education. By focusing on the lived experiences of teachers, teachers should recognize teaching outside their specialization as a valuable opportunity for personal and professional growth, promoting a growth mindset that encourages embracing challenges.

The literature supports the idea that out-of-field teachers may face challenges, but these challenges can offer opportunities for growth if teacher education programs and school leaders address gaps in expertise. The current study aims to explore the challenges faced by out-of-field physical education teachers and develop an intervention program to support them. The study by Obias et al. (2025) and the current study both focus on the difficulties and opportunities for out-of-field teachers, especially when adapting to unfamiliar subjects. Both studies stress the need for preparation, the difficulty of choosing the right teaching strategies, and the importance of being resourceful and adaptable. They also see out-of-field teaching as a chance for teachers to grow professionally, expand their teaching knowledge, and build resilience. However, the two studies differ in focus. Obias et al. (2025) looked at out-of-field teaching in various subjects across public and private schools, while the current study focuses on out-of-field teachers teaching physical education in both public and private schools in Sariaya, Quezon. The goal of the current study is to create an intervention program to address specific challenges in teaching PE, like physical skills, managing active classrooms, and choosing effective teaching strategies. Despite these differences, both studies highlight the need for professional development and support to improve teaching effectiveness.

Professional Development

According to Kenny et al. (2019), learning to teach out-of-field is a challenge that many teachers worldwide face at some time in their careers. Whether they are motivated to seek formal professional development as additional qualifications in this area, however, depends on many factors. Alignment between the specific professional development needs of out-of-field teachers and the planned learning experiences is

essential to maximize sustained learning and applicability to teachers' classrooms. This paper reports on a government-funded program designed to support teachers teaching 'out-of-field' in science and mathematics. The initial design of the program drew on existing literature on effective teacher-professional learning. Using the theoretical lens of 'boundary crossing,' this paper reports on the perceived discontinuities that teachers 'brought with them' to understand where the potential for learning lay and compares this to teachers' perceptions of their changed practice. Growth in teachers' confidence and relational understandings of content, pedagogy, and curriculum was evident. Implications for future programs to support out-of-field teachers are provided.

Additionally, this chapter discusses teacher learning and professional development of out-of-field teachers from the point of view of the literature. It examines what makes this kind of learning and development effective and explores the ideas surrounding the varying rationale for the introduction of such teacher learning and professional development opportunities. Classical approaches to professional development are discussed in addition to several emerging international models of professional development that are currently being employed in the Republic of Ireland, England, and Australia for in-service out-of-field teachers of mathematics predominantly but also a range of other subject disciplines (in the case of South Korea). Details of the structure of each of the models of professional development for in-service teachers are outlined using a country case study approach. Comparisons are made between the techniques employed in each country to upskill out-of-field teachers in specific disciplines. This chapter also proposes an international framework for teacher learning and professional development for out-of-field teachers that encompasses the best aspects of each country's approach (Faulkner et al., 2019).

According to Chin et al. (2022), this paper describes a study that examined teachers' perspectives on barriers and needs in professional development. The study involved 174 teachers who were teaching online courses in the National Capital Region. The participants completed a survey detailing their professional development frequency, perspectives, barriers, and needs, while eight teachers agreed to participate in a follow-up interview. Results from hierarchical multiple regression analysis have shown that teachers' pedagogical and information technology skills requirements are influenced primarily by their prior professional development experiences and their need to apply active learning and innovative teaching ideas. Qualitative analyses indicate that teachers' professional development needs are mostly focused on skills related to online teaching, information technology literacy, and conducting research. In addition, data indicated that barriers to professional development were primarily caused by financial and time constraints and a lack of teacher motivation and logistical support. In summary, for remote education to be sustainable, teachers need ongoing professional development as well as adequate logistical support.

Both the study by Kenny et al. (2019) on professional development for out-of-field teachers and the study "Challenges and Opportunities of Out-of-Field Teachers Handling Physical Education" focus on the challenges faced by out-of-field teachers and the potential for growth through targeted support. Kenny et al. primarily explores science and mathematics teachers' development, emphasizing content, pedagogy, and curriculum, while the PE study addresses the specific difficulties of out-of-field PE teachers, such as a lack of relevant qualifications. Both studies highlight the importance of professional development but differ in their approach—Kenny et al. present a broader theoretical framework, whereas the PE study offers practical intervention strategies tailored to PE teachers. Both studies underscore the need for support to overcome barriers like financial constraints and lack of motivation, ultimately aiming to improve teaching effectiveness and student outcomes.

Synthesis

The concept of the research focuses on the challenges and opportunities faced by teachers who are assigned to teach subjects they are not trained in, specifically in physical education. This study looks at the problems these teachers face and how teaching outside their area of expertise can also lead to personal and

professional growth. By reviewing existing research, the goal is to understand the difficulties these teachers experience and find ways to help them improve through support and training.

The reviewed literature emphasizes that out-of-field (OOF) teaching, especially in specialized subjects like Physical Education (PE), presents several challenges. Teachers assigned to subjects outside their expertise often struggle with limited content knowledge, leading to less effective teaching strategies and difficulty meeting diverse student needs. The lack of proper training and support systems increases teacher stress and affects their performance in the classroom. Moreover, this mismatch between teaching assignments and teacher qualifications negatively impacts student learning. While these challenges are significant, some literature also recognizes that out-of-field teaching may provide opportunities for professional growth. Therefore, the current study builds on these findings by focusing on out-of-field PE teachers and proposing a localized intervention program to improve their teaching effectiveness and student outcomes.

In terms of related studies, previous research confirms that OOF teachers face low confidence, poor subject mastery, and limited support, which affects their ability to teach effectively. For example, Bajar et al. (2021) and Perez (2024) found that interventions and continuous training improve teaching quality, but proper subject assignments are still necessary. Studies from other countries show similar patterns, including difficulties in content delivery and student engagement. Kenny et al. (2019) and Chin et al. (2022) stressed the importance of targeted and accessible professional development. Meanwhile, studies by Recede et al. (2023), Pacana et al. (2019), and others pointed out that OOF teachers often feel inadequate and need support to build their confidence and improve their teaching. Compared to these studies, the current research is more specific as it focuses on the experiences of OOF teachers in PE and aims to create a practical intervention program that addresses their unique challenges.

Research Design

This study used a qualitative research design to determine the challenges and opportunities faced by out-of-field teachers in teaching Physical Education. It aimed to understand their struggles, strengths, and learning needs, including their confidence, teaching skills, and knowledge of the subject. The results of this study helped to create a support intervention program to improve their teaching experience and effectiveness in Physical Education.

According to Fellow (2024), phenomenological research design employed a qualitative method focused on exploring lived experiences. This approach typically used in-depth, semi-structured interviews as the primary data collection tool. Researchers using phenomenological research design aimed to capture rich, detailed descriptions of participants' experiences with a specific phenomenon. The method involved bracketing, where researchers set aside their own preconceptions. Data analysis in phenomenological research design often followed a structured process of identifying significant statements, developing meaning units, and synthesizing descriptions to uncover the essence of the experience. This method allowed for a deep understanding of subjective experiences and their meanings.

The phenomenological research design was particularly well-suited for this study as it provided an opportunity to delve into the lived experiences of out-of-field teachers regarding their engagement in teaching Physical Education. This approach allowed the researcher to explore the essence of their challenges and opportunities within their specific teaching contexts, moving beyond mere descriptions to understand the meaning and significance of these experiences for the individuals involved. The insights derived from the phenomenological research design directly informed the development of a school-based intervention program that addressed the identified needs, ultimately improving both teacher performance and student outcomes in Physical Education classes.

Research Locale

The study was conducted in three schools in Sariaya, Quezon: Sariaya National High School, College of Sciences, Technology and Communication, Inc. (CSTC), and Gov. Anacleto C. Alcala National High School. These schools were selected based on the researchers' understanding of the challenges faced by out-of-field teachers who were teaching Physical Education (PE). Through initial interviews, the researchers were able to gather preliminary information. It revealed that some of the teachers were assigned to teach Physical Education (PE) without having specialization in this subject. The researchers were curious about how these teachers managed to teach the subject and what opportunities might have come from their unique experiences.

Preliminary interviews with the teachers revealed a significant shortage of qualified Physical Education (PE) teachers. As a result, some teachers without formal training or a degree in the subject were assigned to teach Physical Education (PE), which raised concerns about the quality of instruction. These teachers, often with expertise in other academic subjects, were expected to manage Physical Education (PE) classes without the specialized knowledge or experience required for effective PE instruction. This lack of preparation could have negatively affected the physical development and engagement of the students with physical education.

The goal of the study was to determine the challenges and opportunities these out-of-field teachers faced in delivering Physical Education (PE) lessons. By examining their experiences, the researchers aimed to identify strategies to support these teachers and enhance the quality of PE instruction. The study also explored possible intervention programs to better equip these teachers, addressing the gap in teacher preparation for PE in both private and public schools in Sariaya, Quezon.

Participants of the Study

This qualitative study involved a total of five out-of-field teachers who were currently teaching physical education in three selected secondary schools within Sariaya, Quezon Province. In qualitative research, five respondents is often considered sufficient due to the principle of data saturation and the nature of qualitative data collection. Qualitative research aims to explore in-depth understanding of a phenomenon rather than measuring it statistically (Budi, 2021). The estimated number of participants varied slightly depending on the availability of qualified respondents from each school. These teachers were selected due to their involvement in teaching physical education without holding a formal degree in the field, specifically a Bachelor of Physical Education (BPED).

The study employed a non-probability sampling method, specifically purposive sampling. According to Palinkas et al. (2015), purposive sampling was a technique commonly used in qualitative research to identify and select individuals who were especially knowledgeable about or experienced with a phenomenon of interest. This method allowed the researcher to focus on a specific group that could provide rich and relevant data. By targeting participants who were directly affected by the challenges of teaching PE without formal qualifications, the study aimed to collect meaningful insights aligned with the research objectives.

The target respondents were out-of-field teachers who were actively teaching physical education in the three selected schools: Sariaya National High School, College of Sciences, Technology and Communication, Inc. (CSTC), and Gov. Anacleto C. Alcala National High School. They did not hold a BPED degree and were currently employed at one of the identified institutions. The number of respondents from each school depended on the proportion of available out-of-field teachers. Only those who met all the inclusion criteria were selected, and ethical standards such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the study.

Research Instrument

The researcher utilized a self-structured questionnaire specifically designed for this study. The instrument was composed of three main sections, each focusing on specific variables related to the experiences of out-of-field teachers handling Physical Education (PE) classes.

The first section explored the experience of teachers in handling MAPEH (Music, Arts, Physical Education, and Health), including sub-variables such as motivation, confidence, physical abilities, and knowledge. This section aimed to gather insights into how these factors influenced their teaching practices and overall experience in delivering PE lessons. The second section identified the challenges faced by out-of-field teachers in teaching Physical Education in terms of lack of specialized training, limited opportunities, and assessment techniques. The third section examined the opportunities available to these teachers in terms of professional development, skill enhancement, and their personal growth as out-of-field teachers. Each section included three open-ended questions, allowing participants to share detailed insights into their experiences, resulting in a total of fifteen items.

To ensure the validity and reliability of the instrument, the survey underwent expert validation. Three experts assessed the questionnaire's quality and appropriateness. One expert conducted face validation in consultation with a language specialist to examine the questionnaire's clarity, grammar, coherence, style, and adherence to academic standards. The language expert ensured that the questions were well-structured and easy to understand. Additionally, two experts in the fields of Physical Education and education performed content validation, ensuring that the questionnaire aligned with the objectives of the study and covered relevant aspects of out-of-field teaching in PE. Any necessary revisions or modifications were made based on their feedback to enhance the effectiveness of the questionnaire.

Data Gathering Procedures

The data gathering process began with the researchers seeking formal authorization from the principals of the three selected private secondary schools in Sariaya, Quezon. A formal request letter, detailing the purpose of the study, the research methodology, and potential contributions, was submitted to each school administrator. Upon receiving approval, the researchers coordinated with school officials to arrange a suitable schedule for the study, ensuring minimal disruption to the academic environment. The study used a self-structured research instrument, which was distributed in printed copies to the out-of-field teachers responsible for teaching Physical Education classes. The researchers personally facilitated the data collection, engaging with each participant to explain the study's objectives, address any questions, and clarify any concerns about their involvement. The data collection was conducted within the agreed-upon time frame, ensuring an organized and efficient process.

Before participating, the respondents were given an informed consent letter, which explained the voluntary nature of their participation, their right to withdraw at any time, and assurances of confidentiality. Since the study used a self-structured instrument, no additional consent was required for adopted or adapted tools. The researchers ensured that all data was handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173), guaranteeing that responses were kept anonymous and confidential. Only the researchers had access to the raw data, which was securely stored to protect the participants' identities. The findings were presented in aggregate form to maintain confidentiality. Throughout the study, ethical guidelines were strictly followed, with all citations formatted according to the American Psychological Association's (APA) 7th edition citation style.

Data Analysis

The researchers used thematic analysis to determine the qualitative data related to the challenges and

opportunities encountered by out-of-field teachers handling Physical Education. According to Liebenberg et al. (2020), thematic analysis is a method to analyze qualitative data. It involves the identification and reporting of patterns in a data set, which are then interpreted for their inherent meaning. These patterns can be found on the basis of understanding the meaning of keywords used by participants.

Familiarization involved, after collecting qualitative data through a structured oral interview, transcribing the spoken responses. The researcher then reviewed the transcripts, highlighting key statements from respondents that directly addressed the given questions.

Coding was done to simplify the essential parts of the responses from out-of-field teachers handling Physical Education by developing a coding system. Initially, codes were generated based on notable features within the data. The researcher then organized relevant data under each assigned code.

Generating Themes meant that the coded data was categorized into potential themes. These themes were formed subjectively, guided by concepts that broadly encompassed the codes while considering prior readings and the researchers' understanding of the data. All relevant data were then gathered under each theme.

Defining and Naming Themes involved enhancing the accuracy of the data analysis with the assistance of two language experts who validated the initially generated codes and themes. During this phase, the researcher, along with two other analysts, refined the details of each theme and identified overall patterns in the content. Codes and themes were evaluated to ensure they effectively represented the data within the context of mathematics. Clear definitions for each theme were then established.

Writing Up was the final stage that involved constructing the analysis by explaining each code that appeared saturated—those reflected in at least 25% of the responses. To strengthen the analysis, the researcher incorporated vivid and compelling examples from the transcribed data. Relevant literature and previous studies were also integrated to further substantiate the claims and analysis.

Results and Discussion

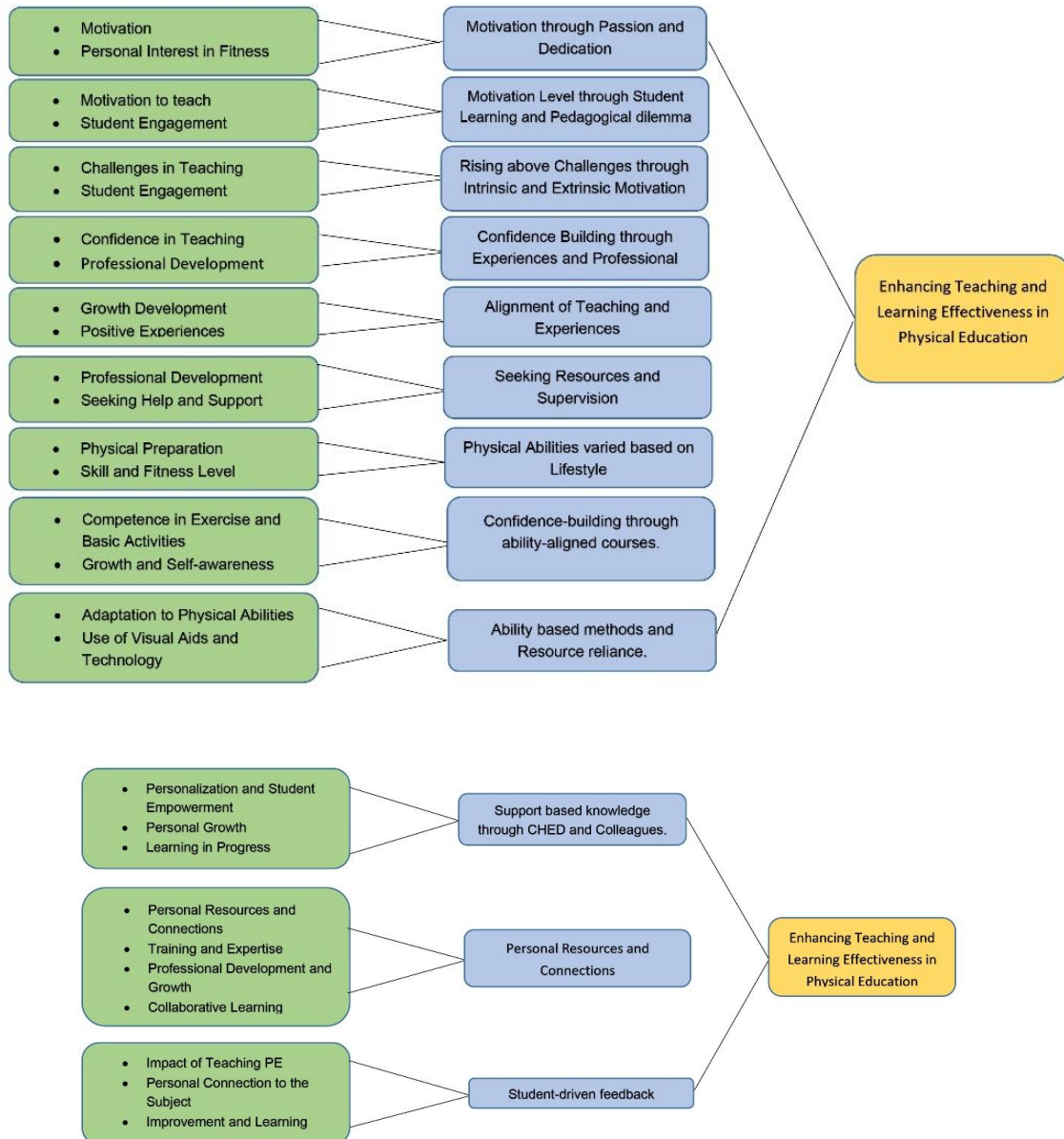
This chapter presented the findings of the study titled "Challenges and Opportunities of Out-of-Field Teachers Handling Physical Education Classes: Basis for an Intervention Program." It explored the lived experiences of out-of-field teachers in Sariaya, Quezon, focusing on the specific challenges they faced and the opportunities they identified while teaching Physical Education. The results of this investigation aimed to serve as the foundation for designing a targeted intervention program to support these teachers and improve the quality of physical education instructions.

Theme 1: Enhancing Teaching and Learning Effectiveness in Physical Education

Enhancing teaching and learning effectiveness in physical education (PE) requires a multifaceted approach that combines innovative instructional methods, motivational strategies, and strong support systems—challenges that are especially pronounced for out-of-field teachers. Effective PE instruction not only promotes skill acquisition and knowledge retention but also fosters student engagement and lifelong physical activity habits. Out-of-field teachers often face unique barriers such as limited content mastery, insufficient training, and lack of resources, which can impact their confidence and ability to deliver quality instruction. However, by seeking support from colleagues, attending targeted professional development, and adopting adaptive strategies, these educators can overcome such obstacles and contribute positively to student learning. Integrating both intrinsic and extrinsic motivational techniques, such as offering student choice, providing constructive feedback, and creating optimally challenging activities, further enhances participation and achievement in PE classes. Eventually, the commitment to continuous self-improvement, resourcefulness, and collaboration enables both in-field and out-of-field teachers to elevate the effectiveness of physical education, ensuring that all students

benefit from engaging, inclusive, and developmentally appropriate learning experiences.

Figure 1: Enhancing Teaching and Learning Effectiveness in Physical Education



Motivation through Passion and Dedication. Passion and dedication play a crucial role for out-of-field teachers as they navigate the challenges of teaching subjects beyond their formal training, such as physical

education. Despite initial feelings of inadequacy or uncertainty, these educators often draw on a deep personal commitment to student growth and a genuine passion for teaching, which fuels their perseverance and willingness to learn. Passion becomes a powerful intrinsic motivator that encourages them to seek out resources, engage in professional development, and continuously improve their instructional skills. Dedication drives them to invest extra time and effort in lesson planning, classroom management, and adapting activities to meet the needs of students, ultimately helping them overcome the hurdles associated with being out-of-field.

"My passion for fitness has driven me to continuously deepen my knowledge and develop practical skills in this area. I am a dedicated fitness enthusiast."(Participant 1)

"I'm also in charge of dancing."(Participant 2)

"I'm motivated to teach physical education because of my skills and talent."
(Participant 3)

"I enjoy helping students become active and healthy."(Participant 4)

"What motivates me to teach physical education despite not being formally trained is seeing the kids light up when they're active and having fun."(Participant 5)

These responses reveal that despite lacking formal training in physical education (PE), the respondents are strongly motivated by intrinsic factors such as passion, personal interest, and a genuine enjoyment of promoting health and activity among students. Additionally, the joy they observe in students during physical activities reinforces their enthusiasm and sustains their motivation, highlighting the powerful role of positive student engagement in overcoming the challenges of teaching out-of-field. Overall, these responses suggest that personal passion and the rewarding nature of student interaction are key factors enabling out-of-field teachers to effectively navigate their roles and contribute meaningfully to physical education despite initial gaps in formal preparation.

In support with these, teaching is considered a rewarding profession in which a teacher makes an impact throughout generations. However, teaching is, at the same time, a difficult and draining career especially handling an unmastered subject which this study reveals as a struggling task for teachers. On the one hand, facilitating a subject in which the teacher does not have expertise will not make a teacher incompetent but instead allows the teacher to become more creative and concerned in making the lesson effective (Jose, 2022).

Motivation level through Student learning and Pedagogical dilemma. Motivation level through student learning and pedagogical dilemma captures the complex emotional and professional landscape experienced by out-of-field teachers. These educators often face significant pedagogical dilemmas due to gaps in subject expertise, leading to challenges in lesson preparation, assessment design, and classroom engagement. Such difficulties can undermine their confidence and lower intrinsic motivation, especially when they are unsure if their teaching effectively supports student learning. However, witnessing students' progress and enthusiasm can serve as a powerful motivator, helping teachers persevere despite their uncertainties and knowledge gaps. The necessity to adapt and innovate in response to these challenges can also foster professional growth, as out-of-field teachers develop new skills, become more resourceful, and experiment with creative teaching strategies.

"I genuinely enjoy teaching the PATHFIT course because it gives me the opportunity to share my personal advocacy. However, one factor that diminishes my motivation is when we have to conduct our classes online."(Participant 1)

"There's a stigma that if you're a PE minor, you're being ignored by the students."(Participant 2)

"Seeing student's talents develop."(Participant 3)

"My motivation goes up when students are excited and participate well."(Participant 4)

"Seeing students genuinely enjoy an activity, witnessing their progress in skills, and feeling their positive energy are huge motivators."(Participant 5)

These responses highlight a nuanced experience of motivation among out-of-field teachers, shaped by both rewarding and challenging factors. Many respondents express genuine enjoyment and personal connection to teaching physical education, particularly when it aligns with their own advocacy or interests, such as the PATHFIT course. Positive student engagement-manifested through excitement, participation, skill development, and visible enjoyment-emerges as a powerful source of motivation, reinforcing the commitment of teachers and sense of purpose. However, challenges such as the shift to online teaching and negative perceptions or stigmas-like the feeling of being overlooked or undervalued as PE minors can diminish motivation and create emotional and professional hurdles. These mixed experiences illustrate how out-of-field teachers' motivation fluctuates in response to both external circumstances and internal satisfaction derived from student progress, underscoring the importance of supportive environments and meaningful student-teacher interactions in sustaining their dedication.

In support with these, the studies by Mashele & Mafuwane (2024) and Nob & Tañola (2024) highlight the global prevalence of out-of-field teaching and its impact on effectiveness, pedagogy, and emotional well-being of the teachers. While out-of-field assignments can undermine motivation due to heightened difficulties, they can also foster resilience and drive when teachers receive adequate support and witness student progress, helping to sustain their commitment despite adverse circumstances.

Rising above Challenges through Intrinsic and Extrinsic Motivation. Out-of-field teachers often encounter significant challenges, such as unfamiliar content, lack of confidence, and increased workload, yet many are able to rise above these difficulties through a combination of intrinsic and extrinsic motivation. Intrinsically, their personal commitment to student success, passion for teaching, and desire for professional growth drive them to persevere and adapt, even when faced with uncertainty or pedagogical dilemmas. Extrinsic motivators such as recognition from colleagues and leaders, opportunities for professional development, access to resources, and positive feedback from students-further reinforce their efforts and resilience. Collaborative school cultures, where teachers feel valued and supported, play a crucial role in sustaining motivation and helping out-of-field teachers build the skills and confidence needed to succeed.

*"My love for teaching and the recognition I receive from my students are the main sources of my motivation."
(Extrinsic) (Participant 1)*

*"My students always tell me that I'm like a major subject because they learn more from me." (Extrinsic)
(Participant 2)*

*"I believe that if you're truly passionate about what you're doing, you'll be willing to learn and study things that are outside your comfort zone. Passion drives growth, even when the path is difficult." (Intrinsic)
(Participant 3)*

*"I try to focus on small wins, like when a student learns something new or shows effort." (Extrinsic)
(Participant 4)*

"I try to focus on small wins - a student finally mastering a skill, a class that's particularly energetic, or even just finding new resource that makes a lesson clearer." (Extrinsic) (Participant 5)

Extrinsic motivators such as recognition from students and positive feedback reinforce their sense of competence and value, helping to boost their confidence and commitment despite teaching outside their specialization. The appreciation expressed by students, who perceive these teachers as effective as subject majors, serves as a powerful external validation that encourages continued effort. At the same time, intrinsic motivation rooted in passion and a genuine love for teaching drives these educators to embrace learning beyond their comfort zones and persist through difficulties. Their focus on "small wins" whether it is a student mastering a skill, a lively class atmosphere, or discovering helpful teaching resources-reflects a practical and optimistic

mindset that helps maintain motivation by celebrating incremental progress. Together, these intrinsic and extrinsic factors create a resilient motivational foundation that enables out-of-field teachers to grow professionally and remain dedicated to the learning journey of their students.

In support with these, Teaching remains a highly valued profession, driven largely by educators' deep love for their craft and unwavering commitment to their responsibilities (Montesur, 2021). This passion often serves as a powerful intrinsic motivator that enables teachers to rise above the numerous challenges they face, including heavy workloads and resource constraints. Alongside this internal drive, extrinsic factors such as recognition from students, support from colleagues, and opportunities for professional growth further reinforce their resilience. Together, these intrinsic and extrinsic motivations empower teachers to overcome obstacles, adapt to demanding situations, and continue fulfilling their vital role with dedication and enthusiasm.

Confidence building through Experience and Professional Development. For out-of-field teachers, building confidence is often a gradual process that emerges through hands-on teaching experience and targeted professional development. Initially, many out-of-field teachers struggle with self-doubt and low confidence due to unfamiliar subject matter and the pressure to master new content quickly. However, as they gain practical classroom experience and successfully navigate challenges, their self-efficacy grows. Professional development-especially when it includes mentorship, collaborative planning, and opportunities to observe experienced colleagues-plays a pivotal role in accelerating this growth, providing both knowledge and practical strategies that help teachers feel more prepared and effective. Over time, these experiences not only enhance their teaching skills but also foster a stronger sense of competence and adaptability, enabling out-of-field teachers to approach their roles with greater assurance and resilience.

"I am confident in my ability to teach PATHFIT courses because of my strong background in fitness and my commitment to continuous professional development." (Participant 1)

"Because I memorized and mastered the lesson." (Participant 2)

"I draw from my experience, knowledge, and the training I've received." (Participant 3)

"But over time, watching videos, asking help from PE teachers, and preparing well has made me feel more capable." (Participant 4)

"Positive feedback from my students, and even supportive colleagues also gives me a boost." (Participant 5)

The respondents' responses indicate that their confidence as out-of-field teachers grows through a combination of personal effort, experience, and continuous learning. Their strong background in fitness and dedication to professional development provide a solid foundation, while strategies such as mastering lesson content, seeking help from experienced PE teachers, and utilizing multimedia resources help them overcome initial challenges. Additionally, positive feedback from students and support from colleagues play a crucial role in boosting their self-assurance, highlighting how both individual initiative and external encouragement contribute to building their teaching confidence over time.

In support with these, according to Bugwak (2021), a study aimed at understanding the lived experiences of out-of-field teachers in the Philippines revealed that teachers not specializing in their assigned subjects faced various challenges. These included difficulties adjusting to subject content, addressing students' queries, establishing authority, and employing appropriate teaching approaches. Despite these challenges, teachers coped by carefully planning content, using varied teaching strategies, engaging in professional development, peer mentoring, and evaluating students' progress.

Alignment of Teaching and Experiences. Out-of-field teachers often find that aligning their teaching with their own experiences is essential for effectively managing subjects outside their specialization. By drawing on their existing skills, knowledge, and personal interests, they create meaningful connections that help make

unfamiliar content more accessible and relatable for both themselves and their students. This alignment not only supports lesson planning and delivery but also enhances their confidence and engagement in the classroom. Furthermore, reflecting on past experiences and adapting them to current teaching contexts enables out-of-field teachers to develop practical strategies that bridge gaps in expertise, ultimately improving their effectiveness despite initial challenges.

"I wasn't entirely confident in explaining it accurately on the spot."(Participant 1)

"I'm not that confident in teaching because I don't know how to play all those sports."(Participant 2)

"I feel confident when it comes to teaching physical education, especially in sports. I can teach not only the basics but also advanced skills because I truly love sports."(Participant 3)

"I felt unsure during a volleyball lesson because I didn't know all the rules."(Participant 4)

"I felt quite inadequate and struggled to effectively guide the students, which definitely shook my confidence."(Participant 5)

These responses illustrate that out-of-field teachers often struggle with confidence due to limited knowledge and unfamiliarity with certain sports or content, which can lead to feelings of inadequacy and hesitation during lessons. However, those who have a genuine passion for specific activities or a stronger background in certain sports tend to feel more confident and capable in their teaching. This contrast underscores how both gaps in expertise and personal interest significantly influence the confidence levels of out-of-field teachers, affecting their ability to effectively guide and engage students in physical education.

In support with these, in a study conducted by Caldis (2017), researchers found that teaching out-of-field is a common experience for many teachers, particularly those entering the profession. This issue disrupts the integrity of subjects, leading to heightened student disengagement, lower achievement of learning outcomes, and decreased teacher confidence in their ability to teach effectively. As a result, this cycle contributes to public perceptions of declining teacher quality.

Seeking Resources and Supervision. Out-of-field teachers often depend heavily on seeking resources and supervision to effectively manage their teaching responsibilities. Their experiences highlight the importance of guidance from more experienced colleagues, access to teaching materials, and ongoing professional support in helping them overcome knowledge gaps and improve instructional skills. Regular supervision and collaborative planning sessions provide valuable feedback and reassurance, enabling these teachers to refine their lessons and build confidence. By actively pursuing both formal training and informal advice, out-of-field teachers are better equipped to adapt their teaching approaches, ensuring they can meet student needs despite the challenges posed by teaching outside their specialization.

"One major step was enrolling in a teaching certificate course, attending webinars and other professional development opportunities related to physical education and wellness."(Participant 1)

"Because it's true that you have to try. If you're a teacher, you have to know everything."(Participant 2)

"One of my strategies is to consult my former physical education teachers." (Participant 3)

"I watch online tutorials."(Participant 4)

"I actively seek out resources like online videos, basic instructional guides, and even ask more experienced colleagues for tips."(Participant 5)

These responses emphasize the importance of continuous professional development through formal courses, webinars, and self-directed learning such as watching tutorials. Consulting former physical education (PE) teachers and seeking advice from experienced colleagues also play a crucial role in their strategy to build knowledge and confidence. This active pursuit of resources and support reflects their commitment to improving their teaching effectiveness despite initial gaps in expertise, highlighting a strong willingness to learn and adapt

in order to meet the needs of their students.

In support with these, according to Montero et al., (2022) they tend to rely on self-study and resourcefulness, utilizing multimedia and online resources to prepare for effective teaching. Nevertheless, the responsibility to teach outside their expertise remains unavoidable, with educators having little choice in the matter. While some educators appreciate the challenge and the opportunity to re-learn and adjust in order to meet course expectations, the gaps in subject knowledge are still apparent.

Physical Abilities varied based on Lifestyle. Out-of-field teachers' physical abilities in delivering physical education often vary significantly based on their personal lifestyles and prior experiences with physical activity. Those who maintain active lifestyles or have backgrounds in sports and fitness tend to demonstrate greater skill mastery and confidence in teaching physical activities, which positively influences their effectiveness in class. Conversely, teachers with less exposure to physical training or sports-related experiences may struggle with skill demonstrations and feel less competent, sometimes resulting in less effective instruction and reduced student engagement. This variability underscores the importance of both content knowledge and personal physical competence in physical education (PE), as well as the need for targeted training and professional development to help out-of-field teachers bridge gaps and provide quality physical education regardless of their starting point.

"I would assess my physical abilities as well-aligned with the requirements of teaching physical education. I maintain an active lifestyle and regularly engage in various physical activities."(Participant 1)

"When it comes to my physical abilities, I'm so prepared physically because I am a dancer."(Participant 2)

"That's why I make an effort to stay physically active and continue learning." (Participant 3)

"I think I'm fairly active and can handle basic activities."(Participant 4)

"I'd assess my own physical abilities as generally average."(Participant 5)

These responses indicate that their physical abilities vary depending on their individual lifestyles and experiences, which directly affect their readiness to teach physical education. Those with active routines or backgrounds in activities like dancing feel confident and well-equipped to meet the physical demands of the subject. Meanwhile, others perceive their abilities as average but still make conscious efforts to stay active and improve. This variation highlights how personal fitness and lifestyle choices influence out-of-field teachers' comfort and effectiveness in delivering physical education, emphasizing the need for ongoing physical engagement to support their teaching roles.

In support with these, Perez (2024) emphasizes the importance of teachers being experts in their subjects and receiving adequate training, underscoring that mastery of content knowledge and ongoing professional development are essential for effective teaching. This call for expertise is particularly relevant in physical education, where teachers' ability to demonstrate and teach physical skills is closely tied to their own physical abilities, which often vary based on lifestyle.

Confidence-building through Ability-aligned courses. Out-of-field teachers often experience significant growth in confidence when they participate in ability-aligned courses and professional development tailored to their teaching needs. Engaging in such targeted learning opportunities helps them build subject-specific skills, deepen their knowledge, and address gaps that may initially undermine their self-assurance. These courses not only provide practical strategies and content mastery but also offer opportunities for feedback, reflection, and collaboration with peers, all of which are crucial for boosting confidence and competence in the classroom.

"I feel most competent when teaching exercise-based activities, sports like swimming, and especially Philippine traditional games."(Participant 1)

"I feel 100% competent in PATHFIT 1 and PATHFIT 4, which is all about dance."(Participant 2)

"As I mentioned earlier, when it comes to sports, I'm confident in my ability to teach."(Participant 3)

"I feel good in warm-ups, stretching, and simple games."(Participant 4)

"I feel competent in demonstrating basic running, jumping, throwing, and catching."(Participant 5)

These responses reveal that their confidence as out-of-field teachers is strongest when teaching activities that align with their personal skills and interests, such as exercise-based routines, dance, traditional games, and fundamental sports skills. They feel particularly competent in areas where they have prior experience or comfort, like PATHFIT courses focused on dance and basic physical movements. This suggests that familiarity and alignment with their abilities significantly enhance their teaching confidence, enabling them to deliver lessons more effectively and engage students with greater assurance.

In support with these, The EPRA International Journal of Multidisciplinary Research (2019) study found that out-of-field teachers were able to perform satisfactorily in key areas such as subject mastery, teaching strategies, and classroom management, and that they less often experienced difficulties in mastering their subject matter. By participating in relevant courses and skill-building activities, out-of-field teachers not only address knowledge gaps but also strengthen their confidence, enabling them to perform at a high level despite initial unfamiliarity with the subject.

Ability-based methods and Resource reliance. Out-of-field teachers often rely on ability-based methods-drawing on their existing strengths and adaptable teaching approaches-while heavily depending on external resources to bridge gaps in subject knowledge and pedagogy. Their experiences show that, when faced with unfamiliar content, they become more creative and flexible. This often involves seeking out teaching materials, consulting with more experienced colleagues, and using online tutorials or instructional guides to supplement their understanding. Such resource reliance not only enhances their effectiveness but also fosters professional growth, as adapting to new challenges expands their pedagogical skills and resilience.

"I adapt my teaching methods by being mindful of both my strengths and limitations."(Participant 1)

"What I do is I do my own demo. To accommodate my physical abilities."(Participant 2)

"My teaching methods are inspired by the best physical education teachers I've learned from."(Participant 3)

"I use videos to show proper techniques or ask a student to demonstrate."(Participant 4)

"To adapt my teaching methods to accommodate my physical abilities, I often rely on visual aids like videos and diagrams."(Participant 5)

These responses highlight how out-of-field teachers adapt their teaching methods by balancing awareness of their own strengths and limitations with creative strategies to support student learning. They often modify demonstrations to suit their physical abilities and draw inspiration from experienced PE teachers to enhance their approach. Additionally, they rely heavily on visual aids such as videos and student demonstrations to effectively convey techniques, compensating for any gaps in their own physical skills. This adaptive and resourceful mindset enables them to deliver meaningful instruction despite challenges related to being out-of-field.

In support with these, Caylao (2017) emphasizes that effective teaching requires not only motivating students but also using customized teaching and classroom management techniques to tackle challenges like low engagement. Bugwak (2021) further explains that teachers manage these challenges through careful lesson planning, diverse instructional strategies, professional development, peer support, and student assessment. As out-of-field teachers often adapt their teaching to fit their own skills while drawing heavily on external resources and support networks. By leveraging their strengths and utilizing tools such as varied teaching materials, mentorship, and ongoing learning opportunities, these teachers can effectively engage students and overcome

gaps in content knowledge, demonstrating how ability-based adaptations and resourcefulness are key to their instructional success.

Support based Knowledge through CHED and Colleagues. Support-based knowledge through CHED and colleagues is vital for out-of-field teachers, as it provides both formal and informal avenues for professional growth and instructional improvement. Experiences show that when out-of-field teachers have access to updated information, training, and further studies facilitated by CHED, as well as active involvement in professional learning communities and guidance from colleagues, their confidence and teaching efficacy are significantly enhanced. Collaborative support from experienced peers and school leaders helps teachers acquire practical skills, adapt to new content areas, and navigate classroom challenges more effectively.

"Based on my understanding and the research I conducted prior to teaching this course, PATHFIT serves as a comprehensive guide in promoting overall wellness among students."(Participant 1)

"My understanding and knowledge of physical education is that physical education helps develop the student holistically."(Participant 2)

"When we talk about the physical education curriculum, it focuses more on performance and movement."(Participant 3)

"I'm still learning, but I try to understand the basics and the goals of each lesson."(Participant 4)

"I perceive my knowledge and the understanding of the physical education curriculum as functional but definitely not comprehensive."(Participant 5)

These responses reveal a developing but cautious understanding of physical education, with many recognizing its holistic goals and emphasis on movement and wellness. While some feel confident in their foundational knowledge and view the curriculum as a useful guide, others acknowledge that their understanding is still limited and not yet comprehensive. This suggests that out-of-field teachers are actively engaging with the subject matter through research and self-study, but still see room for growth in fully mastering the curriculum, highlighting the ongoing learning process they experience in adapting to unfamiliar teaching areas.

In support with these, the study by Arendain and Limpot (2022) revealed that the out-of-field teachers had diverse experiences, such as: assuring that they review the topic before teaching it, challenges of first time out-of-field teachers, challenges, and struggles of choosing the right teaching strategy, challenges of having meaningful learning content, studying and searching for the learning content, peer tutoring with co-teacher, use of English language for effective teaching, use of suitable teaching strategies, difficult but you have to endeavor, being resourceful and optimistic in teaching and it gives additional knowledge.

Personal Resources and Connections. Out-of-field teachers frequently draw on personal resources and connections to navigate the challenges of teaching subjects beyond their specialization. Their experiences show that resourcefulness-such as conducting internet research, and consulting books or online articles-enables them to fill gaps in content knowledge and pedagogy when institutional support is limited. Additionally, personal networks, including relationships with colleagues, mentors, and participation in both formal and informal teacher networks, provide crucial guidance, emotional support, and practical teaching strategies. These connections not only help out-of-field teachers access new ideas and expertise but also foster a sense of community and professional growth, allowing them to adapt and thrive despite the demands of teaching outside their field.

"One of the most valuable resources I've used to enhance my understanding of physical education is the PATHFIT book 1 currently use in class."(Participant 1)

"My training is I'm a dancer. I also trained gymnastics."(Participant 2)

"I have been teaching physical education for almost five years now. We attend various seminars and in-

service training."(Participant 3)

"I use YouTube, DepEd modules, and attend free webinars when I can."(Participant 4)

"I've also looked at basic PE textbooks and curriculum guides available in the school."(Participant 5)

These responses reveal that out-of-field teachers rely heavily on a mix of personal experience and accessible resources to support their teaching. Many draws on their backgrounds in physical activities like dance and gymnastics, which provide a foundation for their instruction. Additionally, they actively seek out formal and informal learning opportunities, such as seminars, webinars, and in-service training, while utilizing practical materials like PATHFIT books, DepEd modules, and online videos. This combination of personal skills and resourcefulness demonstrates their commitment to continuous learning and adaptation to effectively teach physical education despite being out of their specialized field.

In support with these, According to Obias et al. (2025), out-of-specializedfield teaching presents new challenges, but it helps show their adaptability, and resourcefulness and unlock more creative teaching strategies with the purpose of providing quality education. By focusing on the lived experiences of teachers, teachers should recognize teaching outside their specialization as a valuable opportunity for personal and professional growth, promoting a growth mindset that encourages embracing challenges.

Student-driven feedback. Student-driven feedback is an important tool for out-of-field teachers as it provides direct insight into students' learning experiences and needs. Through listening to students' perspectives, these teachers can better understand which teaching strategies work and which require adjustment, helping them to compensate for their limited subject expertise. This feedback encourages a more responsive and student-centered approach, allowing teachers to modify lessons, clarify concepts, and improve engagement. By valuing and incorporating student input, out-of-field teachers not only enhance their instructional effectiveness but also build stronger relationships with their students, fostering a supportive and dynamic learning environment.

"One situation where I feel my knowledge of physical education has positively impacted my teaching is when I receive positive feedback from my students in their evaluations."(Participant 1)

"It's satisfying, again, on my part, when I see the kids enjoying themselves." (Participant 2)

"Additionally, what I've learned keeps me motivated to teach physical education in a way that inspires my students."(Participant 3)

"I was able to guide students better."(Participant 4)

"While my knowledge wasn't expert-level, it was enough to provide a helpful insight that positively impacted the student's learning."(Participant 5)

These responses indicate that positive student feedback and visible student enjoyment significantly boost their confidence and motivation as out-of-field teachers. Despite acknowledging that their knowledge may not be expert-level, they recognize that their understanding is sufficient to guide students effectively and make a meaningful impact on learning. This suggests that even limited but functional knowledge, combined with responsiveness to student experiences, helps out-of-field teachers feel competent and inspired to continue improving their teaching practice.

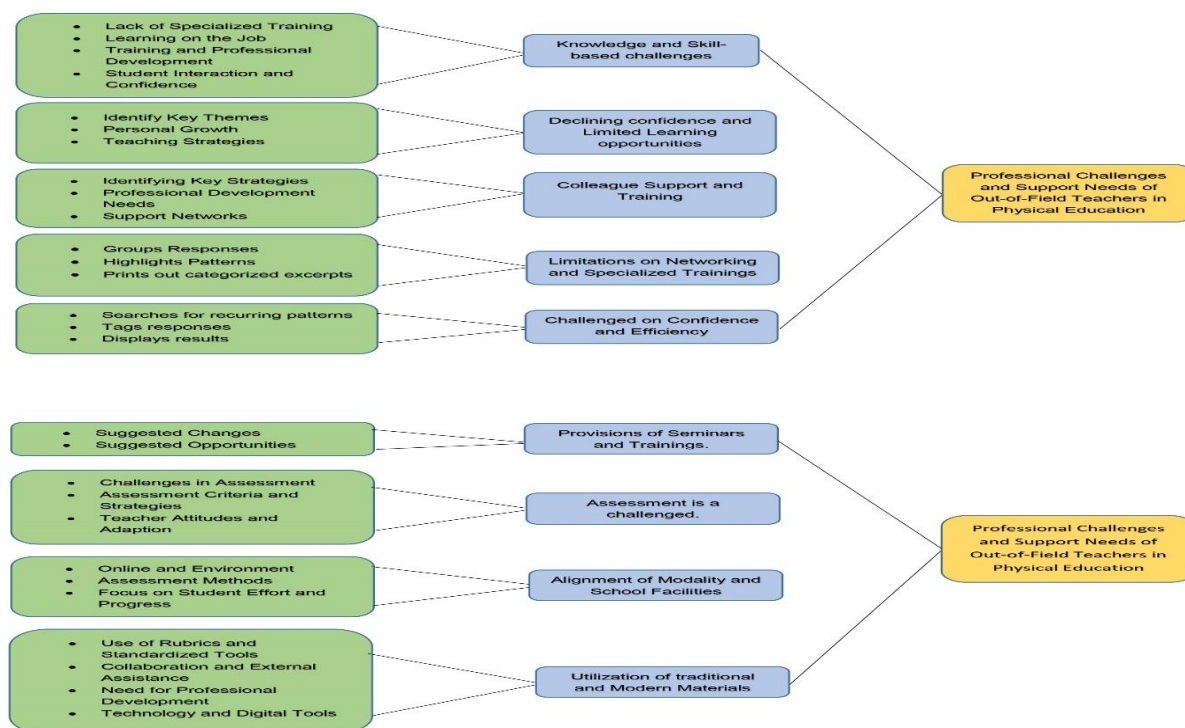
In support with these, the study by Obias et al. (2025), uncovers opportunities for professional growth. For some, the experience fostered resilience and broadened their perspectives, enabling them to become more versatile educators. Positive student responses give them a sense of fulfillment despite all the challenges. According to results, out-of-specialized field teaching presents new challenges, but it helps show their adaptability, and resourcefulness and unlock more creative teaching strategies with the purpose of providing quality education. By focusing on the lived experiences of teachers, teachers should recognize teaching outside their specialization as a valuable opportunity for personal and professional growth, promoting a growth mindset

that encourages embracing challenges.

Theme 2: Professional Challenges and Support Needs of Out-of-Field Teachers in Physical Education

Out-of-field teachers in Physical Education (PE) face a range of professional challenges that impact their teaching effectiveness and confidence. Many struggles with knowledge and skill-based gaps, limited assessment strategies, and the difficulty of aligning teaching methods with available school facilities. These challenges are made worse by a lack of access to specialized training and limited opportunities to network with experienced PE teachers. As a result, their confidence may decline over time, and learning opportunities for both teacher and students become limited. Despite these struggles, some support can come from colleagues and the provision of seminars or training. To improve their efficiency and boost confidence, there is a strong need for consistent professional development, access to updated resources, and support systems that help bridge the gap between their current abilities and the demands of teaching PE.

Figure 2: Professional Challenges and Support Needs of Out-of-Field Teachers in Physical Education



Knowledge and Skill-based Challenges. Out-of-field teachers often encounter significant knowledge and skill-based challenges when teaching Physical Education (PE), primarily because they lack formal training in the subject. This gap makes it difficult for them to confidently deliver lessons that require technical skills, proper movement demonstrations, or an understanding of sports rules and safety guidelines. Without a strong foundation in PE concepts, they may struggle to plan effective lessons, manage class activities, or address students' questions. These limitations can lead to reduced student engagement and a lack of learning progress.

As a result, out-of-field teachers often feel unprepared and overwhelmed, which can negatively affect their teaching performance and overall confidence in the classroom.

"One of the specific challenges I encounter due to the lack of specialized training in physical education is the technical aspect of certain topics, such as human anatomy, biomechanics, or sport-specific rules and strategies."(Participant 1)

"What's very challenging for me is to teach sports, because I haven't really trained in sports."(Participant 2)

"Opportunities for training are rare, this creates a challenge, as we also have numerous school-related activities."(Participant 3)

"I don't know the correct techniques or rules of a sport."(Participant 4)

"The lack of specialized training in physical education presents several specific challenges."(Participant 5)

These responses highlight that a major challenge of being out-of-field teachers is the lack of specialized training, particularly in technical areas like human anatomy, biomechanics, and sport-specific rules. This gap makes teaching certain sports and physical education concepts difficult, as many feel unprepared to demonstrate correct techniques or explain complex strategies. Additionally, limited opportunities for professional development, compounded by other school responsibilities, further hinder their ability to improve their expertise. Overall, these challenges underscore the need for more accessible and targeted training to support out-of-field teachers in effectively delivering physical education.

In support with these, according to Carpendale and Hume (2020), a significant concern with out-of-field teaching is that without the appropriate content knowledge (CK), these teachers often resort to rote learning and may struggle to support students who require additional assistance or extension. As a result, they may teach in ways that do not foster conceptual understanding. Moreover, Oronos-Tumacder and Policarpio (2024) emphasize the importance of a teacher's role in the transfer of knowledge, asserting that their mastery in the subject matter opens the door to the attainment of high-quality graduates. However, the training and requirements for teaching out-of-field subjects have been identified as one of the contributing factors to students' underachievement.

Declining Confidence and Limited Learning Opportunity. Out-of-field teachers often experience declining confidence and limited learning opportunities as key challenges in teaching Physical Education. Without formal training in the subject, they may feel unprepared and uncertain, especially when handling technical topics or demonstrating physical skills. This lack of expertise can lead to self-doubt and reduced effectiveness in the classroom. Furthermore, their ability to improve is hindered by limited access to specialized training or professional development programs, which are often difficult to attend due to busy schedules and multiple responsibilities.

"I often find myself dedicating extra time to research and lesson preparation to make sure I deliver accurate and engaging content."(Participant 1)

"What happens is, sometimes, I get confused teaching, sometimes it's like I'm repeating myself, I'm not that confident in what I'm saying, though it's in the module, because I memorized the module."(Participant 2)

"I sometimes feel less confident in teaching those subjects effectively."(Participant 3)

"I feel limited in planning activities."(Participant 4)

"I tend to rely more on basic activities and games that I feel comfortable with, which might limit the student's exposure to a wider range of physical activities."(Participant 5)

These responses reveal that out-of-field teachers often struggle with confidence and content delivery due to limited subject knowledge. They rely heavily on modules and basic activities, which can restrict lesson variety and student engagement. Their lack of confidence leads to extra effort in preparation, yet they still feel

unsure during teaching. These experiences highlight the ongoing challenge of teaching effectively without specialized training and the need for support to build both competence and confidence.

In support with these, according to Bugwak (2021), a study aimed at understanding the lived experiences of out-of-field teachers in the Philippines revealed that teachers not specializing in their assigned subjects faced various challenges. These included difficulties adjusting to subject content, addressing students' queries, establishing authority, and employing appropriate teaching approaches. Moreover, In a study conducted by Baras and Gillo (2024), the researchers found out that Low self-esteem in teaching the subject greatly affects the learning. Teachers claimed that they were not confident in teaching the subject. They felt that they were not supposed to handle the subject. Experiencing deficiency of content knowledge and pedagogical content knowledge reduced their self-worth and confidence as the latter is correlated with possessing adequate knowledge. The teacher participants experienced difficulty in handling out-of-field subjects, such as lack of knowledge, low self-esteem, cramming or full of hassle, and time-consuming preparation of lessons.

Colleague Support and Training. Colleague support and training play a vital role in helping out-of-field teachers overcome the challenges of teaching Physical Education. When schools foster collaboration, teachers gain access to shared knowledge, teaching strategies, and moral support that ease the difficulties of handling a subject outside their expertise. Supportive colleagues can provide valuable insights on lesson planning, activity management, and content delivery, which help build the confidence of out-of-field teachers. Alongside this, training opportunities such as seminars, workshops, or in-service programs equip teachers with updated knowledge and practical skills necessary for effective instruction. Together, colleague support and targeted training serve as essential tools in enhancing the competence and teaching quality of those assigned outside their specialization.

"I've taken the initiative to utilize various online resources." (Participant 1)

"My support is coming from my co-teachers, support from Sir Joel and Sir Jeffrey." (Participant 2)

"To mitigate these challenges, I believe access to more specialized training and resources would make a significant difference." (Participant 3)

"More training." (Participant 4)

"Several support or resources would significantly help mitigate these challenges." (Participant 5)

These responses indicate that out-of-field teachers recognize the importance of both self-initiative and external support in overcoming the challenges they face. They actively seek help through online resources and rely on guidance from supportive colleagues. However, they also emphasize the need for more specialized training and access to appropriate teaching resources to improve their competence and confidence in teaching Physical Education. This highlights the value of continuous professional development and strong support systems in addressing the gaps caused by teaching outside their field of expertise.

In support with these, according to Bugwak (2021), despite these challenges, teachers coped by carefully planning content, using varied teaching strategies, engaging in professional development, peer mentoring, and evaluating students' progress. The study participants recommended continuing professional development, consultation with experts, the hiring of qualified teachers, and assigning relevant subjects to teachers. Moreover, to cope, out-of-field teachers tend to rely on self-study and resourcefulness, utilizing multimedia and online resources to prepare for effective teaching. Nevertheless, the responsibility to teach outside their expertise remains unavoidable, with educators having little choice in the matter (Montero et al., 2022).

Limitations on Networking and Specialized Trainings. Limitations on networking and specialized trainings present a significant challenge for out-of-field teachers handling Physical Education. Without access to

professional communities or subject-specific seminars, these teachers are often left to navigate the complexities of the subject alone. The absence of regular training opportunities restricts their ability to develop essential skills, update their knowledge, and apply effective teaching strategies. This isolation also prevents them from sharing experiences or learning from more experienced educators in the field. As a result, their growth as PE teachers is slowed, and their confidence in delivering quality instruction remains limited.

"For me, being an out-of-field teacher hasn't limited my opportunities in teaching physical education. I believe that with the right mindset and resourcefulness, it's possible to overcome any limitations."(Participant 1)

"But if you're going to teach physical education, like dance, speaker, sports equipment, there's none."(Participant 2)

"Being an out-of-field teacher can sometimes result in a lack of confidence in the classroom."(Participant 3)

"I don't always get to attend PE specific trainings."(Participant 4)

"I often don't have the same access to specialized professional development or networking opportunities."(Participant 5)

These responses reveal a mix of optimism and challenges experienced by out-of-field teachers. While some believe that a positive mindset and resourcefulness can help overcome limitations, many acknowledge struggles such as lack of confidence, insufficient access to specialized training, and limited availability of essential resources and professional development opportunities. These factors highlight the ongoing barriers out-of-field teachers face, emphasizing the need for better support systems to build their confidence and expertise in teaching physical education.

In support with these, according to Chin et al. (2022), barriers to professional development were primarily caused by financial and time constraints and a lack of teacher motivation and logistical support. In addition, Teacher education needs to raise the awareness of future teachers on the situation, develop their capacity to deal with the situation by providing a variety of learning opportunities for acquiring knowledge and skills required to teach in out-of-field areas they are likely to teach, and enhance their identity as professionals and pedagogues who are supposed to teach and to educate students rather than being a mere instructor that teaching content limited to one specific field (Campbell et al., 2019).

Challenged on Confidence and Efficiency. Out-of-field teachers, those teaching subjects outside their area of expertise often face significant challenges that impact both their confidence and efficiency in the classroom. Lacking formal training in the subject matter, these teachers may feel uncertain about their ability to deliver content accurately and engage students effectively, which can lead to diminished self-esteem and hesitation in decision-making. This lack of confidence often hinders their classroom management and instructional strategies, making it difficult to maintain student interest or address complex questions. Additionally, they may require more time to prepare lessons or seek support, reducing their overall teaching efficiency. As a result, out-of-field teaching not only challenges personal growth but also has broader implications for educational quality and student outcomes.

"Can sometimes slow down the planning process or limit the depth of discussion in certain technical areas."(Participant 1)

"Because there are a lot of students, sometimes, our teaching is not effective because we can't hear each other, it's super-hot."(Participant 2)

"I'm unable to stay fully updated on best practices in physical education."(Participant 3)

"It makes me second-guess myself."(Participant 4)

"These limitations can impact my ability to deliver effective physical education classes by restricting my access to the latest pedagogical approaches, specialized knowledge, and innovative teaching

resources."(Participant 5)

These responses highlight that being an out-of-field teacher leads to several professional struggles, including reduced confidence, limited subject mastery, and difficulties in classroom management. Teachers expressed frustration over environmental factors and a lack of expertise, which slow down lesson planning and hinder meaningful discussions. Additionally, the inability to stay current with subject-specific methods and resources contributes to a sense of inadequacy and affects the overall quality of their teaching.

In support with these, in a study conducted by Baras and Gillo (2024), the researchers found out that low self-esteem in teaching the subject greatly affects the learning. Teachers claimed that they were not confident in teaching the subject. They felt that they were not supposed to handle the subject. Experiencing deficiency of content knowledge and pedagogical content knowledge reduced their self-worth and confidence as the latter is correlated with possessing adequate knowledge. In addition, Out-of-field teaching causes inefficiency and a lack of self-confidence. It is claimed that the performance of out of field teachers was harmed since they could only explain a topic ambiguously. When students questioned them during lessons, these teachers were put under a lot of strain, and they could not satisfy them due to their lack of in-depth expertise and their reliance on textbook information. Teachers as well were unsure whether students learned enough from them (Pacana et al., 2019).

Provisions of Seminars and Trainings. The provision of seminars and trainings is crucial for out-of-field teachers, as it plays a key role in enhancing their confidence, content knowledge, and teaching effectiveness. These professional development opportunities offer essential support by equipping teachers with subject-specific strategies, updated methodologies, and a deeper understanding of the curriculum they are expected to deliver. Without such training, out-of-field teachers may struggle to meet academic standards and engage students meaningfully. Therefore, access to continuous and relevant seminars and trainings is not just beneficial but necessary to ensure that these teachers can perform effectively and provide quality education.

"Attending seminars and training sessions for continuous professional development is essential. Joining professional organizations provides access to a supportive network of educators, resources, and learning opportunities. Being open to mentorship whether from experienced PE teachers or fellow educators can offer valuable guidance and encouragement."(Participant 1)

"More flexible training opportunities."(Participant 2)

"Offer more training for non-PE teachers."(Participant 3)

"Schools could actively invest in providing targeted professional development and mentorship programs specifically for us."(Participant 4)

These responses emphasize the importance of targeted professional development and support systems for out-of-field teachers. Participants highlighted a strong need for more accessible and flexible training opportunities, especially tailored for out-of-field teachers. They also recognized the value of mentorship and professional networks in helping them build confidence and improve their teaching practices. Overall, the responses reflect a clear call for schools to actively invest in structured training and support to better equip out-of-field teachers for success in unfamiliar subject areas.

In support with these, according to a study conducted by Perez (2024), teachers must be experts in the subjects they teach to successfully impart knowledge to students. Moreover, teachers should attend training to further hone and develop their skills in modern teaching methods, especially as technology and student learning methods continue to evolve. In conclusion, it is essential for teachers to be well-prepared for their lessons, as they play a crucial role in shaping the learning experiences of students. In addition, Crisan and Hobbs (2019) stressed the subject-specific demands of teaching, arguing that non-specialists need targeted upskilling to

effectively teach in domains like physical education, which have unique pedagogical frameworks.

Assessment is a Challenge. Assessment presents a significant challenge for out-of-field teachers, as they often lack the deep subject-specific knowledge needed to design, implement, and interpret assessments effectively. Without proper training in the content area, they may struggle to create valid evaluation tools that accurately measure student learning and align with curriculum standards. This can lead to uncertainty in grading, difficulty in providing meaningful feedback, and potential gaps in student achievement tracking. For these teachers, assessing students becomes not just a routine task, but a complex hurdle that affects both their confidence and the overall quality of instruction.

"I apply what I learned from my Professional Education course: assessment of learning, assessment for learning, and assessment as learning."(Participant 1)

"One of the biggest challenges is that physical education is a highly practical subject, so student's skills and abilities often can't be fully captured through traditional written assessments."(Participant 2)

"It's hard to judge skill levels fairly without full knowledge of the standards."(Participant 3)

"One of the main challenges I face when assessing student's performance in physical education is the lack of specific knowledge about the criteria and benchmarks for different skills and activities."(Participant 4)

These responses indicate that assessment is a major challenge for out-of-field teachers, particularly in practical subjects like physical education. While they rely on general assessment principles from their education training, they often lack the specific content knowledge and understanding of skill-based benchmarks needed to evaluate students accurately. This leads to difficulty in fairly judging performance and capturing students' abilities through appropriate assessment tools, highlighting a clear gap between pedagogical knowledge and subject-specific assessment expertise.

In support with these, Caylao (2017) references Bandura's theory of teaching efficacy, showing that teachers may apply general pedagogical strategies (like assessment techniques) but still struggle when adapting them to subject-specific needs, particularly in physical education. In addition, Carpendale and Hume (2020) highlighted that a major issue with out-of-field teaching is the lack of content knowledge, which leads teachers to struggle with appropriate evaluation methods, often resulting in an overreliance on rote assessments that don't reflect student performance accurately. Moreover, Montero et al. (2022) found that out-of-field teachers in physical education often face gaps in knowledge and skill required for evaluating physical and performance-based tasks, since their training often focuses on academic content rather than practical competencies.

Alignment of Modality and School Facilities. The alignment of teaching modality and school facilities is a significant challenge for out-of-field teachers, particularly when the subject requires specific environments or resources, such as in physical education. Many out-of-field teachers struggle to deliver effective instruction when the chosen teaching modality whether face-to-face, modular, or blended is not supported by adequate facilities, like open spaces, sports equipment, or proper ventilation. This misalignment hampers their ability to implement subject-appropriate activities and maintain student engagement, often forcing them to adapt lessons in ways that compromise educational quality. For teachers already navigating unfamiliar content, the lack of suitable infrastructure adds another layer of difficulty in achieving learning objectives.

"One of the main challenges I face when assessing student's performance in physical education is that most of our classes are conducted online."(Participant 1)

"Maybe the challenges I face is that we can't fit in, and the venue is small, and it's hot, so sometimes the students can't move, for example, when we dance, or when we play volleyball, they can't run anymore because it's too hot, and they sweat a lot." (Participant 2)

"I often feel that my assessments lack the depth and specificity that a trained PE teacher could

provide." ."(Participant 3)

These responses highlight significant challenges out-of-field teachers face in assessing student performance in physical education, particularly due to environmental and logistical constraints. Online classes limit hands-on evaluation, while small, hot venues restrict students' physical activity, affecting the quality of participation and assessment. Additionally, teachers express concerns about the depth and specificity of their assessments, feeling that their lack of specialized training may hinder their ability to evaluate students as thoroughly as trained PE teachers. These challenges underscore the need for better support and resources to enhance assessment practices in physical education.

In support with these, Chin et al. (2022) found that teachers struggle with online professional development and instruction, especially in subjects requiring hands-on skills like PE. The study noted that the shift to remote learning limited opportunities for practical performance-based assessment, a key aspect of physical education. In addition, Montesur (2021) reported that non-specialized MAPEH teachers face stress and reduced effectiveness due to inadequate venues, which make it hard to manage physical activities and execute meaningful assessments. Moreover, Perez (2024) highlighted that subject matter expertise is crucial for designing and applying accurate performance assessments, which many out-of-field teachers lack.

Utilization of Traditional and Modern materials. The utilization of both traditional and modern instructional materials is essential for out-of-field teachers, as it enhances their ability to deliver engaging and effective lessons despite not being subject specialists. Traditional materials provide a foundational structure for instruction, while modern tools such as digital resources, interactive platforms, and multimedia offer dynamic ways to present content and accommodate diverse learning styles. When properly equipped and trained to use these materials, out-of-field teachers can bridge knowledge gaps, foster student participation, and improve learning outcomes. Therefore, access to and proficiency in using a variety of instructional materials is vital to support their teaching effectiveness and professional growth.

"I believe that a combination of both traditional and modern tools can greatly improve the assessment process for out-of-field teachers."(Participant 1)

"We get a judge affiliated with the contest."(Participant 2)

"Offering ongoing professional development on assessment strategies would be beneficial."(Participant 3)

"Rubrics with clear and specific criteria for evaluating different skills and activities would be incredibly helpful."(Participant 4)

These responses suggest that out-of-field teachers recognize the importance of using both traditional and modern tools to enhance the assessment process, especially in unfamiliar subject areas. They value external support, such as judges for performance tasks, and express a need for structured guidance like clear rubrics and continuous training on effective assessment strategies. These tools and support systems are seen as crucial in helping them fairly and confidently evaluate student performance despite their limited subject expertise.

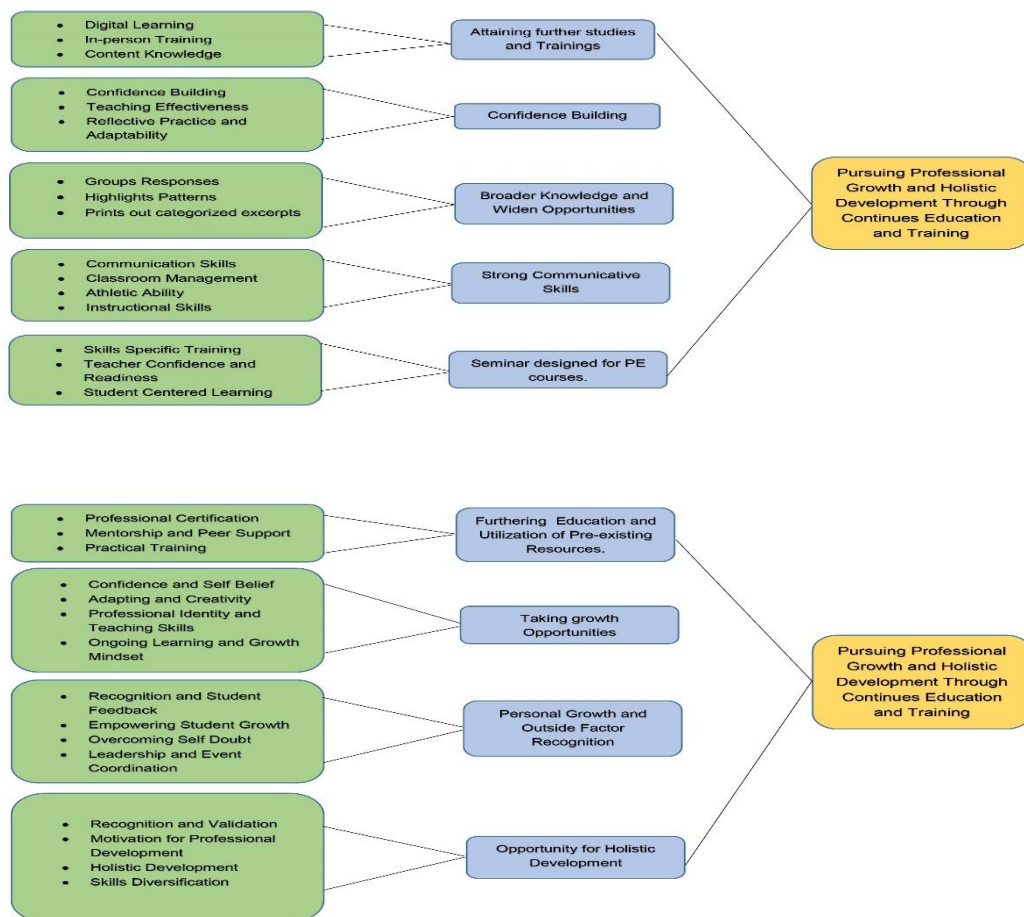
In support with these, Chin et al. (2022) emphasized that teachers need training in innovative teaching and assessment tools, particularly for adapting to diverse educational settings, which aligns with the growing recognition of combining traditional and modern methods to enhance assessment practices. Similarly, Obias et al. (2025) highlighted that peer collaboration and external input are valuable for out-of-field teachers, as the use of external judges or expert observers can help ensure more objective performance evaluations, especially in practical subjects like Physical Education. In addition, Perez (2024) supported the call for further training, noting that many teachers feel unprepared to assess accurately due to a lack of content knowledge and pedagogical depth when teaching outside their specialization. Furthermore, David (2024) found that clear assessment tools and content-specific rubrics were among the top recommendations provided by out-of-field

teachers to improve both their confidence and accuracy in evaluating student performance.

Theme 3. Pursuing Professional Growth and Holistic Development Through Continued Education and Training

This theme shows how important it is for teachers, especially those teaching Physical Education (PE), to keep learning even after they start working. By attending more studies, seminars, and trainings, teachers can build their confidence and improve the way they teach and communicate. These learning activities help them become more skilled, know more about their subject, and be ready for more career opportunities in the future. When teachers join seminars specially made for PE courses, they gain knowledge that is directly useful for their classes. They also get new ideas and techniques that make their lessons more exciting and effective for students. Using pre-existing resources like online courses, books, and community programs also helps them learn without needing to spend too much money. Taking every chance to grow helps teachers not just in their profession but also in their personal lives. They become more aware of their strengths and weaknesses and learn how to improve themselves in different areas. Recognizing outside factors, like support from schools and communities, also plays a big part in their success.

Figure 3: Pursuing Professional Growth and Holistic Development Through Continued Education and Training



Attaining further studies and trainings. One significant opportunity for out-of-field teachers is the chance to attain further studies and undergo professional training. Being placed in a teaching area outside their specialization often encourages these teachers to seek additional qualifications and skills relevant to the subject they are handling. This opens doors for personal and professional growth, as they gain new knowledge, broaden their teaching abilities, and become more adaptable educators. Pursuing further studies or attending specialized training programs also helps improve their confidence and competence in teaching the subject effectively. Additionally, it enhances their career prospects by equipping them with diverse credentials that may lead to more teaching opportunities or even leadership roles in the future. Ultimately, further studies and training can transform the challenge of teaching out-of-field into a meaningful opportunity for development and long-term success in the teaching profession.

"I completed my Certificate in Teaching" (Participant 1)

"I have enrolled in various online courses focuses on specific subjects related to PATHFIT to deepen my knowledge and teaching techniques." (Participant 2)

"I'm taking a master's degree." (Participant 3)

"I've attended seminars and workshops focused on the fundamentals of sports, fitness, and movement skills. I joined free online PE webinars." (Participant 4)

"I have pursued some general professional development related to teaching methodologies and classroom management, which indirectly benefits my PE teaching." (Participant 5)

These responses from the participants indicate that out-of-field teachers are actively seeking ways to improve their competencies and adapt to the demands of teaching Physical Education (PE), despite not having a formal background in the subject. Several of them have pursued formal education, such as obtaining a Certificate in Teaching or enrolling in a master's degree program, which shows their commitment to long-term professional growth. Others have taken advantage of accessible learning options, like online courses and free webinars, specifically targeting the content and pedagogy of PE such as PATHFIT, sports, and movement skills. Attending seminars and workshops suggests a proactive approach to skill-building and staying updated with best practices in the field. Additionally, even when the training is not PE, some respondents recognized that improving general teaching methodologies and classroom management can still positively impact their performance in PE classes. In these efforts it reflects a strong willingness among out-of-field teachers to bridge their knowledge gaps, improve their teaching effectiveness, and turn their situation into a valuable opportunity for career and personal development.

In support with these, Perez (2024) who emphasized the importance of continuous training to help teachers adapt to modern methods and evolving student needs. Similarly, Bugwak (2021) found that out-of-field teachers often cope with subject mismatches by engaging in professional development, peer mentoring, and strategic lesson planning, highlighting their dedication to effective teaching despite challenges.

Confidence building. One of the key opportunities for out-of-field teachers is the chance to build their confidence as educators. Although teaching a subject outside their specialization can be challenging at first, it also pushes them to step out of their comfort zone and develop new skills. As they gain more experience in handling unfamiliar content, planning lessons, and engaging students, they start to feel more capable and self-assured in their teaching abilities. This process not only enhances their teaching performance but also encourages personal and professional growth. Confidence building allows out-of-field teachers to take on new responsibilities, collaborate more actively with colleagues, and explore innovative teaching strategies. Over time, this growth in confidence can help them become more adaptable and resilient educators, capable of handling diverse classroom situations and inspiring their students regardless of the subject they teach.

"Professional development fosters a growth mindset." (Participant 1)

"It will boost my confidence." (Participant 2)

"It would boost my confidence, enable me to design more engaging and effective lessons, and equip me with better assessment techniques." (Participant 3)

These responses indicate that the respondents view professional development as a valuable tool for both personal and professional growth. One respondent highlights that professional development fosters a growth mindset, implying that it encourages educators to adopt a continuous learning attitude, where they believe their teaching abilities can improve over time through effort and feedback. Another respondent expresses that professional development boosts their confidence, suggesting that they feel more capable and secure in their teaching role after gaining new knowledge or skills. A third respondent provides a more detailed response, stating that professional development would not only increase their confidence but also enable them to design more engaging and effective lessons and equip them with better assessment techniques. This shows that they view professional development as an essential resource for improving various aspects of teaching, from lesson planning to student assessment.

In support, Kenny et al. (2019) found that professional development enhances the confidence of teachers and improves their understanding of content, pedagogy, and curriculum. The study focused on out-of-field teachers and showed that when training programs are aligned with the specific needs of educators, they promote continuous learning and encourage a growth mindset. As a result, teachers become more capable in designing effective lessons and applying improved teaching strategies, which leads to better classroom performance and improved student outcomes.

Broader knowledge and widen opportunities. One of the key opportunities for out-of-field teachers lies in gaining broader knowledge and widening their professional and personal horizons. Being assigned to teach a subject outside their expertise often pushes them to explore new content areas, learn different teaching strategies, and adapt to various student needs. This experience can enrich their overall understanding of education and improve their versatility as educators. It also allows them to develop new skills and expand their teaching portfolio, which can lead to more career opportunities in the future. Exposure to different subject areas fosters creativity, problem-solving, and a growth mindset valuable quality that can benefit both teaching practice and career advancement. Despite the challenges, out-of-field teaching can become a platform for professional growth and the discovery of new passions and strengths.

"Professional development helped me become more creative with my teaching strategies." (Participant 1)

"I would say my knowledge has expanded when it comes to teaching and how I teach, its better, and I also can bring it anywhere." (Participant 2)

"Yes, one experience that really stands out was when I attended a local seminar on innovative strategies for teaching team sports." (Participant 3)

"After attending a webinar on creative games, I used one of the activities in class and students loved it. It made me feel more capable." (Participant 4)

"A workshop I attended on differentiated instruction has positively influenced my teaching across all subjects, including PE." (Participant 5)

These responses highlight how professional development created a positive impact on the way teachers teach. One teacher expressed becoming more creative in using teaching strategies, showing a greater sense of innovation in the classroom. Another mentioned an improvement in knowledge and teaching approach, with skills that could be applied in different teaching situations. A local seminar on innovative strategies for teaching team sports was recalled as a meaningful experience, showing how specific training can leave a strong impression. One teacher shared how a game from a webinar was used during class, and students responded with

excitement, leading to a greater sense of capability. A workshop focused on differentiated instruction was also mentioned, which helped improve instruction in various subjects, including Physical Education.

In support, Kenny et al. (2019) explained that professional development plays a significant role in enhancing teacher confidence, refining teaching strategies, and improving classroom practices. This explanation aligns with the responses provided, as participants shared how various professional development opportunities such as seminars, webinars, and workshops contributed to their growth. They highlighted that these experiences helped them become more creative, confident, and effective in their teaching approaches.

Strong communicative skills. One key opportunity for out-of-field teachers lies in developing strong communicative skills, which can significantly enhance their effectiveness and confidence in the classroom. Since these teachers are often instructing subjects outside their area of formal training, strong communication becomes a vital tool for building rapport with students, engaging them in the learning process, and explaining complex concepts in accessible ways. Effective communication also enables out-of-field teachers to collaborate with colleagues, seek support, and clarify instructional goals, thereby strengthening their professional networks. Moreover, strong communicative skills can help these educators navigate classroom challenges, manage diverse learners, and foster a positive learning environment. As they refine these skills, out-of-field teachers may discover greater professional flexibility and resilience, turning a potential limitation into an opportunity for growth and innovation in their teaching practice.

"These include Fundamental Movement Skills, which are the foundation of physical activity." (Participant 1)

"Skills in teaching physical education should really number one is communication on how you communicate in your school and how you also communicate with your co- teachers." (Participant 2)

"First and foremost is strong communication." (Participant 3)

"You need clear communication." (Participant 4)

"I believe essential skills for teaching Physical Education include strong communication and instructional skills, the ability to demonstrate basic movements accurately." (Participant 5)

These responses collectively underscore that strong communication skills are viewed as essential for teaching Physical Education, especially for out-of-field teachers. Respondents consistently stress the importance of being able to convey instructions clearly, whether it's explaining fundamental movement skills or coordinating with colleagues. For example, statements like "first and foremost is strong communication" and "you need clear communication" reflect the belief that without effective communication, even well-planned lessons may fall short. Additionally, one response highlights that communication extends beyond student interaction it's also about engaging with the broader school community, including co-teachers. This emphasizes the collaborative nature of teaching PE, where shared understanding and teamwork are important. The inclusion of "the ability to demonstrate basic movements accurately" alongside communication suggests that teachers must use both verbal and non-verbal methods to support student learning.

In support, it focusses on the importance of strong communication skills in teaching Physical Education, especially for out-of-field teachers. Bugwak (2021) shows that out-of-field teachers often struggle with understanding the subject content, answering student questions, and using effective teaching methods. Since they may not be familiar with the subject, they rely more on clear and confident communication to teach the material and help students.

Seminar designed for PE courses. A seminar designed specifically for Physical Education (PE) courses presents a valuable opportunity for out-of-field teachers to enhance their knowledge and skills in teaching PE. Many out-of-field teachers may not have specialized training in PE, so attending such seminars allows them to bridge the gap in their professional development. These seminars can provide insights into effective teaching

strategies, current trends in physical education, and best practices for engaging students in physical activities. Furthermore, they serve as a platform for these teachers to network with experts in the field and collaborate with colleagues who share similar challenges. By equipping out-of-field teachers with the right tools and resources, these seminars can improve their teaching effectiveness, fostering a more confident and competent approach to handling PE classes. This, in turn, can positively impact student learning outcomes and the overall quality of PE education in schools.

"I trained in the Philippine Gymnastics Association in Athletics." (Participant 1)

"I joined a seminar about physical literacy and movement skills." (Participant 2)

"I attended a basic first-aid and CPR workshop." (Participant 3)

These responses from the participants highlight the proactive steps taken by out-of-field teachers to enhance their competence in teaching Physical Education. One teacher mentioned training under the Philippine Gymnastics Association in Athletics, indicating an effort to acquire specialized skills relevant to PE instruction. Another shared that they attended a seminar on physical literacy and movement skills, showing a commitment to understanding the core concepts necessary for effective teaching in PE. Additionally, a respondent noted participation in a basic first-aid and CPR workshop, which reflects a strong sense of responsibility for student safety during physical activities. These responses demonstrate that, despite their lack of formal background in the subject, out-of-field teachers are actively seeking opportunities for professional development to better support student learning and create a safe, engaging PE environment.

In support, the studies by Obias et al. (2025) and Kenny et al. (2019) show that professional development helps out-of-field teachers improve skills and gain confidence. Obias et al. (2025) explain that teaching outside the field can become an opportunity for growth. It encourages teachers to be more resourceful, creative, and adaptable while learning new teaching strategies. This supports the idea that attending seminars and training is a helpful way to become more effective in teaching Physical Education. Similarly, Kenny et al. (2019) found that when out-of-field teachers attend training programs that match their needs, they improve understanding of teaching content, methods, and curriculum. These programs help teachers feel more confident and ready to teach. This supports the efforts of respondents to strengthen their teaching skills through workshops and seminars.

Furthering education and utilization of pre-existing resources. One key opportunity for out-of-field teachers lies in the furthering of their education and the effective utilization of pre-existing resources. While they may lack formal training in the specific subject they are assigned to teach, out-of-field teachers can take advantage of various professional development programs, workshops, and short courses to enhance their knowledge and teaching skills in the new subject area. Many educational institutions and online platforms offer accessible learning resources, including lesson plans, instructional videos, and teaching guides, which can support these teachers as they adapt to unfamiliar content. Furthermore, collaborating with experienced colleagues and using available school resources can help them build confidence and competence in delivering quality instruction. This process not only supports their professional growth but also helps ensure that students receive effective learning experiences despite the challenges of out-of-field teaching.

"Enrolling in a Teaching Certification program." (Participant 1)

"Maybe sports clinics." (Participant 2)

"Regular and specialized training workshops." (Participant 3)

"Additional resources or support that would be beneficial for skill enhancement in Physical Education include access to online video libraries." (Participant 4)

These responses suggests that out-of-field teachers recognize the importance of continuous professional development and practical resources to improve their teaching in Physical Education. They value formal education, such as certification programs, to gain necessary qualifications and deepen their subject knowledge. There is also an emphasis on hands-on learning, with some teachers expressing a preference for sports clinics or practical training that can enhance their skills in real-world scenarios. Additionally, there is a clear desire for specialized, ongoing training workshops that address specific teaching strategies and content areas, enabling them to stay current and effective. Furthermore, teachers see the value in digital tools, such as online video libraries, which provide accessible and flexible resources for learning new techniques, lesson ideas, and classroom management strategies. Overall, these responses highlight the recognition of various learning opportunities both formal and informal that can support out-of-field teachers in becoming more effective in their roles.

In support from the respondents closely reflect the points made in the study by Bugwak (2021). Many out-of-field teachers who participated in the study expressed a strong interest in improving their teaching through continuous learning. They mentioned the importance of attending training workshops, joining sports clinics, and using online resources like video libraries to enhance their skills in Physical Education. Similar to Bugwak's findings, the respondents also highlighted how they rely on practical experience, peer support, and self-study to manage the challenges of teaching a subject outside their area of expertise. These responses show that out-of-field teachers recognize the need for both formal and informal professional development opportunities to become more effective in their roles and to support better learning outcomes for their students.

Taking growth opportunities. Taking growth opportunities is an essential aspect of addressing the challenges faced by out-of-field teachers, especially in subjects like Physical Education. Despite the difficulties of teaching outside their expertise, many out-of-field teachers find that these situations present unique opportunities for professional and personal growth. These opportunities allow teachers to develop new skills in areas such as classroom management, lesson planning, and adaptive teaching methods that they might not have encountered in their original field. Additionally, being placed in a new role can foster creativity and problem-solving, as teachers often have to think outside the box to meet the needs of students. With the right support and training, these teachers can expand their knowledge in the subject they are teaching, enhancing their teaching effectiveness and confidence. By embracing these growth opportunities, out-of-field teachers can not only improve their own teaching practices but also contribute to the overall development of their students. Therefore, even though teaching out of field can initially seem daunting, it can become a valuable opportunity for career advancement and increased teaching competency.

"It has allowed me to actively practice the teaching profession, giving me valuable hands-on experience in lesson planning, classroom management, and student engagement." (Participant 1)

"Helping my students learn and understand things has been a huge part of my development." (Participant 2)

"I learned to step out of my comfort zone, face my limitations, and turn them into opportunities for learning." (Participant 3)

"It pushed me to step out of my comfort zone and be more active." (Participant 4)

"Teaching Physical Education has contributed to my personal growth as an educator by pushing me outside my comfort zone and requiring me to develop new skills and knowledge." (Participant 5)

These responses reveal a common theme of personal and professional growth through the challenges of teaching outside their primary field. Several respondents note that the experience has allowed them to gain hands-on teaching experience, particularly in lesson planning, classroom management, and student engagement. This highlights the practical benefits of teaching, even in areas outside their expertise. Many respondents also mention how the experience has pushed them to step outside their comfort zones, encouraging them to confront

their limitations and transform them into opportunities for learning. This reflects a sense of resilience and adaptability, where the challenges faced have led to valuable development. Furthermore, the respondents emphasize the positive impact of teaching Physical Education on their growth as educators, as it has required them to acquire new skills and knowledge.

This reflects a sense of resilience and adaptability, where the challenges faced have led to valuable development. Furthermore, the respondents emphasize the positive impact of teaching Physical Education on their growth as educators, as it has required them to acquire new skills and knowledge. These findings are supported by Caldis (2017), who noted that teaching out-of-field challenges teachers but also promotes reflection, adaptation, and professional learning. Similarly, Branzuela et al. (2023) found that non-specialist teachers overcome instructional challenges by developing innovative strategies and enhancing their teaching competence, which contributes to their overall professional growth.

Personal growth and outside factor recognition. Personal growth and outside factor recognition the opportunities for out-of-field teachers to grow and improve, even when teaching a subject, they're not trained in. Although it can be challenging, these teachers often learn new skills, gain more knowledge, and become more flexible in their teaching. By stepping out of their comfort zones, they can become better problem-solvers and more resilient. When these teachers receive recognition from others such as praise from school leaders, positive feedback from students, or support from colleagues it helps them feel valued and motivated. This recognition can inspire them to continue improving and even seek more training or qualifications, which can lead to career advancement. In this way, teaching outside their area of expertise can open doors for personal and professional growth.

"One personal achievement that I'm proud of while teaching Physical Education was ranking 1st in the student evaluation during the time." (Participant 1)

"My personal achievement or milestone in teaching PE is being able to teach and inspire students." (Participant 2)

"My milestone was when I was trusted to lead sports-related events at school." (Participant 3)

"I let my first school sports activity." (Participant 4)

"One personal achievement I've reached while teaching Physical Education is overcoming my initial apprehension and developing a level of comfort." (Participant 5)

These responses reflect the significant personal growth and achievements in their teaching of Physical Education. One respondent takes pride in ranking first in student evaluations, which highlights their effectiveness in meeting students' needs and creating a positive learning environment. Another respondent values the ability to teach and inspire students, emphasizing the impact they have on motivating and engaging learners. For some, a key milestone was being entrusted with leadership roles, such as leading sports-related events at school, which demonstrates recognition of their organizational skills and ability to manage activities. A respondent also notes the accomplishment of leading their first school sports activity, marking an important step in gaining hands-on experience and responsibility. Finally, one teacher reflects on overcoming initial apprehension and developing comfort in their role, showcasing personal growth and the confidence gained over time. Overall, these responses highlight a range of milestones, from recognition and leadership to personal development, all of which contribute to their journey as educators and their impact on students.

In support of existing literature, findings in this study highlight the significant personal growth and achievements of out-of-field Physical Education teachers. Specifically, the research reveals that teachers who develop effective classroom management and teaching strategies observe improved student outcomes, which aligns with Caylao's (2017) assertion that instructional efficacy, including student motivation and engagement, is crucial for positive results. Furthermore, the findings indicate that teachers who actively seek to motivate and

engage students report higher levels of student enjoyment and participation, validating the importance of these factors in teaching, as emphasized by Carpendale and Hume (2020). Additionally, the study demonstrates that teachers who embrace leadership roles and additional responsibilities experience increased confidence and expanded skill sets; this corroborates Obias et al.'s (2025) perspective on professional growth through embracing new opportunities. Finally, consistent with Kenny et al. (2019), findings show that teacher self-confidence grows over time with experience and targeted support, illustrating the process of overcoming initial apprehension and developing comfort in the role.

Opportunity for holistic development. Out-of-field teachers often face unique challenges in teaching subjects outside their area of expertise, but these challenges also create opportunities for holistic development. Teaching Physical Education, for instance, offers a chance for out-of-field teachers to grow professionally by stepping into a dynamic, hands-on learning environment. These teachers can develop a broader range of skills, including classroom management, creativity in lesson planning, and adaptability in teaching methods. Moreover, it encourages them to engage in continuous learning as they seek new knowledge and strategies to teach effectively in a subject, they are not formally trained in. This process fosters personal growth and enhances their overall teaching competency. Beyond professional development, out-of-field teachers may also experience increased empathy and resilience, traits that contribute to their ability to relate to students with diverse learning needs. In turn, students benefit from a teacher who demonstrates growth and flexibility, modeling lifelong learning and resilience.

"This position allows me to expand my skills beyond my original field, giving me the chance to grow as a more well-rounded educator." (Participant 1)

"I gain new knowledge." (Participant 2)

"Constantly pushes me to learn new skills." (Participant 3)

"I see a chance to grow into a more flexible and resourceful teacher." (Participant 4)

"I can continue to expand my knowledge and skills in a new subject area." (Participant 5)

These responses show that being an out-of-field teacher provides a chance for personal and professional growth. Teachers feel that the role helps them become more well-rounded by developing new skills. They mention gaining new knowledge and being pushed to learn more, which makes the job intellectually stimulating. Some teachers say it helps them become more flexible and resourceful, as they have to adapt to teaching a different subject. Others see it as an opportunity to learn about a new subject area, further improving their teaching skills. Overall, these responses show that out-of-field teaching offers valuable chances to grow, learn, and become more adaptable in teaching.

In support of the literature, the responses show that out-of-field teaching provides a chance for personal and professional growth (Obias et al., 2025). Teachers feel that the role helps them become more well-rounded by developing new skills and becoming more versatile educators (Obias et al., 2025). They mention gaining new knowledge and being pushed to learn more, which makes the job intellectually stimulating (Jose, 2022). Some teachers say it helps them become more flexible and resourceful, as they adapt to teaching a different subject (Obias et al., 2025). Others see it as an opportunity to learn about a new subject area, further improving their teaching skills (Obias et al., 2025). Overall, these responses show that out-of-field teaching offers valuable chances to grow, learn, and become more adaptable in teaching.\

Part IV. Output of the Study

The training program titled "Empowering Educators: PE Essentials for Out-of-Field Teachers" led to

several important outputs that helped improve the knowledge, skills, and confidence of non-PE teachers. Each training day ended with specific activities or tools that participants created, such as PE concept maps, personal vision boards, simple lesson plans, classroom management toolkits, and action plans. They also received a PE Teacher's Toolkit, which included ready-to-use materials like lesson plans, warm-up guides, assessment rubrics, and safety protocols. All participants were given certificates of completion and were recognized in a special closing activity.

These outputs showed that the participants gained not only new knowledge but also practical teaching skills. By creating lesson plans and assessment tools, they learned how to plan their classes better. The classroom management toolkit showed they were prepared to handle large, active groups of students. Reflection activities helped them see their personal growth and feel more motivated as teachers.

The significance of these outputs is that they clearly show how much the teachers improved during the program. More than just learning new ideas, they created real tools they can use in their classrooms. These outputs are also proof that non-PE teachers, with the right training, can become effective and confident PE instructors. The materials and experiences from the program will continue to support them even after the training ends. This shows that practical, hands-on training programs are very helpful in solving the problems faced by out-of-field teachers. Most importantly, these results highlight the need to give teachers ongoing support and opportunities to grow in their profession.

Summary of Findings

1. The study found that out-of-field teachers in Physical Education are mostly motivated by their love for teaching and passion for fitness. Even without formal PE training, they feel happy when students enjoy activities and become more active. At first, many teachers lacked confidence, especially in teaching unfamiliar sports, but they became more confident over time with experience, preparation, training, and support. Their physical skills varied, with some feeling more prepared due to past experience in sports or dance, while others made efforts to stay active and adjust lessons to match their abilities. Most teachers had only basic knowledge of PE at the start, so they relied on self-study, online videos, and help from others to improve. They know they still need more learning to fully understand and teach the subject well.
2. Out-of-field teachers in Physical Education faced several challenges. One major issue was the lack of specialized training, which made it hard for them to teach topics that needed deep technical knowledge, like sports rules or body movement. This caused self-doubt and required more effort in lesson planning. They also had limited chances to attend PE-related training or seminars because of busy schedules, lack of funds, or missing equipment. Some teachers felt alone without a support group of experienced PE teachers. Another big challenge was how to assess students properly. They found it difficult to fairly measure physical performance and often felt unsure if their grading was accurate, which affected their confidence.
3. Out-of-field teachers in Physical Education also found good opportunities for growth. Teaching PE led many of them to join certificate courses, master's programs, or attend webinars and seminars, which helped them improve their teaching and gain confidence. They also developed new skills by adjusting to the subject, such as better lesson planning, classroom management, and fitness routines. They became more creative in using tools like videos and books to make lessons better. Personally, the experience helped them grow by pushing them out of their comfort zone. They became more flexible, resourceful, and confident, and many felt proud of leading sports events, getting praise from students, and discovering new strengths as teachers.

Conclusions

1. In conclusion, out-of-field teachers assigned to teach Physical Education face many challenges but also show strong dedication and a willingness to grow. Their motivation comes from a love for teaching and an interest in fitness, which helps them stay committed despite not having formal training. At first, they may lack confidence and feel unsure about their skills, but with experience, support, and continuous learning, they become more confident and effective in teaching. Their physical skills and knowledge may vary, but through effort, research, and training, they improve and adapt. Overall, these teachers show that with passion, hard work, and support, they can successfully teach Physical Education and grow both professionally and personally.

2. In conclusion, out-of-field teachers in Physical Education face several challenges that affect their teaching. One of the biggest problems is the lack of specialized training, which makes it hard for them to teach complex topics and plan effective lessons. They also have limited chances to attend trainings or access proper materials and facilities, making it harder to improve their teaching and offer different activities to students. Another challenge is assessing student performance fairly, as many teachers are unsure about the right standards and methods. These difficulties can lower their confidence and make teaching more stressful, showing the need for more support and training for out-of-field teachers.

3. In conclusion, teaching Physical Education gives out-of-field teachers valuable opportunities for growth and learning. Through seminars, courses, and webinars, they improve their teaching skills and gain more confidence in handling the subject. As they adjust, they become more creative and flexible, using different tools and strategies to make lessons better. This experience also helps them grow personally by building patience, resilience, and adaptability. Many teachers feel proud of the progress they make and become more confident and capable in their roles, showing that teaching outside their field can lead to meaningful professional and personal development.

Recommendations

Based on the conclusions, the following recommendations are offered:

1. **Out-of-field teachers** who are assigned to teach Physical Education are encouraged to take part in continuous professional development through seminars, webinars, and short courses to help improve their teaching skills, build confidence, and strengthen subject knowledge.
2. **Researchers** are encouraged to conduct similar studies that focus on other subject areas and locations to explore if the experiences of out-of-field teachers vary in different contexts and how teaching strategies may be improved based on the subject being taught.
3. **Educational institutions** are advised to provide targeted support for out-of-field teachers such as mentorship, access to proper teaching resources, and regular training opportunities to help address skill gaps and boost teaching effectiveness.
4. **Students** may be supported through well-guided Physical Education programs that encourage active participation, even if the teacher is not a subject specialist, to ensure that learning remains meaningful and engaging.
5. **Parents and guardians** may be engaged more actively by schools to build support systems for out-of-field teachers. Their understanding and involvement in school programs can help create a more positive learning environment for students.
6. **Role of School Administrators** the school leaders and administrators are encouraged to conduct regular needs assessments to identify and support out-of-field teachers. Strategic teacher deployment, balanced workload distribution, and recognition of teacher efforts can help reduce stress and improve

teaching quality.

7. **Involvement of Curriculum Developers** the curriculum planners should design Physical Education materials and lesson guides that are accessible and adaptable for out-of-field teachers. These resources should include clear learning goals, sample lesson plans, and assessment tools aligned with the national standards.
8. **The broader community**, including local government and private organizations, may consider offering sponsorships, partnerships, or free training programs that focus on Physical Education to strengthen the capacity of out-of-field teachers and improve school programs.
9. **Future studies** may replicate this research in other schools, grade levels, or subject areas to determine if similar challenges and opportunities are present and if the same interventions can be applied in other teaching situations.
10. **Future research** may also explore the long-term effects of teaching out-of-field on student performance, teacher satisfaction, and career growth, to provide deeper insights into the impact and sustainability of out-of-field assignments.

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