

DETERMINING Teaching Competence of Junior High School Non-MapEH Teachers: Basis for An Enhancement PROGRAM

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ABSTRACT

Teaching competence is a critical factor in delivering quality education, especially in specialized subjects such as Music, Arts, Physical Education, and Health (MAPEH). Non-MAPEH majors assigned to teach MAPEH often face challenges due to limited content knowledge, pedagogical skills, and confidence in handling the performance-based and skills-oriented components of the subject. Studies indicate that, while these teachers may possess general teaching skills, their lack of specialization can affect student engagement and learning outcomes (Delos Santos & Palma, 2020; Magno, 2018). Nevertheless, professional development programs, in-service training, and collaborative teaching strategies have been shown to enhance their competence and effectiveness in MAPEH instruction (Garcia & Reyes, 2021). The main objective was to determine the teaching competence of junior high school non-MAPEH teachers as a basis for an enhancement program. A quantitative research method was utilized, including surveys of junior high school students in the public secondary schools of Don Marcelino District. Data were analyzed using mean and standard deviation. The study used a research questionnaire as an evaluation tool for non-MAPEH teachers. This teaching competence questionnaire was developed by Panggabean and Himawan (2017). Findings revealed that the non-MAPEH teachers are highly competent; specifically, they are perceived as having a high level of professional knowledge, skills, characteristics, ethics, and professional growth. Lastly, an enhancement program targeting teachers' teaching competence was developed. In light of the findings, a program is designed to strengthen the teaching competence of non-MAPEH teachers by incorporating self-development activities, peer support, and innovative teaching strategies.

KEYWORDS: *Education, teaching competence, non-MAPEH teachers, descriptive-evaluate, Philippines.*

INTRODUCTION

Teaching competence encompasses a teacher's ability to engage students, manage classrooms effectively, and communicate knowledge. It requires educational understanding, subject-matter expertise, classroom management skills, effective communication, cultural sensitivity, and technological adaptability. For teachers to become competent, they need additional training and opportunities for professional growth. The quality of teachers has been a widely discussed topic in education. There is growing concern about the teaching competence of non-MAPEH teachers assigned to teach MAPEH subjects. These teachers often lack the specialized knowledge, pedagogical content expertise, and practical skills necessary for effective instruction in MAPEH subjects, which may compromise the quality of student learning outcomes in these areas. According to Panganiban and Junio (2021), non-MAPEH teachers often struggle with delivering quality instruction in MAPEH due to insufficient training and a lack of subject specialization, which negatively affects both teaching and learning. In addition, Tome (2019) states that non-MAPEH teachers assigned to teach MAPEH subjects often lack the necessary knowledge, skills, and experience to teach them. As a result, they may struggle to deliver the content effectively, leading to confusion and disinterest among students.

For a global perspective, in the United States of America, approximately 22% of public school teachers report teaching at least one subject for which they are not certified or did not major in during their college education, according to the National Center for Education Statistics (NCES, 2016). In addition, according to De Guzman and Dela Cruz (2019), these educators often face significant challenges related to teaching competence, including limited subject knowledge, insufficient pedagogical content knowledge, and reduced confidence in delivering performance-based instruction. Similarly, in England, the growing presence of non-specialist teachers delivering physical education (PE) has raised concerns about teaching competence and instructional quality. Many schools, particularly at the primary level, assign generalist teachers, often without formal PE qualifications, to teach these subjects, which can lead to challenges in delivering developmentally appropriate and engaging physical education lessons (Harris et al., 2012). In Kuwait, teaching competence is also challenged by the mismatch between teachers' expertise and subject assignment, resulting in poor instructional strategies and reduced student engagement; thus, subject specialization is emphasized to improve educational outcomes (Gholami &

Quabanzada, 2016).

In the Philippines, serious concerns about teaching competence have arisen due to the assignment of non-MAPEH teachers to teach MAPEH subjects. According to Shulman (1987), effective teaching requires not only subject-matter knowledge but also pedagogical content knowledge, both of which are essential for delivering complex, performance-based subjects like MAPEH. Additionally, Darling-Hammond (2006) asserted that teachers must be adequately prepared through specialized education to meet students' diverse learning needs. Furthermore, Rojo-Ramos et al. (2021) state that teachers without qualifications in physical education tend to exhibit lower levels of teaching competence, resulting in lower student motivation, limited participation, and lower instructional quality. Specifically, this situation highlights a pressing issue in the Philippine education system: non-specialist teachers undermine the intended outcomes of the subject and overall student development.

In Mindanao, the assignment of non-specialist teachers to MAPEH subjects has raised concerns regarding teaching competence. Basalan et al. (2024) found that non-MAPEH teachers in Davao del Sur struggle with classroom management, coaching, and ancillary tasks due to their lack of specialization. Despite using coping strategies, their performance suffered, underscoring the need for subject-specific training and professional development. This particular issue in the regional education system is the mismatch between the teacher quality of MAPEH instruction and the limits on students' access to well-rounded, skill-based learning experiences.

The teaching competence of non-MPAEH teachers remains an under-researched area, particularly concerning their lack of formal training in the MAPEH disciplines. General teacher preparation programs often emphasize core academic subjects, and non-specialist teachers frequently face challenges in delivering effective instruction in MAPEH, which may negatively affect students' engagement and learning outcomes (Gonzalez et al., 2021). Moreover, there is a limited understanding of how factors such as classroom management and regional educational context influence the teaching competence of non-MAPEH teachers. This highlights the need for future research that explores these dimensions and supports the development of targeted professional development programs to enhance their teaching competence (Tomojo, 2020; Baldomero, 2022)

This study is expected to significantly enhance the teaching competence of non-MAPEH teachers by identifying their specific needs and providing targeted support. Participating teachers will attend workshops and training sessions to strengthen their understanding, skills, and confidence in delivering MAPEH subjects effectively. The significance of this study is its potential to align teachers' specialization with subject requirements, thereby improving teaching competence and enhancing learning outcomes.

Furthermore, the researcher would like to present the findings of his study during the school Learning Action Cell (LAC) session, district, and division research presentation. Also, the researcher has plans to present and complete his research study to a broader audience at local, national, and international levels. Lastly, it would be a great opportunity to publish her research study in various journals for future reference.

Statement of the Problem

1. What is the level of teaching competence of non-MAPEH teachers in terms of Professional Knowledge, Professional Skill: Pedagogies, Classroom management, and Learner assessment; Personal Characteristics; Ethical Standards and Values; and Professional Development and Lifelong Learning?
2. What enhancement program can be crafted based on the result?

METHODOLOGY

Research Design. The study employed a quantitative research approach, particularly a descriptive-evaluative design. According to Creswell (2017), quantitative research aims to explain how one variable influences another by gathering numerical data from large numbers of people using devices with pre-programmed questions and responses. This method enables systematic and uniform data collection. As a result, the study process decreases the likelihood of bias and increases objectivity. Descriptive-evaluative research design is a study strategy that seeks to describe existing conditions or phenomena while evaluating the value, efficacy, or consequences of a program, policy, or practice. It entails obtaining data to describe what is happening and making informed decisions based on that data (Creswell, 2014). This enabled the researcher to describe and study the teaching competence of non-MAPEH teachers. Information was collected through questionnaires, with emphasis on education delivery, classroom management, and subject-matter knowledge.

Research Respondents. Through purposive sampling, the study's respondents were 111 Grade 10 students taught by non-MAPEH-major teachers in selected schools in Don Marcelino, Davao Occidental. These students were purposively chosen because they had primarily encountered and gauged the teachers' teaching competence during their classes and other MAPEH-related school activities. Further, the respondents were asked to answer the survey questionnaire after approval from the superintendent and school heads. Then, the data were collected, gathered, and analyzed.

Research Instruments. The study used a research questionnaire that was adopted as an evaluation tool for non-MAPEH teachers. This teaching competence questionnaire, developed by Panggabean and Himawan (2017), consists of seven sub-indicators. This questionnaire has undergone validation by experts and pilot testing.

Statistical Tools. The data were treated using the following descriptive statistics: mean and standard deviation.

Mean. This was used in giving a concise description of teaching competence

Standard Deviation. This statistic was used to determine how spread out, how far apart, or how close the teacher's responses are relative to the mean.

Ethical Considerations. The study was evaluated by the University of Immaculate Conception Ethics Assessment Committee to ensure that ethical standards were established and fulfilled. It was done to confirm that the research poses no risk, injury, or danger to participants and to validate the research materials for false or misleading information. The confidentiality of any data collected during the study was also a concern for the researcher. Oliver and Gregory (2003) asserted that people frequently conflate privacy and secrecy.

RESULTS AND DISCUSSION

The Level of Teaching Competence of Non-MAPEH Teachers

The level of teaching competence of non-MAPEH teachers is presented in Table 1. It shows an overall mean of 4.34, which is described as very high, indicating that the teaching competence of non-MAPEH teachers is consistently

evident. This indicates that the non-MAPEH teachers have a high level of professional aptitude in terms of knowledge and professional skills, uphold positive characteristics, uphold dignified ethical values, and demonstrate a commitment to lifelong learning. The overall standard deviation is .14, which is less than one, suggesting that the ratings are clustered near the mean.

This finding aligns with Mendoza's (2022) study, which showed that teachers rated their teaching skills as 'very satisfactory.' They especially felt confident in respecting students, keeping accurate records, and creating comprehensive, lively classrooms. Similarly, Padilla's (2022) research found that secondary teachers in the Philippines generally see themselves as highly competent in areas such as subject knowledge, teaching methods, and ongoing professional growth, all aligned with the Philippine Professional Standards for Teachers (PPST). The survey results showed these teachers are always respectful of ethical standards and eager to keep learning throughout their careers. Plus, the low score variation in this study aligns with Mendoza and Padilla's findings, suggesting that teachers' abilities tend to be rated consistently high, which supports the reliability of these results.

These studies emphasize how teachers perceive their skills align with national standards, such as the PPST. Basically, the PPST expects good teachers to handle their classes independently and serve as role models or mentors for others. The fact that non-MAPEH teachers consistently demonstrate high levels of competence shows they have a strong professional foundation and are dedicated to providing quality education (DepEd, 2017).

Professional Knowledge. It reveals that the category mean is 4.27, which is described as very high, indicating that professional knowledge among non-MAPEH teachers is consistently evident. Consequently, the item *indicating that the teacher takes a long time to answer questions has a mean of 4.01, while the item indicating that the teacher is capable of giving a satisfactory answer when students ask has a mean of 4.45.* This means that the teachers prioritized students' queries, and all is a manifestation of their professional knowledge, fostering a supportive and stimulating learning environment.

This matches Cabradilla's (2025) results, which examined the skills of Teachers I-III in the Burgos District using the Philippine Professional Standards for Teachers (PPST). Turns out, the teachers are pretty solid across areas like content understanding and teaching strategies, showing they're capable of

meeting their students' needs. Moreover, Combo et al. (2022) examined how teachers respond when students ask for help with math problems during remote, modular learning. They found that teachers' knowledge and willingness to support students are crucial to ensuring that learning actually takes place well. Quick and proper responses to student questions are key.

Also, William et al. (2025) emphasized that teachers' skills and training are crucial for boosting reading skills in public schools in the Philippines. Their study showed that what teachers know and can do really affects how well students perform academically. This highlights how important it is for teachers to remain knowledgeable and well-trained to create a positive, effective learning environment.

Table 1
The Level of Teaching Competence of Non-MAPEH Teachers

Indicators	Mean	SD	Description
Professional Knowledge	4.27	0.33	Very High
Professional Skill	4.33	.23	Very High
Personal Characteristics	4.25	.33	Very High
Ethical Standards and Values	4.36	.30	Very High
Professional Development and Lifelong Learning	4.53	.29	Very High
Overall Mean	4.34	.14	Very High

Professional Skills. The category mean for professional skill is 4.33, indicating very high levels, suggesting that the professional skills of non-MAPEH teachers are consistently evident. This reflects their strong commitment to delivering quality education and maintaining professional excellence.

Professional competence is competence related to the ability to master knowledge. Teachers' pedagogical competence is the ability to manage learning, including planning, implementing, and evaluating learners' learning outcomes. Every teacher should own these competencies to achieve success in learning and teaching (Rahman, 2014).

This finding aligns with Bagapuro and Delos Santos's (2021) findings on Filipino teachers in China and the Philippines. They discovered that teachers in the Philippines generally had stronger teaching skills, especially when it came to experimenting with different teaching methods, working well with others, and

demonstrating a genuine commitment to their jobs. These skills are super important because they demonstrate how dedicated teachers are to effective teaching. Pabico (2024) also noted that key skills such as self-management, teamwork, ethics, a desire to serve, a focus on results, and creativity are what make highly successful teachers. These qualities really help teachers create a positive learning environment and improve students' performance.

Pedagogies. It has garnered a high sub-category mean rating of 4.20, which is described as very high, indicating that the pedagogies of non-MAPEH teachers are consistently evident. Notably, the item that *often feels bored in their teacher's classes* has a mean rating of 4.04. Meanwhile, the item *that asks open-ended questions* has a mean rating of 4.42. This suggests that teachers actively engage in pedagogical methods and promote student participation through thought-provoking conversations and interactive learning practices.

This lines up well with what Channa and Sahito (2022) found—they emphasize that teachers who are good at teaching tend to mix things up with different ways of delivering lessons to help students learn better. Their research shows how important it is for teachers to adapt their teaching methods to keep students engaged and help them do well. Plus, Davies, Newton, and Newton (2018) found that teachers who ask open-ended questions and use a variety of teaching styles really boost students' involvement, both in their thinking and emotionally. Their work shows how these teaching strategies make students more active and help them learn more deeply. These ideas support the idea that teachers outside of MAPEH who are skilled in teaching tricks create lively, engaging classrooms where students participate more and learn more effectively.

Classroom Management. It has garnered a very high sub-category mean rating of 4.24, indicating that the classroom management of non-MAPEH teachers is consistently evident. The item "When they had problems in class, they solved them *independently, without teachers' intervention*," reflects a mean rating of 3.90. Meanwhile, *before teaching, the teacher informs the learning objective*, showing a mean rating of 4.65. This suggests that the teachers set clear goals in their instruction, observe orderly conduct in their classes, and provide necessary assistance to their students.

This matches what Zainuddin and Sari (2023) found—that having strong classroom management skills really makes a difference in getting students involved and encouraging them to solve problems on their own. They

showed that teachers who set clear goals and provide structured spaces for students to take charge of their learning. In the same vein, Franklin and Harrington (2019) noted that teachers who set clear expectations and learning targets create organized environments that foster student independence and active participation. Their research emphasizes that effective communication and careful planning are key to keeping students engaged and encouraging self-guided learning.

Learner Assessment. It has garnered a very high subcategory mean rating of 4.56, indicating that the learner assessment of non-MAPEH teachers is consistently evident. Notably, the item *assessing the grading aspects of their students' assignments* has a mean rating of 4.25. Meanwhile, the item *giving quizzes and tests* shows a mean rating of 4.86. This implies a significant emphasis on assessment techniques that give students clear expectations and established evaluation criteria. Their commitment to clear grading systems and regular assessments ensures that students are aware of their academic progress and performance goals.

This is in consonance with the Department of Education's (DepEd) recommendations, which emphasize the importance of informing students about the assessment criteria and providing prompt feedback to improve learning outcomes. Furthermore, as Popham (1997) points out, the use of rubrics gives pupils precise expectations and evaluation standards, encouraging self-control and enhancing academic achievement.

Personal Characteristics. The category mean for personal characteristics is 4.25, indicating that the personal characteristics of non-MAPEH teachers are consistently evident. The items that received special treatment for their favorite student (s) have a mean rating of 3.90, while the items that practiced fair treatment for the students have a mean rating of 4.54. The result suggests that while there may be instances of favoritism toward certain students, the overall trend indicates that the teachers are aware of the need for fairness and strive to maintain impartiality.

Bayram et al. (2024) found that teachers define favoritism as giving someone special treatment that is unfair, often due to personal factors such as friendships, gender, family ties, political views, union membership, the subject they teach, their length of time in the profession, or their race. To keep favoritism out of schools, they suggest focusing on merit-based hiring and

running schools in a fair, democratic way. Also, Polat and Kazak (2014) found that teachers who perceive their school's rules as fair tend to experience less favoritism from principals. Their research shows that favoritism can significantly affect how students perceive fairness at school.

Similarly, Wentzel's (1997) study, "Student Motivation in Middle School: The Role of Perceived Pedagogical Caring," examined how perceived teacher fairness affects students' academic motivation and behavior. The study found that kids who thought their professors treated them fairly had higher levels of prosocial conduct, better classroom engagement, and higher academic performance. Fair treatment was related to pupils feeling more respected and appreciated, which led to increased drive to succeed academically.

Ethical Standards and Values. According to respondents, it has a very high category mean of 4.36, indicating that the ethical standards and values of non-MAPEH teachers are consistently evident. On the one hand, respondents rated the item about being informed of teachers' email and phone numbers with a mean of 4.14. On the other hand, the item that stimulated class discussion has a mean of 4.64. This implies that the teachers may improve on making themselves accessible to the students, especially when necessary. However, teachers are prioritizing both accessibility and student engagement, which are key elements in supporting student success and fostering a positive learning environment.

This aligns with research by Nagina (2025), who found that teachers who serve as moral role models have a positive effect on students' academic progress and personal development. The study emphasizes the importance of teachers' moral behavior in shaping students' values and helping them succeed academically. The Department of Education (2015) also stresses the importance of ethical standards in schools, saying that teachers should respect each student's background, treat them with dignity, and keep their information private. Following these guidelines is key to creating a safe, supportive space where students feel comfortable learning and growing.

Umpstead et al. (2013) indicate that teachers not only educate students but also serve as role models. This corroborates Imanipour's (2012) claims that professional ethics in education facilitates the proper teaching-learning process in higher education institutions, which can lead to a greater dedication to students' needs. Teachers are responsible for meeting their pupils' educational

needs, and they should be fully committed to ethical standards in performing their professional duties.

Professional Development and Lifelong Learning. According to respondents, it has a very high category mean of 4.53, indicating that the professional skills of non-MAPEH teachers are consistently evident. On the one hand, the item *indicating that teachers have a broad knowledge of topics beyond the subjects taught in their class(es)* has a mean rating of 4.46. On the other hand, the item *encouraging them to study as hard as they can, regardless of their future career,* has a mean of 4.61. This suggests that the teachers demonstrate broad expertise beyond their field and dutifully serve as motivators for students.

Teachers’ professional development is described as instructors' learning: how they learn to learn and how they put their knowledge into practice to help students learn (Shrum, 2014). In MAPEH, the teacher applies a variety of teaching tactics, instructional materials, mastery of content knowledge, and assessment (DepEd Order 42, s. 2017). Professional development helps teachers learn classroom management skills and instructional practices that enable them to manage their teaching demands more efficiently (Hwang, 2021).

This aligns with Galicia (2023), which found that teachers who are into lifelong learning tend to become more involved in professional development. The research shows that for students to do better and for teaching to be more effective, teachers need to build a culture of lifelong learning. Likewise, Aquino and colleagues (2023) emphasized that teachers’ dedication to lifelong learning closely aligns with their own goals for professional and personal growth. Their study emphasizes the importance of programs that support teachers’ aspirations, enabling them to continue improving over time.

ENHANCEMENT PROGRAM

I. PROJECT DESCRIPTION

Name of the Program: *Empowering Non-MAPEH Teachers: Sustaining Excellence in Teaching Competence*

Project Proponent: Princess D. Opong

Date of Implementation: Academic Year 2025–2026

Area of Implementation: Don Marcelino, Davao Occidental

II. BACKGROUND / SITUATION ANALYSIS

According to recent student evaluations, non-MAPEH teachers are

consistently rated to be very competent in the following areas:

1. Professional Knowledge
2. Professional Skills
3. Personal Characteristics.
4. Ethical Standards and Values
5. Professional Development and Lifelong Learning

Despite this encouraging feedback, maintaining high standards requires conscious, ongoing professional development. As a result, this improvement program is aimed at sustaining quality, fostering collaborative learning, and creating mentorship and leadership capacity among non-MAPEH instructors, particularly those who handle areas outside their specialization.

III. PROJECT OBJECTIVES

General Objective:

To sustain and elevate the already high level of teaching competence of non-MAPEH teachers through advanced capacity-building, reflective practice, and peer leadership training over one school year.

Specific SMART Objectives:

Key Result Area	Objective	Strategies	Resources	Budget	Time Frame	Persons Involved	Success Indicator
Deepening Professional Knowledge	To enhance teachers' curriculum integration skills and interdisciplinary teaching techniques by 30%.	Subject bridging workshops, learning material development, and collaborative lesson planning.	Training modules, references, DepEd CGs	₱10,000.00	August–October	Non-MAPEH teachers, Subject Coordinators	90% of teachers apply interdisciplinary strategies in submitted lesson plans.
Advancing Professional Skills	To increase the use of innovative teaching methods (e.g., performance tasks, UDL, tech integration) by 40%.	Hands-on demo-teaching, microteaching with feedback, classroom simulations.	Projectors, laptops, video documentation tools	₱8,000.00	November–January	Non-MAPEH teachers, MAPEH mentors	85% of observed lessons rated “Very Good” or better using a classroom observation tool.

Strengthening Personal and Ethical Values	To promote reflection, empathy, and ethical decision-making in instruction by all participants.	Values integration seminars, scenario-based role plays, case reflection discussions.	Reflection journals, scenario cards, documentation	₱5,000.00	February	Teachers, Values Ed Teachers	100% of participants complete reflection output with evidence of self-awareness and ethical reasoning.
Promoting Lifelong Learning and Leadership	To develop a teacher-led mentoring network and increase CPD participation rate by 50% among participants.	Peer mentoring, research colloquium, CPD credit workshops, study groups.	LAC guides, online forums, CPD registration access	₱7,000.00	March–May	Teachers, Admins, LAC facilitators	Teacher mentoring logs; 80% participation in CPD-accredited activities; 3 research outputs shared or published.

Target Participants: 15–20 Non-MAPEH Teachers from both Elementary and Secondary departments

Total Estimated Budget: ₱30,000.00

Proposed Source: School Professional Development / INSET Fund

IV. PROJECT DETAILS

This program will operate throughout the academic year and be divided into four phases, each targeting a different target. The lead proponent, along with designated topic coordinators and LAC leaders, will ensure that all activities are in line with the school's mission and curriculum objectives. Deliverables (e.g., lesson plans, demo films, journal entries) will be gathered, reviewed, and displayed at final events such as a Teacher Learning Exhibit or Pedagogy Fair.

V. DESIRED IMPACT AND OUTCOMES

- Sustained high performance of non-MAPEH teachers in all five competency areas.
- Enhanced student learning outcomes in classes handled by non-MAPEH teachers.
- A stronger culture of collaboration and lifelong learning among faculty.

- Scalable mentorship model in which empowered non-MAPEH teachers serve as peer trainers.

VI. RISK MANAGEMENT PLAN

Risk	Mitigation Plan
Limited time for training sessions	Use INSET days, asynchronous options, or recorded modules for flexibility
Resistance to peer observation or feedback	Promote a safe, non-evaluative coaching culture; provide orientation on growth mindset
Lack of CPD recognition	Partner with CPD providers or local divisions for crediting

VII. PROJECT ORGANIZATION AND STAFFING

Staff/Office	Role	Contact
Program Lead	Oversees implementation, prepares reports and coordinates with school heads	Princess Opong / 09069429902
Subject Coordinators (Non-MAPEH)	Handle workshop logistics, monitor implementation, and evaluate outputs	Master Teachers
MAPEH Support Team	Assist in peer coaching, interdisciplinary collaboration	Master Teachers in MAPEH / MAPEH Teachers
INSET Coordinator	CPD registration, documentation, and budget management	To be assigned

VIII. MONITORING

- Attendance, participation logs
- Lesson plan submissions and classroom observations
- Peer coaching feedback forms
- Reflection journal checks

IX. EVALUATION

- **Formative:** Ongoing feedback after each phase, adjustments made accordingly
- **Summative:** Final evaluation using:
 - a. Pre/post survey on confidence and competence
 - b. Review of teaching outputs (videos, lesson plans)
 - c. Student feedback survey comparison
- **Sustainability Review:** Identify potential mentors from batch for the next cycle

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