

Challenges of Non-English Major Teachers in Teaching Senior High School English Subjects

Sheena T. Cuevas

Foundation University, Dumaguete City, Negros Oriental, Philippines

Author Email: sheena.cuevas@foundationu.com

Date received: May 5, 2024

Date revised: May 19, 2024

Date accepted: May 24, 2024

Originality: 95%

Grammarly Score: 90%

Similarity: 5%

Recommended citation:

Cuevas, S. (2024). Challenges of non-English major teachers in teaching senior high school English subjects. *Journal of Interdisciplinary Perspectives*, 2(7), 404-415. <https://doi.org/10.69569/jip.2024.0184>

Abstract. This inquiry aimed to determine the challenges experienced by non-English major teachers in teaching Senior High School English subjects and their utilized coping mechanisms. It also sought to determine the relationship between the challenges encountered and the coping mechanisms applied. Moreover, the study aimed to discover the differences between teachers' baccalaureate courses, challenges, and coping mechanisms. The patterns and associations of the variables were ascertained by using descriptive-correlational design. The extent of challenges faced and coping mechanisms applied were revealed through the descriptive tool. Spearman Rank Correlation Coefficient was used to know the relationship between the said challenges and coping mechanisms, and the differences between the variables and teachers' baccalaureate courses were identified using the Kruskal-Wallis H Test. The study also employed the purposive sampling technique. The respondents of the study were the 50 teachers from Tanjay City Division, teaching in Tanjay City and Pamplona, Negros Oriental, Philippines. The researcher utilized a self-made questionnaire. The study revealed that non-English major teachers have challenges in teaching Senior High School English subjects specifically in the following areas: (a) teaching academic writing, (b) teaching writing one scene for one-act play applying the various elements, techniques, and literary devices, (c) teaching writing craft essay; (d) teaching speech writing; (e) selection of relevant resources specifically on choosing materials that are aligned in lesson objectives; and (f) deciding for curriculum-appropriate materials to use. The data also showed that online video tutorials, allowing colleagues/school heads/supervisors to observe their classes, and monitoring students' performance are the most utilized coping mechanisms. The study concluded that despite the challenges encountered by non-English major teachers in teaching Senior High School English subjects, these teachers are still tough in facing their daily battles, which provide them chances to learn outside their comfort zones.

Keywords: English teaching; Senior high school; English subjects.

1.0 Introduction

For teachers, each school day is a battle, especially for those teaching outside their expertise. To discover their challenges and coping strategies, this study was conducted and focused on non-English major teachers teaching Senior High School English Subjects. Teaching subjects outside of teachers' specialization has become common in many countries. According to Price et al., as mentioned in Hobbs and Porsch (2021), these nations include Australia, Ireland, England, Germany, Indonesia, and the United States of America (USA). In a survey, more than 38,400 Australian educators revealed the entire extent of out-of-field teaching in Australian classrooms. Based on the data, 24 percent of teachers conducting classes across all key learning areas in Australia lack specialized qualifications or training in the subject (Carey & Carroll, 2023). Moreover, in Washington, DC, the number of teachers appointed to teach subjects that do not correspond to their expertise continues to rise (Lopez & Roble, 2022). Among the subjects that have the greatest number of out-of-field teachers is the English subject. This issue has several causes, which include the education system, uneven distribution and lack of teachers, and conflicts

with class scheduling that honed teachers to be specialists (Hobbs & Porsch, 2021). UNESCO believed in the detrimental effects of this problem on teaching and learning.

In the Philippines, the government is committed to promoting quality education, and educators are encouraged to deliver quality education at all levels (Philippine Constitution, Article 14, Section 1, 1987). The Philippine Professional Standards for Teachers (Department of Education Order Number 42, 2017), in particular, serves as the foundation for all the learning and development initiatives of the Department of Education (DepEd) to guarantee that teachers are qualified to carry out the K-12 Program. Thus, there is a stringent procedure for hiring competent teachers with relevant qualifications and specialization to teach (Yumang, 2021). DepEd released an order that outlines the hiring procedures for teaching posts in Senior High School (DepEd Order 3, 2016). Despite these government initiatives, there is still a problem of supply and demand for in-field teachers (Talili et al., 2021). English is one of the learning areas taught by instructors who are not English majors in Senior High School. In some schools, only a limited number of English major teachers are hired, and yet, there are five to six English subjects in Senior High, multiplied by the number of sections. With this, those teachers who do not specialize in English are forced to teach subject areas that are beyond their specialization (Yumang, 2021). DepEd Enhanced Basic Education Information System (DepEd EBEIS) issued the result of the survey conducted in 2017-2018, indicating that almost 2000 out-of-field teachers in English were given English subjects as their teaching assignments (de la Fuente, 2022).

Thus, this study was carried out to explore the challenges and coping mechanisms of non-English major teachers teaching Senior High School English subjects. This problem has not yet been investigated, as has the relationship between the teachers' experienced challenges and their coping mechanisms. The findings of this research are deemed to contribute to future knowledge.

Hence, the researcher wanted to discover the challenges and coping mechanisms of non-English majors teaching English subjects. Furthermore, this inquiry would also seek to find out the significant relationship between the challenges in teaching English subjects and the coping mechanisms applied by teachers. Consequently, the results of this study would serve as the foundation for tailoring strategies or interventions meant to address the struggles faced by non-English major teachers.

2.0 Methodology

2.1 Research Design

The study is quantitative and uses a descriptive-correlational survey. It is descriptive because it (a) determines the extent of challenges experienced by teachers, and (b) determines the extent of utilization of coping mechanisms. Meanwhile, it is also correlational because the aforementioned variables were correlated and were compared based on the teachers' baccalaureate degrees. The design aligns with the research objectives as it provides patterns of the top challenges and coping mechanisms as the associations of the variables.

2.2 Research Participants

The study was conducted in selected 17 public secondary schools in Tanjay City Division (TCD), where most teachers in Senior High School experienced teaching subjects outside their expertise. These schools offer Senior High School education in Tanjay City and Pamplona, Negros Oriental, Philippines. All schools are accessible utilizing land transportation and have instructional classrooms that comply with the required DepEd safety and usability standards. The respondents of this study were 50 non-English major teachers teaching Senior High School English subjects. They were selected purposively because these teachers were able to respond to the inquiry in light of their own experiences.

2.3 Research Instrument

The study used a researcher-made questionnaire and was validated by three English teachers who are currently undertaking research and are doctorate holders. The Cronbach's alpha test was used to test the item reliability of the dry-run with the following results: 0.924 for building meaningful learning content, 0.871 for delivery and confidence, 0.822 for utilization of appropriate strategies, 0.930 for selection of relevant resources, 0.892 for online video tutorials, 0.922 for peer consultation, 0.746 for seminar or training participation, and 0.701 for teachers' reflection.

2.4 Data Gathering Procedure

In data gathering, the researcher adhered to the proper procedures. With permission from the graduate school dean of Foundation University, a letter to conduct the study was sent to the school division Superintendent of Tanjay City. During the distribution of the questionnaire, the researcher explained to the teachers the goal and significance of the study. The questionnaires were promptly collected from the teachers after the completion of survey questions. The findings were tallied using MS Excel and evaluated and interpreted.

2.5 Ethical Considerations

The researcher kept all information gathered confidential. Respecting the dignity and privacy of the individuals is also vital. Furthermore, the researcher ensured that possible threats to the respondents were avoided. The researcher also considered all relevant ethical concerns throughout the research. Concerning Foundation University's Ethics Committee, the researcher followed its ethical protocols. To ensure that the research problem was clearly sound, significant, and ethically appropriate, consultations with experts were done. The researcher also maintained a non-judgmental attitude during the data collection to avoid condemnation.

3.0 Results and Discussion

3.1 Challenges Encountered by Non-English Major Teachers in Teaching English Senior High School Subjects In terms of Building Meaningful Learning Content

Table 1 shows that the extent of challenges encountered by teachers in teaching Senior High School English subjects is “moderate” in general with a weighted mean of ($w\bar{x} = 3.38$) in terms of building meaningful learning content. It implies that it is moderately challenging for non-English major teachers to teach relatable content and allow students to apply what they know meaningfully. Learning should not only be about knowing but also about using or applying what you know. It is meant to be meaningful. MacPherson (2022) said meaningful learning involves relevance, experience, and impact. Learning becomes meaningful when students can actively engage, relate the topic to their prior knowledge, and be personally significant (Drew, 2023). However, this can be a challenge for teachers who do not have mastery of the subject, for instance, English subject.

Four indicators are categorized as “high.” These are teaching academic writing ($w\bar{x} = 4.10$), teaching writing one scene for a one-act play ($w\bar{x} = 3.68$), teaching writing craft essays ($w\bar{x} = 3.66$), and teaching speech writing ($w\bar{x} = 3.42$). The result suggests that it is highly challenging for non-English major teachers to teach English subjects specifically on teaching writing. Skill in writing appears to be the most common of these indicators. This is one of the five macro-skills to develop in learners in English subjects (Carolino & Queroda, 2018). Moses and Mohamad (2019) mentioned that one of the biggest problems of ESL teachers is writing. Several factors have determined the reasons for the challenges in writing, which include students’ lack of interest in writing (Anyiendah, 2017), parental indifference, and teacher’s lack of professional experience (Gündoğmuş, 2018).

Table 1. Descriptive statistics of the challenges encountered in terms of building meaningful learning content

Indicators	Mean	Interpretation
1. Teaching academic writing	4.10	High
2. Teaching writing one scene for a one-act play	3.68	High
3. Teaching writing craft essays	3.66	High
4. Teaching speech writing	3.42	High
5. Teaching writing analysis and interpretation of literary text	3.36	Medium
6. Teaching writing short literary pieces	3.30	Medium
7. Teaching speech delivery	3.28	Medium
8. Teaching effective use of communicative strategy	3.24	Medium
9. Teaching writing journal entries and other short compositions	3.24	Medium
10. Teaching writing professional correspondence	3.20	Medium
11. Teaching writing short poems	3.18	Medium
12. Teaching 21st-century literary genres.	3.14	Medium
13. Teaching writing commentary/critique on creative nonfictional text	3.14	Medium
Composite	3.38	Medium

Teaching academic writing ($w\bar{x} = 4.10$) is the highest among the challenges under the “high” category. This means that among the important competencies in teaching Senior High School English subjects, academic writing is difficult to teach because of its complexity. It does not only involve writing but also, reading, discussion, and

brainstorming. Thus, it would be more difficult to teach if the instructor had not enough expertise in teaching the content meaningfully. Fatimah (2018) revealed that in the process of teaching academic writing, students have difficulties organizing ideas and using appropriate language expressions, vocabulary, and grammar. These were also supported by Pablo and Lasaten (cited in Roxas, 2020) that students have problems in academic writing as it involves a variety of ideas, absence of connectedness, the use of incorrect words, the use of first and second-person pronouns, and lack of citations.

The said challenge is followed by “teaching writing one scene for a one-act play” ($w\bar{x} = 3.68$). The result suggests that teachers struggle with teaching writing a single scene for one act with a plot and a limited allotted time. Non-English major teachers may struggle because they will teach students on comprehensive story in a condensed amount of time. In addition, in teaching the said competency, students should learn it meaningfully so that students will hone their writing abilities within the boundaries of a one-act play. As a form of drama, the text should transform into a meaningful picture and teachers should further facilitate students to produce a satisfactory output (Abraham, 2018).

Teaching writing craft essays ($w\bar{x} = 3.66$) is also one of the indicators with “high” characteristics. The result connotes that the respondents find it challenging to provide instructions on essay writing techniques and properties of a well-written text. It is a heavy task for non-English major teachers teaching English subjects since they have to provide or create clear and efficient instruction so students can write proficiently. This resonates with the result of the study of Bulqiyah, Mahbub, and Nugraheni (2021) that one of the difficulties in teaching writing essays is the affective problems which include the giving of instructions and feedback to students. Producing well-written essays is expected (Ceylan, 2019) as an essay is one of the requirements for getting scholarships and even a job (Hidayati, 2018).

The last indicator under a “high” category is teaching speech writing ($w\bar{x} = 3.42$). This suggests that non-specialized teachers in English have challenges in teaching the principles of speech writing including the structure. Like other types of writing, speech writing is important so students will learn how to create a manuscript for public speaking in front of an audience (Syafryadin, Makhrian, & Wardhana, 2022). It is expected that Senior High School students are ready for this skill before they go to college because speech is one of the required subjects in tertiary education (Syafryadin, Makhrian, & Wardhana, 2022). This could be a challenging task for non-English major teachers. Thus, it is necessary to gain support systems and explore possible strategies.

Meanwhile, challenges are characterized as “moderate” in teaching writing analysis and interpretation of literary text ($w\bar{x} = 3.36$), teaching writing short literary pieces ($w\bar{x} = 3.30$), teaching speech delivery ($w\bar{x} = 3.28$), teaching effective use of communicative strategy ($w\bar{x} = 3.24$), teaching writing journal entries and other short compositions ($w\bar{x} = 3.24$), teaching writing professional correspondence ($w\bar{x} = 3.20$), teaching writing short poems ($w\bar{x} = 3.20$), teaching 21st-century literary genres ($w\bar{x} = 3.14$), and teaching writing commentary/critique ($w\bar{x} = 3.14$).

Teaching 21st-century literary genres and teaching writing commentary/critique has the lowest mean and is characterized as “moderate.” This finding suggests a balanced representation of challenges encountered in teaching in building meaningful learning content. Twenty-first-century literary genres include traditional writing and reflect technological culture (Franky, 2020) which include illustrated novels, graphic novels, and digital fiction. Teaching the rules of traditional writing is rudimentary but integrating technology makes the competency difficult to teach.

Also, teaching writing commentary/critique on creative nonfictional text has a moderate characteristic based on the result. It is challenging to teach because writing commentary closes the gap between academic and personal views which is produced in a text with public interest (Paul, 2019). More so in writing commentaries on creative nonfiction which involves narratives in literary journals, personal essays, memoirs, etc. (*Creative Writing*, 2022). However, writing commentaries on these texts can also be easy because these are true stories and thus, writers can easily relate as life stories are primitive (Shaw, 2023).

In Terms of Delivery and Confidence

Table 2 indicates the extent of challenges encountered by non-English major teachers in teaching Senior High School English subjects in terms of delivery and confidence with a composite mean ($w\bar{x} = 2.44$) in “the low” category. This connotes that non-English major teachers can handle easily the challenge of teaching English subjects in Senior High School in terms of delivery and confidence. This is contrary to the study of Kola and Sunday, as cited in Yumang (2021) that educators who are asked to teach subjects outside of their areas of competence frequently lack confidence, which can be seen in different ways, including creating lesson plans, selecting activities, responding to students’ inquiries, and igniting students’ curiosity and enthusiasm for the subject.

Table 2. Descriptive statistics of the challenges encountered in terms of delivery and confidence

Indicators	Mean	Interpretation
1. Pronouncing English words	2.88	Medium
2. Enunciating English sentences	2.86	Medium
3. Articulating my expressions	2.72	Medium
4. Speaking in front of the class	2.56	Low
5. Having communication breakdown in front of the class	1.98	Low
6. Doubting my capability as a teacher	1.64	Very low
Composite	2.44	Low

Despite the “low” composite mean of challenges in terms of delivery and confidence, certain indicators show balanced representations. Pronouncing English words ($w\bar{x} = 2.88$), enunciating English sentences ($w\bar{x} = 2.86$), and articulating expressions ($w\bar{x} = 2.72$) are in the “moderate” category. The highest among these indicators is pronouncing English words, which implies that non-English major teachers are not confident in uttering English words. This is contrary to the statement of Nugroho (2018), Al-Maqtri and Thabet (2013), and Richards (2010) that language proficiency is one of the qualities of exemplary language teachers, which includes the ability to make sounds of the English language. Since the respondents are not English majors, then, it cannot be expected that all of them always have an acceptable language proficiency.

Speaking in front of the class ($w\bar{x} = 2.56$) and having communication breakdowns in front of the class ($w\bar{x} = 1.98$) are characterized as “low.” This means that non-specialized English teachers who are teaching English subjects in Senior High School are confident in their lesson delivery and have minimal communication difficulties in the classroom (Khan, 2020). Based on the results, it can be inferred that non-specialized English teachers in Senior High School are competent and comfortable in delivering their lessons and have minimal communication challenges.

For indicator “doubting my capability as a teacher” ($w\bar{x} = 1.64$), the result is “very low.” This connotes that the indicator is not a challenge for non-English major teachers. With a positive attitude, teachers who have trust in themselves including the capacity of their students to learn are teachers who bear efficacy (Dowd, 2022). On the other hand, Dowd also expressed that self-doubt in facing large class sizes occurs even in the most dedicated teachers, who commonly practice as idealist teachers. Kola and Sunday (cited in Yumang 2021) also revealed that teachers who are asked to teach outside their expertise often lack confidence in delivering their lessons. This present undertaking opposes such a notion as the respondents have no challenges at all under the said indicator.

In terms of the Utilization of Appropriate Strategies

Table 3 exhibits the extent of the challenges encountered by non-English major teachers in teaching Senior High School English subjects in terms of utilization of appropriate strategies with a “moderate” composite mean. This implies a fair representation of the level of challenges. Non-English major teachers may struggle in teaching English subjects in Senior High School in terms of utilization of appropriate strategies because of the inadequate subject matter expertise of teachers teaching outside their specialization; they are unable to come up with new activities, are less imaginative, and adhere to the conventional mode of instruction (Abella, Co, & De Jesus, 2021). Thus, non-English major teachers teaching English subjects also experience difficulties in applying teaching strategies because they cannot apply the appropriate one that is based on the learners’ needs. The four indicators, managing the class ($w\bar{x} = 3.02$), creating/planning engaging lesson plans that fit the curriculum ($w\bar{x} = 2.98$),

deciding appropriate pedagogy ($w\bar{x} = 2.96$), and delivering the lessons ($w\bar{x} = 2.82$) are categorized as “moderate.” Managing the class is the highest among the 4 indicators under “moderate.”

Table 3. Descriptive statistics of the challenges encountered in terms of utilization of appropriate strategies

Indicators	Mean	Interpretation
1. Managing the class	3.02	Medium
2. Creating/Planning engaging lesson plans that fit the curriculum	2.98	Medium
3. Deciding appropriate pedagogy	2.96	Medium
4. Delivering the lessons	2.82	Medium
Composite	2.95	Medium

Hoy and Weinstein (cited in Berger, Girardet, & Crahay 2018) describe classroom management as the actions initiated to have a productive and organized learning environment, and thus, appropriate behavior is expected from the students with an effective learning environment (Levings, 2020). The result of the current undertaking shows a balanced characteristic of the respondents in terms of classroom management. It conveys that these non-English major teachers employ various strategies in managing the class however, there are some points that these strategies may not apply to some situations. The study of Apau (2022) supports that teachers who are engaged in out-of-field teaching are struggling in classroom management. Levings (2020) believes that classroom management can be a struggle for rookie and veteran teachers due to the growth of class sizes and expectations. Tingley (2020) emphasizes that classroom management is the biggest challenge for beginning teachers. However, some teachers already have a gift for managing a class.

In terms of Selection of Relevant Resources

Table 4 presents the extent of challenges encountered by non-English major teachers in teaching Senior High School English subjects in terms of the selection of relevant resources with composite ($w\bar{x} = 3.36$) “moderate” category. Indicators under “high” are choosing materials that are aligned with lesson objectives ($w\bar{x} = 3.64$) and deciding curriculum-appropriate materials to use ($w\bar{x} = 3.58$). This suggests that materials selection that will align with the objectives of the lesson and the curriculum is not easy for non-English major teachers teaching Senior High School English subjects. Han and Klein (2019) agree that choosing materials that match the learning objectives is important and should be meticulously chosen to help the learners achieve possibly the learning outcomes (Talbert, 2020). These out-of-field teachers who teach subjects that are not their specialization find this indicator difficult since the way they select materials is an effect of how they know about the subject matter knowledge and pedagogy (Tenorio, 2022).

Table 4. Descriptive statistics of the challenges encountered in terms of the selection of relevant resources

Indicators	Mean	Interpretation
1. Choosing materials that are aligned with lesson objectives	3.64	High
2. Deciding on curriculum-appropriate materials to use	3.58	High
3. Deciding on student-appropriate materials to use	3.32	Medium
4. Choosing appropriate materials (print, video, audio, audio-visual, gadgets/ devices, etc.)	2.90	Medium
Composite	3.36	Medium

The table also has two indicators with the “moderate” category, which are deciding on student-appropriate materials to use ($w\bar{x} = 3.32$) and choosing appropriate materials ($w\bar{x} = 2.90$). These indicators have mixed responses; however, the possibility of the challenge is still evident that non-English major teachers teaching Senior High School English subjects may struggle in selecting suitable materials for their learners. Choosing materials that are learner-appropriate is challenging because teachers should consider materials that are engaging, appropriately challenging for the learners, and usable for the teachers (Kaufman et al., 2020; Kaufman & Berglund, 2018).

3.2 Utilization of Online Video Tutorial as Coping Mechanism

Table 5 depicts that teachers have a “high” extent of utilization of online video material as a coping mechanism with a composite weighted mean of 4.05. Explicitly, teachers have “high” utilization of online video material as a coping mechanism in terms of building meaningful learning/teaching content ($w\bar{x} = 4.20$). This result suggests that non-English major teachers depend more on online tutorial videos to learn the content. The study of Atmojo

(2022) supports the current finding as teachers perceived online video tutorials through YouTube as support that increases interest and efficiency and enriches content.

Table 5. Descriptive statistics of the extent of utilization of online video tutorial as coping mechanism

Indicators	Mean	Interpretation
1. Online tutorial videos have helped me build meaningful learning/teaching content.	4.20	High
2. Online tutorial videos have helped me in utilizing appropriate strategies for my lessons.	4.00	High
3. Online tutorial videos have helped me build my confidence and deliver my lesson.	3.96	High
Composite	4.05	High

Online tutorial videos are already significant for content learning even before the pandemic. It has a wide range of selections and almost all learning content is available and accessible. In Senior High School, not all subjects have books, Practical Research 1 and 2 subjects for instance. With this, teachers will not hesitate to look for online videos to teach the content meaningfully. They found it more effective than going to the library, purchasing books, or reading articles online.

Non-English major teachers also have “high” utilization of online video tutorials as coping mechanisms in indicators, utilizing appropriate strategies for my lessons ($w\bar{x} = 4.00$) and build my confidence and deliver my lesson ($w\bar{x} = 3.96$). This means that teachers highly rely on online tutorials to seek appropriate strategies and how to develop confidence and deliver the lessons. Video tutorials are indeed an effective way to learn different content because of their flexibility in which viewers can rewind, speed up, or slow down (Dinmore, 2019).

3.3 Utilization of Peer Consultation as a Coping Mechanism

Table 6 infers the extent of utilization of peer consultation as a coping mechanism for non-English major teachers teaching Senior High School English subjects with a composite weighted mean of 3.54 under the “high” category. Likewise, in terms of online video tutorials, teachers also rely on seeking help from their colleagues in indicators, my colleagues have helped me build meaningful learning/teaching content ($w\bar{x} = 3.78$), my colleagues have helped me build my confidence, and deliver my lesson ($w\bar{x} = 3.70$), and my colleagues have helped me in utilizing appropriate strategies for my lesson ($w\bar{x} = 3.44$) with a “high” extent.

Table 6. Descriptive statistics of the extent of utilization of peer consultation as coping mechanism

Indicators	Mean	Interpretation
1. My colleagues have helped me understand and build meaningful learning/teaching content.	3.78	High
2. My colleagues have helped me build my confidence and deliver my lesson.	3.70	High
3. My colleagues have helped me in utilizing appropriate strategies for my lesson.	3.44	High
4. My colleagues have helped me in selecting relevant resources for my lesson.	3.24	Medium
Composite	3.54	High

With this result, it is evident that when it comes to building meaningful learning/teaching the content, non-English major teachers are confident to seek assistance from their colleagues specifically those teachers who have a background and/or English majors. Undeniably, non-English majors have insufficient knowledge in teaching English, and although they are qualified as teachers, this makes them unqualified to teach English. Hence, due to their dedication and passion for teaching, seeking help from colleagues is at the top of their options.

In the study of Canaran (2023), peer coaching is seen to be effective during the pandemic. Similarly, the study by Lagria (2021) found that asking for assistance from co-teachers is one of the coping mechanisms of out-of-field Senior High School teachers in English and it is seen to be effective in the growth of teachers’ expertise. With this, non-English major teachers who are teaching English can feel that they are not alone in the battle and that the entire organization can help them grow even outside their expertise. DepEd also ensures that teachers should conduct collaborative learning sessions to address the shared challenges encountered through Learning Action Cell (LAC) sessions facilitated by the school head or the LAC leader (DepEd Order No. 35, 2016).

The last indicator perceived as “moderate” is my colleagues have helped me in selecting relevant resources for my lesson ($w\bar{x} = 3.24$). This could mean that non-English major teachers teaching Senior High School English subjects sometimes seek assistance from their colleagues in choosing relevant resources for their lessons. Teachers

should appreciate learning from their colleagues as a valuable practice and gain from their experience (Papay et al., 2020).

3.4 Utilization of Seminar or Training Participation as a Coping Mechanism

Table 7 indicates a “low” extent of utilization of seminar or training participation as a coping mechanism applied by non-English major teachers in teaching Senior High School English subjects with a composite mean of 2.33. Results also indicate a “low” extent of utilization of coping mechanisms through seminars or training in developing delivery and building confidence ($w\bar{x} = 2.52$) and seminars or training related to teaching English lessons ($w\bar{x} = 1.86$). This suggests that these teachers may not be pursuing opportunities for professional development specifically in teaching English subjects (Soomro, 2018).

Table 7. Descriptive statistics of the extent of seminar or training participation as coping mechanism

Indicators	Mean	Interpretation
1. I attended seminars or trainings related to the utilization of appropriate strategies.	2.62	Medium
2. I attended seminars or trainings in developing my delivery and building confidence.	2.52	Large
3. I attended seminars or trainings related to teaching English lessons.	1.86	Large
Composite	2.33	Large

Pioneering teachers in Senior High School have their mass training before their deployment and the focus is unpacking curriculum guides on core subjects and comprehensive training in their tracks. However, in the real field, some teachers are asked to teach outside of their training background and expertise. Follow-up training, such as In-Service training, and division-based training highlights addressing learners’ problems, innovation, strategies, etc. Lagria (2021) argued that out-of-field teachers can participate in webinars/training at their own expense to capacitate themselves and give them ideas of the content knowledge they need to teach.

The table also shows a “moderate” extent of utilization as coping mechanisms in indicator, I attended seminars or training related to my utilization of appropriate strategies ($w\bar{x} = 2.62$). This suggests that non-English major teachers teaching English subjects in Senior High School cope with the challenges they experience by attending seminars that are related to the use of appropriate strategies. Although it is a moderate extent, this could still require a proactive effort by the teachers to enhance their teaching skills in English.

3.5 Utilization of Teacher’s Reflection as a Coping Mechanism

Table 8 indicates that teachers have a “high” extent of utilization of teachers’ reflection as a coping mechanism with a 3.68 weighted mean. Indicator 1, I allowed my colleague/school head/supervisor to observe my class ($w\bar{x} = 4.32$), and indicator 2, I monitored students’ performance to assess their learning ($w\bar{x} = 4.24$) are categorized as “very high”. This is possible because teachers are required to have their classroom observation every quarter of the school year (DepEd Memorandum, number 008, series of 2023). Through classroom observation, teachers are given the chance to display their skills and will be given feedback by their mentors/school heads and so they can reflect on their practice. Teachers with higher reflective teaching practices were more attached to their job duties and had higher emotion regulation (Namaziandost, Heydarnejad, & Azizi, 2023). Thus, this is a commendable practice for those out-of-field teachers.

Table 8. Descriptive statistics of the extent of teacher’s reflection as coping mechanism

Indicators	Mean	Interpretation
1. I allowed my colleague/school head/supervisor to observe my class.	4.32	Very high
2. I monitored students’ performance to assess their learning.	4.24	Very high
3. I practiced making a teaching journal or reflection in my daily lesson.	3.52	High
4. I recorded myself while teaching to ensure I hit and delivered the lesson well and with confidence.	2.64	Medium
Composite	3.68	High

The table also reveals a “high” extent of utilization of teachers’ reflection as a coping mechanism in indicator 3, I practiced making a teaching journal or reflection in my daily lesson ($w\bar{x} = 3.52$). This means that teachers apply reflection as a tool to improve their teaching practice. With their observations in their practice, this could transform meaning and gain a better understanding (Gheith & Aljaberi, 2018) of what went wrong and right in their lesson. Similarly, indicator number 4, I recorded myself while teaching to ensure I hit and delivered the lesson well and with confidence ($w\bar{x} = 2.64$) is under the “moderate” category. This implies that non-English major teachers

teaching English subjects in Senior High School want to review their practice and continually aim to improve their teaching methods and delivery.

3.6 Relationship between Challenges Experienced Utilization of the Coping Mechanisms

Table 9 indicates the data identifying the relationship between the extent of challenges experienced by the non-English major teachers and their extent of utilization of the coping mechanisms. Using the Spearman Rank Order Correlation Coefficient, it is revealed that generally, a weak relationship exists. However, a moderate degree of relationship between the challenges of the teachers in terms of the utilization of appropriate strategies and their coping mechanisms in terms of peer consultation ($r_s = 0.424$) and seminar participation ($r_s = 0.334$) is noted.

Table 9. Correlation analysis between challenges experienced and utilization of the coping mechanisms

Challenges	Coping Mechanisms				
	Online Tutorial	Peer Consultation	Seminar Participation	Self-Reflection	Overall
1. Building Meaningful Learning Content	$r_s = 0.264$ (weak)	$r_s = 0.205$ (Weak)	$r_s = 0.230$ (Weak)	$r_s = -0.146$ (Weak)	$r_s = 0.201$ (Weak)
2. Delivery and Confidence	$r_s = 0.055$ (very weak)	$r_s = 0.073$ (Very Weak)	$r_s = 0.193$ (Weak)	$r_s = -0.034$ (Very Weak)	$r_s = 0.120$ (Weak)
3. Utilization of Appropriate Strat.	$r_s = 0.203$ (weak)	$r_s = 0.424$ (Moderate)	$r_s = 0.334$ (Moderate)	$r_s = 0.149$ (Weak)	$r_s = 0.476$ (Moderate)
4. Selection of Relevant Resources	$r_s = 0.003$ (very weak)	$r_s = 0.361$ (Moderate)	$r_s = 0.179$ (Weak)	$r_s = 0.112$ (Weak)	$r_s = 0.279$ (Weak)

This finding signifies that teachers who experience greater challenges in terms of the utilization of appropriate strategies tend to consult more on their peers and prefer seminar participation. This is because non-English major teachers teaching Senior High School English subjects are comfortable with seeking assistance from their colleagues as the latter are reachable and able to give contextualized examples based on the needs of the learners in their station. As a voluntary consultation (Damon and Meridith, 2018), peer coaching improves teachers' instructional and classroom management skills. In the same manner, it develops stronger relations between colleagues and school solidarity (Arslan Dönmez and Şahin, 2022).

Trainings/Seminars will run for a few days, involve collaborative talks with learning facilitators or resource speakers and provide opportunities to share different views and issues/trends about a certain topic (Morgan, 2021). Teachers prefer this strategy to cope with the challenge as it involves active participation and demonstration of learning. This is also the best avenue for non-English major teachers to ask questions about their challenges to the experts handling the training. IBIDAPO (2023) also revealed that training contributes to effectiveness and gives chances for professional growth.

The table also reflects that there is a moderate degree of relationship between the challenges of the teachers in terms of the selection of relevant sources and peer consultation ($r_s = 0.361$). This connotes that teachers who experience greater challenges in terms of the selection of relevant sources tend to consult with their peers or colleagues. With peer consultation, teachers can gather inputs and apply them in their lessons for successful learning outcomes. Educators who are compelled to teach subjects outside of their areas of expertise utilize peer mentoring and coaching as coping strategies (Yumang, 2021).

3.7 Difference between Teachers' Baccalaureate Degrees and Encountered Challenges and between Teachers' Baccalaureate Degrees and Utilization of Coping Mechanisms

Table 10 presents that those who specialize in BSEd PE ($w\bar{x} = 3.37$), BSEd Social Studies ($w\bar{x} = 3.23$), BSEd TLE ($w\bar{x} = 3.19$), BSEd Filipino ($w\bar{x} = 3.18$), and BSEd Math ($w\bar{x} = 3.14$), belong to the "moderate" category together with other courses like the CPTes. Still, teachers specializing in these courses encountered greater challenges in teaching English subjects compared to CPTes. who got the lowest weighted mean among other disciplines.

This could mean that these education major teachers who are not specializing in English subjects experienced greater difficulties in teaching English specifically in content, resources, and teaching methodologies. When these challenges are taken positively, it will yield great opportunities for learning new perspectives. In the study of Yumang (2021), it was found that educators who are teaching beyond their specialization are well-rounded educators and life-long learners.

Table 10. Analysis table on the difference between variables

Baccalaureate Degrees	N	Challenges		Coping Mechanism	
		Mean	Interp.	Mean	Interp.
BSEd Math	6	3.14	Medium	3.52	High
BSEd General Science	3	3.01	Medium	2.92	Medium
BSEd Filipino	5	3.18	Medium	3.28	Medium
BSEd PE	3	3.37	Medium	3.85	High
BSEd Social Science	6	3.23	Medium	3.12	Medium
BSEd TLE	2	3.19	Medium	3.79	High
Certificate of Proficiency in Teacher Education					
BS Eng'g. Courses	1	3.09	Medium	2.13	Large
BS Psychology	1	2.50	Large	4.00	High
BS Tourism	3	2.90	Medium	3.96	High
BS Accountancy	2	2.64	Medium	3.41	High
BS Business Admin.	5	2.77	Medium	2.98	Medium
Others	13	2.96	Medium	3.56	High

Table 10 also reveals that in terms of teacher's coping mechanisms, the BSEd PE ($w\bar{x} = 3.85$), BSEd TLE ($w\bar{x} = 3.279$), and BSEd Math ($w\bar{x} = 3.52$) majors utilize more coping mechanisms than the others like the BSEd General Science ($w\bar{x} = 2.92$), BSEd Social Studies ($w\bar{x} = 3.12$), and BSEd Filipino ($w\bar{x} = 3.28$) majors. The result suggests several factors, which include their academic background and teaching practice. According to Quennerstedt (2018), the real aim of physical education is more physical education, which results in a physically educated learning community. BSEd TLE is also a complex course with its teaching goal to develop students' theoretical and practical skills to prepare them for the world of livelihood (Calanog, 2021). BSEd Math involves showing mathematical concepts or ideas that are related and beneficial for students' application in the real world (Abramovich, Grinshpan, and Milligan, 2019). Hence, with their specific goals in academe and professional practice, it cannot be denied that what matters most is their aim whether they will mind the language they use in their instruction and/or the English language application. Adi and Khotimah (2018) believe that these instructors lack the necessary theoretical knowledge and practical basis for teaching English. With their lack of linguistic exposure and practice, it is appropriate to utilize different strategies to cope with the challenges of teaching English subjects in Senior High School.

4.0 Conclusion

Non-English major teachers teaching English subjects in Senior High School experience greater challenges in content, resources, and teaching strategies. With this result, the quality of education will be at stake because of teachers' difficulties in effectively delivering the necessary competencies and developing appropriate teaching strategies. Students' overall academic performance especially their language learning will be at risk if the current problems persist. Also, it certainly raises concerns about the resources and support provided to non-English major teachers, highlighting the need for possible training and professional development opportunities. Nonetheless, despite their struggles, non-English major teachers are resilient enough to cope with and face the battle by learning from online video tutorials, peer consultation, and teachers' reflections. Therefore, it is important to provide accessible resources, strengthen mentorship programs, and continuous assistance from experienced English teachers.

Moreover, the result of the study demonstrates that, despite a teacher's professional qualifications, there are situations that will challenge them. For instance, these teachers were hired in their expertise, but they were given tasks outside of their area of competence. Indeed, it was a painful experience at first. However, similar to the renowned mantra 'call of duty,' they persist with unwavering determination. With a positive spirit, the entire experience will provide the teachers with great opportunities to learn beyond their comfort zone. Thus, it may be difficult in the beginning, but a solid support system and continuous professional development will alleviate the challenges that will lead to better outcomes for both teachers and students.

5.0 Contributions of Authors

The researcher is the sole author of this work. Her adviser evaluated and approved the completed manuscript.

6.0 Conflict of Interests

Insofar as the study is concerned, the author claimed that there is no conflict of interest.

7.0 Funding

No funding organization provided a specific grant for this research.

8.0 Acknowledgment

The author acknowledges Foundation University and the Department of Education for their tremendous support and cooperation on this work.

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