

## Beyond the Specialization: Challenges Faced by Non-MAPEH Teachers and Their Effects on Educational Outcomes

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### Abstract

The purpose of this study is to identify the difficulties non-MAPEH major educators face in their ability to teach, which could serve as a foundation for the implementation of policies that support these instructors. The study includes the respondents' demographic profile, the scope of the difficulties they faced when executing their teaching duties, and a performance-based evaluation system. Additionally, this study sought to determine whether there was a significant difference in their performance when categorized based on their profile and whether there was a significant impact on the degree of difficulties Non-MAPEH majors faced when evaluating their performance.

This study employs a selected sampling technique as part of a descriptive-qualitative methodology. Two hundred non-MAPEH teachers from Laguna's four city school division made up the responders. This study used a survey that the participants created themselves. To assess the relationship between the respondents' demographic profile, the degree of problems they faced, and their performance appraisal, statistical analyses were employed. These analyses included frequency counts, mean scores, standard deviations, and Pearson correlations.

There are more women among the responders, according to their demographic profile. Among non-MAPEH majors, newly hired instructors made up the majority. Regarding their academic accomplishments, the majority of them earned a Baccalaureate degree. When it comes to teaching MAPEH subjects, educators who are not MAPEH exhibit intermediate levels of confidence; there is a noticeable lack of high confidence. They exhibit a modest level of subject knowledge as well, but they lack the confidence to keep up with the latest advancements. They also encounter modest difficulties while creating lessons and resources, with marginal variations in average outcomes. Additionally, they have a somewhat agreement about their adaptability to various teaching contexts, with minor variations in the average scores between the statements.

Most teachers received ratings of Consolidating and Applying in their COT-linked performance evaluations, with minor changes between terms. The majority of teachers received a Satisfactory rating from the IPCRF, with some minor variances among terms. When comparing performance evaluations based on demographic profiles with different mean scores, significant discrepancies were found. While subject knowledge, material preparation, and situational adaptability had a substantial impact, especially in IPCRF evaluations, teaching confidence did not significantly affect performance evaluations.

Teachers should focus on the subjects that research indicates are challenging for them to teach MAPEH in order to boost their efficacy. Students gain a great deal from teachers who possess in-depth subject knowledge and employ powerful teaching techniques, as they enable students to attain higher learning outcomes. Teachers need to be well aware of the challenges faced by students and teachers in non-expert teaching contexts in order to adopt effective strategies for high-quality education. Further study is required to determine the elements influencing teacher performance assessments across diverse demographic groups in order to design strategies to assist equitable improvements in teaching effectiveness.

Keywords: Challenges and Performance

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## 1. Introduction

Many academics have expressed concern over the past 20 years over primary school teachers' lack of confidence and qualifications to teach physical education. Apparently, instructors' confidence to teach physical education effectively may be greatly influenced by their own experiences in school. Experts rather than non-specialist PE instructors have been the focus of the majority of studies on the impact of biographical experiences in physical education on teachers' confidence to teach physical education. Additionally, in order to implement the K–12 Curriculum correctly, educators need to possess the necessary prior knowledge (DepEd Order 42, s. 2017). Teacher performance assessments "shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to implement the K to 12 Program."

There are two aspects to teaching: the process of imparting knowledge and the process of making people give up. When it comes to learning, one of the most important factors that encourages teachers to carry on teaching is the success of their pupils, which they have contributed to. Teachers are viewed as rookies if they are assigned to teach subjects in which they lack expertise, such as teaching MAPEH components. There are a lot of new teachers being employed. This situation has led to the development of coping mechanisms by administrators and other educators. These are tactics that educators can employ from the start of their careers. The absence of coping strategies in some areas of the education field, particularly in areas and disciplines where they are sorely needed, worries teachers assigned to different specializations. Providing newly hired teachers with a range of tactics could help and encourage them in more successfully integrating into their new roles and school cultures. These methods have proven to be effective strategies, as seen by the significant decrease in the percentage of first-year teachers who sought or decided to leave the profession due to unhappiness, unrewarding, and intolerable challenges during the school year.

Thus, physical education can be one of the quickest paths to lifelong learning provided it is taught properly and with learners' goals clearly in mind (Hattie, 2019). In daily life, MAPEH is quite significant. The arts and music, at the absolute least, give people a way to unwind. Teachers of physical education place a strong emphasis on the value of maintaining an active, moving body. People learn how to maintain their health through health.

The purpose of this study is to ascertain the difficulties non-MAPEH major instructors face in their ability to teach, which might serve as a foundation for the implementation of policies that would benefit those teachers.

## 2. Review of Related Literature

Taole (2017) states that physical education performance enhances pupils' strength, stamina, agility, and kinesthetic abilities. Therefore, physical education (P.E.) aims to develop pupils' mental health, physical stamina, and emotional equilibrium. Mondal, cultural variety plays a key function in forming the conduct of pupils in a classroom. Teachers need to be aware that pupils have a variety of origins and that their upbringing and place of birth have a significant influence on their personalities and interests. In order to help them on their journey with the students toward enlightenment, empowerment, productivity, competence, and greatness, teachers are given access to teaching and learning theories. Using learning experiences to mold and grow a learner and to make a major influence that would in turn determine subsequent learning experiences is one of the distinctive features of transformational learning that causes the learner to undergo far-reaching change.

Additionally, classroom observation is crucial for demonstrating teaching and learning, according to Halim (2018). It gives teachers helpful criticism so they can enhance their instructional strategies and classroom management. Because it affects the learning possibilities that students receive, it is imperative that

instructors monitor the relationship between teacher and student in the classroom. Observing in a classroom also encourages colleagues to work together to enhance student development and teacher practice. In addition to being a useful tool for instructors' continuing professional development (CPD), feedback from classroom observations is an effective way to give them the information they need regarding the behavior of their classrooms.

The RPMS is in line with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC), according to a DepEd (2018) article. It conforms to CSC Memorandum Circular No. 6's four-phase SPMS cycle. 2012, with the intention of guaranteeing that the vision, purpose, values, and strategic goals of the Department are realized by both teaching and non-teaching staff members. In line with DepEd Order No. 2, s. According to Guidelines on the Establishment and Implementation of RPMS in DepEd (2015), RPMS is a systemic approach to controlling, monitoring, and measuring performance as well as identifying organizational and human resource development needs to support ongoing work improvement and personal development. In addition, modifications brought about by a number of national and international frameworks, including the K–12 legislation, ASEAN integration, globalization, and other evolving features of learners in the twenty-first century, demand that the National Competency-Based Teacher Standards (NCBTS), which gave rise to the PPST, be improved and rethought. This is found in Section 42 of DepEd Order No. 42. The National Adoption and Implementation of the Philippine Professional Standards for Teachers is another name for the year 2017..

K12 Files (2018), who subsequently cited literature on performance, stated on his blog that the Individual Performance Commitment Review Form (IPCRF) is an extremely important document that Department of Education teachers must complete. This form evaluates the performance of teachers (T-I, T-II, and T-III) during the course of the academic year. The rater is most usually a principal or a master teacher. IPCRF is the cornerstone of teacher performance and a prerequisite for any Department of Education scholarship program, Performance Based Bonus, and promotion applications. Thankfully, this post contains our shared file, the most recent Individual Performance Commitment Review Form (IPCRF), which is essential for our school-year end reports. We are filling out all of the school forms and providing them to our colleagues so they can help with theirs.

Fundamentally, the Individual Performance Commitment Review Form (IPCRF) places emphasis on the creation of quantifiable, explicit performance targets or commitments that staff members are required to meet. In order to make sure that these commitments are in line with the organization's general goals and priorities, supervisors and their respective subordinates usually work together to develop them. The goal of the goal-oriented approach used in the IPCRF Rating procedure is to improve organizational and individual performance.

Vanderstel (2014) asserts that a student's daily existence is influenced by their demographics. A student's everyday life is influenced by a variety of factors, including their financial situation, family structure, parental education, culture, technology use, transience, race, spirituality, and the local crime rate. These are the characteristics that define the learner and leave their mark on them. They help students grow outside of the classroom, and it is the duty of educators to recognize this so that they may design their lessons in a way that maximizes learning and helps students advance in the classroom.

The next step is a review of the literature on the demographic profile traits of educators, students, or educational institutions in a specific region or system. can shed light on issues with teacher recruitment and retention, student achievement inequalities, unequal access to educational resources, and general educational equity. To improve educational results for all kids, politicians, educators, and researchers can use this information to create tailored interventions and policies.

The concept that behavior is a result of expectations and the significance of the goal being pursued is stated by Wanakacha (2018). Perception is important because expectation theory emphasizes the cognitive

capacity to predict the results of an activity. Expectancy-value theory is predicated on the notion that individuals are inherently inquisitive, motivated to acquire knowledge about their environment, and willing to embrace challenges. Consequently, the primary issue with this value theory is not what drives educators, but rather what molds and guides their innate drive. According to Laird, gender disparities in the amount of class time devoted to different activities, a test of the teaching style in the classroom, and the lecturing practice were signs of the inequalities in performance between male and female teachers in terms of fundamental functions. Data from over 9,000 faculty members who participated in the Faculty Survey of Student Engagement were used in Laird's research. She added that Anderson carried out studies to find out if Danish teachers' self-efficacy and job satisfaction were impacted by their gender.

A person's gender is a dynamic aspect of their identity that significantly influences their experiences and opportunities in a variety of spheres of life, including education. Comprehending the complexities of gender relations is essential to guaranteeing equity and inclusivity in learning settings. By identifying and eliminating gender biases and stereotypes, educational institutions may create environments that meet the diverse learning needs and goals of every student. Taking a gender-sensitive approach to education enhances academic performance and contributes to the development of more inclusive and socially just communities. Last but not least, fostering an environment of deference, acceptance, and empowerment is essential to guaranteeing that students of all genders succeed in their academic endeavors.

In line with Kini, T. (2016) claims that advances in student success are positively connected with a teacher's teaching experience throughout the course of their career. Experience-related gains in teacher effectiveness are highest in the early years of the profession, but they remain significant as teachers approach their second and occasionally third decade of work. Children with more experienced teachers not only learn more, as demonstrated by standardized tests, but they also tend to do better on other success markers, such as school attendance. Teachers' efficacy increases more quickly when they work in a supportive and helpful setting and develop expertise in the same subject, grade level, or area. More knowledgeable teachers promote more learning among their students, as well as for the school as a whole and their colleagues.

Teachers who have been teaching for a long time can perform better because they have the experience, skills, and information that make them more useful in the classroom. It is imperative to acknowledge, nevertheless, that years of experience alone do not determine a teacher's effectiveness; professional growth, introspection, and adaptation to changing teaching approaches also play a significant role. Acknowledging both experience and continuous improvement, academic institutions may foster a teaching profession that continuously provides excellent instruction and encourages great learning outcomes for students.

Herbert-Smith, K. (2023) stated that a teacher's efficiency and self-assurance in their abilities can be greatly influenced by their prior experiences as well as the culture of their current school. For example, a teacher's confidence can be quickly undermined by a bad teaching experience or a poisonous work environment. Observing students grow and collaborate in a group setting can make teachers feel more confident in their own talents and boost student achievement. Furthermore, research indicates that teachers with high levels of self-efficacy are better planners, more resilient when faced with obstacles, and more sympathetic and helpful to their students.

Since teacher confidence is the cornerstone of effective instruction and excellent student outcomes, its importance cannot be overstated. A positive learning environment where students feel inspired, motivated, and pushed to succeed is fostered when instructors have confidence in their abilities. Teachers who have faith in their skills may engage students, better control the dynamics in the classroom, and adapt their teachings to fit different learning needs. Additionally, students' perceptions of their own abilities are shaped by teachers' confidence, and this can have a significant effect on both their academic achievement and general well-being.

Any educator will tell you how important subject knowledge is to good teaching, according to Luft (2020). Throughout our work, we have referred to content knowledge as subject matter knowledge. Expertise in the subject field that a teacher is teaching is what we refer to as subject matter knowledge. It usually includes understanding of how the discipline advances as well as what is known outside the field. There is no doubt that these subjects are related since questions lead to fresh insights. Their latest endeavors have been focused on understanding what happens when a teacher doesn't have enough subject matter competence. There are definitely many different ways in which teachers' subject-matter competence is inadequate.

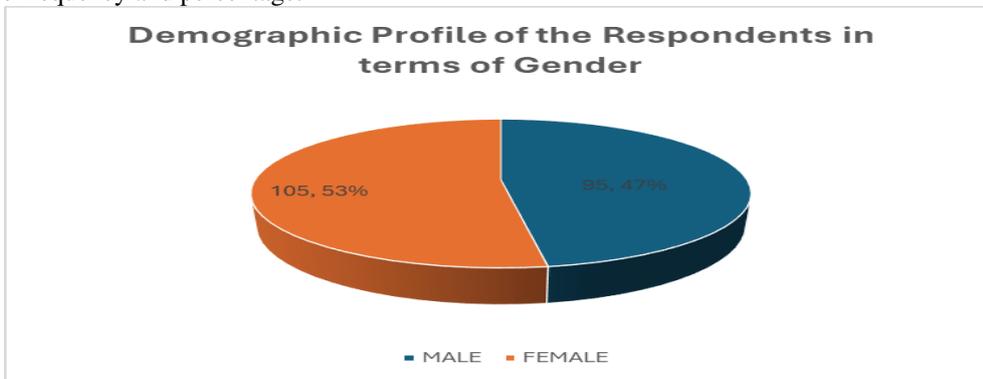
Since teacher knowledge is the foundation for both effective teaching strategies and student learning outcomes, its importance cannot be overstated. Instructors who are well-versed in their subject matter are better equipped to give students an engaging, accurate, and comprehensive education that fosters critical thinking and intellectual development. In addition, teachers need to possess pedagogical strategies, assessment techniques, and classroom management skills in addition to subject competency. These are all necessary to establish inclusive and dynamic learning environments. In addition, skilled instructors serve as mentors and role models for students, inspiring them to pursue both academic success and lifetime learning. By placing a strong priority on continuing professional development for teachers, educational institutions may ensure excellent instruction while also enhancing student achievement and success.

**3. Methodology**

This study employs a selected sampling technique as part of a descriptive-qualitative methodology. Two hundred non-MAPEH teachers from Laguna's four city school division made up the responders. This study used a survey that the participants created themselves. To assess the relationship between the respondents' demographic profile, the degree of problems they faced, and their performance appraisal, statistical analyses were employed. These analyses included frequency counts, mean scores, standard deviations, and Pearson correlations.

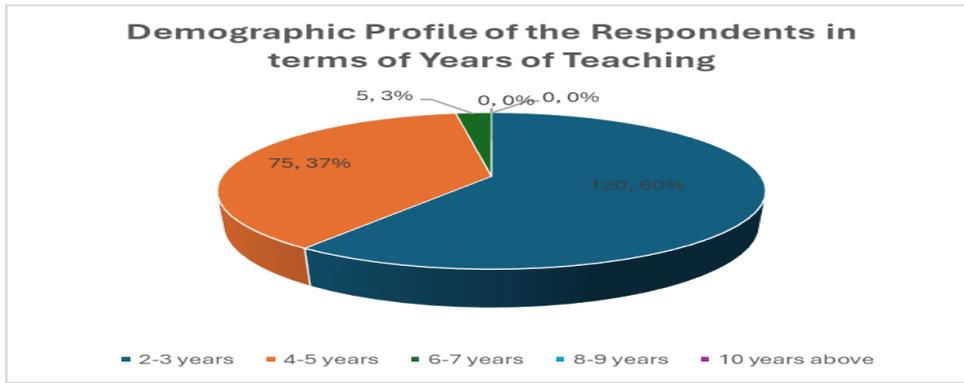
**4. Result and Discussion**

The status of demographic profile of the respondents were revealed in the following figure which shows the frequency and percentage.



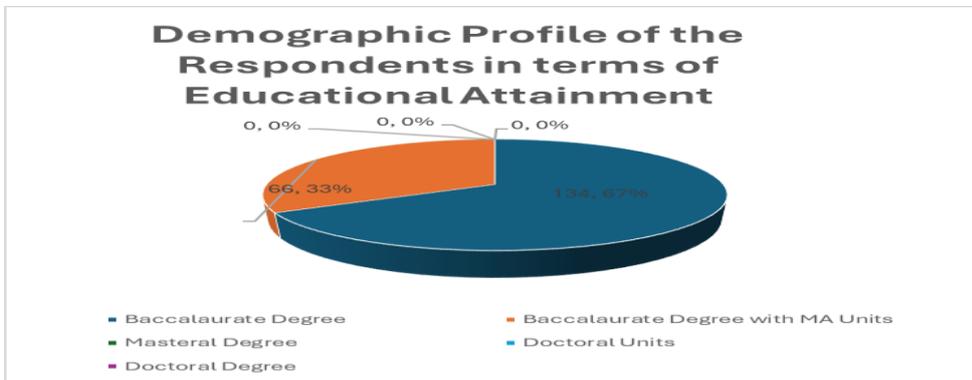
**Figure 2. Profile of the Respondents in terms of Gender**

Table reveals that majority of the respondents are female with a total number of one hundred five which is fifty-three percent of the total population while the number of male respondents is ninety-five which is forty-seven percent of the said population.



**Figure 3. Profile of the Respondents in terms of Years of Teaching**

It shows that most of the non-MAPEH Majors were most likely newly hired teachers with two to three years teaching in teaching with a total number one hundred and twenty which is sixty percent of the population of the respondents. Seventy of them or thirty-seven percent were teaching from four to five years while only five respondents which is equal to three percent were teaching for more than five years but less than eight years.



**Figure 4. Profile of the Respondents in terms of Educational Attainment**

Figure 4 shows that most of the respondents were Baccalaureate Degree with a total number of one hundred and thirty-four teachers which is sixty-seven percent of the population while the remaining thirty-three percent which is the other sixty-six teachers were those who have units in Masters of Arts in Teaching.

Moreover, advancing one's level of education not only enhances personal skill sets but also exposes individuals to best practices shared by peers and mentors who have traversed similar educational pathways. Consequently, the journey towards higher educational attainment not only enriches individuals with knowledge and expertise but also fosters a collaborative environment where innovative teaching approaches are exchanged and refined for the benefit of students and educators alike.

**Extent of Challenges Encountered by Non-MAPEH Major Educators on the Teaching Performance**

In this study, the extent of the challenges encountered by the non-MAPEH Major on teaching performance, encompassing Confidence in teaching, Knowledge in the subject, Preparation of materials, and Adaptability in the situation, serves as a crucial framework for understanding the multifaceted nature of their professional experiences and areas requiring targeted support.

The extent of the challenges encountered by the non-MAPEH Major on the teaching performance were revealed in the following table, which shows the statements, mean, standard deviation and verbal interpretation.

**Table 1**

Extent of the Challenges Encountered by the Non-MAPEH Major on the Teaching Performance in terms of Confidence in Teaching

STATEMENT	MEAN	SD	REMARKS
I am confident in my ability to effectively engage students in active participation and meaningful discussions during lessons.	2.86	0.85	Moderately Agree
I am confident in my ability to manage classroom disruptions and maintain a positive learning environment	2.95	0.70	Moderately Agree
I am confident in adapting my teaching methods to meet the diverse needs of my students.	2.81	0.75	Moderately Agree
I am confident in my capacity to assess student progress accurately and use assessment data to inform my teaching practices	2.93	0.70	Moderately Agree
I can effectively convey complex concepts to students.	2.80	0.77	Moderately Agree
<b>Weighted Mean</b>		2.87	
<b>SD</b>		0.76	
<b>Verbal Interpretation</b>		<b>Moderate Extent</b>	

Table 1 shows that the respondents moderately agree that they are confident in teaching as they have confidence in their ability to manage classroom disruptions and maintain a positive learning environment (M=2.95, S.D.=0.85) and they can effectively convey complex concepts to their students (M=2.80, S.D.=0.77). The weighted mean of 2.87 of the extent of the challenges encountered by the non-MAPEH Major on the teaching performance in terms of confidence in teaching is verbally interpreted as Moderate Extent. Teachers' level of confidence in teaching the subject is not that high but not that low.

**Table 2**

Extent of the Challenges Encountered by the Non-MAPEH Major on the Teaching Performance in terms of Knowledge in the Subject

STATEMENT	MEAN	SD	REMARKS
I show my expertise in the subject matter.	2.86	0.76	Moderately Agree
I expand my knowledge of the curriculum and content standards for my learners.	2.87	0.74	Moderately Agree
I am in trend with developments and advancements in the field of the subject.	2.79	0.71	Moderately Agree
I can use differentiated instructional strategies and pedagogical techniques	2.86	0.77	Moderately Agree
I respond to learners' questions and provide explanations that are clear and precise.	2.81	0.73	Moderately Agree
<b>Weighted Mean</b>		2.84	
<b>SD</b>		0.74	
<b>Verbal Interpretation</b>		<b>Moderate Extent</b>	

Table 2 illustrates that the respondents moderately agrees that they are knowledgeable in the subject area as they can expand their knowledge in the curriculum ( $M=2.87$ ,  $S.D.=0.74$ ), and they are in trend with developments and advancements in the field of the subject ( $M=2.79$ ,  $S.D.=0.71$ ).

The weighted mean of 2.84 of the extent of the challenges encountered by the non-MAPEH Major on the teaching performance in terms of knowledge in the subject is verbally interpreted as Moderate Extent. This indicates that their knowledge was not up to date with regard to the subject matter they were teaching. Latest trend regarding the subject may hinder the level of their mastery to the lesson where students may mention the said trend during discussion which may divert the flow of the lesson as it will be considered as an unknown variable to the teacher.

**Table 3**

Extent of the Challenges Encountered by the Non-MAPEH Major on the Teaching Performance in terms of Preparation of Materials

STATEMENT	MEAN	SD	REMARKS
I am always prepared for my lessons in terms of lesson planning and materials.	2.71	0.74	Moderately Agree
I align my lesson plan and incorporate my instructional objectives with the needs of my students.	2.78	0.74	Moderately Agree
I effectively incorporate varied instructional resources and technology into my lesson preparation.	2.75	0.71	Moderately Agree
I anticipate potential challenges or obstacles in your lessons and proactively plan to address them.	2.75	0.77	Moderately Agree
I adapt my lesson plans flexibly based on the evolving needs and dynamics of your classroom.	2.89	0.77	Moderately Agree
<b>Weighted Mean</b>		2.78	
<b>SD</b>		0.75	
<b>Verbal Interpretation</b>		<b>Moderate extent</b>	

Table 3 shows that the respondents moderately agrees that they can prepare learning materials as they can adapt their lesson plans flexibly based on the evolving needs and dynamics of your classroom ( $M=2.89$ ,  $S.D.=0.77$ ) and they always prepared for my lessons in terms of lesson planning and materials ( $M=2.71$ ,  $S.D.=0.74$ ).

With the weighted mean of 2.78 the extent of the challenges encountered by the non-MAPEH major on the teaching performance in terms of preparation of materials is verbally interpreted with Moderate Extent. Moreover, the lack of frequent integration of technology and a variety of instructional resources by teachers may hinder the learning of today's tech-savvy kids. This difference may impede interest and understanding, especially in the digital age when technology plays a critical role in learning. In order to maintain the relevance and effectiveness of teaching methods in meeting the changing demands of modern students with relation with the use of technology that needs to be addressed.

**Table 4**

Extent of the Challenges Encountered by the Non-MAPEH Major on the Teaching Performance in terms of Adaptability in the situation

STATEMENT	MEAN	SD	REMARKS
I am adaptable in using differentiated activities and strategies to meet the learners need.	2.94	0.66	Moderately Agree
I can easily adjust my teaching methods to effectively instruct in various subjects.	2.65	0.64	Moderately Agree
I can switch subjects between other subjects while maintaining high-quality instruction.	2.79	0.68	Moderately Agree
I am willing to seek additional training or resources when transitioning to teaching a subject that is new.	2.76	0.76	Moderately Agree
I can adapt my teaching style to meet the unique learning needs and challenges presented by different subjects or disciplines.	2.88	0.73	Moderately Agree
<b>Weighted Mean</b>		2.80	
<b>SD</b>		0.70	
<b>Verbal Interpretation</b>		<b>Moderate Extent</b>	

Table 4 shows that the respondents moderately agrees that they were adaptive as they were adaptable in using differentiated activities and strategies to meet the learners need ( $M=2.94$ ,  $S.D.=0.66$ ), and they can easily adjust their teaching methods to effectively instruct in various subjects. ( $M=2.65$ ,  $S.D.=0.64$ ).

The weighted mean of 2.80 of the Extent of the Challenges Encountered by the Non-MAPEH major on the teaching performance in terms of adaptability in the situation is verbally interpreted as Moderate Extent. Thus, this shows that the statement one size fits all is not applicable and the arsenal of teaching methodologies they possess is not yet large to effectively adjust in teaching MAPEH which has multiple disciplines. This underscores the significance of adaptability as a critical attribute among educators, facilitating their effectiveness in meeting the diverse needs of students and fostering a dynamic and enriching learning environment.

**Table 5**

Level of Teachers' Performance in terms of Classroom Observation Tool (COT) Tool

Teachers' Performance	Classroom Observation Tool 1 School Year 2021-2022			Classroom Observation Tool 2 School Year 2021-2022		
	(f)	(%)	VI	(f)	(%)	VI
8.00	0	0	Discriminating	0	0	Discriminating
7.00-7.99	3	1.5	Integrating	2	1	Integrating
6.00-6.99	100	50	Consolidating	93	46.5	Consolidating
5.00-5.99	97	48.5	Applying	106	53	Applying
4.00-4.99	0	0	Developing	0	0	Developing
3.00-3.99	0	0	Organizing	0	0	Organizing
	N=200	100%	Consolidating	N=200	100%	Applying

Teachers' Performance	Classroom Observation Tool 1 School Year 2022-2023			Classroom Observation Tool 2 School Year 2022-2023		
	(f)	(%)	VI	(f)	(%)	VI
8.00	0	0	Discriminating	0	0	Discriminating
7.00-7.99	6	3	Integrating	12	6	Integrating
6.00-6.99	110	55	Consolidating	90	45	Consolidating
5.00-5.99	84	42	Applying	98	49	Applying
4.00-4.99	0	0	Developing	0	0	Developing
3.00-3.99	0	0	Organizing	0	0	Organizing
	N=200	100%	Consolidating	N=200	100%	Applying

The table 5 shows that the during school year 2021-2022, highest rating on COT1 (M=5.53, S.D.=0.53) is from 6.00-6.99 with a frequency of 100 and on COT2 (M=5.48, S.D.=0.52) is from 5.00-5.99 with a frequency of 106, while the lowest rating are both from 7.00-7.99 for both COT Evaluation with a frequency of 3 and 2 respectively.

During school year 2022-2023, the highest rating on COT1 (M=5.61, S.D.=0.55) is from 6.00-6.99 with a frequency of 110 and on COT2 (M=5.57, S.D.=0.60) is from 5.00-5.99 with a frequency of 98, while the lowest rating for both COT Evaluation is from 7.00-7.99 with a frequency of 6 and 12 respectively.

The weighted mean of the COT Evaluations from school year 2021-2023 is 5.55 with a verbal interpretation of Applying. It means that the respondents are below the required level which is interpreted as Consolidating. This manifest that the respondents' rating based on the COT is below the necessary requirement. Additionally, classroom observation fosters a culture of collaboration among colleagues, thereby promoting continuous improvement in both teaching practices and student outcomes.

**Table 6**

Level of Teachers' Performance in terms of Individual Performance and Commitment Rating Form (IPCRF)

SCALE	Individual Performance and Commitment Rating Form (IPCRF) S.Y.2021-2022			Individual Performance and Commitment Rating Form (IPCRF) S.Y. 2022-2023		
	(f)	(%)	VI	(f)	(%)	VI
4.500-5.000	3	1.5	Outstanding	0	0	Outstanding
3.500-4.499	35	17.5	Very Satisfactory	25	12.5	Very Satisfactory
2.500-3.499	162	81	Satisfactory	175	87.5	Satisfactory
1.500-2.499	0	0	Unsatisfactory	0	0	Unsatisfactory
1.000-1.499	0	0	Needs Improvement	0	0	Needs Improvement
	N=200	100%	Outstanding	N=200	100%	Applying

Mean =5.53 SD=0.53

Mean=5.48 SD=0.52

Table 6 illustrates that during school year 2021-2022 (M=5.53, S.D.=0.53) most of the respondents had a Satisfactory rating with a frequency of 162 or 81% and only few had an Outstanding rating with a frequency of 3 or 1.5%. It also shows that during school year 2022-2023 (M=5.48, S.D.=0.52) there is an

increase on the number of respondents having a Satisfactory rating by 13, turning the frequency of respondents to 175 or 87.5% but the number of respondents with a Very Satisfactory rating decreases by 10 turning the frequency to 25 or 12.5%. During the same year there are no more respondents who had an Outstanding rating. The mean score on school year 2022-2023 shows a decline in the performance of the respondents in comparison with the mean score on school year 2021-2022 by 0.05. It indicates that as each year went by, the respondents were experiencing more difficulties hindering their performance in teaching affecting the IPCRF Result. Moreover, having a decline in the result of the rating of the IPCRF indicates that the respondents are struggling in teaching learners and performing their tasks as educators. The IPCRF rating measures the holistic performance of a teacher based on their performance with indicators befitting their classification whether they are proficient teacher (Teacher I-III) or highly proficient teacher (Master Teacher I-IV). Thus, as certain changes on the respondents' IPCRF rating occurs will always have implications on their performances whether the rating increased or decreased in value.

**Table 7**

Significance on Teachers' Performance Evaluation When Grouped According to Demographic Profile of the Respondents

Demographic Profile	Teachers' Performance Evaluation	Mean	Mean Difference	Computed t-value	Critical t-value
Gender	COT	3.520	0.355	56.799	1.966
	IPCRF	3.165		41.841	
Years in Teaching	COT	3.524	0.355	53.704	1.966
	IPCRF	3.165		47.549	
Educational Attainment	COT	3.520	0.355	64.441	1.966
	IPCRF	3.165		47.549	

Table 7 illustrates the discernible variations observed in the evaluations of teachers' performance, delineated by the demographic attributes of the respondents. These attributes encompass Gender, Years in Teaching, and Educational Attainment. Within these demographic categories, assessments were conducted utilizing two distinct evaluation instruments: the Classroom Observation Tool (COT) and the Individual Performance Commitment and Review Form (IPCRF). Each of these evaluation measures offers unique perspectives on teachers' performance within the educational setting, contributing valuable insights into their instructional effectiveness and professional development.

In comparison with gender, the mean score for COT evaluation was 3.520, with a mean difference of 0.355. The computed t-value was 56.799, which exceeded the critical t-value of 1.966, indicating a statistically significant difference. In contrast with the Classroom Observation Tool, the mean score for COT evaluation was 3.524, with a mean difference of 0.355. The computed t-value was 53.704, which also exceeded the critical t-value of 1.966, indicating a statistically significant difference.

And lastly in comparing with educational attainment, the mean score for COT evaluation was 3.520, with a mean difference of 0.355. The computed t-value was 64.441, which exceeded the critical t-value of 1.966, indicating a statistically significant difference. It shows that having a higher educational attainment make an difference on the performance of teachers with the same major. The statistical analysis reveals that certain demographic factors, such as gender, years in teaching, and educational attainment, have an impact on the performance rating. This is practically due to the experience they gained with relation to the said indicators especially when it comes in their educational attainment which may

increase their knowledge in terms of the theoretical aspect while the years in teaching may increase their knowledge on how to apply and what strategies and methodology to use in a certain situation.

**Table 8**

Significant Effect in the Extent of Challenges Encountered by Non-MAPEH Major on the Teaching Performance and the Performance Evaluation

Challenges Encountered by Non-MAPEH Major on the Teaching Performance	Teachers' Performance Evaluation	Coefficient	t-value	p-value	Verbal Interpretation
Confidence in teaching	COT	-0.009	-0.528	0.598	Not Significant
	IPCRF	0.091	1.760	0.080	Not Significant
Knowledge in the subject	COT	0.000	0.042	0.967	Not Significant
	IPCRF	0.152	2.858	0.005	Significant
Preparation of materials	COT	0.016	0.834	0.405	Not Significant
	IPCRF	0.125	2.295	0.023	Significant
Adaptability in the situation	COT	0.019	0.965	0.336	Not Significant
	IPCRF	0.130	2.380	0.018	Significant

The table presents a comprehensive analysis of the significant effects observed in the challenges encountered by Non-MAPEH majors on their teaching performance.

Upon analysis of these statistical indicators, several noteworthy observations emerge: Classroom Observation Tool (COT) is not significantly affected by the confidence in teaching ( $P=0.598$ ), knowledge in the subject ( $P=0.967$ ), Preparation of materials ( $P=0.045$ ), and adaptability in the situation ( $P=0.336$ ); while Individual Performance and Commitment Rating Form (IPCRF) is significantly affected by confidence in teaching ( $P=0.080$ ), knowledge in the subject ( $P=0.004$ ), Preparation of materials ( $P=0.023$ ), and adaptability in the situation ( $P=0.018$ ). These data imply that, while classroom observation outcomes may not be strongly influenced by these factors, overall performance scores are more vulnerable. It implies that teacher performance evaluations must account for these essential factors in order to provide a full evaluation.

Similarly, IPCRF evaluations also demonstrate an impact on teaching performance concerning adaptability in the situation, whereas COT evaluations do not exhibit such significance. Overall, these findings highlight the nuanced influence of various challenges on teaching performance and emphasize the varying degrees of impact observed across different evaluation metrics.

In summary, the table highlights the varying influences of different challenges encountered by non-MAPEH majors on their teaching performance and subsequent evaluations. While confidence in teaching and adaptability in the situation do not significantly affect performance evaluations, knowledge in the subject and preparation of materials notably influence teaching effectiveness, particularly in the IPCRF evaluations. These findings emphasize the value of subject matter expertise and extensive preparation in earning high performance scores. As a result, non-MAPEH educators can benefit considerably from targeted professional development in these areas, improving their teaching effectiveness and evaluation outcomes.

## 5. Conclusion

1. There is no significant difference on their performance when grouped according to profile. The findings emphasized the need for customized support mechanisms and targeted interventions to address potential disparities and promote equitable assessment practices in teacher performance evaluation. Additionally, it highlights the multifaceted nature of teachers' effectiveness, emphasizing the importance of considering various factors, including confidence in teaching, knowledge in the subject, and adaptability in the situation, when evaluating teacher performance.

2. There is no significant effect in extent of challenges encountered by non-MAPEH major in their performance evaluation based on the Classroom Observation Tool but it is to be concluded that it will be rejected based on the Individual Performance and Commitment Rating Form (IPCRF).

## 6. Recommendations

Based on the findings presented from the previous chapter, the following recommendations are proposed:

1. For Teachers, they should prioritize areas proven by this study where challenges arise for them to be more effective in teaching MAPEH. They should also be aware of how to improve their performance in teaching MAPEH and make them more efficient, experiencing less stress due to the challenges they encountered in the teaching-learning process.

2. For the learners, having a teacher who knows their subject inside and out and can teach it in a way that sink in, they're more likely to get a great education. A teacher's mastery of the material and their effective teaching methods can really help students learn and succeed.

3. For educators, they must have a better understanding of the needs and problems faced by both teachers and students in this type of teaching-learning environment—where the teacher is not a subject matter expert. They might put new rules into place that will help the majority and pave the path to high-quality education.

4. For Readers, to conduct further research to understand the underlying factors contributing to teacher performance evaluations across demographic profiles. Explore potential interventions and strategies to address disparities and promote continuous improvement in teacher effectiveness.

By implementing these recommendations, educational institutions can create a supportive and conducive environment for teachers, ultimately leading to improved teaching outcomes and student success.

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