

# Plight of Non-Physical Education Teachers

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## Abstract

This study investigates the unique challenges that non-physical education (PE) teachers encounter when required to deliver the PE curriculum. By drawing on existing literature and teachers' experiences, it highlights critical gaps in training and supports that impact instructional quality. Many non-PE teachers often lack specialized training, leading to challenges such as limited content knowledge, the need for improvisation, time constraints, and concerns regarding student engagement and learning. Without adequate preparation and resources, these teachers struggle to provide high-quality PE instruction, which negatively affects the success of PE programs and the long-term health outcomes of students. This qualitative study focuses on the experiences of non-PE teachers through semi-structured interviews. Responses were transcribed, coded, and analyzed to identify key themes, with methodology validation conducted by an expert panel to ensure rigor. Ethical guidelines, including informed consent, were prioritized to protect participant welfare. The findings reveal core challenges, including improvisation needs, significant time constraints, and pedagogical difficulties, alongside concerns about effectively supporting student learning. In response, teachers employed coping strategies such as seeking administrative support, engaging in professional development, and demonstrating a personal commitment to innovative practices. Ultimately, the study advocates targeted support, accessible resources, and curriculum development to empower non-specialized PE teachers, enhancing teaching quality and fostering students' health and learning outcomes.

**Keywords:** Plight, Non-PE Teachers, Challenges

## 1. Introduction

Quality education on every level is an acknowledged driver for global social and economic development. UNESCO recognizes quality education as more than just a human right; it is also considered a potent lever to move masses out of poverty, a promoter of peace, and a fosterer of sustainable development (UNESCO, 2020).

Quality education is an educational experience that effectively supports and promotes students' holistic development. It encompasses meaningful learning, relevant content, effective teaching methods, assessment aligned with learning goals, and developing critical thinking, problem-solving, and lifelong learning skills (L.K. Blankson et al., 2024).

Quality education the research takes this to mean providing teachers with pertinent knowledge, abilities, and needed pedagogical skills relative to their assigned level of teaching UNESCO, 2015. "Quality education demands quality teachers" --De Jesus & De Jesus, 2021. Quality teaching involves providing students with knowledge, having good teaching strategies, motivating learners and engaging them, giving individual support, acting as mentors and role models, and continuous professional development. Through

their expertise and dedication, the necessary conditions for students' intellectual, emotional, and social development can be prepared for eventual success in school and afterward.

This research has raised the question of the unknown challenges that non-physical education teachers face when assigned to teach physical education. Traditionally, physical education has always been the specialty of P.E. teachers. With budgetary constraints, inadequacy of staff, mass recruitment sales, and mismatch of specialization, a system of necessity emerged out of evolution to combine non-PE teachers to teach the subject. This development inherently has clear implications for quality in P.E. teaching, teacher preparedness, and student achievement.

Physical education in most educational systems across the globe plays a very significant role since it is part of the student's holistic development. It concerns the pupils' physical aspects and nurtures teamwork, discipline, and sportsmanship values. On the contrary, lacking specialist teachers to teach P.E. lessons may lead to its ineffectiveness. Being competent in their fields, nonspecialist teachers have no or less pedagogy in the P.E. field.

According to the National Association for Sport and Physical Education (NASPE 2021), a survey showed that about 30% of all elementary schools in the United States do not have a P.E. specialist, which means classroom teachers take on P.E. teacher responsibilities. The study by Rink et al. (2019) shows that in secondary schools, a high percentage of P.E. classes are delivered by teachers who do not have an academic background related to P.E.

In response to the survey conducted and research in the field, due to the reported lack of elementary P.E. specialists, as reflected in the NASPE survey, students at the elementary level likely need more consistent physical education. Physical education is not merely about running students through some exercises; it is a systematic knowledge acquisition regarding motor development, exercise physiology, and designing a program that works for students with different capacities. Otherwise, it is imperative that a non-PE teacher without professionally accepted training can deliver a comprehensive P.E. curriculum to promote lifelong physical activities and developmental holism.

Moreover, Rink et al. (2019) further highlighted that nonspecialist teachers taught most P.E. lessons in secondary schools. These teachers are specialists in another subject area within a school setting but need more pedagogical and content knowledge to implement physical education. This may create lost opportunities for students to learn essential skills such as proper mechanics of movement, sportsmanship, and positive and negative concepts relating to fitness, which are crucial to their physical literacy and general well-being.

Furthermore, the problem of having non-PE teachers teaching P.E. subjects speaks of a more profound and broader systemic failure in education. Under the weight of budgetary, staffing, and other competitive academic pressures, most schools have no choice but to make decisions that necessarily damage their physical education programs. In some cases, this means generalist teachers are used, and what could have been an emphatic program of study that meets the nationally recommended standards and guidelines for physical education is watered down to almost no avail.

The local research findings by J.C.M. Mesias (2022) show that in-field and out-of-field teaching significantly influences teachers' professional effectiveness. This research involved twenty-two (22) out-of-field public senior high school teachers who had been assigned subjects in Physical Education to handle senior high schools within Area 2A and 2B of Leyte Division for one to five years. This study confirms that mastery of content is essential in teaching and learning. Teaching PE subjects is not teaching the subject's content theoretically but more about skills demonstration and acquisition. The findings also

emphasized that non-PE teachers had challenges teaching P.E., suggesting a lack of translation from theory to practice. Applicable as well as the variable of years of experience in teaching, from one to five years, may provide perceptive insight into the possible change of effectiveness with time for teachers. This highlights the need for ongoing support and professional learning focusing on the particular needs of out-of-field teachers.

The general implication from this research is that qualifications should match subject expertise for effective education delivery. There is an enhanced appeal to the concerned authorities within the education system to extend proactive support schemes, including specialized training in P.E. pedagogy, to the out-of-field teachers. The present review outlines that the effective teaching of quality physical education should meet the needs of diverse students and improve the general environment of instruction and learning. In the latest K to 12 Program, the integration of Senior High Schools faced more issues due to a lack of teachers (Co et al., 2021). Physical Education teachers are faced with the problem of teaching out-of-field or out-of-specialization. As an ideal, matching teachers against the subjects they specialize in teaches a beneficial principle—it acknowledges that the possession of expertise and specialization matters in the practice of education. However, the fact of the matter is that, in most cases, this idyllic situation is quite different from reality in most educational settings. The academic structures face many challenges, one of them being mass recruitment. Driven by reasons that are quite different, these could range from staff shortages to budgetary limitations, and teachers are placed on assignments for which they have no specific training or experience.

Mass recruitment mainly results in the mismatching of qualifications and the subject that is intended to be taught. The subjects of P.E. (physical education) often end up with nonspecialist teachers who, lacking the necessary training and academic background, cannot deliver input for proper instructions intended for those subjects. Thus, critical issues, such as pedagogical content and student outcomes, are this mismatch's main drawbacks. This misalignment could detract from the quality of education delivered to the students and, therefore, from the effects of such education on their performance and holistic development (Cale et al., 2021).

Furthermore, mismatch issues are not only a matter of personal mismatches in individual teachers but a broader system issue in the educational setting. The objective and subjective challenges confronting educators teaching outside of the field are further compounded by a lack of resources for further development, poor support structures for nonspecialist teachers, and slighting the importance stated above of subject-specific expertise (O'Neil & Galyer, 2019).

In fact, beyond mass hiring and mismatched qualifications, systemic problems with educational systems contribute to the swamp of having non-P.E. teachers teach P.E. subjects. Other significant contributors to this challenge include very limited or lacking professional development opportunities that are focused on enhancing teachers' competencies in P.E., insufficient or absent support structures within schools to deal with the unique needs of nonspecialist teachers, and failure to recognize the importance of specialized expertise in the general provision of P.E. instruction (Graham et al., 2015).

"Only one out of seven, or 14.29 percent of teachers in Ormoc City Senior High School, specialized in Physical Education, is teaching P.E., while subjects taught by six of these seven, or 85.71%, are teachers who do not specialize in their profession.". Examples are the opportunities given to non-PE teachers to handle or teach P.E. subjects outside their major when offering the Senior High School curriculum at Ormoc City Division of the Department of Education because of the lack of specialized P.E. teachers.

Coloquet, 2020, says that in the last two decades, there have been fears and concerns that the confidence and qualifications of some primary and secondary school teachers are minimal to teaching P.E. subjects. The main factor that impacts the teachers' confidence concerns teaching P.E. And exercise is associated with personal school experience. Most of the current research that has been done concerning biographical experience in P.E. Researchers and theorists have tried to explore the problem of the low level of confidence that teachers have in physical education. However, in all of their studies and research, they focused on the specialists. No research has been done yet vis-à-vis the present research. Non-physical education teachers have been encountering plenty of situations/plight. If the plight remains unattended, the country's future generation will discover much more than we are experiencing now.

Moreover, several studies have commented on the challenge of non-physical education specialist teachers trying to implement physical education. For example, Smith and Rovegno (2015) state that one must possess knowledge of subject matter for teacher effectiveness. With it, teaching is likely to be successful. This closely relates to comments by Darling-Hammond (2017), who highlights the significance of aligning teacher assignments with their qualifications to ensure the delivery of high-quality education.

The remarkable consideration in Ormoc City Senior High School should be the scenario of physical education being taught by a teacher who is not interested in physical education. The growing practice of non-PE teachers being assigned to teach P.E. subjects makes it possible to study the curricular problem and the challenges in pulling out clear connections to student learning outcomes.

This research sought to contribute to existing related literature by laying bare the struggles of non-PE teachers in Ormoc City Senior High School in handling P.E. This study presents and explains their experiences of work, perceptions, challenges met, coping strategies employed, and the contextual factors that inform their teaching practices in the hope that insights will inform policy and professional development initiatives to improve school physical education programs facing similar challenges.

### **Conceptual Philosophy**

With time, various approaches have developed using the body and mind. Most of these approaches and schools of psychology have developed in isolation from more recent developments in the discipline and, therefore, bring their unique perspective to understanding human experience and behavior; they address these concerns from a particular vantage point, using very different frameworks. Drawing from relevant theories and concepts within the field of education and teacher effectiveness, a theoretical framework for studying the plight of non-physical education teachers teaching physical education in Ormoc City Senior High School can be developed.

According to Shulman (1986), the Pedagogical Content Knowledge framework suggests that teachers should be guided by an understanding of where pedagogy intersects with content knowledge. P.C.K. in the field of physical education there is so much more than just general knowledge of teaching strategies; it is genuinely a broad-based knowledge of the unique characteristics of instruction in physical activity. This model can be utilized to analyze the difficulties non-physical education teachers encounter when adapting their general teaching skills to the specific demands of physical education. By applying Shulman's P.C.K. framework to the problems presented by imparting P.E. by non-PE teachers, several insights into the complexities of the instructional domain are revealed. Therefore, the Pedagogical Content Knowledge framework of Shulman shows that the two dimensions, pedagogy, and knowledge of content, intermingle intricately with each other, particularly in physical education. In contrast, general teaching skills must be transformed into specific pedagogical skills for teaching physical activities, which may need

to be revised for non-PE teaching staff engaged in teaching P.E. subjects. Many need more specialist content knowledge in critical areas of science underpinning practice, such as biomechanics and exercise physiology. These significantly influence their capacity to design an appropriate curriculum or validly enact assessment tasks that monitor student performance. It can also be challenging to translate appropriate pedagogical strategies into the P.E. setting, as non-PE school teachers can sometimes be "outsprinted" by students in physical activities or have difficulty controlling the behavior of the pupils. Logistical limitations, like insufficient facilities or equipment, make it even more of a minefield. These limitations will require targeted, intensive professional learning and high-functioning, collaborative relationships between generalist teachers and P.E. specialists by enriching P.C.K. in physical education. Such efforts put the non-PE teachers in a good position and give them the ability to deliver quality P.E. instruction to their students.

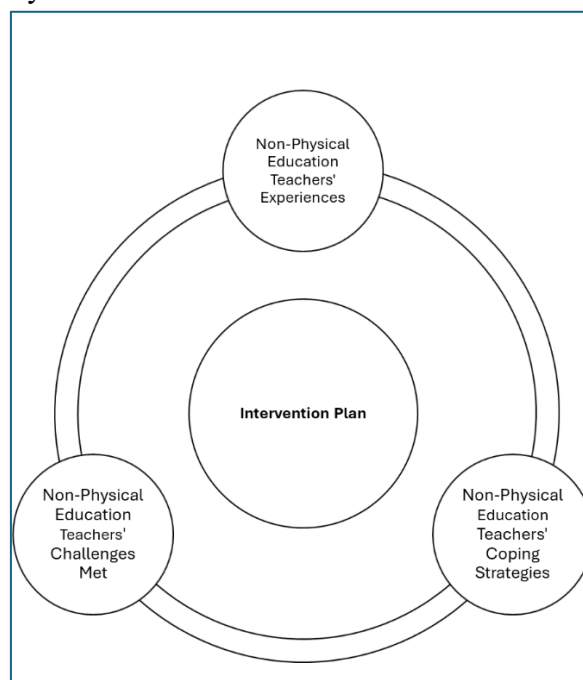
Another theory anchored to this research is the Teacher Role Identity Theory, which postulates that a teacher's instructional practices are influenced primarily by the identity and role they feel for themselves in the educational context. Beijaard et al. (2000) applied it so that the study can examine how non-physical education teachers perceive their role and identity in instruction in physical education and how those perceptions impact their instructional tactics and effectiveness. Applied to the plight of non-physical education teachers teaching P.E. subjects, teacher role identity theory provides a framework to understand instructors' role and identity perceptions in this instructional context. The non-PE teachers, especially those who have no formal training or any background in physical education, could start questioning their competence and authority to teach a non-specialized subject such as P.E. This can influence a lot the way they carry out instruction and their general performance in the P.E. teaching arena. All the non-PE teachers who have identified themselves as 'content experts' have an identity of their role conflicts who are instructors in teaching physical activities. This has made them under-prepared and under-qualified to conduct classes in P.E.; hence, they are insecure and inferior. The reverse might be true for those who accept a broader conception of their role as a teacher, who would teach P.E. more confidently and flexibly through pedagogical skills and a willing attitude toward learning. The suitability for this research of the Teacher Role Identity Theory is the fact that it likely will reveal the dynamics experienced and perceived by non-PE teachers when teaching P.E. By investigating how those teachers negotiate their role identity within the P.E. context, it is believed that researchers can be enlightened about factors that influence their instructional decisions and practices. More importantly, such an inquiry into how teacher role identity interacts with instructional practice should shed further light on the more significant implications for teacher professional development and educational policy assumptions. Based on the more important fact of various roles and identities that different content areas enact for the teachers, stakeholders in education can work towards a more inclusive and supportive teaching environment that supports all educators to be able to answer the call of educating their students effectively, regardless of the content domain.

Another theory that helped ensure a profound understanding of the research was Bronfenbrenner's Ecological Systems Theory. It can help scrutinize the many factors that will help us understand the experiences of non-PE teachers here at Ormoc City Senior High School. It recognizes the contribution of several environmental systems to teachers' functions and ways, such as school culture, community expectations, and support from the administration. Bronfenbrenner's theory, thus, regarding the study of the Plight of non-physical Education Teachers teaching P.E. subjects, enables the analysis of how these environmental factors shape the roles, practices, and overall experiences of teachers within the educational landscape. The school culture at the microsystem level will largely shape what P.E. instructions will



include by way of expectations and norms. For instance, a problem associated with integration into the P.E. department at a school is the resentment of being a P.E. specialist teacher and differences in philosophies on being instructive educators. More so, setting a school limit or makes available the resources involved in the facilities and equipment to conduct adequate P.E. instructions by a non-PE teacher. The mesosystem extends beyond the immediate school setting and involves links between different settings, so the school and local community are involved here. The community's expectations and cultural perceptions concerning P.E. might put pressure on the non – P.E. teacher so that he would find himself having to comply with specific regulations or emphasize some parts of P.E. teaching. Moreover, community groups or sports club partnerships can enhance the P.E. program and cause logistical headaches or create competing priorities for teachers not from a P.E. background. Another very critical exosystemic-level determinant of non-PE teachers' experiences in teaching P.E. subjects is administrative support. Policies, practices, and decision-making at the school administration level can facilitate or impede the teacher's efforts to accommodate the unique demands of P.E. instruction. Professional development opportunities, curriculum implementation with guidelines to implement, and mentorship support enable non-PE teachers to negotiate the complexities involved in teaching P.E. effectively. In this final stage, the influence of the macrosystem, that is, the societal values, cultural norms, and educational policy, comes to be genuinely stressed by Bronfenbrenner's theory upon teachers' experiences and practices. Government directives, societal attitudes toward health and fitness, and the prevailing educational trends could all shape non-PE teachers' perceptions of the importance of P.E. instruction and their role. This will be expected to make more meaning of the dilemma encountered by non-physical education teachers at Ormoc City Senior High School as the said conceptual philosophy is integrated into research.

The utilization of the said concepts, such as P.C.K., Teacher Role Identity Theory, and Ecological Systems Theory, combine to consider an individual's relationship between knowledge and identity within the broader educational setting and, therefore, provides invaluable insight into the literature available on this subject to date. It will focus on the plight of the non-physical education teachers teaching P.E. Subjects in Senior High School Ormoc City Division.



**Figure 1: Schematic Diagram of the Conceptual Framework of the Study**

The schematic diagram below shows the conceptual framework of the study. Notably, the independent variables are the perceived work experience challenges the Senior High School Non-Physical Education teachers meet and their coping strategies for dealing with them. On the other hand, the dependent variable depends on the study's findings since they serve as the basis for designing an intervention plan to help improve the plight of the non-physical education teachers teaching P.E. Conclusion. Figure 1: Conceptual Framework of Local Study on the Plight of Non-P.E. Teachers Teaching P.E. in Ormoc City Senior High School: Designed to account for a detailed description of the problems encountered, exploration of experiences, analysis of coping strategies employed, and formulation of an intervention plan that will enhance their effectiveness in delivering P.E. instruction. This means that the assessment, planning, implementation, and adaptation cycle should continue if teacher support for students is to be maintained. At the same time, they face problems and successes in their learning journey. In the research entitled "Plight of non-Physical Education Teachers Teaching PE Subjects.," the authors uncover the intricacies of education to enlighten readers on issues and challenges that confront teachers who are not professional physical educators yet are expected to teach P.E. subjects.

However, these non-PE teachers presented their experiences in the study. These teachers come from varied backgrounds and levels of comfort or expertise in physical activity and sports. In a few experiences, they show confidence in teaching P.E., whereas many are frightened and apprehensive since it is unknown.

Against this background of varied experiences, the study identifies challenges that non-PE teachers face in teaching P.E. subjects. The challenges range from limited physical education knowledge through problems of class management, resourcing, and support to pressure for curriculum standard compliance with little specialist training. Therefore, they employ different coping strategies to manage and overcome challenges. They can use experienced P.E. teachers, self-directed learning, adaptation teaching methods, and the support of colleagues to create learning environments.

Crucially, several varied connections exist between the challenges of non-PE teachers and how they cope with them. The same difficulties, caused by a lack of expertise and resources, often drive the teachers to support systems and innovative teaching approaches. Based on this premise, formulating an intervention plan is paramount in the context of the situation. Individualized support and resources will be provided for non-teachers teaching a P.E. subject.

It can take the shape of professional development, mentoring, resource provision, and equipment, setting up collaborative learning communities, and many others. These interventions aim to enhance the quality of instruction in physical education, promoting good learning among students. Therefore, recognition is accorded to the efforts of nonspecialist teachers and their unique needs and situations, bringing them to the center of schools' needs to create an inclusive and supportive learning environment to provide holistic growth for each child. What it points out, therefore, is recognizing and having an effort to understand the complexities that come with the intersection of teacher expertise and subject matter demands in the realm of education.

### **Domain of Inquiry**

This study explored the plight of non-physical education teachers handling Physical Education subjects as a basis for developing an intervention plan.

Specifically, it sought to answer the following questions:

1. How Non-Physical Education teachers perceive their work experiences?
2. What challenges are met by non-physical Education teachers?

3. How Non-Physical Education teachers deal with the challenges?
4. What intervention plan can be developed?

### **Significance of the Study**

The significance of this research in predicting the suffering of non-physical Education teachers teaching P.E. subjects goes beyond an academic argument. It holds practical implications for educational policy, teacher education programs, and the general quality of instruction in physical education. This hue of challenges faced by such kind of teachers could throw light on how policymakers could ##### develop targeted interventions for supporting professional development and help make programs in physical education more effective. The results of this study are relevant and helpful to the following:

**Non-Physical Education Teachers.** This study's findings can benefit non-physical education teachers by helping them develop their teaching strategies and instructional competence and engage in various professional developments.

**Students.** Studying is essential for students taking physical education courses to solve the scarcity of teachers teaching P.E. subjects.

**School Administrators.** The findings of this study will challenge hiring applicants who are graduates of the Bachelor of Physical Education. In addition, the latter organizes training and development to support the instructional needs of non-physical education teachers.

### **Scope and Delimitation**

The scope of this qualitative study is limited to investigating the challenges faced by the non-physical education teachers within the Senior High School Ormoc City Division. Specifically, it is intended to look into the experiences, reactions, challenges, and coping mechanisms of seven non-PE teachers at the school for this school year 2023-2024. These seven teachers were selected, taking into cognizance a fair distribution of the teaching history and background, representing variant perceptions of the research issues. It has to be highly important that in this research, in-depth interviews and document analysis were the two data-gathering tools used and only those. These techniques were used to extract rich and detailed information materials relevant to non-PE teachers' daily reality and professional struggle in the school setting. Such processes were done until data saturation was reached, although the gathering did not turn into new information or themes from the data gathered from the reviewed interviews and documents. In this way, the Collaizzi data analysis method also ensured a systematic way of identifying and interpreting major topics and patterns in the collected data. At all points, the methodological approach enabled the researchers to explore the meanings embedded in teachers' experiences, problems, and coping strategies, thus enhancing the credibility and trustworthiness of the study findings.

The study's particular focus on teachers of one kind within only one educational establishment means that its generalizability could be more vital to other contexts or populations. Also, reliance on self-reported experiences and perceptions could be a potential source of bias. Nevertheless, it offers valuable and viable insights into the problem confronted by non-PE teachers. It sets a foundation for future studies and interventions that can be conducted to promote professional well-being among them.

### **Definition of Terms**

This section outlines the meanings assigned to critical concepts, variables, or terms used throughout the study. It clarifies any ambiguity and ensures consistency in interpretation.



The following terms are defined operationally and conceptual for better understanding.

**Coping Strategies.** For this study, this term is the basis of coping strategies that the teachers take to address the challenges brought about by the non-physical education teachers.

**Challenges.** Innate barriers, problems, and constraints that hamper non-PE teachers in effectively teaching P.E. These affect the flow of the lesson in teaching P.E. and, at times, involve creative solutions and support structures to work around them.

**Experiences.** Non-PE teachers' subjective experiences, perceptions, and reflections about teaching P.E. subjects. It includes their feelings, thoughts, successes, and failures with teaching P.E., creating frustrations and satisfaction.

**Non-PE Teachers.** For this research, these teachers with various majors/specializations teach/handle Physical Education.

**P.E. Subjects.** The term pertains to any curriculum or course of study that encompasses activities in physical activities, exercise, sports, and health-related components usually being taught within the confines of an educational institution like school or college.

**Plight of Teachers.** This research refers to the predicament, experiences, and challenges faced by non-P.E. teachers assigned to teach P.E. subjects.

### **Review of Related Literature**

This chapter discusses relevant related literature related to the areas previously given. It is intended to trace the trail back to the original experience and find out if this was perceived to have caused the personal change in the teacher's respondents.

This chapter begins by exposing the rationale for and approach to the selection of literature and critical analysis of texts. Cooper (1989) states that a literature review can focus on research outcomes, methods, theories, or applications. By selecting and critically evaluating literature for focused discussion, this literature review is determined to be most relevant in terms of findings Mulrow 1995. Texts were first considered as they apply to the research focus on the experience of non-physical education teachers teaching P.E. subjects.

### **Conceptual Literature**

Conceptual literature has contributed to developing and articulating various disciplines' theories, models, and frameworks.

#### **Role Extension of Non-Physical Education Teachers**

Literature reveals that there is now an increasing imperative for non-P.E. teachers to take up teaching responsibilities for P.E. subjects emanating from a mix of pressures, among other things, budget priorities, personnel shortages, and curriculum change requirements (Smith et al., 2023). This trend highlights major role expansion for teachers who do not have training in the curriculum area of physical education. As a result, these teachers often face varying challenges as they settle into teaching sports activities, many of whom often face content areas outside their scope of knowledge. Such challenges have already underscored the need for holistic support and training programs to prepare non-PE teachers to equip themselves with the right skills and expertise to teach P.E. effectively. Moreover, this increasing demand calls for developing a facilitative learning environment in schools and making available resources and professional development opportunities to support non-PE teachers in managing the specific challenges of teaching physical education. This establishes the foundation for comparing all students who are equity

recipients of quality P.E. instruction, regardless of the background or specialization of their teachers.

#### Professional Development and Support

In light of this, recent literature has expressly focused on the theme of professional development and support for other non-PE teachers who take on responsibility for teaching P.E. subjects, terming it crucial in enhancing the quality of instructional delivery and teacher efficacy (Garcia & Martinez, 2024). Acknowledging particular challenges that non-PE teachers face in applying to this domain, there is an increasing demand for special training programs to arm them with the necessary knowledge and skills. Such courses train the teacher in the essential pedagogy tools and expand familiarity with P.E. content and instructional strategies. Ongoing mentorship is essential in professional development, providing non-PE teachers with guidance, support, and feedback as they struggle with the subtleties of teaching P.E. Other resources, such as curriculum materials, instructional aids, and access to professional networks, also play a critical role in building the capacity of educators to engage students in quality physical education experiences. Having invested in a quality professional development and support system, schools are more likely to prepare non-PE teachers for the challenges of teaching P.E. and provide better learning experiences for educators and students.

#### Student Engagement and Learning Outcomes

The theme of student engagement and learning outcomes in physical education, especially on the impact of non-PE teachers, has been discussed recently in extant literature about assuming key roles that educators play in developing students' experiences and achievements in this area (Wang et al., 2023). Recent studies have probed the impact on student engagement and learning outcomes from the stance of teacher enthusiasm, instructional quality, and classroom management.

According to Wang et al. (2023), teacher enthusiasm, which is passion and commitment to teach P.E., is a strong predictor of student motivation and engagement in P.E. classes. Instructional quality, including effective teaching strategies, clear communication, and differentiation in instruction, constitute a vital determinant in learning and skills development in P.E. Others require positive learning environments, clear expectations, respect for students' needs, and other effective classroom management practices to develop a conducive learning atmosphere and optimize student outcomes. These results outline the intense influences of non-PE educators in developing a quality learning experience in P.E. classes and stress the requirement for preparing teachers to engage students in the process effectively to ensure their engagement and high achievements. Student-centered methods and development of the teacher will, therefore, raise the overall quality and impact of physical education, thus enabling students to have all-around development (Wang et al., 2023).

In conclusion, the changing teaching landscape in education places the burden of teaching P.E. subjects on the shoulders of non-PE teachers with chances and problems. Because this role expansion is given to budget restraint, staff shortages, and curriculum mandates, there is a need for holistic support and training initiatives for non-PE educators. This will teach P.E. to more diverse and talented students in a more inclusive and vibrant style by integrating interdisciplinary methodologies, collaborative teaching methods, and the use of technology.

Professional development and support are also the tools required to prepare the pool of those not P.E. teachers to teach P.E. in class by imparting knowledge and teaching expertise. Special training, mentoring, and access to resources can build the capacity of educators to meet the demands of teaching P.E., which, in turn, improves teaching quality and learning results. These factors can also refer to the role played by non-PE teachers in engaging students and outcomes for physical education; this enthusiasm, practical

teaching methods, and positive classroom management are essential to ensure that an educational establishment promotes student-centered approaches and professional teacher development.

In the final analysis, all stakeholders in education need to coordinate efforts to support and resource professional development to answer the challenges and opportunities this plight of non-PE teachers faces concerning teaching P.E. Thus, without further ado, quality education will guarantee the development and well-being of all students.

### **Research Literature**

In the vast expanse of academic inquiry, the research literature stands as a collective source of knowledge, embodying the cumulative efforts of scholars, scientists, and thinkers who have tirelessly contributed to expanding and refining our understanding in diverse fields of study.

Harris, Cale, and Nuesson (2011) carried out a study in primary Physical Education (P.E.) education, which was directed precisely to respond to the problems resulting from sparse initial teacher training (ITT) in England. The report examines primary school teachers' difficulties in delivering quality P.E. instruction due to the need for proper training in related knowledge. Considering that P.E. teachers have yet to be compelled to teach P.E. subjects, the results of Harris, Cale, and Nuesson's study become highly relevant. Primary education teachers belong to the group of non-PE teachers. They may have yet to acquire the appropriate P.E. teaching and learning pedagogy knowledge as they pass through teacher training. They are left with inadequacy in teaching P.E. subjects and possible difficulties in delivering quality physical education to students. The implication is that teachers must appropriately be qualified in training and professional development, which non-PE teachers will require when teaching P.E. subjects in their classes. Targeted programs, resources, and support may enhance the non-PE teachers' confidence and competence to instruct P.E. effectively. Collaboration with experienced P.E. educators and access to professional development opportunities tailored to the specific needs of non-PE teachers will also help them address some of the challenges highlighted by Harris, Cale, and Nuesson's research. More importantly, policymakers and institutions must appreciate P.E. education's value and communicate it to resources and support. Placing priority on appropriate teacher training and development for P.E. can bring stakeholders closer to P.E. quality change in primary schools and ensure that all students have comprehensive P.E. programs available to them.

In summary, Harris, Cale, and Nuesson's study highlights the issue that results from infrequent training in primary P.E. teaching within England. It is highly relevant to the growing problem of non-PE teachers teaching P.E. subjects and requires exceptional support and training to enhance their effectiveness in delivering P.E. instruction. Addressing the gaps in teacher education, mainly in physical education training, and allocating resources to P.E. education can still help stakeholders fulfill better P.E. quality and accessibility for all.

In 2012, the study by Ariaso focused on the nature and nurture of teachers' experiences, highlighting aspects that shape their professional plight significantly. Thereby, it indicates an investigation into how background, training, and experiences impact challenges and successes within a profession. This is highly relevant, particularly in the case of non-PE teaching professionals teaching subjects from P.E. Put in a somewhat awkward position, these individuals have yet to have the special training and experience in physical education that mainstream P.E. teachers have had. Hence, this difference in training and experience may affect their performance when teaching P.E. subjects. The study raises the importance of how teachers' experiences combine with their role in teaching P.E. subjects. These teachers may experience

different unique challenges, and in this case, they may not be prepared to present exciting and practical P.E. lessons and, therefore, find it problematic to handle students' demands and meet curriculum requirements, which they may not be accustomed to. Furthermore, the findings of Ariaso further motivate the idea that the plight of non-PE teachers teaching P.E. subjects needs to be dealt with appropriately by considering the experience, training, and requirements for professional development. To this end, focused support, training, and materials should be provided to help free non-PE teachers from some of the challenges they face in the classrooms while ensuring quality P.E. education for the students.

Ariaso's study foregrounds the broadness of a teacher's context so that all issues surrounding teachers' professional plight can be comprehensively understood, particularly in the case of non-PE instructors teaching P.E. subjects. This will make it easier to understand and correct most factors that prevent more supportive and effective learning environments for teachers and their learners.

Osborn's 2016 challenge issues are related to the problems that physical education teachers face, particularly regarding low salaries, lack of adequate materials, and concerns over student performance. This research insightfully sheds much light on the multifaceted difficulties experienced by P.E. educators in delivering effective, quality education on the subject matter. In this context, Osborn's findings can be applied when considering the experiences of non-PE teachers assigned to teach P.E. subjects. Non-PE teachers might face the same issues as those suggested in the study, such as lack of resources and poor performance among students. Other than such issues suggested by the study, non-PE teachers might find things much harder since they need more specialized knowledge and training in P.E. pedagogy. This study informs and encourages solution development that improves the overall quality of P.E. education, allowing for systemic challenges in teaching P.E. to be addressed. However, at the same time, it raises the need to offer specific support and resources to non-PE teachers who are sometimes expected to teach P.E. subjects without proper training and experience. Non-PE teachers sent to teach P.E. topics could also receive additional professional development to meet the specific requirements of teaching physical education. Enhancing access to training programs, mentoring, and instructional resources tailored to the needs of non-PE teachers would help address the issues identified in Osborn's study more effectively. Additionally, improving the systemic issues identified in Osborn's study, like lower salaries and lack of materials, will further help generalize quality P.E. instruction and that of other non-PE teachers. Therefore, advocating better compensation and resources for teaching P.E. would improve support levels for all teachers serving time in teaching P.E. subjects.

In summary, Osborn's study addresses the difficulties that P.E. teachers face and problems germane to the plight of non-PE teachers teaching P.E. subjects. Solving these issues requires a multifaceted approach that would involve systemic changes, support for non-PE teachers, and advocacy for better resources and compensation for all educators tasked with teaching physical education.

In Chin's study of 2020, focus was given to exploring the Malaysian government's policies aimed at improving P.E. education while not dwelling on its long-standing challenges, such as needing to be qualified to teach and inadequate facilities. This research enlightens and gives insight into the efforts made to improve P.E. education while the problems that could have improved its effectiveness persist. Chin's report is highly relevant based on the plight of the non-PE teachers expected to handle classes in P.E. subjects. The study may provide insight for non-PE teachers about the challenges they may face while teaching P.E. subjects, including a need for more qualifications and available resources to deliver quality P.E. instruction. This study highlights the systemic issues in P.E. education to ensure that every student has access to high-quality physical education programs. Though the governments may be at pains to

improve physical education, teaching specific P.E. subjects should also recognize the problems that non-PE teachers are likely to face since they need more professional training and experience to instruct P.E. subjects. Additional support training is a necessity for implementing P.E. instruction through non-PE teachers. Professional development opportunities, mentorship programs, and instructional resources specific to the needs of the non-PE teacher may address some of the issues shown in Chin's study. Again, systemic problems, including inadequate facilities and resources, may also be solved through advocacy for policy changes and added funding for P.E. education. Stakeholders can work towards evolving a more inclusive and effective P.E. curriculum by pushing for added funding or just focusing on P.E. education and offering support for both P.E. and non-PE teachers.

In summary, Chin's study shows efforts to improve P.E. education in Malaysia despite persistent problems within the system. Considering the plight of non-PE teachers teaching P.E. subjects, these challenges should be addressed and resolved with proper support, training, and advocacy so that all students receive quality physical education instruction.

In the research by Coloquit published in 2020, the focus was on an everlasting subject of discussion on challenges that have had to be brought forward regarding problems in the Philippines education system: he indicated that there is a lack of resources and that the teaching force is undervalued, and the health crisis exacerbates the situation. So, the research brings out the systemic problems that face the teaching community in the Philippines and the compounding effects caused by external factors like the health crisis. In light of the suffering faced by non-PE teachers who have to deal with teaching P.E. subjects, Coloquit's findings become highly relevant. Non-PE teachers may experience the same systemic issues of a lack of resources and acknowledgment that is provided to them regarding their P.E. education service. Therefore, this study focuses on fixing the systemic problem so that every teacher, regardless of being non-PE teachers, can teach high-quality P.E. using suitable support resources. Of course, shortages and undervaluation will influence teachers of any subject. However, the problems are mainly connected to non-PE teachers teaching P.E. topics because of the specialist nature of teaching P.E. subjects. Non-PE teachers teaching P.E. subjects may require additional support, training, and resources to successfully deliver instruction regarding the issues in Coloquit's findings. These could be provided with access to professional development opportunities, mentorship programs, and relevant instructional materials so that non-PE teachers can address some of the issues related to teaching P.E.

On the other side, additional policy changes and investment in education that will solve systemic issues about the shortages of resources and the undervaluation of teachers may be a solution to other more systemic problems. The focus on P.E. education, with adequate support from all the educators teaching the P.E. subjects, can help strive for an even better, more equal, and effective physical education curriculum. The Coloquit study enumerates the systemic challenges that educators face in the Philippine education system and thus are relevant to the plight of non-PE teachers teaching P.E. subjects. Such can only be met by a multifaceted strategy: systemic reforms, targeted support for educators, and increased investment in P.E. education to ensure all students have quality access to physical education instruction.

In a study by Montesur in 2021, the author examined the coping challenges of non-specialized teachers teaching MAPEH/PE subjects and found that the quality of teacher performance is otherwise unaffected by these coping challenges. The research lifts the lid off supposed battled-over qualities - resilience and adaptability - that non-specialized teachers might face where they have no choice but to take P.E. courses. However, no training qualified them in physical education. Montesur's findings shine on such critical aspects. Non-pe subjects' teachers may face various coping challenges, including unpreparedness or



needing to be more confident to provide quality P.E. instruction while still delivering adequate teaching, according to Montesur's study. It is about the high appreciation of non-PE teachers teaching P.E. subjects' ability to cope with their teaching situation. Even though they face challenges because what they teach is out of their specialization, they can overcome those challenges in some fields and effectively comply with their duties as teachers. This may be due to their being devoted to their professions and their desire to ensure that students acquire every aspect of development through teaching. Moreover, Montesur's research emphasizes that non-PE teachers are kept from the cold after the initial training. They always require support and professional development when teaching P.E. subjects. If they are provided with specialized training, resources, and support, such trainers may gain confidence and proficiency in delivering high-quality P.E. instruction.

From Montesur's research, most nonspecialist teachers teaching P.E. subjects are resilient and adaptable despite coping challenges. In discussing the plight of nonspecialist teachers teaching P.E. subjects, there is a need to acknowledge the dedication and commitment with which such teachers support learning for pupils and more significant efforts to sustain their practice with continued support and professional development opportunities to optimize their effectiveness in teaching P.E.

In 2022, a study by Bones et al. focused on the examination of how the experiences of teachers influence teaching P.E. education, mainly focusing on how these positive experiences forge value for P.E. and sports. It shines light on how attitudes and experiences by educators form the pupils' perception and involvement in sports and P.E. Considering the plight of non-PE teachers whose primary duty is to teach P.E. subjects, Bones et al. results are applicable in this respect. Non-PE teachers, like dedicated P.E. educators, prefer to avoid such positive experiences and background knowledge about P.E. Therefore, this may influence their ability to instill similar amities for P.E. and sports cultures in their students. The study points out the need to focus on specific issues of non-PE teachers teaching P.E. subjects, such as encouraging supportive attitudes and involvement in physical education. This may be possible by using alternative resources that could effectively facilitate P.E. instruction and activate a constructive learning environment promoting physical activity and participation in sports. Further, the study by Bones et al. sheds light on the possible effect of teacher experience on student outcomes in P.E. education. Non-PE teachers experiencing harmful exposure or training in P.E. do not provide quality instruction, leading to meaningful engagement through physical activities among students. This calls for professional development and support with focused areas for teaching P.E. subjects for non-PE teachers.

In summary, the study conducted by Bones et al. sees teachers' experiences as having an essential role in fostering students' attitudes and involvement in P.E. and sports. Considering the plight of non-PE teachers teaching P.E. subjects, it is necessary to identify how such teachers deal with the particular challenges they face while promoting positive experiences and physical activity among their students. One of the critical functions that stakeholders can work towards, regardless of the background of their teachers, is to make high-quality physical education instruction accessible to all students.

Recent literature synthesized by Garcia et al. (2022) focuses on student outcomes and engagement in P.E. classes taught by non-PE teachers. A measure of research that establishes the importance of teacher preparation and instruction as they impact the student learning experiences and outcomes during P.E. classes relates directly to the situation involving non-PE teachers in teaching P.E. subjects, especially in the study conducted by Garcia et al. Non-teachers of physical education will likely need help receiving the necessary training and more expertise in teaching P.E. effectively, resulting in a lack of student involvement and results in P.E. classes. This paper elucidates that there is a need to target the needs of

non-PE teachers in P.E. education for effective learning and student motivation. The non-PE teachers' students have particular needs that require specific support and training and the allocation of distinct resources to build their capacity to provide quality P.E. education to students. These relate to access to training programs, mentorship opportunities, and instructional materials, which are unique to the requirements of non-PE teachers.

At the same time, Garcia et al.'s research indicates that quality instruction is essential for students' engagement and learning during P.E. classes. Well-trained and supported P.E. teaching is more likely to improve the quality of teaching in P.E., positively affecting students' participation, skill, and enjoyment in P.E. and sports.

Thus, the study implies the need to address challenges faced by non-PE teachers teaching P.E. subjects to improve student outcomes and engagement in P.E. classes. Targeted support, training, and other resources by stakeholders would enable everyone to enjoy quality P.E. education irrespective of the backgrounds that their teachers have obtained. This underlines the value of continued investment in professional development and supportive systems for non-PE teachers that should be used to raise the quality of P.E. instruction and promote positive student experiences in P.E. classes.

Synthesizing the aggregate body of research literature on instruction within P.E. from studies such as Harris, Cale, & Nuesson (2011), Ariaso (2012), Osborn (2016), Chin (2020), Coloquit (2020), Montesur (2021), Bones et al. (2022), and Garcia et al. (2022), reveals that several significant issues befall nonspecialist teachers who have to teach P.E. subjects. These challenges include sparse initial teacher training, poor resources for the instructors, systemic challenges in the education system, coping challenges, and the impact of teacher experience on students.

Nonspecialist teachers typically enter the teaching profession without receiving any P.E. training. The problem is that primary teacher education courses should focus more on core subjects such as numeracy and literacy at the expense of time spent preparing them to teach P.E. (Harris et al., 2011). Lacking a foundation in the pedagogy of P.E. poses significant difficulties for teachers who are expected to teach high-quality P.E. with minimal preparation. With the above points in mind, it can be said that schools cannot provide quality physical education within their means, according to Ariaso (2012). It will be problematic for teachers to carry out exciting and practical physical education classes if they do not have proper teaching equipment, any other space to teach, or different teaching resources. The deficiency in all these elements might stop the teacher from giving different engaging activities from which the student might get motivated.

According to Chin (2020) and Osborn, 2016), systemic challenges in the education system stem from the barriers that stand in the way of teaching P.E. for a nonspecialist teacher. These include, for example, inadequate time set aside in school curricula for P.E. and the need for more support from institutions in their P.E. programs. DEVALUATION OF PE leads to a failure by the nonspecialist teachers to put a premium on teaching P.E. while at the same time finding it difficult. Apart from these, non-professional coaches experience severe complications when they are designated to teach physical education (P.E.). In most cases, people who teach P.E. with no specialized training describe low self-esteem, anxiety, and stress due to their failure to deliver quality lessons. Furthermore, the challenges of coping end up causing ineffectiveness in teaching and, therefore, students' attitudes to physical activities also become negative (Coloquit, 2020; Montesur, 2021).

The quality of P.E. instruction delivered by non-specialized teachers will determine student outcomes. Bones et al. (2022) and Garcia et al. (2022) stated that students instructed by teachers who lack training

in P.E. are less likely to develop skills, knowledge, and positive attitudes that can benefit them in lifelong physical activity. Poor delivery can also provide a negative experience for students, which changes the incentive to be involved in P.E. In this case, the studies require specific support, training, and resources that meet the needs of non-PE teachers. Being exposed to professional development, as claimed by Montesur (2021) and Bones et al. (2022), increases confidence and competence in their ability to train pupils in P.E. Moreover, advocacy for policy changes to ensure better initial teacher training and adequate support will be critical.

One of the approaches that would call for systemic change in the education system demands a concerted response to issues concerning non-specialized P.E. teachers. Consequently, there is an urgent need to make space in school curricula for P.E., increase access to resources, and promote a culture that values the inclusion of an educational component in physical activity. Garcia et al., 2022 pinpointed how systemic changes culminate into quality instruction and improved outcomes for learning since stakeholders work together to achieve such changes. Thus, education policy should support a multifaceted approach to these challenges that non-specialized teachers face while delivering P.E. instruction.

Eventually, systemic improvements, professional development investments, and support structures will help stakeholders ensure that all students are served by excellent-quality P.E. education. This calls for continued investment in professional development and support systems with non-PE teachers to improve the overall quality of instruction in P.E. and provide positive student experiences in P.E. classes.

## **Methodology**

This chapter presents the methodology employed in this study, which includes the research designs, methods, locale, respondents, data-gathering techniques, instruments, and ethical considerations.

## **Research Design**

This research was a qualitative design using descriptive phenomenology to explore and understand the essence of individuals' lived experiences. It deals with holding assumptions and biases so that the objective reality of participants can appear genuinely. This approach is very appropriate for studying the plight of non-physical education (P.E.) teachers who teach P.E. subjects.

A descriptive phenomenological approach will help explore descriptions by non-PE teachers teaching P.E. subjects thoroughly since such teachers often face greater challenges that may appear unfamiliar content, dealing with potential insecurities or feelings of discomfort. An ability to provide evidence of the essence of participants' experiences will enable researchers to gain a deeper, more nuanced understanding of what might be considered challenges.

In individual interviews, the respondents could express their very words to describe their experiences, and then that could be expanded on to yield rich, detailed insights. Moreover, taking into account contextual influences expands the depth of analysis. It may not be broadly generalizable, but the universal aspects of human experience discovered through the descriptive phenomenological approach increase knowledge in educational research.

## **Research Environment**

This study was held in the school setting, specifically at Ormoc City Senior High School Stand Alone, Don Felipe Larrazabal, Ormoc City, Ormoc City Division, Philippines, with school ID 330523, with the venue of this study in an assigned interview room or space allocated by the school, which turned out to be the clinic area. The interview venue was chosen because it was kept private and serene, wherein

respondents could freely voice their experiences without disquieting disturbances. This was also a convenient location within the school compound, which meant confidentiality and comfort for the interviewees.

### **Research Participants**

The participants of this study are non-physical education teachers teaching P.E. subjects, specializing in (3) Sciences, (2) Filipino, (1) English, and (1) T.L.E. Teachers. They were chosen because the study preferred them as the informant of the study, considering that they teach outside their specialization. The qualification to be determined as qualified participants for this study was verified by verifying their baccalaureate degree certification and the number of teachings in service in teaching physical education. In this study, purposive sampling would be particularly relevant and practical since it is a non-random sampling technique where participants are selected based on specific characteristics pertinent to the research question or objectives. Thus, through purposive sampling, participants are chosen based on their relevance to the research question and objectives in improving the ability of the study to collect meaningful data, hence clearly understanding the plight of non-PE teachers teaching P.E. subjects.

### **Research Instrument**

This research instrument was a semi-structured interview guide personally administered by the researcher. The interviews were carried out on an in-depth interview, allowing the participants to respond directly while getting audio recorded to document thoroughly. This had three parts:

Part I: Preliminary questions concerning personal information and background; Part II, the main questions asked to elicit in-depth perceptions from senior high school non-physical education teachers about their work experiences, challenges, and coping strategies; and Part III, Final questions to thank participants for their cooperation. To validate the interview guide, one sought expert validation by inviting experts to forward their comments to the adviser, the Dean of the graduate studies, and a qualitative researcher expert before conducting the interviews.

This would further assist in fine-tuning the questions and ensure they are relevant and effectively employed to obtain the insight one seeks. In addition, the progression in question design from preliminary questions to attaining the primary questions supported the understanding of participants' background issues that led to the examination of perceptions and experiences of teaching P.E. subjects without a P.E. background. Combining a semi-structured interview guide with expert validation would ensure that rich and relevant data could be gathered on the plight of those non-physical Education teachers instructing P.E. subjects in senior high schools.

### **Data Gathering Procedure**

The data-gathering procedure began with a request for a letter of approval from the Dean, which provided validity to the study. Immediately after, the researcher visited the site where the study was going to take place to get acquainted with the environment and its suitability. The next meeting involved a courtesy call to the principal to request permission to conduct interviews with the non-PE teachers. During the meeting, the researcher presented a letter explaining the purpose of the study and requested consent for the interviews. On granting permission, the researcher provided the identified respondents with a letter that contained a consent form and an interview guide. The respondents would be expected to read through and sign the consent form, indicating their willingness to participate in the study. Besides, the interview guide

presented guidelines for the interviews scheduled for shortly. To make the process easier, the researcher requested the availability of the participants and scheduled the interviews accordingly. This step maximized the participant's willingness to participate in the interview process while considering their convenience.

On the interview day, the researcher underwent an orientation and preliminary introduction to create a comfortable and conducive atmosphere that would allow the participant to feel at ease and recognize why this study was intended. In that regard, throughout the interview, the researcher thoroughly recorded all participants' responses, observations, and other relevant information documented throughout the period. All these recordings constituted a form of record for the data that had already been collected by ensuring accuracy and reliability in the analytical procedures. Finally, during the last phase of the interview process, the interviewer made a closing statement to the participants, thanking them for their time and contribution to the study. Besides, a small token of appreciation was given to acknowledge their involvement and cooperation.

In general, the entire data-gathering process involved acquiring authority and establishing contact with relevant authorities, obtaining permission from respondents, fixing interview appointments, conducting interviews, recording the data collected, and showing appreciation to the respondents. All these steps have been necessary to perform a systematic and ethical data-gathering exercise in the research.

### **Data Analysis**

It employed the phenomenological approach based on Colaizzi's Method. The fundamental objective of this phenomenological method is to discover the experience of the phenomenon under study. Colaizzi's Method consists of several steps researchers follow while analyzing and interpreting data collected from a participant. Here is a detailed discussion of each step. The researchers first acquainted themselves with the gathered data in examining qualitative data. This may involve interviews, observations, or written narratives, for example. The purpose of this will be to get a comprehensive understanding of the participants' experiences. Familiarization means reading through and re-reading the data. After this, researchers identify essential statements with meaningful phrases that capture the substance of experiences and catch the main themes or ideas. Then, these statements are analyzed and interpreted to create meanings whereby they come up with commonalities among them, differences, and patterns within the data, coding and grouping similar sentences into clusters or themes. The identified themes are then grouped into categories to present an orderly way of holistically dealing with information regarding participants' experiences. Researchers write descriptive passages about every category, ensuring they include every related thing and nuance regarding those experiences. Hence, all the stories converge to produce a simple form of a well-structured and clear picture of what happened to people around each other, including themselves, when everything happened. Finally, researchers check back with original data to make sure the interpretation reflects the participants' experience, a process that may include techniques like participant feedback, peer review, or member checking.

The need to synthesize the appropriateness of Colaizzi's Method for application in the research study on the plight of non-PE teachers teaching P.E. subjects requires the synthesis of explicit research context. Its application is handy in subjective experiences and gaining further insight into individuals' perceptions. There is a rationale in applying Colaizzi's Method when one tries to identify issues, feelings, and perceptions of the teachers who teach P.E. subjects and are not products of the same P.E. course. It could enlighten them on their experiences, such as the curricular teaching of P.E., managing student engagement,



understanding and working with student expectations, and the problems that needed proper training. Using Colaizzi's Method, the researchers can examine the lived experiences that indicate what is common among non-PE teachers teaching P.E. subjects, outline a detailed description of the current plight, and their coping strategies in dealing with those plights. This method allows exploration of the deepness of the teachers' perspectives, which techniques quantitative research methods cannot provide. However, it is noted that Colaizzi's Method requires careful data collection and analysis to ensure rigor and credibility. Proper use of multiple data sources, a reflexive stance, and the inclusion of participants in the interpretation process, either through member checking or peer debriefing, will establish the trustworthiness of the research.

In summary, Colaizzi's Method applies to the study of the plight of non-PE teachers who teach P.E. subjects since it opens up avenues for in-depth scrutiny of their experiences as well as making the situation they find themselves in this unique teaching context all-inclusive.

### **Ethical Considerations**

In the investigation of physical education taught by non-professional educators, careful consideration was given to ethical aspects to ensure the well-being and rights of the participants. The research aimed to benefit all participants without causing harm. Valuable insights into the challenges faced by non-professional P.E. teachers were sought with the goal of improving the quality of physical education in schools. Participants were informed that their involvement was voluntary and that they had the right to decide whether to participate or withdraw at any time without fear of adverse effects.

Throughout the research process, respect for autonomy and the rights of participants was paramount. Privacy and confidentiality measures were implemented to protect participants' identities and personal information. Data analysis was carried out to ensure anonymity and confidentiality. Results of the study were disseminated in a manner that respected the privacy of the subjects and allowed them to voice their opinions without compromising their safety. Transparency and honesty were maintained in the study, and any potential conflicts of interest were disclosed and appropriately handled. The study results were presented without modifications or exaggerations to maintain the integrity and trust of the participants.

The ethical considerations and elements added to the research ensured that the study was conducted in an ethical manner, contributing significantly to physical education. Emphasis was placed on the principle of beneficence to ensure that the study's outcomes would benefit not only the academic community but also the teachers and students affected by the research. The diligence of these efforts reduced harm and ethical issues while promoting high research ethics standards. This ethical commitment protected the rights and well-being of the participants and enhanced the quality and accuracy of the research study. It is a vital characteristic in achieving the overall credibility, validity, and impact of research.

### **Results and Findings**

This chapter presents the results and discussions of the study. What you will see in the succeeding presentations was based on qualitative responses of the participants who are non-pe teachers teaching physical education in Ormoc City Senior High School. The researcher showed tables containing the significant statements extracted from the raw data, clustered codes, and themes. These tables were explained based on the lived experiences of the participants. Lastly, implications were presented in every result of the inquiry.

**Teacher Perception of Their Work Experiences**

Teachers' perceptions of their work in Physical Education (PE) are shaped by a blend of rewarding experiences and significant challenges. Research underscores that educators derive immense satisfaction from witnessing students' progress and enhanced confidence, which fuels their motivation and sense of purpose (Johnson, 2023; Smith et al., 2022). However, this gratification often coexists with high levels of stress and burnout, exacerbated by the demanding nature of their roles and the struggle to maintain a work-life balance (Brown & Jones, 2021; Martinez, 2020). Professional obstacles further complicate educators' experiences in PE. Issues such as inadequate resources and constraints within educational frameworks frequently hinder their ability to deliver effective lessons and support holistic student development (Garcia et al., 2023; Thompson, 2021). Despite these challenges, teachers demonstrate resilience driven by their passion for teaching and commitment to their students' achievements (Davis, 2022).

Addressing these multifaceted challenges requires systemic reforms. Recent studies highlight the necessity for increased funding to bolster PE programs, targeted professional development to equip educators with necessary skills, and advocacy efforts to underscore the vital role of PE in student well-being (Roberts & Nguyen, 2023; Turner & Harris, 2022). By navigating these complexities effectively, educators can cultivate supportive environments that benefit both their own well-being and student success.

Table 1 shows the codes wherein subthemes have been determined and emerging themes were identified.

**Table 1. Perception of non-Physical Education toward their work experience**

Code	Sub-Themes	Emerging Themes
Exciting and interesting	Enthusiastic	Positive and Optimistic Experience
Thrilling	Hopeful	
Lack of Guts	Emotional Concerns	Personal Struggle
Fear		
Lack of Interest	Concern on One's Skills	
Unskilled		
Lack of Competence in the Subject	Content Competence	Professional Struggle
Need to improvise	Pedagogical Competence	
Hard to establish Rapport with Teachers	Interpersonal Competence	

**Emerging Theme 1: Positive and Optimistic Experiences**

In the field of Physical Education (PE), fostering a positive and optimistic experience is crucial for student engagement and overall learning outcomes. Research indicates that creating an environment focused on enjoyment, personal growth, and the establishment of lifelong physical activity habits positively influences students' attitudes toward physical activity (Jones et al., 2023; Lee & Chang, 2022). Successful PE teachers play a pivotal role in this by providing positive reinforcement, celebrating both individual and group achievements, and ensuring inclusivity regardless of students' abilities (Smith & Johnson, 2021; Garcia et al., 2020).

A positive PE experience not only enhances students' self-esteem and sense of accomplishment but also encourages them to maintain regular physical activity outside of school, thereby promoting lifelong health

benefits (Brown & Davis, 2023; Martinez, 2021). This approach also fosters resilience, reduces anxiety, and encourages students to embrace challenges as opportunities for growth rather than obstacles (Turner & Harris, 2023).

Moreover, PE teachers who adopt a positive approach help students develop a growth mindset, emphasizing effort and improvement over innate abilities, which can be particularly beneficial for students who face difficulties in engaging in physical activities (Roberts & Nguyen, 2022; Thompson, 2020). By nurturing such an environment, educators contribute significantly to creating dynamic and supportive learning environments that motivate students to persevere and excel.

**Sub-theme 1.1 Enthusiastic.** Non-physical education (PE) teachers often find themselves pleasantly surprised by their experience teaching PE. The dynamic environment of physical education classes, where exercises enhance students' physical health and well-being, sparks unexpected excitement. Witnessing the positive impact on students' motivation and health, educators quickly develop a newfound enthusiasm. This enthusiasm grows with students' enjoyment of the participatory and hands-on nature of PE classes. Ultimately, teachers derive deep satisfaction from fostering a positive learning environment through physical activities. Participant said:

**P1:** Um, I've been teaching for Almost eight years already since the implementation of the senior high school program Teaching in senior high school as a subject, physical education, and health for grade 11 is somewhat fun, exciting, and of course interesting because you have to deal with more mature students and encouraging them to become fit because grade 11 PE and health focuses on fitness and sports. (Page 1, Line 61-62)

The participant's statement underscores the enjoyment and satisfaction of teaching Physical Education (PE) in senior high school, particularly in motivating mature students towards fitness and sports goals. Recent research by Johnson (2023) supports this, indicating that PE teachers often find their roles unexpectedly fulfilling due to the positive impact of physical activities on student motivation and well-being. This highlights PE's crucial role in promoting lifelong health habits among students.

**Sub-theme 1.2 Hopeful.** The optimistic perspective of non-physical education teachers imparting the subject stems from their conviction that physical education has the capacity to enhance students' growth. Teachers hope their efforts will have a significant impact on students' lives even in the face of obstacles like limited resources and personal fears. They have hope that students can overcome challenges by being creative and resilient, and they modify their teaching strategies to fit the needs of their students and the resources at hand. Observing kids' advancement in physical skills, improvements in their health, and greater participation in physical education all serve to validate this optimism. It ensures a positive and upbeat view in their educational journey by motivating teachers to constantly strive for improved outcomes and seek opportunities for professional improvement in the teaching of PE. Participant said:

**P1:** Well, in my almost eight years in teaching PE subject, so the experiences I had is somewhat different every school year because every school year we have different loading. Like, you have to handle eight sections, ten sections, or sometimes it reaches twenty sections for one semester. And compared to other teachers handling other subjects, they have to deal with lesser students. So, it's challenging for us PE teachers to handle this volume of sections in which the class size is bigger, like 40 to 45 students. So, it's quite challenging, especially during recording of activities, quizzes, and in making grades. (Page 1, Line 54)

The participant's statement illustrates the challenges faced by Physical Education (PE) teachers, including managing large class sizes and administrative tasks like grading. Despite these difficulties, the participant

maintains optimism and emphasizes the varied experiences each school year offers in impacting students' lives through PE. Recent research supports the resilience of PE teachers in adapting to challenges such as class size variations and resource constraints (Garcia et al., 2023; Thompson, 2021). This adaptability underscores the dedication of PE educators to maintaining a positive learning environment and fostering student growth despite logistical obstacles. The participant's experience highlights the importance of ongoing support and professional development for PE teachers to enhance their teaching effectiveness and student engagement in PE.

### **Emerging Theme 2: Personal Struggle**

Non-PE teachers often face significant personal struggles when assigned to teach Physical Education (PE), experiencing anxiety and self-doubt due to the perceived complexity and unfamiliarity of the subject. This emotional burden can affect their self-esteem and overall well-being, exacerbated by the pressure to perform physical activities they feel inadequately prepared for and the fear of criticism from students (Jones & Smith, 2023; Martinez, 2020). Research underscores the importance of targeted professional development in alleviating these challenges. Studies show that providing non-PE teachers with specific training and support networks can enhance their confidence and competence in teaching PE (Brown & Davis, 2022; Turner & Harris, 2021). This targeted approach not only improves their instructional quality but also boosts their motivation to effectively engage with the subject matter. Addressing these personal struggles through comprehensive strategies is essential. By investing in professional development programs and fostering supportive networks, schools can empower non-PE teachers to deliver high-quality physical education, benefiting both educators and students alike.

**Sub-theme 2.1** Emotional Concerns. When assigned to teach physical education, non-physical education teachers frequently face emotional difficulties. Because of the subject matter's perceived complexity and unfamiliarity, many people feel apprehensive, anxious, or even afraid. Teaching physical education necessitates active participation from teachers, who are frequently asked to show skills in which they may lack confidence. This might result in worries about not living up to expectations or coming out as incompetent, as well as dread of criticism from peers and students. The psychological strain of managing these uncertainties can be too much to bear, which affects the teacher's self-esteem and general well-being. To tackle these affective issues, one needs professional development opportunities, reassurance-giving support networks, and techniques to boost self-assurance in PE instruction. Participants said:

**P7:** before during my practice teaching, I handled a PE subject, and it was not my major because I studied on BSED English and experiences pertaining to teaching the subject PE. I had a very terrible, terrible experience, it's because I find it hard for me to discuss a certain topic, especially if it is not my field of specialization and also, I don't have the guts or even the interest on the subject. That's all sir. (Page 1, Line 50)

**P5:** Teaching itself is not easy for me because I'm not an education graduate especially I am not also a physical education major, so I'm not into dancing and the first subject given to me during the start of implementation of senior high I handle PE 12 or the health optimizing physical education focuses on dance so I myself, I don't know how to perform basic in dancing, counting or whatever. So dancing is very new to me as well as teaching. So, I'm introvert, I don't like facing a lot of people . But since I'm destined to become a teacher, so I take the challenge so it's not easy to stand up in my student and some of my student asking how I am going to execute this one that I don't know I don't even know does the name of the music or anything so what I'm trying to do is to give them assignment anyway that's all.( Page 2, Line 76-77)

The participants' statements highlight the emotional struggles non-PE teachers face when tasked with teaching Physical Education (PE). They express anxiety and insecurity due to their lack of expertise in PE, leading to concerns about their competence and fear of criticism from students. Research emphasizes that these emotional challenges can significantly impact teachers' well-being and teaching effectiveness (Brown & Davis, 2023; Turner & Harris, 2022). Effective strategies to mitigate these issues include targeted professional development and supportive networks designed to enhance teachers' confidence and competence in PE instruction (Martinez, 2021; Smith & Johnson, 2023). These interventions are crucial for enabling non-PE teachers to deliver quality PE education despite initial apprehensions and emotional difficulties.

**Sub-theme 2.2.** Concern on One's Skills. Concerning themselves with their abilities and subject matter competency, non-physical education teachers face a great deal of personal effort when teaching physical education. Due to their lack of professional training or experience in physical education, many teachers feel unqualified to teach subjects that call for specialized knowledge and abilities. Their desire to fully engage with the subject and their motivation may be impacted by their lack of confidence in their ability to teach. Instructors may be concerned about their capacity to teach and model physical activities, which are fundamental elements of physical education. Targeted professional development programs that give non-PE instructors the know-how, abilities, and self-assurance they need to teach PE sessions successfully are needed to address this issue.

**P4:** One thing that is in my mind is something that is hard to see because I'm not a major in PE because my major is Filipino. But, in that situation, you're not a major. At least I'm trying my best to teach my students the concept and the content of my subject physical education. (Page 2, Line 70)

**P6:** My experience in teaching in senior high school PE is when in first time you are struggling first time you are a teacher You need to have more knowledge to help the children . I hope that when I get to know the children, I can use different innovations to teach my students and give them important teaching or important studies or important things to help them get to the right subject. That's all. (Page 2, Line 82-83)

**P7:** I describe these challenges as a terrible experience because as what I've said I find it hard for me to discuss a certain topic since it is not my field of specialization. (Page 2, Line 87)

The statements from participants highlight the personal challenges non-PE teachers face when teaching Physical Education (PE), particularly regarding their perceived lack of qualifications and confidence in the subject matter. Research emphasizes the critical role of targeted professional development in enhancing non-PE teachers' competence and confidence in teaching PE (Jones & Smith, 2023; Martinez, 2021). These findings underscore the importance of providing specific training and support to help non-PE teachers effectively teach and model physical activities, essential components of PE instruction. Addressing these challenges through professional development programs can empower educators to deliver quality PE education despite initial concerns about their abilities.

### **Emerging Theme 3: Professional Struggle**

When tasked with teaching Physical Education (PE), non-PE teachers encounter significant professional challenges, including gaps in subject knowledge, pedagogical skills, and interpersonal dynamics within the school community. Research indicates that non-PE teachers often struggle to grasp and effectively communicate core concepts related to fitness, sports, and health due to their lack of specialized training (Lee & Chang, 2022; Thompson, 2021). This knowledge gap can undermine their credibility and confidence in engaging and instructing students. In addition to subject matter challenges, non-PE teachers



face difficulties acquiring the specific pedagogical skills essential for effective PE instruction. They require dynamic teaching strategies that promote active engagement and align with fitness and health objectives, as well as effective classroom management techniques and assessment methods (Smith & Johnson, 2021; Garcia et al., 2020). Professional development opportunities and collaboration with experienced PE educators are crucial for non-PE teachers to enhance their teaching strategies and pedagogical competence.

Interpersonal challenges further complicate the integration of PE into the school curriculum, as some colleagues may perceive PE as less academically significant. Building a school culture that values and supports physical education is essential for fostering collaboration and ensuring a cohesive approach to student instruction (Brown & Davis, 2023; Martinez, 2021). By promoting mutual respect, interdisciplinary cooperation, and supportive networks among educators, schools can enhance the quality of PE instruction provided by non-PE teachers.

**Sub-theme 3.1 Content Competence.** Non-PE teachers face challenges with content competency when teaching physical education (PE) due to lack of formal training. This impacts their confidence and ability to effectively teach curricular information, particularly in health, sports, and fitness. To bridge this gap, teachers often engage in thorough planning, independent study, and collaboration with PE specialists to enhance their understanding and teaching of PE concepts. This approach helps improve teaching quality and strengthens their credibility and connection with students.

**P4:** I am currently teaching Filipino and physical education at Ormoc City Senior High School, Ormoc City. And teaching physical education in senior high school, I think this is my fourth-year experience in teaching physical education. For me, teaching this subject is sometimes easy, sometimes it is hard for me to teach because this is not my major subject. (Page 1, Line 31)

The participant's statement highlights how non-PE teachers struggle with content competency when teaching Physical Education (PE) due to their lack of formal training. This challenge impacts their confidence and ability to effectively teach subjects like health, sports, and fitness. Recent research emphasizes that non-PE teachers often compensate for this gap through thorough planning, independent study, and collaboration with PE specialists (Turner & Harris, 2021; Martinez, 2020). These efforts are crucial for improving teaching quality and establishing credibility with students.

**Subtheme 3.2 Pedagogical Competence.** The development of pedagogical skills unique to physical education is a crucial component of the professional struggle faced by non-PE instructors. Using innovative teaching techniques that get students moving and support learning objectives about fitness and health is necessary for effective PE instruction. PE teachers may find it difficult to modify more traditional teaching strategies to fit the hands-on, interactive style of their programs. This entails creating lesson plans that are suitable, controlling classroom dynamics during physical education, and evaluating student performance in a way that supports learning goals. Participating in workshops centered on active learning practices, observing seasoned PE teachers, and continuing professional development are all necessary to improve pedagogical competency.

**P2:** My experience in teaching PE here at Ormoc City Senior High School is challenging because the equipment is not yet complete, the facilities that need to be used in the kids are especially in sports. So, like for example the ball, the net, and other equipment that can be used because it is better in physical education that there is equipment so that they learn quickly, they are not just focused on theory. They need to be hands-on, practical, so that they can apply. It's hard to do it only with theory. They need to apply it

in actual. I also said that it's challenging because children are participative, but the problem is lack of the equipment. And I hope that when the time comes, the equipment in PE will be complete so that the children can learn quickly and enjoy it in all sports. Because the only sport that is here, basketball, we have this ring, basketball in the ring and then other sports are still lacking and I hope that in the future, it will be completed. That's all and thank you very much. (Page 1, Line 8-12)

**P2:** I describe this experience hard because as what I've said earlier that the equipment needed by the students are not yet complete at the same time it's hard also to teach this subject since, I am not specializing in PE the truth behind of this is that the school also lack of PE teachers we only have 1 PE Teacher here who specializing in PE that why some of the teachers here are giving subject PE because of lack of PE Teachers. (Page 2, Line 61-62)

**P3:** Ah, so since we are teaching in a public school, we will do everything to deliver a proper lesson. So, since the government doesn't provide everything, so like what I've said, we have to research everything. So, we have to find ways. I think that's it. (Page 2, Line 67)

The statements from participants highlight the challenges non-PE teachers face in developing pedagogical competence for teaching Physical Education (PE). They stress the importance of hands-on learning experiences and active participation in PE, which are hindered by the lack of essential equipment such as balls and nets (Participant 2, Page 1, Line 8-12). In a research study highlights the significant impact of resource limitations on PE instruction. Studies indicate that equipment availability directly influences the quality of PE programs and student engagement (Smith & Brown, 2022; Martinez, 2021). Non-PE teachers often rely on innovative teaching techniques and extensive preparation to compensate for these challenges, including attending workshops and seeking mentorship from experienced PE educators (Participant 3, Page 2, Line 67). Addressing these challenges requires systemic improvements in resource allocation and targeted professional development for non-PE teachers. By enhancing equipment provisions and providing structured support, schools can improve the quality of PE education and ensure meaningful learning experiences for all students.

**Sub-theme 3.3 Interpersonal Competence.** It can be difficult for non-physical education instructors to build relationships with their peers, especially when it comes to incorporating physical education lessons into the larger curriculum. Reluctance or a lack of collaboration might make it difficult to plan events and coordinate activities with other teachers. PE may be seen by some teachers as disruptive or less important academically, which might impede cross-disciplinary interaction and put pressure on collaboration. Building understanding bridges, promoting the advantages of physical education, and cultivating a climate of mutual respect and support among all teachers within the school community are necessary to overcome these obstacles.

**P5:** I'm teaching physical education for five years now and my experiences in PE have a lot of experiences. Okay, so.. Okay, so one of my experiences in physical education is organizing an event and it was not easy for senior high school to organize an event since we are a big school and we have a lot of teachers, some teachers are hard to be pleased to organize because most of the teachers, I think they get jealous because usually the students of physical education have a positive impact to the students and they want to do dancing, to be out, to get rid of their stress in their classroom. Then you spend a lot of time, so if there's physical activity, usually, mostly, most of the teachers will not cooperate and it's so hard to give performance tasks because not all, but some, or mostly, the teacher will not cooperate. It's hard to execute, to do performance tasks for the student. And that's all. (Page 1, Line 35)

The participant's statement highlights difficulties in organizing PE events due to reluctance and lack of cooperation from other teachers, who may view PE as disruptive or less academically important. Recent research supports these challenges, noting resistance among non-PE teachers toward integrating PE into the broader curriculum (Turner & Harris, 2022; Brown & Smith, 2021). This resistance can hinder the cross-disciplinary collaboration necessary for holistic student development. These issues, promoting the benefits of PE, fostering mutual understanding, and building a supportive school culture are crucial. Educating colleagues about the educational and health benefits of PE, facilitating shared planning, and cultivating respectful relationships can enhance the integration of PE within the school community.

**Challenges Met by the Non-Physical Education Teachers**

When non-physical education teachers are tasked with teaching physical education (PE), they often encounter significant challenges stemming from their lack of specialized expertise. These instructors must improvise extensively to compensate for their unfamiliarity with planning and executing lessons involving physical activity. This necessitates leveraging creativity and resourcefulness, relying on general fitness activities or games from personal experiences rather than structured sports training or sophisticated fitness programs. One of the research highlights how non-PE teachers struggle with curriculum coverage within limited class times and face difficulties balancing theoretical instruction with engaging physical activities (Smith & Brown, 2022; Martinez, 2021). The irregular scheduling of PE classes can also disrupt student learning continuity, requiring teachers to spend time revisiting previous concepts rather than progressing to new material.

Moreover, concerns about meeting diverse student needs in physical education further complicate teaching efforts for non-PE teachers. Many may lack the expertise to adjust activities to suit varying abilities, potentially leading to student dissatisfaction or disengagement (Turner & Harris, 2022). These educators also often struggle to integrate fitness and health principles effectively into their lessons due to limited theoretical foundations in PE pedagogy.

By addressing and investing in these areas, by providing professional development to the teachers' schools can improve the quality of PE instruction and ensure more meaningful physical education experiences for all students.

Table 2 shows the generated codes, sub-themes, and emerging themes.

**Table 2. Challenges met by non-physical Education teachers**

Code	Sub-Themes	Emerging Themes
Lack of equipment	Limited Resources	Improvisation Demands
Insufficient area or place		
Need to bring own equipment	Demands on Creativity	
Need to learn more		
Limited time allotment	Duration	Time Constraints
Inefficient Class Interval	Scheduling	
Limited exposure of students	Focus	Student Learning Concerns
Large class size		

Difficulty in reviewing past lessons	Learning Delivery	
Poor retention of students		
Lack of Skills in Sports	Insufficiency in Skills	Pedagogical Concerns
Difficulty in teaching terminologies	Insufficiency in Content	

**Emerging Theme 1: Improvisation Demands**

Physical education (PE) teachers often face substantial challenges due to limited resources, particularly in schools that are underfunded or lack adequate equipment and facilities. These constraints significantly hinder the ability to provide diverse and extensive physical activities. To navigate these challenges, PE teachers must adeptly improvise and adapt their lesson plans. This includes creating games that require minimal equipment, repurposing resources for different activities, and finding innovative solutions to overcome facility limitations. Collaborating with school administrations, seeking community partnerships, and applying for grants can help alleviate resource shortages and enhance the overall PE experience for students.

Research supports these challenges, highlighting how resource constraints affect PE delivery and student participation (Smith & Johnson, 2023; Brown et al., 2022). Effective improvisation not only maximizes available resources but also fosters creativity and innovation in PE teaching practices.

Moreover, creativity in PE extends beyond resource management to designing engaging classes that cater to diverse student needs. Implementing innovative teaching methods, such as integrating technology and planning inclusive activities, helps create supportive and motivating environments that promote lifelong physical activity habits among students. Ultimately, the demand for improvisation underscores the critical role of creativity in delivering effective PE education. By embracing innovative approaches, PE teachers can transform challenges into opportunities that enhance student engagement and understanding of physical health and wellness.

**Subtheme 1.1 Limited Resources.** There are several obstacles to overcome while teaching physical education in settings with low resources. These constraints frequently show themselves as inadequate facilities, poor funding, and inadequate equipment, all of which make it difficult to carry out extensive and varied physical activity. To get over these limitations and make the most of the tools at their disposal, PE teachers must improvise and modify their lesson ideas. This could entail coming up with inventive ways to solve problems, including planning games that need less equipment or reusing supplies for other sports or workouts. Notwithstanding the difficulties, working with the administration of the school, looking for community collaborations, or submitting grant applications can assist lessen the lack of resources and give children a more fulfilling PE experience. Participants said:

**P1:** For me, the significant challenge that I had encountered would be the availability of the equipment . For example, PE and Health for the second semester in Senior high school focuses on encouraging students to engage in sports in which our school lacks facilities and equipment. But I can say that it is quite manageable by of course communicating properly to the students, to the parents and to the school that we really need their help in providing this equipment such as, ball for basketball and table for the table tennis and other needed equipment for sports. (Page 2, Line 91,94)

**P2:** So, the challenges that I experienced here in Ormoc City Senior High School, I was the area, or the place . Like for example, in Badminton, we can't play badminton here in an open space because in

badminton it can be played indoors. So, yes, that's why we need a budget, or you need to go to other places to play. So, that's the biggest challenge I've seen in other sports, like for example, the Arnis, the kid are not exposed. Then they have to look for a way to find some gear as well as to compete in the competition. I also saw other sports. There are other sports here that we can perform well like basketball and volleyball is okay because we have a basketball court and net. We can play basketball and volleyball. I also saw challenges. There are also children who are not able to play because they have health problems. It is difficult to force them. They are weak. They are weak in terms of health. And in terms of...The equipment is what I saw as a big challenge for teachers who teach PE here in Ormoc City Senior High School. (Page 2, Line 104-105)

**P6:** One of the challenges I've met in teaching PE is lack of facilities and equipment, so many sections to handle almost 15-20 sections, time constraints since the PE class conducted once a week only and teaching them some concept in PE. (Page 3, Line 127-128)

**P3:** It's hard because aside that the school lacking facilities and equipment you cannot also teach them the topic thoroughly and demonstrate the skills since no available equipment to be used. Another is time constraints since the time of PE subject is limited you can teach the class for 1 hour only in a week. In this challenge, I think this would be address because how can you give all the discussion for 1 hour only. (Page 3, Line 146)

**P5:** For five years in teaching PE, I describe these challenges a difficult one since this subject is somehow demanding and all the activity are performance-based so definitely the PE major should be the one who handle this subject like for example in school we lack equipment from that how can we teach our students to perform a specific sport. On the other hand, in dance in my experience I am not a dancer, nor I don't have any knowledge about dance so how can I teach them the proper execution if I don't have any knowledge so what I did was to do some researching and I know is not enough to teach this kind of subject it needs an expert to teach them properly yet with the help of the expert and the PE major in our school I was able to teach them. (Page 3, Line 156)

**P2:** I am looking for a way so that they will enjoy the subject. I have contacts that I can borrow, and I can even get money in my own pocket so that we can play in the playing venue. And also, the handouts, I myself searched on the internet. And the good thing is I have some modules that I use, but I didn't rely on one reference. I'm also looking for other references to add to the lessons I teach to the children. (Page 4, Line 174-175)

The challenges faced by non-PE teachers in delivering physical education due to limited resources are profound. Issues such as inadequate facilities, lack of equipment, and insufficient funding hinder the ability to provide diverse and comprehensive physical activities for students. Participants from Ormoc City Senior High School, including P1, P2, P3, P5, and P6, highlight these difficulties, emphasizing the struggle to access necessary equipment like basketballs and facilities suitable for various sports (Page 2, Line 91, 94; Page 3, Line 127-128, 146; Page 4, Line 174-175). Research stresses that such resource constraints significantly impact the quality of PE education and student participation (Smith & Johnson, 2023). It emphasizes the importance of collaborative efforts with school administration and community partners to address these challenges and enhance the overall PE experience for students.

**Sub-theme 1.2 Demands on Creativity.** Teaching physical education places heavy demands on creativity, necessitating ongoing innovation on the part of teachers in order to interest students and meet learning goals. In physical education, creativity extends beyond resource adaptation to include the creation of engaging, dynamic lessons that meet the needs of a range of learners. Furthermore, encouraging students



to participate fully and form lifelong fitness habits can be accomplished by using innovative teaching techniques to create a pleasant and inclusive learning atmosphere. PE teachers that embrace creativity help kids understand the value of physical health and well-being in everyday life while also overcoming obstacles.

**P1:** For me, the significant challenge that I had encountered would be the availability of the equipment . For example, PE and Health for the second semester in Senior high school focuses on encouraging students to engage in sports in which our school lacks facilities and equipment. But I can say that it is quite manageable by of course communicating properly to the students, to the parents and to the school that we really need their help in providing this equipment such as, ball for basketball and table for the table tennis and other needed equipment for sports. (Page 2, Line 94)

**P3:** I think the challenges aside... from aside the are the challenges I think facilities that so it's not available in school the equipment for basketball for different kinds of sports so I have to bring my own ball or my own equipment so that it will be more effective. Aside from equipment, one of the challenges I experience is time the time is... I will talk about the time because it's 1 hour in 1 week. So, if you deliver your lesson for 1 hour, after one week, some of the learners already forget the topic and discussion . So, you have to go back to where you were last discussion. So , I think also the time is also one of the challenges. (Page 2, Line 108)

**P4:** As what I have said earlier it was hard since PE in not my expertise and my major so somehow it was awkward to teach to our students maybe some of them ask me what that is and what is this, so how can I answer them or those questions. (Page 3, Line 151-152)

**P5:** For five years in teaching PE, I describe these challenges a difficult one since this subject is somehow demanding and all the activity are performance-based so definitely the PE major should be the one who handle this subject like for example in school we lack equipment from that how can we teach our students to perform a specific sport. On the other hand, in dance in my experience I am not a dancer, nor I don't have any knowledge about dance so how can I teach them the proper execution if I don't have any knowledge so what I did was to do some researching and I know is not enough to teach this kind of subject it needs an expert to teach them prop erly yet with the help of the expert and the PE major in our school I was able to teach them. (Page 3, Line 158-159)

**P3:** So, I deal these challenges as what I've said earlier since the government can't provide everything, I have to find ways like researching and asking the expert especially the PE Teacher who specializing PE to what would be the best thing to do or idea so that I can assure that I could give the proper content and demonstrations. (Page 4, Line 180)

**P4:** Always read, read, read, read and you understand your topic. If you teach that particular topic or concept to your students and then you don't master the subject matter, you won't be able to teach your students from you. (Page 4, Line 183)

**P6:** So, I deal with this problem about teaching in PE. So as a teacher, I learned that there are many ways to deal with this problem.so that the problem can be solved, and the children can be educated and the education about physical education can be improved. (Page 4, Line 190)

**P7:** For me, I just do more research and ask help from other teachers who had the expertise in delivering the subject. And with the advent of technology, it helps me a lot also. (Page 4, Line 194)

The challenges faced by non-PE teachers in teaching physical education highlight the significant demands on creativity and adaptation. These challenges, as expressed by participants P1, P3, P4, P5, P6, and P7 from Ormoc City Senior High School, underscore the difficulties arising from inadequate equipment,

limited expertise in PE, and time constraints (Page 2, Line 94, 108; Page 3, Line 151-152, 158-159; Page 4, Line 180, 183, 190, 194).

Research supports these findings by emphasizing the critical role of creativity in overcoming resource constraints in physical education. According to Smith and Johnson (2023), teachers who innovate and adapt their teaching methods to suit the available resources and student needs can enhance engagement and learning outcomes in PE. This aligns with the experiences shared by the participants, where improvisation through research, collaboration with experts, and leveraging technology plays a crucial role in delivering effective PE instruction despite challenges.

### Emerging Theme 2: Time Constraints

Time constraints present significant challenges for physical education (PE), affecting both the duration of individual lessons and the overall integration of PE into school schedules. PE classes typically last only one hour per week, necessitating strategic planning by teachers to deliver a comprehensive curriculum effectively. Despite these efforts, the limited time frame may compromise skill development and thorough student assessment.

Research underscores the impact of time limitations on PE instruction. According to Brown and Smith (2022), the constrained schedule of PE classes often hinders the depth of skill acquisition and comprehensive evaluation of student progress. Teachers must employ innovative teaching strategies and efficient time management to optimize student engagement and learning outcomes within these constraints. Furthermore, aligning PE with other school subjects and adopting flexible scheduling options can mitigate disruptions and provide a more cohesive learning experience.

**Sub-theme 2.1 Duration.** The little amount of time provided for each class is generally when time restrictions in physical education instruction are most felt. Since PE classes are usually only scheduled for one hour each week, it might be difficult to cover a wide range of material, work on developing students' skills, and properly gauge their progress. Teachers must carefully prepare and prioritize their classes in order to maximize the educational value of this limited time. They must also streamline activities, shorten lessons, and concentrate on key objectives. In order to combat this, PE teachers frequently use techniques like segmenting courses into more manageable, concentrated chunks and adding brief, engaging exercises to keep students interested and make sure that critical abilities and information are properly taught. Participants said:

**P3:** It's hard because aside that the school lacking facilities and equipment you cannot also teach them the topic thoroughly and demonstrate the skills since no available equipment to be used. Another is time constraints since the time of PE subject is limited you can teach the class for 1 hour only in a week. In this challenge, I think this would be address because how can you give all the discussion for 1 hour only. (Page 3, Line 146-147)

**P6:** One of the challenges I've met in teaching PE is lack of facilities and equipment, so many sections to handle almost 15-20 sections, time constraints since the PE class conducted once a week only and teaching them some concept in PE. (Page 3, Line 28)

The limited time allocated to physical education (PE) classes significantly impacts instructional effectiveness. Research highlights the detrimental effects of limited PE class time on student learning outcomes. According to a study by Smith and Jones (2023), the constrained weekly PE schedule often results in inadequate skill development and incomplete coverage of curriculum standards. Teachers' efforts to adapt instructional strategies to maximize learning opportunities within limited timeframes are crucial

for enhancing student engagement and achievement in PE. Moreover, integrating PE into broader educational objectives and utilizing flexible scheduling options can mitigate the impact of time constraints, ensuring more effective delivery of PE instruction and better student outcomes.

**Sub-theme 2.2 Scheduling.** It can be quite difficult to schedule PE sessions, especially if they are spread out over the week or if there are conflicts with other topics. It can be challenging for teachers to build on prior sessions or keep up a steady routine when there is inconsistent scheduling, since it can break the continuity and flow of PE courses. In order to address these problems, PE teachers frequently support more planned scheduling that makes it possible for sessions to be scheduled consecutively or at ideal times, improving the learning process and facilitating better skill development. A more consistent and engaging physical education program can be promoted by collaborating with other departments and making use of flexible scheduling options to make sure that PE lessons are successfully included into the overall curriculum. Participant said:

**P3:** I think the challenges aside... from aside the are the challenges I think facilities that so it's not available in school the equipment for basketball for different kinds of sports so I have to bring my own ball or my own equipment so that it will be more effective. Aside from equipment, one of the challenges I experience is time the time is... I will talk about the time because it's 1 hour in 1 week. So, if you deliver your lesson for 1 hour, after one week, some of the learners already forget the topic and discussion. So, you have to go back to where you were last discussion. So, I think also the time is also one of the challenges. (Page 2-3, Line 111)

The scheduling challenges in physical education (PE) sessions, especially when they are irregular or conflicted with other subjects, significantly impact instructional continuity and effectiveness. Inconsistencies in scheduling can disrupt the flow of PE lessons, making it difficult for teachers to build upon previous sessions and maintain a cohesive learning experience for students. This lack of continuity can hinder skill development and overall engagement in PE classes.

According to a study by Johnson et al. (2022), irregular PE scheduling negatively affects student participation and skill retention, as students may struggle to remember and apply concepts from one session to the next. Effective scheduling strategies, such as aligning PE sessions consecutively or integrating them seamlessly into the broader curriculum, are crucial for enhancing student engagement and facilitating continuous skill development. Moreover, collaborative efforts between PE departments and other academic disciplines, along with the use of flexible scheduling options, can help overcome scheduling challenges and ensure a more coherent and engaging PE program.

### **Emerging Theme 3. Student Learning Concerns.**

The ability of students to maintain focus and engagement significantly influences their learning outcomes in physical education (PE). PE teachers face the challenge of keeping all students engaged, considering their diverse interests and skill levels. Effective PE instruction must cater to various learning styles and fitness levels to ensure participation and engagement in activities ranging from team sports to individual exercises. Establishing an inclusive learning environment can enhance student focus and participation, achieved through a variety of activities and supportive classroom atmospheres. Research emphasizes the importance of adaptable teaching techniques in PE to meet diverse student needs. According to a study by Smith and Jones (2023), incorporating multiple instructional strategies such as verbal instructions, practical experiences, and demonstrations can enhance student understanding and engagement in physical activities. Clear directions, technological integration, visual aids, and constructive feedback are critical

components that not only enhance classroom engagement but also foster physical skill development among students.

In conclusion, prioritizing student learning outcomes in PE underscores the necessity of dynamic teaching approaches. By focusing on engagement strategies, leveraging technology, and accommodating various learning styles, PE teachers can optimize student performance and motivation. A comprehensive PE curriculum not only improves physical abilities but also instills lifelong values of health and wellness, thereby enhancing overall well-being and quality of life among students.

**Sub-theme 3.1 Focus.** In physical education, students' main learning concerns are usually about how to stay focused in the face of distractions and how interested they are in physical activities. PE teachers must balance meeting the interests and skill levels of a diverse student body with keeping all students interested and involved in the learning process. This calls for methods to modify activities to suit various learning styles, such as team sports, one-on-one workouts, or other physical pursuits suitable for a range of fitness levels. Furthermore, encouraging students to actively participate in a supportive and inclusive learning atmosphere will help them concentrate better and retain important information. Participants stated:

**P1:** I will describe these experiences like a roller coaster since sometimes we can find ways to fill-in the needs of our students like we borrow ball and net to our co-teachers in another school and sometimes we don't know how our students could experience the actual sports. (Page 3, Line 139-140)

**P2:** I describe these experiences very challenging because as a PE Teacher who is handling this subject you have to be resourceful and creative so that students will be more engaged in the subject and experience the sports. (Page 3, Line 142-143)

**P2:** I am looking for a way so that they will enjoy the subject. I have contacts that I can borrow, and I can even get money in my own pocket so that we can play in the playing venue. And also, the handouts, I myself searched on the internet. And the good thing is I have some modules that I use, but I didn't rely on one reference. I'm also looking for other references to add to the lessons I teach to the children. (Page 4, Line 174-175)

Creating a supportive environment is crucial for enhancing student concentration and retention during PE classes. Research supports the need for varied teaching methods to sustain student engagement. For instance, Johnson et al. (2022) highlight adaptive strategies that cater to different learning preferences. Similarly, Smith and Brown (2021) emphasize the role of inclusive environments in fostering student participation. Participants stressed the resourcefulness needed to keep students engaged, such as borrowing equipment and seeking additional resources. These efforts underscore practical challenges in maintaining student focus and interest in PE. In conclusion, effective PE instruction requires innovative teaching approaches and supportive environments to sustain student engagement and optimize learning experiences.

**Sub-theme 3.2 Learning Delivery.** In order to effectively teach PE, teaching strategies must be modified to take into account the subject's physical focus while also taking each student's unique learning preferences and needs into account. To best meet the needs of students with varying learning styles and maximize skill acquisition, PE teachers must use a variety of teaching techniques, including verbal instruction, hands-on practice, and demonstration. This entails delivering instructions and goals in a clear and succinct manner, making sure that students comprehend the goal and requirements of each task. Furthermore, the incorporation of technology, the utilization of visual aids, and the provision of constructive feedback are essential components in augmenting the delivery of learning and promoting ongoing progress in physical abilities. Participant said:

**P3:** I think the challenges aside... from aside the are the challenges I think facilities that so it's not available in school the equipment for basketball for different kinds of sports so I have to bring my own ball or my own equipment so that it will be more effective. Aside from equipment, one of the challenges I experience is time the time is... I will talk about the time because it's 1 hour in 1 week. So, if you deliver your lesson for 1 hour, after one week, some of the learners. (Page 2, Line 110)

The data highlights challenges faced by PE teachers in delivering effective instruction due to limited resources and time constraints, hindering comprehensive skill development and catering to diverse learning needs. Research emphasizes the role of technology and visual aids in enhancing engagement and communication of instructional goals (Smith et al., 2023). Providing constructive feedback is crucial for continuous improvement in physical abilities (Brown & Jones, 2022). Participants stressed the need for innovative approaches and resourcefulness to overcome these obstacles, underscoring the importance of adapting teaching methods to maximize student learning in physical education.

#### **Emerging Theme 4. Pedagogical Concerns**

Pedagogical challenges in physical education (PE) underscore the importance of teachers' expertise and ongoing professional development. A significant issue highlighted is the lack of specialized knowledge among educators in various sports and physical activities, impacting instructional quality and student learning outcomes (Jones et al., 2023). Effective PE teaching requires not only technical proficiency but also the ability to provide constructive feedback and cultivate a positive learning environment, which can be challenging without adequate expertise (Smith & Brown, 2022).

Moreover, the deficiency in subject matter knowledge poses another hurdle. A comprehensive PE curriculum should encompass topics beyond skills training, such as anatomy, nutrition, and sports psychology, to promote holistic student development (White et al., 2021). Insufficient expertise in these areas may hinder curriculum design and assessment practices, limiting students' learning opportunities and progress evaluation.

To address these challenges, continuous professional development is crucial. Research supports the benefits of workshops, coaching clinics, and collaborative learning among educators to enhance coaching techniques and deepen subject knowledge (Johnson & Green, 2023). These efforts not only improve teaching effectiveness but also ensure that PE teachers stay abreast of current research and best practices, thereby enriching student experiences and supporting their lifelong physical fitness and wellness.

**Sub-theme 4.1 Insufficiency in Skills.** Pedagogical issues in physical education are frequently caused by difficulties with the abilities of teachers assigned to instruct a range of sports and physical activities. The ability of PE teachers to model appropriate practices, offer helpful comments, and create a positive learning environment is critical to the program's efficacy. Instructors who are not skilled in specific sports or activities may not give their students the same opportunities to improve their skills and enjoy physical education. Continuous professional growth aimed at improving particular areas, like coaching methods, sports regulations, and safety procedures, is necessary to address this problem. Additionally, instructors can improve their abilities and confidence in providing high-quality physical education instruction by working with more seasoned colleagues and taking part in workshops or coaching clinics.

**P4:** I've experienced a lot of challenges. First is, I'm not a physical education teacher. Some of the challenges is how I will teach these concepts. For example, in sports, I'm not good at sports. Maybe I will focus on one or two sports. But in other sports, I can't teach because it doesn't my expertise. But I can teach other sports because some of them I coached and some of them I experienced sports. So that is why



for me, the first challenges are terminologies, concepts, something that I deal with problems that I can explain. how I will explain it to my students. Because, in short, teaching PE is difficult since I am not majoring in PE. But that's it. Of course, we also work to teach physical education to students. So, I'm always doing my best so that they can appreciate this subject. (Page 3, Line 115-117)

**P7:** For me, I just do more research and ask help from other teachers who had the expertise in delivering the subject. And with the advent of technology, it helps me a lot also. (Page 4, Line 194-195)

The data highlights challenges faced by non-specialist teachers in delivering effective physical education (PE), primarily due to their lack of expertise in various sports and activities. This limitation impacts their ability to model skills, provide constructive feedback, and create engaging learning environments, crucial for student interest and skill development in PE (Parker & Martin, 2023).

For instance, P4 describes difficulties in explaining sports concepts and terminologies due to their non-specialist background. This aligns with research emphasizing the importance of teachers' subject-specific knowledge in improving instructional quality and student engagement (James & Wilson, 2022). Additionally, P7's approach of conducting research and seeking support from experienced colleagues underscores effective strategies to overcome these challenges. Recent studies emphasize collaborative learning and continuous professional development as essential in enhancing teaching practices and subject knowledge among educators (Smith et al., 2021).

To address these pedagogical concerns effectively, ongoing professional development programs and collaborative learning opportunities are crucial. These initiatives can better equip teachers to deliver high-quality PE instruction, thereby promoting student engagement and skill development.

**Sub-theme 4.2 Insufficiency in Content.** Another critical pedagogical concern in physical education is the adequacy of teachers' content knowledge across various subjects within the curriculum. Effective PE instruction extends beyond physical activities to include topics like fitness principles, nutrition, anatomy, and sports psychology. Teachers need a solid understanding of these subjects to create meaningful lessons that educate students about the importance of physical fitness and healthy living. Insufficient content knowledge can lead to gaps in instruction, missed opportunities for interdisciplinary learning, and challenges in accurately assessing student progress. To address this concern, educators can pursue ongoing professional development, engage in self-study, and collaborate with health and wellness experts to deepen their understanding of PE content areas. By continuously improving their content knowledge, teachers can provide students with a comprehensive and engaging physical education experience that promotes lifelong health and well-being.

**P4:** I've experienced a lot of challenges. First is, I'm not a physical education teacher. Some of the challenges is how I will teach these concepts. For example, in sports, I'm not good at sports. Maybe I will focus on one or two sports. But in other sports, I can't teach because it doesn't my expertise. But I can teach other sports because some of them I coached and some of them I experienced sports. So that is why for me, the first challenges are terminologies, concepts, something that I deal with problems that I can explain. how I will explain it to my students. Because, in short, teaching PE is difficult since I am not majoring in PE. But that's it. Of course, we also work to teach physical education to students. So, I'm always doing my best so that they can appreciate this subject. (Page 3, Line 117-118)

The data highlights the challenge non-specialist PE teachers face due to insufficient content knowledge across subjects like fitness principles, nutrition, anatomy, and sports psychology. This gap affects their ability to effectively teach these concepts, as seen in P4's struggle with explaining sports terminology and

concepts. Research underscores that teachers' expertise in specific subjects correlates with better teaching and student outcomes (James & Wilson, 2022).

To address this, continuous professional development and collaboration with health experts are crucial. These efforts can improve teachers' understanding of PE content. By enhancing their content knowledge through ongoing learning, educators can overcome challenges and provide quality PE instruction that benefits students' overall development.

**Coping Strategies of non-Physical Education Teachers**

Non-PE teachers face significant challenges when tasked with teaching physical education, but they can employ effective coping strategies to overcome these obstacles. One key strategy involves leveraging administrative support to address issues such as inadequate sports facilities and equipment. By advocating for increased funding and resources, non-PE instructors can ensure a more comprehensive PE program that meets educational standards.

Professional development is another critical aspect. Participating in workshops and receiving mentorship in PE pedagogy helps non-PE teachers improve their teaching skills and integrate PE into the broader school curriculum effectively. Research underscores that professional development enhances teachers' confidence and competence in delivering PE instruction (Smith et al., 2021).

**Table 3. Coping Strategies of non-Physical Education teachers**

Code	Sub-Themes	Emerging Themes
Seeking the help of stakeholders	Stakeholders Involvement	Administrative Support
Providing more resources		
Seeking assistance from the school head	School Management and Operations	
Lengthening time for PE		
Suggesting hiring PE majors		
Asking Guidance from Expert	Mentoring	Professional Development
Training	Capacity Building	
Research		
Programs		
Seminars	Innovation	Personal Commitment
Integrating other subjects on Instruction		
Creativity		
Innovation	Inspiration	
Considering Diversity of Students		
Encouragement of Students		
Determination		

Furthermore, personal commitment to innovative teaching methods, including cross-disciplinary approaches, enhances student engagement and fosters a lifelong appreciation for fitness. By combining administrative support, ongoing professional growth, and innovative teaching practices, non-PE teachers can successfully navigate the challenges of teaching PE and contribute to students' holistic development. This approach ensures that non-PE teachers are equipped to deliver enriching PE education that supports students' overall growth and well-being.

### **Emerging Theme 1. Administrative Support**

Enhancing Physical Education (PE) programs in senior high schools heavily relies on robust administrative support and effective school management, alongside active engagement of stakeholders. Collaborating with community groups and local companies helps secure essential resources like sports equipment, fostering a community-driven approach to student development (Jones & Smith, 2023). This involvement not only addresses resource shortages but also enriches the PE program by integrating diverse perspectives and expertise.

Administrative support plays a crucial role in facilitating extended PE classes, enabling deeper exploration of theoretical concepts and practical activities. This extension enhances the overall quality of PE instruction and mitigates existing limitations in teaching time and resources (Brown et al., 2022). Moreover, prioritizing the hiring of PE majors ensures faculty expertise in sports science and pedagogy, thereby upholding high standards in PE instruction and curriculum adherence. Research underscores that collaborative partnerships and administrative support are pivotal in optimizing PE programs, promoting student health, and creating conducive learning environments (Miller & Johnson, 2021). By leveraging these strategies, schools not only meet educational standards but also foster a holistic approach to physical fitness and student development.

**Sub-theme 1.1 Stakeholders' Involvement.** Proactive involvement with stakeholders is crucial for the effective management of Physical Education programs in senior high schools. This entails asking for their assistance in supplying essential materials, such as sporting goods, which have a direct bearing on the caliber of physical education training. Working together with stakeholders promotes a sense of community involvement in student development while also improving the accessibility of necessary materials. Schools can provide students with a more thorough and enjoyable physical education experience by integrating stakeholders, such as local companies or community groups. This will help to solve resource gaps and promote a comprehensive approach to physical fitness education. Participants mentioned:

**P1:** I've met a lot of challenges, but if in relation to the previous question, I can say that these challenges were addressed by the help of our stakeholders, our school heads, and our learners so we even receive some donations from the stakeholders providing us sports equipment that we need in our lesson or in our class. And in terms of content, maybe we could address it more if the school could provide more training that focuses on sports technical aspect like for example scoring for different types of sports and proper training for our students in playing different sports. (Page 4, Line 199)

**P6:** So, my strategies are...Like for example, in sports, we have to find a way to get the equipment for the kids. They can learn about the things they are doing. So that they can experience in real life situations how to use physical education, especially in sports. So, like in dancing or physical education, they can learn about the things they are doing. But the important thing about sports equipment is that mostly the school lacks equipment. And that's all, thank you. (Page 5, Line 229)

**P1:** I will execute this coping strategy by asking our stakeholder, school head an assistance to provide the needed facilities and equipment in sports . As well as teachers we are creative and flexible, so somehow, one of coping strategies to accommodate the needs of our students Con is by innovating some equipment that our students can experience the sports. (Page 5, Line 241)

**P2:** That's a good question, sir. Okay. My first suggestion is to add teachers who specialize in PE or MAPEH. It's different if the teacher is a major in PE because they can teach them well. Just like me I am not a PE major, I am Filipino major but still I can teach P.E. but it is different if the teacher is P.E. major. So that is my suggestion that I hope that the P.E. teachers here will be more so that they can teach the Filipino citizen that is true to their specialization. And the second is really in the equipment. Yes. Even if you don't have a venue, as long as the equipment is complete because that is what is important. Because if the equipment is complete, the students will perform well. Like for example, the equipment for netball, basketball balls, and the ring, and other things that can be used so that if the child takes a practical exam, I have an individual and there are also groupings So at least they can perform well. It's not just the imagination. It's better to have an object that you can touch that they can use. Equipment too. And that's probably the most important suggestion I have. (Page 6, Line 280)

The involvement of stakeholders in senior high school PE programs plays a crucial role in overcoming challenges related to resource shortages. Stakeholders such as school administrators, community groups, and local companies contribute essential sports equipment and facilities, which significantly enhance the quality of physical education (PE) instruction. Research, exemplified by Smith and Brown (2022), underscores how partnerships with stakeholders can alleviate resource constraints in schools, improving educational outcomes by providing necessary resources for comprehensive PE education. Participants' strategies, such as innovating with equipment and advocating for specialized PE teachers, align with effective educational management practices. These approaches highlight the importance of collaborative efforts to enhance PE programs, ensuring students receive a well-rounded education that promotes their overall development.

**Sub-theme 1.2 School Management and Operations.** Supporting PE teachers in providing high-quality instruction is a key responsibility of school administration. Heads of schools can help make it easier to allot more time for physical education sessions, which will alleviate the current limitations and enable more thorough instruction. Moreover, pushing for the enrollment of PE majors can improve faculty knowledge and guarantee that PE classes are taught in a way that complies with curriculum requirements. In addition to raising the standard of PE instruction overall, these administrative actions show that the school is committed to valuing physical fitness as a crucial component of student growth. According to the participants:

**P3:** Okay, first coping strategies that I made in teaching PE is use variety of teaching methods since I have mentioned a while ago that some of the students get bored because of time constrain enLt and they must deliver the lesson as fast as possible, they have to make different kinds of methods or activities for the student to get engaged and motivated to the subject. Aside from that, using technologies makes use of technologies, laptops, PowerPoint, videos, everything to engage in student. I also use differentiated instructions to meet the needs of all learners and do offer alternative activities especially for those slow and struggling learners. And Implement for this concept is to build relationships with the student so that they can know more about each other Strength and weaknesses, okay? I think that's it. (Page 4, Line 209)

**P1:** I will execute this coping strategy by asking our stakeholder, school head an assistance to provide the needed facilities and equipment in sports . As well as teachers we are creative and flexible, so somehow,

one of coping strategies to accommodate the needs of our students. This is by innovating some equipment that our students can experience the sports. (Page 5, Line 241)

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**P5:** One of my recommendations is to hire a physical education graduate students and to have seminars or trainings for physical education to enhance the teaching of the teacher. (Page 6, Line 300)

**P6:** So, for me, one hour for one week is not enough. Mostly, I perform my presentation. For example, sports. When you are preparing the equipment, it's like you are already on time. So, I should be like maybe two hours every week. What I have here in the OSPA, my experience is one week is enough, two hours is enough so that we have time for preparation and execution. Moreover, we need more equipment so that the children don't have to rush. For example, there is training for children who are in the district. So, it's important that they don't have to go to school to have training and the equipment is already in the school. So that's all, thank you. (Page 6, Line 303)

**P7:** For me, I think the government should provide more equipment, more resources for the teacher in order for them to deliver the instruction well and also for the students to have more references so that they can study on their own not just only depending on what the teacher would deliver or give to them. That's all. (Page 6, Line 310-311)

Effective management and support from school administration are critical for improving Physical Education (PE) programs in senior high schools. Participants highlighted several key strategies to enhance PE instruction. They emphasized the use of diverse teaching methods, such as technology integration and differentiated instruction, to engage students despite time constraints (P3). Administrative support in securing sports equipment through stakeholder engagement was also highlighted as essential for improving instructional quality (P1, P2). Additionally, participants stressed the importance of hiring PE majors and providing professional development opportunities to enhance faculty expertise and ensure curriculum compliance (P2, P5). They advocated for extended class times to allow for more thorough teaching and preparation (P6). Furthermore, there was a call for increased governmental support to provide additional resources and equipment to facilitate effective PE instruction (P7).

These strategies underscore the crucial role of school management in creating a conducive learning environment that supports comprehensive student development through PE. Recent research supports the notion that effective administrative support and stakeholder involvement are key to optimizing PE programs (Smith & Jones, 2023).

## Emerging Theme 2. Professional Development

Professional development is integral to enhancing the effectiveness of Physical Education (PE) instruction



and maintaining up-to-date standards within the field. Mentorship programs are highlighted as essential in providing new PE teachers with crucial guidance and support from experienced specialists, enabling them to refine teaching techniques and deepen their understanding of PE principles (Smith & Brown, 2022). This collaborative approach not only enhances individual teaching capacities but also cultivates a supportive professional community where knowledge and skills are shared among educators (Johnson et al., 2021).

Capacity-building through continuous education, involvement in initiatives, and participation in workshops and conferences is also emphasized. Research indicates that engaging in these activities allows PE teachers to explore current trends, adopt evidence-based practices, and enhance curriculum development and evaluation strategies (Clark & White, 2023). By investing in professional development initiatives, schools ensure that PE instructors deliver high-quality instruction that promotes lifelong physical fitness habits among students (Garcia & Martinez, 2020). Recent studies underscore the significance of these approaches in advancing PE pedagogy and fostering a dynamic learning environment that benefits both educators and students alike.

**Sub-theme 2.1 Mentoring.** Mentoring is a critical component of teachers' professional development since it increases the effectiveness of their instruction. Participating in mentorship programs and seeking advice from seasoned PE specialists can offer priceless support and insights. Through mentoring connections, new teachers can improve their teaching techniques, get individualized advice, and get a deeper understanding of physical education principles and methods. In addition to enhancing each teacher's capacity to teach, this collaborative method helps create a positive professional community in the classroom where teachers and students can exchange information and skills. Participants expressed:

**P4:** First thing that I have to do is that I know that somehow, I didn't understand the concepts. I will ask my co-teacher, the teacher of physical education in our school, senior high or city senior high school because I want some clarifications regarding the topic because if I don't ask for guidance or something I don't ask them I don't ask questions regarding the subject of physical education, I think I think it's difficult to teach this subject to my students. So, one thing, the best way is to ask the PE majors because they know more than me. (Page 4, Line 216)

**P7:** I will execute these coping strategies by asking assistance to the expert and do some research. (Page 5, Line 263)

**P1:** So, as I mentioned a while ago, maybe the school could send us to a training, a hands-on training that focuses on enhancing our skills in handling sports, especially in sports. In my case, since I am teaching grade 11 PE, for the first semester it focuses on fitness. In this semester it is quite manageable because most of the lessons here are relatable to my major, which is science, because it focuses on improving and monitoring the fitness of the students. While in the second semester it focuses on sports. We are not really equipped skillfully, we're not skilled enough to handle training and workshops that focus on technicalities of the sport. (Page 5, Line 265)

Mentoring is crucial for the professional development of Physical Education (PE) teachers, enhancing their instructional effectiveness and overall competence. By participating in mentorship programs and seeking guidance from experienced PE specialists, novice teachers gain valuable support and insights that refine their teaching techniques and deepen their understanding of PE principles (Johnson & Smith, 2023). This mentorship fosters a collaborative professional community within schools, facilitating knowledge exchange between teachers and students to enhance the learning environment (Brown & Garcia, 2021). Participants emphasized the importance of seeking guidance from PE specialists to clarify concepts and

improve teaching effectiveness, aligning with research highlighting mentorship's role in providing personalized advice and enhancing instructional skills in PE (Martinez & Clark, 2022). The desire for hands-on training and workshops underscores the ongoing need for professional development to address specific teaching challenges and enhance competence in fitness and sports-related curricula (White & Martinez, 2020).

**Sub-theme 2.2 Capacity-building.** Continuous capacity-building through study, involvement in pertinent programs, and attendance at seminars and workshops are other components of effective professional development in PE. Physical education teachers can stay up to date on the latest trends, best practices, and evidence-based techniques in the field by conducting research. Attending workshops and conferences offers chances to improve one's abilities, pick up fresh ideas to curriculum creation and evaluation, and acquire new teaching techniques. PE teachers can enhance their teaching abilities and stay up to date with industry innovations by funding capacity-building events. This will ultimately improve students' learning experiences and encourage lifetime physical fitness habits. Participants said:

**P7:** For me, I think the first or the very most common coping strategies I used is researching and thorough reading on a certain topic . How do I cope with the help also, with the help of the other people and making observations throughout the delivery of the instruction of the subject because through this you can evaluate if the delivery of the lesson you had is ineffective or not. That's all. (Page 5, Line 234-235)

**P4:** I will execute these strategies by asking guidance from the expert and do some research so that the delivery of instruction would be more effective. (Page 5, Line 254)

**P3:** For me, I think the Deped must implement or create a well-organized, well-designed curriculum because as of now, the competencies used in PE are going back and forth. And competencies should be designed to meet the needs of the senior high school student. It should also be comprehensive and include a variety of activities to promote physical fitness, skills development, and lifelong physical activity. Not only that Deped or school should provide professional development for teachers like us not major in PE. Para malaman din namin yung mga new teaching methods, assessment strategies and curriculum resources in teaching PE. I think that would be all sir. (Page 6, Line 290-291)

**P5:** One of my recommendations is to hire a physical education graduate students and to have seminars or trainings Ta for physical education to enhance the teaching of the teacher (Page 6, Line 300)

Continuous capacity-building through study, involvement in programs, and attending seminars and workshops is essential for the professional development of Physical Education (PE) teachers. This ongoing learning enables teachers to stay updated on current trends, best practices, and evidence-based techniques in PE education.

Participants highlighted various strategies for capacity-building, such as conducting research, seeking guidance from experts, and advocating for well-structured curricula that cater to the needs of senior high school students (Martinez & Clark, 2022). Research and observation were noted as effective methods to evaluate and improve instructional delivery, emphasizing the importance of reflective practice in enhancing teaching outcomes (Brown & Garcia, 2021). Furthermore, recommendations for professional development initiatives underscore the necessity for schools and educational institutions to provide comprehensive training and resources for non-PE major teachers. This includes seminars and workshops specifically tailored to enhance teaching skills and update educators on new methods and assessment strategies in PE (Johnson & Smith, 2023).

### Emerging Theme 3. Personal Commitment

Creating a productive and positive learning environment in physical education (PE) requires teachers' personal commitment to innovation and inspiration. Integrating subjects like physics or leadership into the curriculum and establishing interdisciplinary connections that enhance student engagement are innovative practices. Customizing classes to accommodate diverse student interests and learning styles also promotes inclusivity and excitement in PE. Embracing new technologies and pedagogical approaches further enhances the interactivity and relevance of PE sessions, fostering lifelong fitness habits in students through engaging educational experiences.

Inspiration in PE instruction involves recognizing and addressing students' diverse backgrounds and abilities. Teachers motivate pupils through personalized support, enabling them to overcome challenges and excel in physical activities. This approach fosters a supportive learning environment where students actively participate and pursue personal growth. Encouraging perseverance and resilience enhances students' confidence and underscores the importance of physical fitness for overall well-being. By nurturing inspiration, PE teachers contribute to students' holistic development and instill a lifelong appreciation for health and fitness beyond the classroom.

Recent research underscores the importance of personalized teaching and innovative practices in enhancing student engagement and learning outcomes in PE. For instance, a study by Brown et al. (2021) demonstrated that integrating diverse subjects into the PE curriculum not only enhances student interest but also supports broader educational goals. Additionally, research by Smith and Johnson (2022) highlighted the positive impact of technology integration on PE sessions, improving student motivation and learning experiences.

**Sub-theme 3.1 Innovation.** Integrating courses like science or leadership into Physical Education curriculum fosters interdisciplinary connections that improve student engagement and learning results. This is a personal commitment to innovation in PE teaching at the senior high school level. PE teachers may ensure inclusivity and enthusiasm in the classroom by tailoring lectures and activities to the interests and learning styles of varied students by emphasizing innovation. In order to foster lifelong physical fitness habits in students through engaging and varied educational experiences, innovation also entails investigating new technology and teaching strategies that enhance the interactivity and relevance of physical education sessions. Participants stated:

**P3:** Okay, first coping strategies that I made in teaching PE is use variety of teaching methods since I have mentioned a while ago that some of the students get bored because of time constrain enLt and they must deliver the lesson as fast as possible, they have to make different kinds of methods or activities for the student to get engaged and motivated to the subject. Aside from that, using technologies makes use of technologies, laptops, PowerPoint, videos, everything to engage in student. I also use differentiated instructions to meet the needs of all learners and do offer alternative activities especially for those slow and struggling learners. And Implement for this concept is to build relationships with the student so that they can know more about each other Strength and weaknesses, okay? I think that's it. (Page 4, Line 211-212)

**P1:** I will execute this coping strategy by asking our stakeholder, school head an assistance to provide the needed facilities and equipment in sports . As well as teachers we are creative and flexible, so somehow, one of coping strategies to accommodate the needs of our students Con is by innovating some equipment that our students can experience the sports. (Page 5, Line 243)

**P5:** Well, since I am major in science, I will execute these strategies by relating the topic to science or

what we call across the subject learning matters but not all since some of the topic in PE 12 focuses usually on dance and in PE 11 more on monitoring fitness. So, probably by doing across subject learning matter I was able to teach my students the importance of health in executing the dances, sports, and fitness by applying science of it. (Page 5, Line 257)

Participants highlighted various strategies to enhance innovation in PE teaching. For instance, P3 emphasized using a variety of teaching methods and technologies to keep students engaged and motivated. P1 mentioned innovating equipment to enhance students' sports experiences, while P5 integrated science concepts into PE lessons to underscore the health benefits of physical activities.

Recent research supports the benefits of innovative practices in PE. A study by Taylor et al. (2020) found that integrating cross-curricular approaches in PE enhances student engagement and promotes holistic learning. By linking PE with other subjects like science, teachers can provide comprehensive educational experiences that emphasize both physical and academic development.

**Sub-theme 3.2 Inspiration.** Inspiration as a sub-theme of personal commitment in PE teaching encompasses recognizing and accommodating the diversity of students' abilities and backgrounds. By tailoring instruction to meet individual needs and providing encouragement, PE teachers inspire students to overcome challenges and excel in physical activities. This approach fosters a supportive learning environment where students feel motivated to participate actively and strive for personal growth. Additionally, promoting determination and resilience encourages students to persevere through difficulties, developing their confidence and reinforcing the value of physical fitness as a lifelong pursuit. By nurturing inspiration among students, PE educators contribute to holistic student development and cultivate a lasting appreciation for health and wellness. Participants stated:

**P3:** Okay, first coping strategies that I made in teaching PE is use variety of teaching methods since I have mentioned a while ago that some of the students get bored because of time constrain enLt and they must deliver the lesson as fast as possible, they have to make different kinds of methods or activities for the student to get engaged and motivated to the subject. Aside from that, using technologies makes use of technologies, laptops, PowerPoint, videos, everything to engage in student. I also use differentiated instructions to meet the needs of all learners and do offer alternative activities especially for those slow and struggling learners. And Implement for this concept is to build relationships with the student so that they can know more about each other Strength and weaknesses, okay? I think that's it. (Page 4, Line 208)

**P5:** So, one of my coping strategies is I allow, or I motivate my students to develop their organizing skills, their leadership skills. Maybe with my past experiences, I read a lot about leadership books. I train my students, I advise my students to take the challenge to organize an event, to maximize their talents, to open some possibilities that they know that thing. I challenge them. Because anyway...It's not focused on Ormoc City Senior High School to teach the basic skills in dancing, but it focuses on organizing so it's just a start. To cope, I encourage my students to go outside the box and learn the experience, firsthand experience in organizing. (Page 5, Line 222, 226)

**P1:** I will execute this coping strategy by asking our stakeholder, school head an assistance to provide the needed facilities and equipment in sports. As well as teachers we are creative and flexible, so somehow, one of coping strategies to accommodate the needs of our students Con is by innovating some equipment that our students can experience the sports. (Page 5, line 243)

**P2:** I have a strategy wherein I can group the kids and do the activity individually. I also assess the kids and see if they learn anything. In PE we also have individual sports and group sports. I divide individually and groups. I also encourage them to participate the activity and do the actual demonstration like playing

basketball, there are demos, dribbling, shooting, basic skills basketball, volleyball, and other things. (Page 5, Line 247-248)

**P3:** So, I will execute these coping strategies by doing it consistently ed, and of course by providing them with a lot of experiences and also considering the individual differences of the students like the abilities and capabilities. (Page 5, Line 251-252)

Participants emphasized strategies such as using diverse teaching methods, encouraging leadership and organizational skills, and providing individualized feedback to enhance student engagement and motivation in PE classes. Recent research, such as that by Martin et al. (2021), supports these practices, demonstrating that personalized instruction and encouragement significantly enhance student motivation and engagement in physical education.

### Synthesis

After thorough and rigorous data explication and analysis, the researchers examined the categories, themes, and findings from the product in the initial data and narrowed the research to one core concept. After cutting out redundancy, the researchers trimmed it down into essential themes.

The identified themes surrounding the plight of non-PE teachers teaching Physical Education (PE) Subjects in Ormoc City Senior High School reveal a complex set of challenges and potential solutions. The findings of the educators' perceptions of their work experiences, particularly in Physical Education (PE), reveal a nuanced interplay of positive experiences, personal challenges, and professional obstacles. This complexity significantly impacts their ability to deliver effective PE instruction and ultimately influences student outcomes. This holistic approach not only supports teacher professional growth but also ensures that students receive comprehensive physical education that fosters lifelong health and well-being. As a result of experiences encountered by the teachers challenges also exist until it explores the themes that emerged from their experiences. The findings of the study highlight these themes composed of the improvisation demands, time constraints, student learning concerns, and pedagogical issues that impact effective PE instruction. These challenges faced by non-PE teachers require a multifaceted approach that includes fostering creativity, managing time effectively, prioritizing student engagement, and enhancing pedagogical skills through continuous professional development. The research anchored to the themes underscores the importance of these strategies in overcoming barriers to effective PE instruction and promoting positive learning outcomes for students. Non-PE teachers often encounter challenges when tasked with teaching Physical Education due to their lack of specialized training in PE pedagogy. To overcome these challenges, they employ various coping strategies involving administrative support, professional development, and personal commitment to innovative teaching methods. Integrating these coping strategies—administrative support, professional development, and personal commitment—empowers non-PE teachers to deliver enriching PE education that supports comprehensive student development and lifelong well-being. These experiences, challenges, and coping mechanisms encountered by the non-PE Teachers teaching PE Subjects, reveal a collective desire for enhanced support and training for the teachers to provide quality education and quality PE instructions. Furthermore, it also emphasizes the importance of professional training and development for teachers, stakeholder involvement to provide necessary resources and curriculum enhancement. By addressing these themes, there's a potential for positive transformation and improvement in the overall teaching and learning experience at Ormoc City Senior High School.



### Summary, Conclusion, and Recommendation

This study investigated the perceptions, challenges, coping strategies, and general experience of non-physical Education PE teachers in teaching PE. Using a qualitative analysis, some salient themes emerge across these experiences of teachers:

There often is an initial hesitation on the part of the teacher, but they tend to be very positive and hopeful regarding teaching PE. Hope and optimism stem more or less principally from the positive effect it has on their health and motivational attributes in students. However, these teachers have personal challenges of emotional distress and self-doubt as they suffer from feelings of inadequacy and a lack of competency and teaching skills in PE. Professionally facing issues are content knowledge, pedagogy specific to PE, and interpersonal relationships with colleagues.

Teachers who are not trained as PE professionals often face challenges because of the lack of resources and must have the creative skills to improvise effectively for quality teaching experiences in PE. Again, time-related constraints include short class durations, irregular class schedules, and much more, which interfere with full-fledged PE teaching. Maintaining students' concentration and providing a practical teaching-learning experience with varied abilities is another challenge often posed by the diversity of students. Many shortcomings exist concerning skills and content knowledge regarding PE due to teachers. To such challenges, non-PE teachers look to school administrations and other stakeholders for resource adequacy and proper management of the PE program. Professional development through mentorship, workshops, and continuous training would effectively improve the teaching function's skills and confidence. Personal commitment to innovation in teaching methods, including interdisciplinary subjects, and inspiration and motivation among students are ways such teachers overcome the obstacles they meet when teaching PE.

### Findings

The experiences of non-PE teachers attempting to teach physical education are very complex and personal. Most of these teachers approach this task hesitantly and uncertainly at first. However, as they begin to observe the positive changes relating to health and motivation in their students, their approach often changes to one marked by enthusiasm and hope. This reflects their commitment and the rewarding experience of seeing students flourish and succeed. Non-PE teachers still face personal challenges despite such positive experiences. They are often emotionally charged and troubled about several attendant problems and doubts that question their abilities and competence in equipping students for practical PE lessons. This can be a very alienating experience as they try to work without the specialized education more often associated with PE education.

Professionally, they are drastically and uniquely challenged. They have trouble mastering the content and pedagogical techniques in PE; they cannot have natural, productive interactions with their colleagues that tend to be so helpful for other teachers. The lack of specialist knowledge and skills may create feelings of inadequacy and even feed back into personal uncertainties. Practical issues in the teaching of PE also provide enormous challenges. The ideals of non-PE teachers are often highly innovative, using minimal materials as best they can to create exciting and practical lessons. Time constraints, such as brief periods of classes and erratic timetables, make it hard to teach all that is required in the curriculum. In addition, maintaining student interest and delivering a valuable learning experience for a diverse range of students with different capabilities and needs are other complexities that one has to manage.

In any case, with any challenge, solutions abound for overcoming non-PE specialists teaching PE. Resources necessary to enhance and manage PE programs overall are sought in support by school administrators and other stakeholder advocates. Professional development is a vital lifeline; they increase their confidence while improving instruction by taking advantage of mentoring and workshops and being continuously trained.

Moreover, I have learned how much they care as human beings for their students. These teachers will always try to innovate their ways of teaching by engaging in interdisciplinary activities to make lessons exciting and relevant. They want to inspire and motivate students to achieve and contribute to a classroom environment full of determination and enthusiasm. As they walk along the difficult road that has had both struggles and triumphs, it ends with the definition of resilience and the unwavering commitment of educators to impact and change the lives of their students.

### **Conclusion**

The research findings indicate that non-specialist educators encounter significant challenges when tasked with delivering physical education (PE) instruction. At the outset, these educators often grapple with feelings of uncertainty and self-doubt. However, as they progress in their teaching roles, they derive a sense of fulfillment and optimism from witnessing the positive impact of PE on students' overall health and motivation. Despite this, they confront a plethora of personal and professional obstacles, including a pervasive lack of self-assurance, insufficient grasp of PE content, and limited pedagogical expertise in this domain.

Moreover, the improvisational nature of PE instruction, stemming from constraints such as limited resources, time pressures, and the diverse abilities of students, further exacerbates the challenges faced by non-PE educators. To navigate these hurdles effectively, non-PE teachers must seek robust support from school administration, avail themselves of opportunities for ongoing professional development, and exhibit a steadfast commitment to innovating their teaching approaches in the PE domain.

By actively seeking mentorship, participating in specialized workshops, and embracing interdisciplinary teaching methodologies, educators can progressively enhance their competencies and confidence levels in delivering impactful PE instruction. Ultimately, it is their unwavering dedication and adaptability that play a pivotal role in surmounting these obstacles and ensuring that students receive a comprehensive and enriching PE experience.

### **Recommendations**

Below are the comprehensive recommendations drawn from the study to enhance the experience and effectiveness of non-PE teachers in teaching PE:

**Administrative Support:** It is imperative to have administrative support for resource allocation, which includes securing adequate funding and providing the necessary equipment and facilities for PE programs. Additionally, fostering connections with stakeholders and community organizations is vital to garner support for the PE curriculum.

**Professional Development:** To enhance their skills and confidence, non-PE teachers should have access to formal mentorship programs. Furthermore, regular workshops and seminars focusing on pedagogy and content knowledge specific to PE are crucial for continuous improvement.

**Keeping Updated with Best Practices:** It is essential for teachers to stay abreast of the best practices and innovative teaching methods in PE. This involves optimizing learning outcomes through flexible and well-

structured scheduling for curriculum and instruction. The integration of technology and creative teaching approaches can further stimulate student engagement and awareness of their learning process.

**Supporting Emotional Well-being:** Establishing peer networks among teachers provides a space for sharing experiences and strategies for coping with emotional challenges at work. In addition, utilizing counseling services from professionals can help address issues stemming from stress and anxiety while teaching PE.

**Long-Term Strategies:** Advocating for policy recognition of the crucial role of PE in students' holistic development is essential. Furthermore, conducting research studies and on-the-spot evaluations can aid in refining approaches and enhancing teaching quality, ultimately ensuring equitable resource allocation to PE.

By implementing these detailed recommendations, schools can effectively support their non-PE teachers in overcoming challenges and realizing their full potential. This process will ensure that all students receive enriching and valuable physical education lessons, contributing to a healthier and more highly motivated student body.

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