
Research Article

Challenges of Music, Arts, Physical Education, and Health Teachers in Caloocan: A Phenomenological Study

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ABSTRACT

This study aimed to explore comprehensively the instructional and emotional challenges faced by five MAPEH teachers who are not major in all four components of the learning area at Caloocan City Business High School, employing a phenomenological research design. Data were collected through semi-structured interviews, with the instrument validated by a panel of experts to ensure content validity and reliability. Findings revealed that MAPEH teachers encounter diverse instructional challenges, such as limited curriculum mastery, ICT integration, and diverse student needs, alongside emotional struggles like anxiety and frustration. Despite these issues, teachers demonstrate resilience rooted in their faith, supported by school-based training and seminars on content, pedagogy, and mental health, which have been vital in addressing professional and personal development needs. Based on these findings, recommendations include providing continuous professional development that emphasizes curriculum mastery and ICT skills, establishing peer support and faith-based mentoring programs, and institutionalizing regular school-based training and stress management seminars. Additionally, adopting and actively implementing the EMBRACE model can foster a collaborative environment that enhances emotional resilience, practical coaching, and ongoing professional learning among MAPEH teachers.

Keywords: *Inadequate instructional resources, anxiety, frustration, limited MAPEH curriculum mastery, limited facilities and equipment*

Introduction

American studies reveal that MAPEH teachers face significant instructional challenges, often due to insufficient specialized training. Darling-Hammond et al. (2021) in their study "Teacher Preparation Challenges for Specialized Subjects" found that many educators are not adequately prepared to deliver diverse MAPEH curriculum content, leading to low confidence and limited

instructional innovation. Orlando (2020) in "Emotional Stress and Teacher Behavior in Specialized Subjects" reported that this lack of preparation also contributes to emotional stress and burnout, adversely impacting teacher performance and student engagement.

Kraft, Blazar, and Hogan (2022) in "Teachers' Time Use and Instructional Quality" described how excessive out-of-class preparation

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time diminishes instructional effectiveness. Biesta (2021), through "The Impact of Emotion-Focused Coping on Teaching Effectiveness," explained that teachers with poor emotion-focused coping tend to become frustrated, which negatively affects classroom climate. Aguinaldo (2023) further emphasized in "Teacher Motivation and Institutional Support" that insufficient emotional and professional support systems lead to reduced enthusiasm and motivation among MAPEH teachers.

In Canada, Graham et al. (2023) in "Role Conflict and Instructional Inconsistency Among MAPEH Teachers" documented how role ambiguity and lack of professional development hinder consistent instructional delivery. Lim and Lim-Ratnam (2022), in "Emotional Barriers in Teaching Diverse Learners," highlighted the emotional burnout experienced by teachers without adequate support.

Shevlin et al. (2021) found in "Teacher Resilience through Collaborative Networks" that mentorship and collaboration improve both instructional efficacy and emotional well-being. However, Poon-McBrayer and Wong (2020) warned in "Social Exclusion and Inclusive Education Challenges" about the gaps in emotional and instructional support, particularly for teachers handling diverse learners. Barros et al. (2024) in "Policy vs Practice in Teacher Support" identified discrepancies between policy frameworks and their practical implementation, affecting teacher retention and satisfaction.

United Kingdom research aligns with observations in Canada. Graham et al. (2023) confirmed role conflicts impede instructional consistency. Thi and Truong (2021) underscored in "Culturally Responsive Pedagogies in UK MAPEH Education" how non-specialist teachers struggle with implementing inclusive curricula.

Balas (2022), in "Workplace Mental Health Support and Teacher Absenteeism," reported that insufficient mental health support results in increased absenteeism and job dissatisfaction among MAPEH teachers. Bai and Martin (2023) in "School Climate and Teacher Resilience in the UK" emphasized the importance of supportive climates in

mitigating burnout. Additionally, Hwang et al. (2020) documented in "Mentorship Impact on MAPEH Teachers" the positive effects of mentorship and resource availability on instructional quality and teacher emotional health.

Japanese studies highlight collaboration and professional development as vital support mechanisms. Wang and Li (2021) in "Collaborative School Climate and Teacher Stress Mitigation" demonstrated how cooperative teacher cultures ameliorate instructional difficulties and emotional burdens. Thi and Truong (2020) stressed in "Continuous Training for Culturally Relevant Pedagogy" the need for ongoing specialty training.

Lim and Lim-Ratnam (2019) analyzed in "Teacher Pressure and Performance Anxiety" how high performance demands cause anxiety that affects teaching. Garcia (2022) observed emotional strain in managing diverse learners in his work "Emotional Strain in Diverse Student Needs Management." Siuty et al. (2020) discussed underdeveloped institutional support systems that need strengthening.

Research from Singapore shows comprehensive challenges balancing curriculum and emotional stress. Lim and Lim-Ratnam (2022) described in "Teaching MAPEH in Large Class Settings" instructional challenges due to curriculum breadth and large class sizes. Wang and Li (2021) confirmed emotional burnout linked to these pressures.

Shevlin et al. (2019) identified in "Mentorship as a Buffer Against Burnout" that mentorship programs can alleviate stress. Barros et al. (2020) argued in "Teacher Support Programs in Singapore" for expanded psychological and emotional supports to sustain teachers effectively.

Taiwanese studies reflect similar themes. Thi and Truong (2020) in "Culturally Responsive Teaching in MAPEH Education" emphasized specialized training's importance for effective instruction. Wang and Li (2021) highlighted mentorship and resource availability as critical to supporting both instructional delivery and teacher sentiment.

In the Philippines, non-specialized MAPEH teachers face notable instructional challenges. Co, Abella, and De Jesus

(2021), in "Challenges of Non-Specialized MAPEH Teachers," documented how covering all four MAPEH components without sufficient training reduces teaching effectiveness. Angeles (2022) in "Emotional Fatigue Among Filipino MAPEH Teachers" linked workload and lack of institutional support to burnout.

The Department of Education (2023) noted inadequate professional development programs, further reducing instructional quality. Dela Cruz (2024) in "Teacher Burnout and Mentorship Absence" connected absence of mentorship to higher teacher attrition rates. Bedro (2023) revealed additional remote learning challenges in "Challenges and Practices of MAPEH Teachers in the New Normal."

Dela Rosa (2023) focused on resource limitations in urban areas in "Instructional Challenges of Urban Non-Major MAPEH Teachers," while Santos (2022) discussed deficits in emotional support in "Teacher Sentiment and Development Gaps." Duamniel (2025) presented teachers' coping mechanisms in "Lived Experiences of MAPEH Teachers," and Garcia (2022) researched social barriers regarding learners with special needs. Bacilang (2023) called for structured support frameworks in "Frameworks for Teacher Resilience."

Local research in Caloocan mirrors national trends. Dela Rosa (2023), in "Instructional Delivery Issues Among Non-Major MAPEH Teachers in Caloocan," reported resource shortages and challenges linked to non-specialist teachers. Santos (2022) highlighted emotional strain in "Teacher Sentiment in Caloocan Schools." Reyes (2024), in "School Support Systems for MAPEH Teachers in Caloocan," revealed inadequacies in tailored institutional support. Pascual (2023) discussed how overcrowding impacts classroom management and teacher stress in "Classroom Management and Teacher Stress in Caloocan." Tala (2024) pointed to weak collaborative networks in "Peer

Collaboration Among MAPEH Teachers," limiting peer support.

At Caloocan City Business School, MAPEH teachers mostly teach all four components without major specialization. This situation exacerbates instructional difficulties, as teachers often lack mastery over all disciplines. Emotionally, this creates feelings of inadequacy and frustration. Moreover, school support systems are minimal, offering few professional development or emotional support programs tailored to non-major MAPEH teachers' unique needs.

Despite extensive studies internationally and locally, there is a notable gap focusing specifically on non-major MAPEH teachers in urban Philippine settings like Caloocan City Business School. Limited research investigates the intersecting instructional and emotional challenges these teachers face amidst scant school-based support.

This study aimed to explore comprehensively the instructional and emotional challenges confronting non-major MAPEH teachers in Caloocan City Business School and to evaluate the adequacy and nature of the support system available to them. Findings are expected to inform policies and practices that enhance teacher well-being and instructional effectiveness.

Statement of Objectives

The study sought to uncover the lived experiences as to the challenges of MAPEH teachers in Caloocan.

Specifically, it aimed to achieve the following:

1. To uncover the challenges of MAPEH teachers in terms of:
 - 1.1. Instructional delivery; and
 - 1.2. Sentiment in teaching MAPEH;
2. To reveal the support system provided by the school to MAPEH teachers.
3. To propose coping mechanism model to address the challenges of MAPEH teachers.

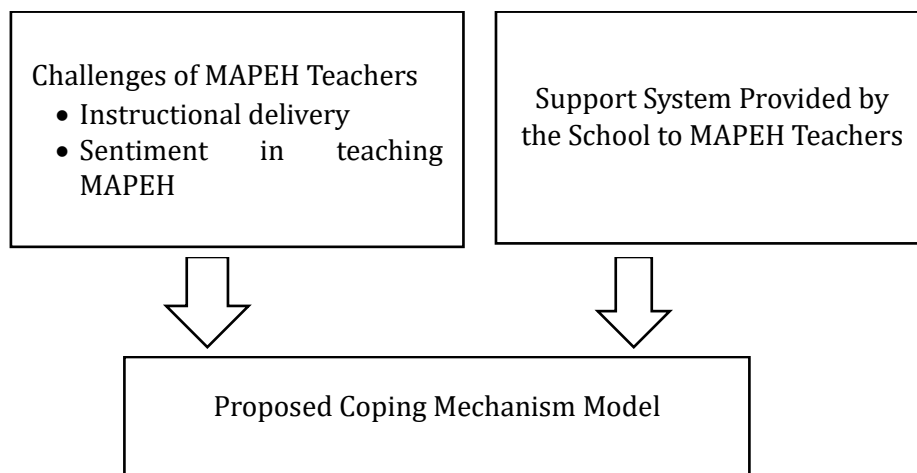


Figure 1.
Paradigm of the Study

The study set primarily on Pragmatism, but it also incorporated key elements of Phenomenology and Interpretivism to provide a coherent framework for exploring the lived experiences of MAPEH teachers who are non-majors in all four components of MAPEH.

Firstly, Pragmatism serves as a guiding philosophy because it focuses on practical consequences and utility, prioritizing understanding of the teachers' real-world experiences and the actionable outcomes that can address their instructional and emotional challenges (James, 1907). Pragmatism allows the researcher to center the study on what works in practice within the specific educational context of Caloocan City Business School, emphasizing problem-solving and adaptation, crucial for teachers handling subjects outside their core specialties.

Secondly, Phenomenology provides a foundational philosophy for the study since it seeks to describe and understand individuals' lived experiences as they perceive them, without preconceived theories or biases (Husserl, 1913/1962). This descriptive approach is essential for capturing how MAPEH teachers, lacking major specialization, experience instructional delivery challenges and emotional sentiments in authentic ways. The study employs phenomenology to delve deeply into the subjective realities of these teachers, focusing on their consciousness and meaning-making

processes regarding daily teaching demands and school support systems.

Lastly, Interpretivism complements these by acknowledging that understanding human experiences requires interpreting the context and meanings participants assign to their situations (Heidegger, 1927). Since the experiences of MAPEH teachers are shaped by cultural, institutional, and social factors specific to Caloocan, interpretivism guides the researcher's reflective engagement with participants' narratives, allowing contextualized interpretation rather than objective detachment. It embraces the complexity of educational phenomena and the co-construction of knowledge between researcher and participants.

Together, these philosophies provide a strong, comprehensive foundation that supports a rigorous yet empathetic inquiry into the challenges faced by MAPEH teachers in Caloocan, illuminating both practical implications and deeper lived realities.

The study aimed to uncover the challenges that MAPEH teachers experienced in terms of instructional delivery and their emotional sentiment while teaching subjects they were not specialized in. It sought to identify specific difficulties they encountered in effectively delivering lessons and managing student engagement. Additionally, the study revealed the extent and effectiveness of the support systems provided by schools to assist these teachers in overcoming these challenges. Finally, the study

proposed a coping mechanism model designed to address the instructional and emotional difficulties faced by MAPEH teachers, with the goal of improving their teaching effectiveness and well-being

Materials and Methods

This phenomenological study explored the lived experiences of five purposively selected MAPEH teachers at Caloocan City Business High School—junior high educators with at least three years' experience but without specialization in all four MAPEH components (Music, Arts, Physical Education, Health). Data were gathered via a validated semi-structured interview guide, focusing on challenges in instructional delivery and emotional sentiments, following ethical protocols including Schools Division approval, informed consent, confidentiality, and audio-recorded face-to-face sessions in a conducive environment.

Thematic Analysis (Braun & Clarke, 2006) was applied through six steps: familiarizing with transcripts, initial coding, theme searching, reviewing, defining/naming themes, and reporting. This approach, combined with expert-validated instruments, ensured rich insights into teachers' coping strategies amid urban public school demands like resource constraints and professional stress.

Results and Discussion

Challenges of MAPEH Teachers in Instructional Delivery

MAPEH (Music, Arts, Physical Education, and Health) is an integrated subject in the Philippine basic education curriculum designed to develop students' holistic growth through diverse learning experiences. While this interdisciplinary approach offers comprehensive education, it presents significant challenges for teachers who are tasked with delivering instruction across four distinct disciplines. A critical issue is that most MAPEH teachers are not majors or specialists in all four components, having typically specialized in only one area during their pre-service training (Bautista, 2017; Ramos & Valenzuela, 2019). This mismatch between teacher expertise and curricular demands creates instructional difficulties that affect the quality of learning experiences

provided to students. The complexity of teaching multiple disciplines simultaneously, combined with resource limitations and varying levels of pedagogical preparation, compounds these challenges and necessitates a closer examination of the obstacles faced by MAPEH educators in effective instructional delivery.

Sub-theme 1: Limited MAPEH Curriculum Mastery and ICT Utilization

Non-MAPEH major teachers assigned to teach the four distinct components of MAPEH—Music, Arts, Physical Education, and Health—face unique instructional delivery challenges due to not being specialized in any of the areas. The participants 1 and 2' responses reflect this, as lesson planning becomes especially laborious for educators lacking foundational or advanced training in each subject, often resulting in generic approaches that compromise depth and contextual relevance. Technical difficulties, particularly in ICT utilization, further impede their ability to facilitate specialized learning experiences or adapt lessons to modern formats. This lack of major expertise across all four components causes hesitation and stress, with educators reporting low confidence in using differentiated strategies, resource integration, and content assessment for each discipline.

Noting this, non-specialist teachers struggle with out-of-field assignments due to limited pedagogical repertoire and unfamiliarity with subject-specific requirements. "Gleaning the Experiences of Non-Music, Arts, Physical Education and Health Majors Handling MAPEH Subjects" (2025) notes that difficulties in lesson preparation, material selection, and strategy use were consistent regardless of which MAPEH component was taught, showing the disadvantages of not majoring in any area. The TPACK framework also reinforces this, signaling that gaps in both content and technology mastery restrict teachers from fully leveraging ICT for diverse student needs. These challenges demand institutional responses, such as subject-specific professional development and targeted resource allocation

Sub-theme 2: Learners' Diversity and Poor Assessment Practices

Learners' diversity and poor assessment practices pose significant challenges for MAPEH teachers who are not specialized in all four components of the learning area, as seen in the responses from Participant 1 and Participant 3. Participant 1 highlighted difficulties in addressing varied learning needs and adapting instructional approaches to accommodate a range of abilities, interests, and backgrounds present in the classroom. Participant 3, meanwhile, noted problems related to limited assessment tools and a tendency to rely on traditional, one-size-fits-all evaluation methods. These issues often result in reduced engagement, missed opportunities for personalized feedback, and a lack of meaningful support for students with different learning profiles (Pantao, 2025; Gumaod & Basalan, 2022).

These perspectives echo a well-documented trend where MAPEH teachers frequently struggle to implement truly inclusive practices and effective formative assessments due to limited training, resources, and institutional support. Recent studies show that while differentiated instruction and individualized plans are recognized as best practices, many educators lack the preparation to adapt assessments and instructional content to learners' diverse needs—especially in hands-on, performance-focused subjects like MAPEH (Pantao, 2025; Gumaod & Basalan, 2022; Smith & Brown, 2021). The Universal Design for Learning (UDL) and Differentiated Instruction (DI) frameworks are recommended, but the gap between policy and practice persists, highlighting the urgent need for targeted professional development and better assessment resources (Smith & Brown, 2021).

Sub-theme 3: Unsupportive Learning Environment and Inadequate Instructional Resources

Participant 1's responses in the figure reveal that delivering effective MAPEH instruction is hindered by learner diversity, limited engagement, and large class sizes, which are further exacerbated by an unsupportive learning environment. These factors collectively constrain opportunities for personalized learning, reduce student motivation, and make it difficult for teachers to foster mastery in Music, Arts, PE, and Health. Participant 3 expands on this,

citing difficulty in assessing performance and a lack of resources for practical, skills-based evaluation. When MAPEH educators lack adequate materials and supportive infrastructure—such as dedicated teaching spaces, equipment, or digital tools—meeting diverse student needs and objectively measuring outcomes becomes nearly impossible (Gumaod & Basalan, 2022; Pantao, 2025).

Unsupportive learning environments and insufficient instructional resources consistently emerge as barriers to quality MAPEH teaching, particularly in public schools. Studies from 2020 to 2023 emphasize that inadequate facilities, scarce materials, and overwhelming class sizes undermine both teacher confidence and student achievement (Smith & Brown, 2021; Gumaod & Basalan, 2022). The Ecological Systems Theory provides a useful lens, showing each layer of the educational environment—school, community, and instructional resources—interacts to affect teacher effectiveness (Pantao, 2025). Addressing these challenges requires investments in infrastructure, provision of instructional aids, and strategies to support teacher agency in adapting learning spaces to meet the unique demands of MAPEH.

Challenges of MAPEH Teachers as to their Sentiments in Teaching

MAPEH (Music, Arts, Physical Education, and Health) teachers in the Philippines face persistent and multifaceted challenges that profoundly shape their sentiments in teaching. These challenges include inadequate facilities, insufficient instructional resources, large class sizes, lack of content specialization—especially among teachers who are not majors in all four components—and the demands of adapting to new modalities such as online or modular learning. The ongoing impact of these difficulties often leads to heightened workloads, diminished morale, and concerns about the quality of student learning and assessment (Bedro, 2022; DepEd Bataan, 2023). Understanding and addressing these challenges is crucial for sustaining MAPEH teachers' motivation and ensuring the effective delivery of holistic education.

Sub-theme 1: Love and Resilience in Teaching MAPEH

This reflects the deep commitment and adaptive strength of teachers who are non-majors in all four components of the subject. Participant 1 and Participant 5 highlight the importance of passion and commitment, with Participant 1 emphasizing, "I love what I am doing, even if it is challenging," while Participant 5 shares, "I have love and I influence the learners to be involved in the subject." These sentiments demonstrate how educators leverage emotional engagement and dedication as coping mechanisms when facing the objective challenges and uncertainties associated with teaching outside their expertise. Participant 2 addresses resilience by stating, "I accept the problems I cannot control, and I go on," which portrays acceptance and perseverance as key factors. Participant 4's response, "My emotions push me to improve and innovate my teaching methods," indicates that emotional resilience catalyzes self-improvement and adaptability, essential for thriving in non-major subject domains.

MAPEH teachers who are non-majors often encounter fear, discomfort, and frustration in teaching unfamiliar content. However, their love for teaching and their integration of emotionally-driven resilience enable them to transform these challenges into opportunities for personal and professional growth. By developing innovative strategies and focusing on their relationships with students, these teachers nurture classroom harmony, engagement, and holistic learning. The positive influence of love and resilience is evident as they foster self-efficacy, increase teaching enjoyment, and serve as role models for learners, despite limitations in subject matter expertise.

Zhang et al. (2023) identified that teacher resilience and emotional well-being significantly predict not only enjoyment in the classroom but also adaptability and positive learning outcomes. Salvo-Garrido et al. (2025) further elaborate that resilience is a dynamic process involving emotional management and psychosocial support, allowing teachers to confront uncertainty and facilitate student growth. These studies underscore the role of resilience, commitment, and emotional engagement in

overcoming professional barriers, reinforcing the notion that even non-majors can excel in teaching through love and resilient adaptation.

Sub-theme 2: Anxious and Frustrated

This underlines the significant levels of apprehension and discouragement experienced by non-major MAPEH teachers tasked with teaching all four subject components outside their primary expertise. Participant 1 expresses concern for student engagement—"I feel uneasy if my students get low score or if they are disengaged during the lesson"—while Participants 2 and 4 emphasize the difficulty of teaching multiple components for which they lack formal specialization. Participant 3 articulates, "My main problem that gives me anxiety and frustration is the grading system for the 4 components," drawing attention to the procedural and evaluative demands that amplify their emotional burden. These testimonies indicate that such apprehensions stem from both pedagogical insecurity and a perceived inability to effectively meet the diverse learning needs across Music, Arts, Physical Education, and Health.

This anxiety and frustration are compounded by self-doubt, as illustrated by Participant 4's statement: "I often feel so stressed and I am not confident when I teach MAPEH lessons." The compounded demands of unfamiliar content, performance evaluation, and fear of student disengagement create a stressful environment that undermines teacher efficacy and satisfaction. Research indicates that these emotional responses are typical of out-of-field teaching, where teachers' lack of content mastery breeds persistent stress and emotional exhaustion, further heightened by student performance pressures and administrative expectations.

Thomas et al. (2021) demonstrate that persistent anxiety and burnout can lead to reduced teaching quality, disengagement, and decreased student outcomes. Moreover, Sohail et al. (2023) discuss how emotional health and stress directly affect teachers' sense of accomplishment and well-being, with negative correlations between stress, confidence, and job satisfaction. These insights highlight the importance of systemic support, targeted

training, and mental health strategies for non-major MAPEH teachers.

Sub-theme 3: Strong Sense of Faith to God

The strong sense of faith to God serves as a vital coping mechanism for MAPEH teachers who are non-majors in all four subject components, as embodied by Participant 1's statement: "I always ask the guidance of the Lord." Facing the daunting challenges of teaching outside their specialization, these teachers rely on faith not only for personal solace but as a source of purpose and motivation. This spiritual reliance helps them confront the uncertainties, pressures, and self-doubt that often accompany out-of-field teaching, providing emotional stability and resilience when tackling unfamiliar instructional demands.

Faith-based coping allows non-major MAPEH teachers to reinterpret adversity, transforming their perceived limitations into opportunities for growth and service. By integrating spiritual practices such as prayer and reflection into their routines, teachers foster a sense of hope and meaning that offsets stress and isolation. Their faith not only bolsters their morale but contributes to positive classroom dynamics, encouraging an atmosphere of compassion, patience, and understanding. In difficult situations where procedural and pedagogical obstacles arise, faith acts as an anchor, guiding teachers through uncertainty and cultivating a mindset of perseverance and gratitude.

Hammons (2023) found that faith-based mindfulness practices significantly enhance teacher self-efficacy and provide emotional support, enabling educators to manage stressors and burnout through spiritual reflection. Spiritual resilience—seen in teachers who daily engage in prayer and foster collective religious identity—promotes adaptive teaching and emotional healing, especially in post-pandemic educational settings.

Support System Provided by the School to MAPEH Teachers

The support system provided by schools for MAPEH teachers is a comprehensive framework designed to address the diverse challenges faced by both major and non-major

educators in the field. With the goal of fostering professional growth and enhancing instructional quality, schools implement a variety of initiatives, including regular training programs, mentoring, and dedicated resources for classroom management and curriculum delivery. These systems are essential for building teacher competence, increasing confidence, and ensuring that MAPEH teachers are well.

Sub-theme 1: School-Based Training on Content Knowledge and Pedagogy

School-based training on content knowledge and pedagogy provides non-major MAPEH teachers vital support for bridging knowledge gaps and strengthening instructional competence. According to the responses of the participants in the figure, targeted school programs—such as seminars, continuous training, and mentorship—enable teachers to develop necessary skills outside their specialization, fostering both content mastery and classroom confidence. Participant 1 benefited from a "4-day seminar for MAPEH non-major," which was essential for initial knowledge building, while Participants 2 and 3 cited ongoing school-led information programs and mentorship as pivotal for sustaining professional growth and effective pedagogical adaptation.

The value of these programs is well-supported by recent literature (2020–2023). Studies show that teacher professional development, when customized to classroom realities and teacher backgrounds, leads to measurable improvements in teaching capability—even when training frequency alone is not a guarantee of effectiveness. Challenges such as time constraints and access to quality support persist, but responsive, needs-based training programs correlate strongly with increased confidence and teaching performance among out-of-field MAPEH teachers. The school-based management framework, as described by Carag (2020), further notes the significance of collaborative learning environments and technology integration in strengthening MAPEH instruction.

Sub-theme 2: School-Based Seminar on Stress Management and Mental Health

The school's provision of seminars on mental health and stress management represents a crucial support mechanism for MAPEH teachers, especially for those who lack formal preparation across all subject areas. As shown in the participants' responses, Participants 1, 2, 3, and 4 benefited from school-led mental health seminars integrated within LAC (Learning Action Cell) sessions. These seminars helped teachers develop emotional resilience, offered evidence-based strategies for stress management, and provided a venue to share common challenges in a collegial environment. Participant 5 specifically noted the inclusion of stress management programs and INSET (in-service training) or LAC activities, reflecting an institutional commitment to not only teacher professional development but also to teacher well-being and psychological support.

Such initiatives signal how schools recognize the mental burdens faced by teachers working outside their specialization. By integrating seminars on mental health and stress coping strategies, institutions empower non-major MAPEH teachers to manage classroom-related pressures, contribute to their personal growth, and indirectly enhance student outcomes.

The collective

experiences highlighted in the figure underscore the value of contextualized, practical, and community-based mental health interventions in the school setting.

The study by Dizon et al. (2023) found that targeted mental health interventions within schools were correlated with reductions in teacher burnout and improvements in job satisfaction. Similarly, research by Santos and Reyes (2021) emphasized that Learning Action Cell sessions addressing stress and mental health provided essential peer support and psychoeducation, significantly reducing the negative impacts of job-related stress among non-MAPEH specialists. The Conservation of Resources theory (Hobfoll, 1989), applied in several recent educational studies, suggests that resources such as professional development, peer support, and targeted seminars are fundamental for teachers to prevent resource depletion, mitigate stress, and build work resilience.

Proposed Coping Mechanism Model to Address the Challenges of MAPEH Teachers

Based on the sub-themes derived from the participants' responses regarding their challenges as MAPEH teachers who do not major in all four components, a coping mechanism model was developed to address these challenges.



Figure 2.
EMBRACE Model

The EMBRACE Coping Mechanism Model is a holistic framework designed to help MAPEH teachers manage instructional challenges and emotional demands by strengthening both professional skills and personal well-being. The model integrates seven interconnected components—Enhance Environment & Resources, Mastery & ICT Upskilling, Balanced Assessment, Resilience & Relational Support, Anxiety Management, Coaching & Continuous Professional Development, and Enduring Faith & Spiritual Support—to ensure that teachers have the tools, support, and encouragement needed to teach effectively and cope with stress. It responds directly to teachers' real experiences: limited mastery and ICT skills, lack of materials, diverse learners, weak assessment practices, emotional strain, anxiety, and the importance of personal faith.

In this model, the school first assesses teachers' needs, including stress levels, classroom challenges, and resource gaps. These needs are then matched with specific EMBRACE components. Enhance Environment (E) focuses on providing adequate materials and creating supportive learning spaces. Mastery & ICT Upskilling (M) strengthens content knowledge and technology skills through practical, short, and continuous training. Balanced Assessment (B) addresses weaknesses in evaluating student performance by promoting simple but effective formative assessments. Resilience & Relational Support (R) fosters teacher well-being through mentoring, peer support, and recognition. Anxiety Management (A) provides stress-reduction practices such as mindfulness sessions and mental health orientations. Coaching & Continuous PD-Professional Development (C) ensures that teachers receive ongoing guidance, feedback, and modeling of good instructional practices. Finally, Enduring Faith & Spiritual Support (E) acknowledges the role of personal faith as a source of strength, offering optional spiritual support that respects individual beliefs.

The model is grounded in well-established theories. The Transactional Model of Stress and Coping (Lazarus & Folkman) explains that teachers respond better to stress when they receive both problem-focused interventions (such as coaching and resource support) and

emotion-focused interventions (such as mindfulness and spiritual care). The Job Demands-Resources (JD-R) Model justifies increasing teacher resources—like PD, coaching, and emotional support—to reduce burnout and promote motivation. Social Cognitive Theory (Bandura) supports EMBRACE's focus on mastery and coaching because these build teacher self-efficacy, which influences performance and resilience. Social Support Theory explains the inclusion of mentoring, peer support, and faith groups as protective factors against stress. Meanwhile, the principles of Adult Learning, Constructivism, Humanistic Education, and Pragmatism guide the model's emphasis on real-world application, teacher well-being, reflective practice, and collaborative learning.

Overall, the EMBRACE Model provides a clear, practical, and research-based approach to supporting MAPEH teachers. By combining instructional improvement, emotional care, and spiritual grounding, the model creates a balanced system that helps teachers cope with challenges, grow professionally, and sustain their passion for teaching.

Conclusion

MAPEH teachers in Caloocan face multifaceted instructional challenges, including limited curriculum mastery, ICT integration difficulties, diverse learner needs, inadequate assessments, and unsupportive environments, alongside emotional sentiments ranging from professional love and resilience to anxiety and frustration—often mitigated by faith and adaptive coping. School supports, such as training in content/pedagogy and stress management seminars, address these professional and personal needs, while the proposed EMBRACE model offers a targeted framework to systematically resolve the identified obstacles.

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