

Instructional Competencies and Performance Rating of Non-Specialized Teachers Teaching Major Subjects in Senior High Schools

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Abstract

This study examined the extent of instructional competencies and performance ratings of non-specialized teachers teaching major subjects in selected senior high schools in the City Schools Division Office of Antipolo for the School Year 2025–2026. Utilizing a descriptive survey research design and documentary analysis, the study involved eighty (80) non-major teachers from Boso-Boso National High School, Calawis National High School, Canumay National High School, Kaysakat National High School, Maximo Gatlabayan Memorial National High School, Rizza National High School, and San Juan National High School. Respondents were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service training participation. A researcher-made questionnaire was used to assess instructional competencies in teaching strategies and pedagogical approaches, classroom management and learning environment, use of assessment and feedback, and professional development. Teachers' performance ratings were obtained from their Individual Performance Commitment and Review (IPCR). Findings revealed that most respondents were 30 years old and above, female, and pursuing graduate education, with positions ranging from Teacher I to III and with more than five years of service. The respondents demonstrated a very high level of instructional competence across all domains and attained very satisfactory performance ratings. No significant differences were found in instructional competencies based on demographic profile except for in-service trainings attended. Furthermore, teaching strategies and pedagogical approaches were significantly related to performance ratings. The study concluded that continuous professional development enhances instructional competencies, while specialization in teaching assignment influences effectiveness.

Keywords: Instructional Competencies, Non-Specialized Teachers, Senior High School, Performance Rating, Pedagogical Approaches, Teacher Performance, Professional Development

1. Introduction

Education is a lifelong and dynamic process that continuously evolves to meet the demands of society. It plays a crucial role in equipping learners with the knowledge, skills, and values necessary for meaningful participation in nation-building. Teachers, as key agents of education, are responsible for shaping learners' development and ensuring that quality instruction is delivered in the classroom. In the Philippines, the importance of education is emphasized in the 1987 Philippine Constitution, Article XIV, Section 5, which mandates the State to prioritize education and ensure that teaching attracts competent and committed professionals through proper support and development. This underscores the vital role of teachers in delivering quality education and highlights the need for continuous improvement of their competencies. In line with this, the Department of Education (DepEd) issued DepEd Order No. 42, s. 2017, or the Philippine Professional Standards for Teachers (PPST), which promotes lifelong learning and professional growth among educators. It affirms that effective teaching is essential in improving student learning outcomes and emphasizes that teachers must continuously enhance their instructional competencies to meet evolving educational demands. Teachers are expected not only to deliver lessons but also to facilitate learning, manage classrooms, and assess student performance effectively. Their instructional competencies—particularly in teaching strategies, classroom management, assessment, and professional development—are critical in ensuring quality education. However, a pressing concern in the Philippine education system is the assignment of teachers to teach subjects outside their area of specialization. This phenomenon, commonly referred to as “out-of-field teaching,” poses challenges to instructional effectiveness. Teachers who are not specialized in the subjects they teach may experience difficulties in mastering content, selecting appropriate teaching strategies, and addressing students' learning needs. Despite these challenges, many non-specialized teachers demonstrate adaptability and commitment, striving to maintain instructional quality through continuous learning and professional development.

The researcher, having personally experienced teaching outside her field of specialization, recognizes the complexities and demands of such assignments. These experiences inspired the conduct of this study, which seeks to examine the instructional competencies and performance ratings of non-specialized teachers teaching major subjects. Understanding how these teachers cope and perform is essential in identifying areas for improvement and support within

the education system. Several foreign and local studies have examined teacher competencies and performance. Studies such as those of Gumus (2022) and Nadia (2021) emphasized the importance of teacher competencies in adapting to modern educational demands and improving student outcomes. These studies highlight that teachers must continuously develop their pedagogical, professional, and technological skills to remain effective in a rapidly changing educational environment. Similarly, research conducted by Biora (2021) and Nyakundi (2021) revealed that teacher competence significantly influences performance. These findings suggest that professional competence and work-related factors contribute to the effectiveness of teaching and learning processes. Meanwhile, studies by Nwogbo (2021) and Tobi (2021) further established that positive teacher attitudes and competencies are correlated with improved job performance and student outcomes. Local studies also support these findings. The works of Vergara (2025) and Villano (2024) revealed that non-specialized teachers encounter challenges in delivering lessons, yet they employ coping strategies such as professional development and peer collaboration to sustain effective teaching. Similarly, studies by Espiritu (2025), Gaso (2025), and Cuevas (2024) emphasized that lack of specialization affects instructional delivery, but continuous training and institutional support can enhance teacher competencies and performance. Moreover, research by Abala (2025) and Co and Abella (2021) highlighted that out-of-field teaching negatively impacts instructional quality, while studies such as those of Malgapo (2022) and Saygan (2022) emphasized the importance of pedagogical approaches and content knowledge in maintaining effective teaching practices. Additionally, Asis (2023) found that teachers are highly competent but still require continuous instructional enhancement programs to sustain their effectiveness.

Despite the wealth of studies on teacher competencies and performance, several gaps remain. First, most existing research focuses on specialized teachers, while limited studies specifically examine non-specialized teachers handling major subjects in senior high schools. Second, there is a lack of studies that integrate both instructional competencies and performance ratings using documentary evidence such as IPCR results. Third, many studies are either qualitative or mixed-method, with fewer focusing solely on quantitative relationships between competencies and performance. Furthermore, limited research has explored the extent to which in-service training influences the instructional competencies of non-specialized teachers. There is also insufficient evidence on how specific competency domains—such as teaching strategies and pedagogical approaches—directly relate to performance ratings. These gaps highlight the need for further investigation to provide empirical evidence that can guide teacher development programs and policy decisions. Addressing these gaps, the present study aims to determine the instructional competencies and performance ratings of non-specialized teachers teaching major subjects in senior high schools. The findings of this study will contribute to the improvement of teacher training, professional development programs, and educational policies aimed at enhancing instructional quality and learner outcomes.

2. Material and methods

2.1 Research Design

The study used the descriptive method of research, specifically the survey design with documentary analysis in gathering the data needed.

2.2 Locale of the Study

The study was conducted in selected public senior high schools in City Schools Division Office of Antipolo . These schools include Boso-Boso National High School, Calawis National High School, Canumay National High School, Kaysakat National High School, Maximo Gatlabayan Memorial National High School, Riza National High School, and San Juan National High School. These schools offer complete secondary education program from grade 7 to senior high school

2.3 Respondents of the Study

The respondents of the study were the total population of non-major teachers teaching major subjects in selected senior high schools in Antipolo City. This consists of eighty (80) teachers. They were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended.

2.4 Sample and Sampling Procedure

The respondents of the study were selected using a total population sampling technique, wherein all eighty (80) non-major teachers teaching major subjects in selected senior high schools in the City Schools Division Office of Antipolo were included as participants. This approach ensured that every qualified teacher within the identified population was considered, allowing for a comprehensive and accurate representation of the group. The respondents were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Since the study involved the entire population of non-specialized teachers in the identified schools, no sampling size computation or random selection was conducted, thereby enhancing the reliability and validity of the findings.

2.5 Research Instrument

The researcher utilized a researcher-made questionnaire-checklist as the primary instrument in gathering the needed data, which consisted of three parts. The first part included the profile of the respondents such as age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. The second part measured the extent of instructional competencies of non-specialized teachers teaching major subjects in terms of teaching strategies and pedagogical approaches, classroom management and learning environment, use of assessment and feedback, and professional development, with each domain containing ten (10) items for a total of forty (40) items, rated using a 5-point Likert scale interpreted as 5 (4.50–5.00) Always (Very Much Competent), 4 (3.50–4.49) Often (Much Competent), 3 (2.50–3.49) Sometimes (Competent), 2 (1.50–2.49) Seldom (Moderately Competent), and 1 (1.00–1.49) Never (Less Competent). The performance rating of teachers was based on their latest Individual Performance Commitment and Review (IPCR) using a similar 5-point scale with interpretations ranging from Outstanding to Poor. The third part assessed the extent of challenges encountered by non-specialized teachers in teaching major subjects, also using a 5-point Likert scale interpreted as 5 (Very Much Challenging) to 1 (Least Challenging). The instrument was content validated by the thesis adviser, statistician, professorial lecturers, Dean of the Graduate Studies Program, Senior High School Coordinator, and Assistant Principal, whose comments and suggestions were incorporated to ensure its validity and reliability before administration.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. Then the questionnaire-checklist was administered to the respondents. Guidelines in the Data Privacy Act were considered in gathering the needed data. After the retrieval, the data were encoded and processed utilizing Statistical Package for Social Sciences (SPSS). Based on the interpreted data, summary of findings, conclusions and recommendation were formulated. After the oral defense, the manuscript was revised incorporating all the comments and suggestions of the oral examination committee. The study was also subjected to anti plagiarism test. After the final revision of the manuscript, hard bound copies were submitted to the office of the graduate studies program and other concerned offices.

2.7 Data Analysis Techniques

For the analysis and interpretation of data, the following statistical tools were employed: frequency, percentage, and rank distribution were used to describe the profile of the respondents in terms of selected variables; weighted mean was utilized to determine the extent of instructional competencies of non-specialized teachers teaching major subjects in senior high schools as perceived by themselves with respect to the different aspects; one-way analysis of variance (ANOVA) was applied to determine the significant differences in the extent of instructional competencies of respondents when grouped according to their profile variables; mean, frequency, and percentage distribution were used to describe the performance rating of the respondents based on their latest Individual Performance Commitment and Review (IPCR); correlation analysis was employed to determine the significant relationship between the extent of instructional competencies and the performance ratings of non-specialized teachers teaching major subjects; and weighted mean was used to determine the extent of challenges encountered by non-specialized teachers in teaching major subjects in senior high schools.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As reflected in the table, most of the teachers are in the age bracket of 30-39 years old at 46.3 %, followed by 20-29 years old at 32.5%, 40-49 years old at 12.5% and last rank with 8.8% are 50-59 years old. In terms of sex, the respondents are female dominated at 55.5% while male respondents is 45%. In civil status, the majority of them are married or single at 48.8%, and widowed and separated got 1.3%. Meanwhile, 48.8%, hold a master's degree, while 30.0% have a baccalaureate degree, 20.0% have units in doctorate, and only one respondent has completed a doctorate degree. In terms of position title, most of the respondents are Teacher I with 55.0%. In terms of length of service, 37.5% have been in service below 5 years, 25.0% with 10–14 years of service, and 22.5% with 5–9 years. Only 6 respondents each at 7.5%

have served for 15–19 years and 20 years or more. In terms of in-service trainings attended, 28.7% have attended in the division level, 26.3% at the regional level, and 15 at 18.8% at the national level. A smaller proportion have attended school-level at 13.8% and district-level at 12.5% .

Table 1

Profile of the Respondents in Terms of Selected Variables

Profile	Frequency	Percentage	Rank
Age			
50 – 59 years old	7	8.8	4
40 – 49 years old	10	12.5	3
30 – 39 years old	37	46.3	1
20– 29 years old	26	32.5	2
Total	80	100.0	
Sex			
Male	36	45.0	2
Female	44	55.0	1
Total	80	100.0	
Civil Status			
Single	39	48.8	1.5
Married	39	48.8	1.5
Widow/ Widowed	1	1.3	3.5
Separated	1	1.3	3.5
Total	80	100.0	
Educational Attainment			
Doctorate Degree	1	1.3	4
With Units(EdD/PhD)	16	20.0	3
Master's degree	39	48.8	1
Baccalaureate Degree	24	30.0	2
Total	80	100.0	
Position Title			
Master Teacher II	3	3.8	4.5
Master Teacher I	3	3.8	4.5
Teacher III	18	22.5	2
Teacher III	12	15.0	3
Teacher I	44	55.0	1
Total	80	100.0	
Length of Service			
20 years and more	6	7.5	4.5
15-19 years	6	7.5	4.5
10-14 years	20	25.0	2
5-9 years	18	22.5	3
below 5 years	30	37.5	1
Total	80	100.0	
In-Service Trainings Attended			
National Level	15	18.8	3
Regional Level	21	26.3	2
Division Level	23	28.7	1
District Level	10	12.5	5
School Level	11	13.8	4
Total	80	100.0	

3.2 Extent of Instructional Competencies of Non- Specialized Teachers Teaching Major Subjects in Senior High Schools as Perceived by Themselves with Respect to the Different Aspects

As shown in Table 2, the extent of instructional competencies of the respondents obtained a composite mean of 4.70, interpreted as Very Much Competent, indicating that non-specialized teachers perceive themselves as highly competent in teaching major subjects despite not being formally specialized. All aspects were rated as Very Much Competent, with “Classroom Management and Learning Environment” and “Professional Development” both obtaining the highest mean of 4.76 and ranking first, followed by “Use of Assessment and Feedback” with a mean of 4.73, while “Teaching Strategies and Pedagogical Approaches” obtained the lowest mean of 4.53 but still within the same verbal interpretation and ranked fourth. These results imply that the respondents demonstrate strong competence in managing classrooms, maintaining a conducive learning environment, and engaging in continuous professional growth, which are essential in ensuring effective teaching and learning. Although teaching strategies and pedagogical approaches received the lowest mean among the indicators, the result still reflects a high level of competence, suggesting that teachers are capable of delivering instruction effectively even outside their field of specialization. Overall, the findings suggest that non-specialized teachers are highly competent and committed to continuous improvement, which highlights the importance of sustained training and professional development programs to further enhance their instructional capabilities, in line with the view of John Hattie (2021) that teaching competency involves the ability to meet complex demands through a wide range of skills necessary for effective education.

Table 2

Extent of Instructional Competencies of Non- Specialized Teachers Teaching Major Subjects in Senior High Schools as Perceived by Themselves with Respect to the Different Aspects

Aspects	Overall Mean	Verbal Interpretation	Rank
Teaching Strategies and Pedagogical Approaches	4.53	Very Much Competent	4
Classroom Management and Learning Environment	4.76	Very Much Competent	1.5
Use of Assessment and Feedback	4.73	Very Much Competent	3
Professional Development	4.76	Very Much Competent	1.5
Composite Mean	4.70	Very Much Competent	

3.3 Significant Difference on the Extent of Instructional Competencies of Non- Specialized Teachers Teaching Major Subjects in Senior High Schools as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

As shown in the table, the F-test results show that in all aspects in terms of age, sex, civil status, educational attainment, position title and length of service, all the probability values are greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the extent of instructional competencies of non- specialized teachers teaching major subjects in senior high schools as perceived by themselves with respect to the different aspects in terms of the cited variables. On the other hand, in terms of in-service trainings attended, the null hypothesis is rejected since all the probability values are all less than .05. Findings reveal that the extent of instructional competencies of non-specialized teachers differs significantly based on the number or type of in-service trainings they have attended. This means that in-service trainings may play a crucial role in enhancing the instructional competencies of non-specialized teachers. Findings imply the importance of providing regular and relevant in-service trainings for non-specialized teachers to enhance their instructional competencies and improve student learning outcomes. On the other hand, findings imply that age, sex, civil status, educational attainment, position title and length of service are not significant on the extent of teachers’ instructional competencies. This is similar with the findings of the study of Asis (2023) revealed that the instructional competencies among public secondary school teachers are highly competent. The result on the significant difference of instructional competence against profile variables of teachers revealed no significant difference.

Table 3

Significant Difference on the Extent of Instructional Competencies of Non- Specialized Teachers Teaching Major Subjects in Senior High Schools as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Profile	F-value	p-value	Decision	Verbal Interpretation
Age				
Teaching Strategies and Pedagogical Approaches	.656	.582	Accepted	Not Significant
Classroom Management and Learning Environment	.791	.502	Accepted	Not Significant
Use of Assessment and Feedback	2.062	.112	Accepted	Not Significant
Professional Development	2.418	.073	Accepted	Not Significant

Sex				
Teaching Strategies and Pedagogical Approaches	.054	.817	Accepted	Not Significant
Classroom Management and Learning Environment	.147	.703	Accepted	Not Significant
Use of Assessment and Feedback	.142	.708	Accepted	Not Significant
Professional Development	.002	.968	Accepted	Not Significant
Civil Status				
Teaching Strategies and Pedagogical Approaches	1.286	.285	Accepted	Not Significant
Classroom Management and Learning Environment	.787	.505	Accepted	Not Significant
Use of Assessment and Feedback	1.629	.190	Accepted	Not Significant
Professional Development	2.166	.099	Accepted	Not Significant
Educational Attainment				
Teaching Strategies and Pedagogical Approaches	.251	.860	Accepted	Not Significant
Classroom Management and Learning Environment	.901	.070	Accepted	Not Significant
Use of Assessment and Feedback	.699	.556	Accepted	Not Significant
Professional Development	1.405	.248	Accepted	Not Significant
Position Title				
Teaching Strategies and Pedagogical Approaches	1.920	.116	Accepted	Not Significant
Classroom Management and Learning Environment	2.370	.060	Accepted	Not Significant
Use of Assessment and Feedback	1.952	.111	Accepted	Not Significant
Professional Development	1.413	.238	Accepted	Not Significant
Length of Service				
Teaching Strategies and Pedagogical Approaches	2.041	.097	Accepted	Not Significant
Classroom Management and Learning Environment	.275	.893	Accepted	Not Significant
Use of Assessment and Feedback	.887	.476	Accepted	Not Significant
Professional Development	1.154	.338	Accepted	Not Significant
In-service Trainings Attended				
Teaching Strategies and Pedagogical Approaches	3.033	.022	Rejected	Significant
Classroom Management and Learning Environment	3.702	.009	Rejected	Significant
Use of Assessment and Feedback	6.031	.007	Rejected	Significant
Professional Development	5.046	.029	Rejected	Significant

3.4 Performance Rating of Non-Specialized Teachers Teaching Major Subjects in Senior High Schools as Revealed for the Ratings of Their Individual Performance Commitment and Review (IPCR)

As depicted in Table 4, the performance rating of non-specialized teachers teaching major subjects in senior high schools reveals that the majority (57.5%) received a “Very Satisfactory” rating (3.51–4.50), while 35.0% attained an “Outstanding” rating (4.51–5.00), and a small portion (7.5%) obtained a “Satisfactory” rating (2.51–3.50), with no respondents falling under the “Unsatisfactory” or “Poor” categories. The computed mean rating of 4.273, interpreted as Very Satisfactory, indicates that, on average, the respondents are meeting expected performance standards, with a relatively high level of effectiveness in carrying out their teaching responsibilities. The highest rating recorded is 4.92, while the lowest is 3.40, reflecting a range of performance levels but still within acceptable standards. These findings suggest that non-specialized teachers generally demonstrate strong performance in their roles, with a notable proportion achieving outstanding outcomes, which implies competence in instructional delivery, classroom management, and professional responsibilities. Moreover, the results highlight the importance of continuous monitoring, feedback, and support systems to sustain and further enhance teacher performance, as well as to assist those who fall within the satisfactory range in improving their instructional effectiveness. This aligns with the perspective of David (2021), emphasizing that effective teaching is driven by teachers’ mastery of subject matter, pedagogical competence, and accountability in guiding student learning, with performance evaluation serving as a crucial mechanism for maintaining and improving educational quality.

Table 4

Performance Rating of Non-Specialized Teachers Teaching Major Subjects in Senior High Schools as Revealed for the Ratings of Their Individual Performance Commitment and Review (IPCR)

Adjectival Rating	Numerical Point	Frequency	Percent	Rank
Outstanding	4.51 – 5.00	28	35.0	2
Very Satisfactory	3.51 – 4.50	46	57.5	1
Satisfactory	2.51 - 3.50	6	7.5	3
Unsatisfactory	1.51 - 2.50	-	-	-
Poor	1.50 and below	-	-	-
Total		80	100.0	
Highest Rating			4.92	
Lowest Rating			3.40	
Mean Rating			4.273 (VS)	
Standard Deviation			.4204	

3.5. Significant Relationship Between the Perceived Extent of Instructional Competencies and Performance Rating of Non-Specialized Teachers Teaching Major Subjects in Senior High Schools

As gleaned from Table 5, the test of relationship reveals a significant positive relationship between “Teaching Strategies and Pedagogical Approaches” and performance rating ($r = 0.352$, $p = 0.001$), indicating that better instructional strategies are associated with higher teacher performance, while the relationships between the other aspects of instructional competencies—namely Classroom Management and Learning Environment ($r = 0.040$, $p = 0.728$), Use of Assessment and Feedback ($r = 0.028$, $p = 0.805$), and Professional Development ($r = 0.045$, $p = 0.691$)—and performance rating are not statistically significant, leading to the rejection of the null hypothesis only for teaching strategies. These results imply that among the different instructional competencies, the ability to design and implement effective teaching strategies plays a crucial role in influencing the performance of non-specialized teachers, suggesting that teachers who are more adept in pedagogical approaches tend to achieve higher performance ratings. Consequently, the findings emphasize the need to strengthen training and professional development programs that focus on enhancing instructional strategies and pedagogical skills, as these are key drivers of teacher effectiveness and student learning outcomes. This is supported by the study of Nyakundi (2021), which found that teacher competence variables have limited influence on performance when appraisal systems and professional development processes do not sufficiently emphasize and integrate these competencies, highlighting the importance of aligning teacher evaluation with targeted capacity-building initiatives.

Table 5

. Significant Relationship Between the Perceived Extent of Instructional Competencies and Performance Rating of Non-Specialized Teachers Teaching Major Subjects in Senior High Schools

Variables		r-value		P-value	Ho	Verbal Interpretation
Performance Rating	Teaching Strategies and Pedagogical Approaches	.352	.001	Rejected		Significant
	Classroom Management and Learning Environment	.040	.728	Accepted		Not Significant
	Use of Assessment and Feedback	.028	.805	Accepted		Not Significant
	Professional Development	.045	.691	Accepted		Not Significant

3.6. Extent of the Challenges Encountered by Non-Specialized Teachers Teaching Major Subjects in Senior High Schools

As shown in Table 16, the extent of the challenges encountered by non-specialized teachers teaching major subjects in senior high schools obtained an overall mean of 4.63, interpreted as Very Much Challenging, indicating that respondents experience significant difficulties in their teaching roles. The top three challenges identified were applying appropriate strategies when teaching major subjects (WM = 4.67, Rank 1), responding confidently to students’ technical or advanced questions (WM = 4.66, Rank 2), and both using pedagogical approaches suited to the subject and creating valid and reliable assessment tools (WM = 4.65, Rank 3.5), all interpreted as Very Much Challenging. Meanwhile, other challenges such as mastering essential subject content, managing student expectations, integrating technology, and maintaining confidence and adaptability were also rated as Very Much Challenging, with providing accurate and constructive feedback receiving the lowest mean (WM = 4.58) but still within the same interpretation. These results suggest

that non-specialized teachers face considerable challenges particularly in content mastery, instructional strategies, assessment design, and responding to complex student inquiries, highlighting the need for targeted support and capacity-building interventions. The findings imply the importance of providing professional development programs, mentoring, coaching, and collaborative support systems to enhance teachers' instructional competencies and confidence when teaching outside their field of specialization. This is consistent with the study of Gaso (2025), which found that teachers assigned outside their specialization encounter difficulties in designing assessments, mastering unfamiliar content, and adapting to curriculum demands, often due to administrative assignments and teacher shortages, thereby emphasizing the need for sustained support and training interventions.

Table 6

. Extent of the Challenges Encountered by Non-Specialized Teachers Teaching Major Subjects in Senior High Schools

Challenges Encountered As a non-specialized teacher teaching major subjects in Senior High School, I...	Weighted Mean	Verbal Interpretation	Rank
1. master essential subject content to guide students effectively.	4.63	Very Much Challenging	7
2. apply appropriate strategies when teaching major subjects.	4.67	Very Much Challenging	1
3. use pedagogical approaches suited to the subject.	4.65	Very Much Challenging	3.5
4. prepare instructional materials relevant to the subject I teach.	4.61	Very Much Challenging	9
5. respond confidently to students' technical or advanced questions.	4.66	Very Much Challenging	2
6. create valid and reliable tools to measure student learning.	4.65	Very Much Challenging	3.5
7. provide accurate and constructive feedback to students.	4.58	Very Much Challenging	10
8. manage students' expectations despite teaching outside my field.	4.63	Very Much Challenging	7
9. integrate technology and resources effectively in my lessons.	4.63	Very Much Challenging	7
10. maintain confidence and adaptability when teaching beyond my specialization.	4.64	Very Much Challenging	5
Overall Mean	4.63	Very Much Challenging	

4. Conclusion & Recommendations

The study concludes that teachers' performance rating is significantly influenced by their teaching strategies and pedagogical approaches, emphasizing the critical role of effective instructional practices in achieving high performance. Furthermore, in-service trainings attended by teachers contribute to the extent of their instructional competencies across key areas such as teaching strategies, classroom management and learning environment, use of assessment and feedback, and professional development. However, demographic and professional variables such as age, sex, civil status, educational attainment, position title, and length of service do not significantly determine teachers' instructional competencies, suggesting that competency development is more strongly shaped by professional growth opportunities rather than personal characteristics. In light of these findings, it is recommended that school administrators sustain and strengthen continuous professional development programs to further enhance teachers' instructional competencies. Education policymakers are encouraged to prioritize hiring teachers based on subject specialization to ensure effective teaching and improved learning outcomes, alongside proper teacher placement and ongoing capacity-building initiatives. The implementation of the proposed action plan is likewise recommended to address identified needs and support teacher development, while future researchers may conduct parallel studies incorporating other variables to further enrich the understanding of factors affecting teachers' competencies and performance.

Compliance with ethical standards

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