International Research Journal of Advanced Engineering and Science
ISSN (Online): 2455-9024

Adaptive Practices of Non-Specialist Home Economics Teachers

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Abstract— *In many public secondary schools, teachers are often assigned outside their field of specialization, especially in skill-based subjects like Home Economics. This study examined the competence and preparedness of non-specialist teachers, focusing on those teaching Cookery in selected public schools within the Schools Division of Tandag City, Surigao del Sur. It also explored the challenges they face, the coping strategies they use, and their lived experiences. Specifically, the research aimed to understand the teachers' professional background and assignments, evaluate their perceived competence and readiness, identify the obstacles they encounter, analyze the coping mechanisms they adopt, explore the relationships among these variables, and develop instructional support materials for Home Economics based on the findings.*

Keywords— *Non-Specialist Teachers, Home Economics, Cookery, Competence and Preparedness, Coping Mechanisms, Explanatory Sequential Mixed Methods, Instructional Support Material.*

I. Introduction

Home Economics is a vital component of the Technology and Livelihood Education (TLE) curriculum, providing learners with essential life skills in food preparation, nutrition, family resource management, entrepreneurship, clothing, and other practical competencies for everyday living [1]. As a skill-oriented subject, Home Economics requires teachers to possess both theoretical knowledge and practical expertise, as well as appropriate pedagogical skills to facilitate experiential and hands-on learning activities [2]. Effective instruction in Home Economics integrates knowledge, skills, and values through demonstrations, laboratory activities, performance tasks, and authentic assessments [3].

However, teacher shortages, staffing constraints, and deployment policies have led to teachers being assigned outside their areas of specialization in many educational systems [4]. Consequently, some Home Economics classes are taught by non-specialist teachers whose academic preparation does not align with the subject [5]. Although these teachers strive to fulfill their professional responsibilities, teaching outside one's field of specialization may create challenges that affect instructional quality, teacher confidence, and classroom effectiveness [6]. Understanding how non-specialist teachers manage these responsibilities is essential to ensuring quality instruction and positive learning outcomes in Home Economics [7].

Recent studies have highlighted the growing prevalence of out-of-field teaching and its implications for teacher effectiveness and instructional quality [4, 8]. Research indicates that teachers assigned outside their specialization frequently encounter difficulties related to content knowledge, lesson planning, instructional delivery, and assessment practices [5, 8]. These challenges become more pronounced in technical and vocational education programs, where teachers are expected to demonstrate practical competencies and facilitate competency-based learning experiences [9]. Furthermore, non-specialist teachers often report lower levels of confidence and preparedness when teaching specialized subjects that require technical knowledge and practical skills [10]. In the Philippine context, studies have identified persistent concerns, including inadequate training opportunities, insufficient instructional resources, and limited access to appropriate facilities among teachers assigned outside their fields of specialization [2, 11].

Despite the increasing body of literature on out-of-field teaching, limited research has specifically examined non-specialist teachers assigned to teach Home Economics in local school settings [12]. Within the Schools Division of Tandag City, several public secondary schools continue to assign teachers from disciplines such as Mathematics, Science, English, Filipino, and Social Studies to teach Home Economics due to staffing shortages and institutional needs [13]. Informal observations and professional interactions suggest that these teachers frequently encounter difficulties with content mastery, demonstration of technical skills, preparation of practical activities, performance assessment, and laboratory management [13]. Variations in school facilities, instructional materials, and administrative support may further influence their teaching experiences and effectiveness [11]. Although these concerns are often discussed during Learning Action Cell (LAC) sessions and professional meetings, there remains limited empirical evidence regarding the competence, preparedness, challenges, and coping mechanisms of non-specialist Home Economics teachers in the Schools Division of Tandag City [12]. This lack of localized evidence restricts a comprehensive understanding of their experiences and limits the development of evidence-based support programs and interventions [7].

Therefore, this study seeks to explore the challenges and coping mechanisms of non-specialist teachers teaching Home Economics and to generate empirical evidence to inform improvements in instructional practices and support systems within the local educational context [12].

This study contributes to the growing body of knowledge on non-specialist teaching and Home Economics education by providing localized insights into the competence,

Arlene P. Quiñones and Lorna L. Estal, "Adaptive Practices of Non-Specialist Home Economics Teachers," *International Research Journal of Advanced Engineering and Science*, Volume 11, Issue 2, pp. 122-128, 2026.

International Research Journal of Advanced Engineering and Science
ISSN (Online): 2455-9024

preparedness, challenges, and coping mechanisms of non-specialist teachers assigned to teach Home Economics in Tandag City [12]. The findings may assist school administrators, curriculum planners, and policymakers in designing targeted professional development initiatives, mentoring programs, instructional support mechanisms, and teacher deployment strategies [6, 7]. Furthermore, the study may help schools identify effective interventions that enhance teacher competence, strengthen instructional delivery, and improve student learning outcomes in Home Economics [3]. Ultimately, the study supports ongoing efforts to improve educational quality by addressing the unique needs and experiences of non-specialist teachers who play a critical role in delivering Home Economics instruction beyond their primary field of specialization [4, 6].

II. Methodology

This section presents the research design, respondents, instruments, and statistical methods used to examine the relationships among the study's key variables.

A. Research Design

The research employed a descriptive–correlational design to explore the connections among the variables.

B. Respondents

The study's respondents included eighteen (18) non-specialist teachers currently teaching Home Economics at selected public secondary schools within the Tandag City Schools Division. These teachers were chosen via purposive sampling based on the criterion that they teach Home Economics despite having backgrounds outside it or in Technology and Livelihood Education (TLE).

C. Instrumentation

The research instrument underwent content validation by three experts in Home Economics and educational research. Reliability testing yielded a Cronbach's Alpha coefficient of 0.89, indicating high internal consistency. Ethical principles were strictly observed, including informed consent, confidentiality, voluntary participation, and approval from the relevant school authorities.

D. Statistical Treatment

The quantitative data were analyzed through frequency counts and percentages to describe respondents' professional and assignment characteristics. At the same time, weighted means were used to assess perceived competence, preparedness, challenges, and coping strategies. The Pearson Product-Moment Correlation Coefficient was used to examine the relationships between selected variables. For qualitative data, thematic analysis helped identify, analyze, and interpret recurring themes and patterns from interview responses.

III. Results And Discussion

This chapter presents the study's findings, analyzes the collected data, and interprets the results in relation to the research questions, hypotheses, and relevant literature.

A. Professional and Assignment Characteristics of Respondents

TABLE 1. Demographic Information of Respondents

Variable	Category	f	%
No. of Years	1 – 5	9	50%
	6 – 10	5	28%
	11 – 15	3	17%
	16 years and above	1	6%
Major/Specialization	Science	4	22%
	English	2	11%
	Filipino	1	6%
	MAPEH	1	6%
	Mathematics	8	44%
	Social Science	2	11%
Reason for Assignment to Home Economics	Voluntary	2	11%
	Administratively Dictated	8	44%
	Due to a shortage of faculty	8	44%
Number of Home Economics Sections Handled	1	5	28%
	2 -3	8	44%
	4 or more	5	28%
Prior Exposure to Home Economics	Yes	14	78%
	No	4	22%
Non-Professional Exposure to Home Economics	Yes	6	33%
	No	12	67%
School Location	Rural	8	44%
	Urban	10	56%
Availability of Facilities	Kitchen Laboratory	5	28%
	Sewing Laboratory	1	6%
	Computer Laboratory	1	6%
	Other TVE- Related Laboratories	2	11%
	SHS H.E Strand	2	11%
	Others	7	39%

Table 1 presents the demographic profile of the 18 non-specialist teachers who teach Home Economics in selected public secondary schools within the Schools Division of Tandag City. Half of the respondents (50.0%) had 1–5 years of teaching experience in Home Economics, indicating that many were relatively new to teaching the subject. Mathematics majors comprised the largest proportion of respondents (44.4%), followed by Science majors (22.2%). In terms of assignment, 44.4% were assigned to teach Home Economics due to administrative decisions, while another 44.4% were assigned because of faculty shortages. Most respondents handled two to three Home Economics sections (44.4%). A majority reported prior exposure to Home Economics (77.8%), although only 33.3% had non-professional exposure related to the field. More than half of the respondents (55.6%) were assigned to urban schools, while 44.4% taught in rural schools. Furthermore, access to specialized Home Economics facilities was limited, with only 27.8% reporting having a kitchen laboratory.

These results underscore the pervasiveness of Home Economics out-of-field teaching assignments, in which educators from diverse academic backgrounds must teach outside of their area of expertise. This situation supports the observations of Ingersoll and Collins [3], who argued that out-of-field teaching is often a consequence of organizational and staffing decisions rather than teacher qualifications alone.

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Similarly, the Organization for Economic Co-operation and Development (OECD) [4] reported that subject-specialization mismatches remain common in many educational systems, particularly in technical and vocational subjects, where qualified teachers are scarce. The limited availability of specialized facilities further suggests challenges in delivering practical, skills-based instruction, underscoring the need for institutional support and professional development opportunities for non-specialist teachers.

B. Level of Perceived Competence and Preparedness of Non-Specialist Teachers

This section presents the perceived competence and preparedness of non-specialist teachers to teach Home Economics across key learning domains, including content knowledge, pedagogical knowledge, practical skills, assessment literacy, and curriculum navigation.

TABLE 2. Competence and Preparedness in Key Learning Areas

Indicators	Mean	Adjectival Rating
Content Knowledge	3.931	Highly Competent
Pedagogical Knowledge	4.042	Highly Competent
Practical Skills	3.944	Highly Competent
Assessment Literacy	3.944	Highly Competent
Curriculum Navigation	4.000	Highly Competent
OVERALL MEAN	3.9722	Highly Competent

Table 2 illustrates the perceived competence and preparedness of non-specialist Home Economics teachers across content knowledge, pedagogical skills, practical abilities, assessment literacy, and curriculum navigation.

Among the indicators, pedagogical knowledge obtained the highest mean and was described as highly competent. This finding indicates that the respondents possess strong instructional capabilities in terms of classroom management, lesson delivery, and the selection of appropriate teaching strategies. The result suggests that despite teaching outside their area of specialization, the respondents have developed the pedagogical competencies necessary to facilitate effective learning experiences. This may be attributed to their teaching experience, participation in professional development activities, and continuous engagement in classroom instruction, which enable them to adapt to diverse teaching situations and learner needs.

Content knowledge scored the lowest on average but still fell within the highly competent range. This suggests that, although respondents view themselves as knowledgeable in Home Economics, their non-specialist backgrounds might limit their subject-matter expertise. The results indicate that teachers are more confident in their teaching methods than in their specialized knowledge of Home Economics. Therefore, there is a clear need for extra training, mentoring, and targeted professional development to improve teachers' mastery of Home Economics concepts and skills.

The overall mean showed that respondents were very capable and well-prepared to teach Home Economics. This indicates that non-specialist teachers have effectively adapted to their teaching roles and acquired the essential skills needed to instruct students successfully, even without formal specialization. It also suggests that qualities such as adaptability, continuous learning, and professional dedication are crucial for teachers to succeed when teaching out of their field.

The findings support Bandura's concept of self-efficacy [4], which emphasizes that an individual's belief in their capabilities influences their confidence and effectiveness in performing professional tasks. Teachers who possess strong self-efficacy are more likely to demonstrate persistence, resilience, and competence when confronted with instructional challenges. Similarly, Darling-Hammond et al. [5] emphasized that effective teaching is strengthened through continuous professional development, instructional experience, and reflective practice rather than specialization alone. Furthermore, the findings are consistent with the work of Darling-Hammond et al. [6], who reported that teachers assigned outside their field of specialization can still achieve high levels of instructional effectiveness when provided with adequate professional support, learning opportunities, and collaborative networks. Overall, the results suggest that competence and preparedness among non-specialist teachers can be developed through experience, adaptability, and sustained professional growth.

C. Extent and Nature of Challenges Faced by Non-Specialist Teachers

This section presents the extent and nature of the challenges non-specialist teachers encounter in teaching Home Economics. The challenges are categorized into content and pedagogical, resource and logistical, safety and risk management, and student and parental perceptions.

TABLE 3. Challenges Encountered In Teaching Home Economics

Indicator	Mean	Adjectival Rating
Content and Pedagogical Challenges	3.306	Moderate Challenge
Resource and Logistical Challenges	3.472	High Challenge
Safety and Risk Management Challenges	2.875	Moderate Challenge
Student and Parental Perception Challenges	2.333	Low Challenge
OVERALL Mean	2.9965	Moderate Challenge

Table 3 presents the extent of challenges encountered by non-specialist Home Economics teachers in teaching Home Economics, categorized into content and pedagogical challenges, resource and logistical challenges, safety and risk management challenges, and student and parental perception challenges.

Among the identified indicators, resource and logistical challenges had the highest average score and were seen as significant difficulties. This shows that respondents face notable problems in accessing facilities, equipment, instructional materials, and other essential resources for effective Home Economics teaching. The findings highlight that shortages in physical and instructional resources still hinder the execution of practical and competency-based learning activities, especially in Cookery. Consequently, teachers might need to adapt activities, improvise learning materials, or modify teaching strategies to meet lesson goals despite these resource limitations.

Conversely, perceptions from students and parents showed the lowest average, indicating these are perceived as minimal

challenges. This suggests that respondents generally face little difficulty in how students and parents view their teaching ability in Home Economics. The findings suggest that non-specialist teachers can build credibility, foster positive relationships, and earn the trust of both learners and parents, even when teaching outside their specialization. This may be due to their professional dedication, classroom management skills, and capacity to facilitate effective learning experiences.

The overall average indicated that non-specialist teachers face moderate challenges in teaching Home Economics. This suggests that although they are largely capable of fulfilling their teaching roles, they still encounter significant difficulties that could affect how well they teach and students' learning. The findings also imply that while the challenges are manageable, they need proper institutional support, professional development, and adequate resources to ensure successful instruction.

The findings are consistent with UNESCO [7], which identified limited resources and inadequate educational infrastructure as persistent barriers to effective teaching and learning, particularly in technical and vocational education programs requiring practical, hands-on instruction. Similarly, Anastacio [8] reported that shortages in facilities, equipment, and instructional materials significantly constrain teachers' ability to implement competency-based and experiential learning activities. The findings also support Ingersoll and Collins [9], who observed that teachers assigned outside their field of specialization frequently encounter difficulties related to content delivery, instructional planning, and access to appropriate teaching resources. Collectively, these studies suggest that the challenges encountered by non-specialist teachers are largely systemic and resource-related rather than interpersonal.

The findings suggest that while non-specialist teachers face some moderate challenges when teaching Home Economics, they still manage their teaching duties through adaptability, resilience, and a strong sense of professional duty. However, significant issues with resources and logistics point to the need for stronger institutional support, upgraded facilities, and targeted professional development initiatives to enhance the quality of Home Economics education and improve student learning outcomes.

D. Level of Adaptive Coping Mechanisms Employed by Non-Specialist Teachers

This section presents the extent to which non-specialist teachers use adaptive coping mechanisms to manage the demands of teaching Home Economics. These indicators include self-directed learning, collaborative networking, pedagogical adaptation, resourcefulness, improvisation, and emotional and psychological coping.

TABLE 4. Coping Mechanisms Of Non-Specialist Teachers

Indicators	Mean	Adjectival Rating
Self - Directed Learning	4.033	Often
Collaborative Networking	4.533	Always
Pedagogical Adaption	4.511	Always
Resourcefulness and Improvisation	4.333	Always
Emotional and Psychological Coping	4.222	Always
OVERALL MEAN	4.326	Always

Table 4 presents the adaptive coping mechanisms employed by non-specialist Home Economics teachers, with an overall adjectival rating of Always, indicating that respondents consistently used a range of strategies to manage instructional challenges and maintain teaching effectiveness. The findings suggest a high level of professional adaptability and resilience among teachers assigned outside their specialization, enabling them to sustain quality instruction despite contextual and professional demands. It emphasized that adaptive coping strategies strengthen teachers' ability to remain effective amid changing educational conditions [27]. At the same time [28] noted that positive coping behaviors contribute significantly to professional well-being and instructional performance. Among the indicators, collaborative networking received the highest adjectival rating of Always, indicating that teachers regularly sought support from colleagues, mentors, and professional learning communities. This finding highlights the importance of professional collaboration in enhancing instructional competence, confidence, and problem-solving capacity, consistent with the findings [29] and [30], who reported that collaborative professional learning promotes collective efficacy, instructional improvement, and access to practical teaching knowledge.

Similarly, pedagogical adaptation, resourcefulness and improvisation, and emotional and psychological coping were all rated Always, demonstrating that respondents consistently modified instructional strategies, developed creative solutions, and maintained emotional resilience when confronted with classroom and resource-related challenges. It emphasized that adaptive teaching competence enables teachers to respond effectively to diverse learning contexts [31], while [32] highlighted its role in enhancing student engagement and instructional effectiveness. Likewise, [33] and [34] found that resourceful and innovative teachers are better able to overcome instructional barriers and sustain learner participation. Although self-directed learning received the lowest rating of "Often," it remained a frequently used coping mechanism, reflecting teachers' commitment to continuous professional growth and lifelong learning. affirmed that self-directed learning strengthens teacher agency, professional competence, and readiness to respond to evolving educational demands [35] [36]. Overall, the findings suggest that the consistent use of collaboration, instructional adaptability, resourcefulness, emotional resilience, and continuous learning enables non-specialist Home Economics teachers to remain competent and resilient, underscoring the need for stronger professional support systems and expanded collaborative learning opportunities.

E. Relationships Among the Study Variables

Table 5 presents the results of the correlation analysis examining the relationships among the professional and assignment characteristics, the competence and preparedness dimensions, the challenges encountered, and the coping mechanisms employed by non-specialist Home Economics teachers.

International Research Journal of Advanced Engineering and Science
ISSN (Online): 2455-9024

TABLE 5. Relationships Among the Study Variables

Variables	Correlated Variable	r-value	p-value	Decision	Conclusion
Content Knowledge	Experience	0.071	0.778	Failed to Reject Hypotheses	Not Significant
	Assign Details	0.167	0.507	Failed to Reject Hypotheses	Not Significant
	Load	0.292	0.239	Failed to Reject Hypotheses	Not Significant
	Personal Exposure	0.044	0.867	Failed to Reject Hypotheses	Not Significant
	Non- Professional Exposure	0.148	0.558	Failed to Reject Hypotheses	Not Significant
	School Type	0.180	0.476	Failed to Reject Hypotheses	Not Significant
	Facilities	0.164	0.514	Failed to Reject Hypotheses	Not Significant
Pedagogical Knowledge	Experience	0.102	0.688	Failed to Reject Hypotheses	Not Significant
	Assign Details	0.167	0.509	Failed to Reject Hypotheses	Not Significant
	Load	0.355	0.148	Failed to Reject Hypotheses	Not Significant
	Personal Exposure	0.128	0.624	Failed to Reject Hypotheses	Not Significant
	Non- Professional Exposure	0.038	0.880	Failed to Reject Hypotheses	Not Significant
	School Type	0.150	0.551	Failed to Reject Hypotheses	Not Significant
	Facilities	0.340	0.168	Failed to Reject Hypotheses	Not Significant
Practical Skills Proficiency	Experience	0.112	0.657	Failed to Reject Hypotheses	Not Significant
	Assign Details	0.254	0.309	Failed to Reject Hypotheses	Not Significant
	Load	0.231	0.356	Failed to Reject Hypotheses	Not Significant
	Personal Exposure	0.017	0.947	Failed to Reject Hypotheses	Not Significant
	Non- Professional Exposure	0.250	0.318	Failed to Reject Hypotheses	Not Significant
	School Type	0.029	0.909	Failed to Reject Hypotheses	Not Significant
	Facilities	0.420	0.083	Failed to Reject Hypotheses	Not Significant
Assessment Literacy	Experience	0.165	0.514	Failed to Reject Hypotheses	Not Significant
	Assign Details	0.238	0.341	Failed to Reject Hypotheses	Not Significant
	Load	0.167	0.507	Failed to Reject Hypotheses	Not Significant
	Personal Exposure	0.109	0.677	Failed to Reject Hypotheses	Not Significant
	Non- Professional Exposure	0.020	0.938	Failed to Reject Hypotheses	Not Significant
	School Type	0.078	0.759	Failed to Reject Hypotheses	Not Significant
	Facilities	0.301	0.224	Failed to Reject Hypotheses	Not Significant
Curriculum Navigation	Experience	0.075	0.767	Failed to Reject Hypotheses	Not Significant
	Assign Details	0.281	0.259	Failed to Reject Hypotheses	Not Significant
	Load	0.118	0.642	Failed to Reject Hypotheses	Not Significant
	Personal Exposure	0.225	0.386	Failed to Reject Hypotheses	Not Significant
	Non- Professional Exposure	0.034	0.893	Failed to Reject Hypotheses	Not Significant
	School Type	0.200	0.426	Failed to Reject Hypotheses	Not Significant
	Facilities	0.432	0.074	Failed to Reject Hypotheses	Not Significant
Content Pedagogical Challenges	Self - Directed	0.190	0.450	Failed to Reject Hypotheses	Not Significant
	Collaborative Network	0.463	0.053	Failed to Reject Hypotheses	Not Significant
	Pedagogical Adaptation	0.227	0.366	Failed to Reject Hypotheses	Not Significant
	Resourcefulness and Improvisation	0.308	0.214	Failed to Reject Hypotheses	Not Significant
	Emotional & Psychological Coping	0.227	0.365	Failed to Reject Hypotheses	Not Significant
Resource & Logistical Challenges	Self - Directed	0.448	0.062	Failed to Reject Hypotheses	Not Significant
	Collaborative Network	0.114	0.653	Failed to Reject Hypotheses	Not Significant
	Pedagogical Adaptation	0.166	0.510	Failed to Reject Hypotheses	Not Significant
	Resourcefulness and Improvisation	0.339	0.169	Failed to Reject Hypotheses	Not Significant
	Emotional & Psychological Coping	0.265	0.287	Failed to Reject Hypotheses	Not Significant
Safety & Risk Management Challenges	Self - Directed	0.117	0.645	Failed to Reject Hypotheses	Not Significant
	Collaborative Network	0.197	0.434	Failed to Reject Hypotheses	Not Significant
	Pedagogical Adaptation	0.156	0.535	Failed to Reject Hypotheses	Not Significant
	Resourcefulness and Improvisation	0.343	0.163	Failed to Reject Hypotheses	Not Significant
	Emotional & Psychological Coping	0.164	0.516	Failed to Reject Hypotheses	Not Significant
Students & Parental Perception Challenges	Self - Directed	0.079	0.757	Failed to Reject Hypotheses	Not Significant
	Collaborative Network	0.174	0.490	Failed to Reject Hypotheses	Not Significant
	Pedagogical Adaptation	0.014	0.955	Failed to Reject Hypotheses	Not Significant
	Resourcefulness and Improvisation	0.238	0.342	Failed to Reject Hypotheses	Not Significant
	Emotional & Psychological Coping	0.148	0.557	Failed to Reject Hypotheses	Not Significant

The findings revealed that none of the professional and assignment-related variables, including teaching experience, teaching load, assignment details, exposure to Home Economics, school type, and facility availability, were significantly associated with content knowledge, pedagogical knowledge, practical skills, assessment literacy, or curriculum navigation, as all computed p-values exceeded the 0.05 level of significance. This indicates that the development of competence and preparedness among non-specialist teachers may be influenced more by professional engagement and adaptive learning experiences than by demographic or contextual factors alone. Teachers who actively engage in reflective practice and professional learning communities tend to develop stronger instructional competence regardless of their background characteristics [17]. Similarly, [18] emphasized that sustained professional learning opportunities contribute significantly to teacher growth and effectiveness beyond formal qualifications and years of service. Further

argued that teacher learning is a complex process shaped by individual, school, and professional factors rather than demographic variables alone [19]. Moreover, meaningful professional development can enhance instructional competence across diverse teaching contexts, including situations where teachers are assigned outside their specialization [20]. The findings therefore suggest that non-specialist Home Economics teachers can achieve high levels of competence and preparedness through continuous professional growth, reflective practice, and instructional adaptation, regardless of assignment-related conditions.

Likewise, no significant relationships were found between the challenges encountered and the coping mechanisms employed by non-specialist teachers. However, moderate positive associations were observed between content and pedagogical challenges and collaborative networking, and between resource and logistical challenges and self-directed learning. The absence of significant correlations suggests that teachers consistently employ adaptive coping strategies regardless of the specific nature or intensity of the challenges they face. Resilient teachers develop stable coping behaviors that enable them to maintain effectiveness amid varying professional demands [21]. It found that adaptive educators rely on multiple coping mechanisms simultaneously, including collaboration, reflection, and professional learning, rather than responding differently to individual stressors [22]. It similarly highlighted that teacher resilience is sustained through supportive relationships, adaptability, and a commitment to continuous improvement [23]. It further emphasized that resilient teachers possess the capacity to navigate uncertainty and professional challenges while maintaining instructional quality and learner support[24]. In addition, it was reported that teachers who engage in lifelong learning and professional reflection demonstrate greater adaptability when confronted with changing educational contexts [25]. It is also noted that professional commitment and identity play a critical role in sustaining teachers' effectiveness despite workplace challenges and resource limitations [26]. Collectively, these findings indicate that competence, preparedness, and adaptive coping among non-specialist Home Economics teachers are shaped more by resilience, professional agency, and continuous learning than by assignment conditions or contextual constraints, underscoring the importance of fostering supportive professional environments that encourage growth, collaboration, and instructional adaptability.

IV. Conclusion

The study revealed that non-specialist Home Economics teachers demonstrated high levels of competence and preparedness despite teaching outside their field of specialization. Although they encountered moderate challenges, particularly in terms of resources and logistics, they consistently utilized adaptive strategies such as collaboration with colleagues, pedagogical adjustments, resourcefulness, and self-directed learning to fulfill their instructional responsibilities effectively. Moreover, professional and assignment-related factors did not significantly influence their perceived competence and readiness, indicating that effective teaching can be achieved regardless of specialization when teachers are committed to continuous learning and professional growth. Furthermore, the findings showed that the challenges experienced by non-specialist teachers were not significantly associated with the coping mechanisms they employed, suggesting that adaptability and resilience are developed independently of specific contextual conditions. Overall, the study underscores the importance of continuous professional development, instructional support, and adequate educational resources in strengthening Home Economics instruction. The development of instructional support materials and targeted capacity-building initiatives is therefore recommended to enhance further teacher competence, instructional quality, and student learning outcomes.

Recommendations

Based on the study's findings, it is recommended that school administrators, the Schools Division Office, and other educational stakeholders strengthen support for non-specialist Home Economics teachers through sustained capacity-building programs, mentoring initiatives, hands-on training, and adequate instructional resources, tools, and equipment. Teachers should continue engaging in self-directed learning, collaborative professional development activities, and Learning Action Cell (LAC) sessions to enhance their pedagogical and technical competencies. The development of a Home Economics Lesson Bank and other instructional support materials is likewise encouraged to assist non-specialist teachers in delivering quality instruction. Furthermore, future studies should validate these findings across broader contexts and examine the effectiveness of intervention programs, mentoring systems, and instructional resources in improving the competence, preparedness, and instructional effectiveness of non-specialist Home Economics teachers.

Acknowledgment

The researcher would like to express sincere gratitude to the author's family for their support in making this study possible. Above all, to God for strength and inspiration throughout this journey.

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