

Teacher Operational Functioning in Facilitating Expertise and Handling Generalized Subjects Among Secondary Schools

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Abstract — The study centers on the functioning of the teachers handling subjects not on the expertise. This is also the opportunity for the teacher handling subjects of not their major. The academic curriculum is not fixated and installed in educational agenda. There is a need for renovation. There are two identified research gaps. These are the population and practical-research gaps. The research design has used multiple case studies. The data collection techniques have used the interview, observation, and focus group discussion. The purposive sampling techniques are used in selecting the participant. The data analysis has used the analytical basis for identifying experiences, describing phenomenon, interpreting meaning, developing sense, and clustering themes. The findings present the four subtopics with ten themes. These are the operational functioning with themes teacher functioning, facilitating know-how, and handling nonmajor; teaching practice intervention with themes teaching experiences, delivery mode and considerable factors; facilitating expertise with themes expertise facilitation and improvement practice; handling generality with themes generalization handling and development strategy. The study concludes that the focus is on the teacher operational functioning. This is about the facilitating of expertise and handling the generalized subjects. This is the challenge among the secondary teachers on how to handle nonmajor subjects and boast their potentials. There are notions that the teachers are creative even not their expertise, but they can manage to handle with the application of different strategies and approaches. The study recommends that there is a need to: 1) conduct

enhancement with teachers; 2) allow the teachers to have enough preparation; 3) ensure collaborative effort; 4) work closely with the policy makers for legislation.

Keywords — Operational, Functioning, Facilitating, Expertise, Handling

I. Introduction

Background and Rationale of the Study

The academic curriculum is not fixated and installed in educational agenda. This is an international dimension for adjustment as it keeps on evolving. It carries a national task which is an introductory for tertiary level. This is also the local venue for the preparation of the learners in the next level of educational acquisition. The educational preparedness of the learners varies in the acquired learning. It is better for readiness by taking a small step and aiming for a great leap in the future. These are provided by their mentors, teachers and coaches that serve as an asset in higher learning. The expertise, skills, potential, competence, wisdom, and knowledge of the providers are instilled as a mechanism for teaching practice (Chorrojprasert, 2020).

The teacher has their own uniqueness in their personality. They have own perception on the delivery of task to gain the interest of diverse learners. They have finished degree courses which leads to their expertise. The teachers are also trained in the generalized field which are supposed for assignment and designation. The expertise that they have is the great foundation for effectiveness and efficiency. The effectiveness foundation brings success in the chosen fields of specialization. This can help them elicit the functionality of the field. Efficiency is the effort asserted in the delivery of learning materials. This is needed charisma for the encouragement and motivation to continue and persevere in their endeavor. There is an equal importance to the development of knowledge and personality (Zhou, et.al.2019).

The operational functioning of the teachers is the concern especially those who are teaching major field of specialization and teaching nonmajor field in general. The teachers have their own perception about the nature of learning environment. They have also their own interpretation of the specialized subjects and curriculum set for them. They have their own comprehension of the theme of the subjects they are teaching. In the context of nonmajor fields, the orientation and training enhance the teaching strategy. This is found that personal reflection and observation in managing behavior of individuals or groups have different strategies (Munna, Kalam, 2021).

Based on the review of the prior research, there are two identified research gaps. These are population and practical-knowledge gaps. Population gaps have been unexplored and under-researched. The population appears to be important and worthy of investigation in the context of teacher social functioning. An investigation of this group is important because facilitating and handling generality. Furthermore, previous research has focused primarily on this population of teachers. Very little research has been done on teachers' social functioning. There has appeared

also a practical- knowledge gap in the prior research. There is a lack of rigorous research in prior literature. Some of these unexplored social functioning appears to be lacking in the practice of expertise field. The field of teaching practice is ripe for an investigation of practical focus research on expertise and generalize subject. Many of the prior studies focus on the theoretical aspects in the field of teaching practice. However, there are very few practical studies or action research in the field of teacher social functioning. This is an important and worthy of investigation in the context of facilitating expertise and handling generalize subjects. An investigation of these issues is important because teaching academic subjects. Furthermore, previous theoretical research has focused primarily on teaching and very little practical-knowledge research has been done on teacher social functioning practice field (Miles, 2017).

The teachers have different orientations and backgrounds. There are people oriented with their own specific fields of specialization and majors. There are also who are not oriented to their field of specialization. They are only assigned to teach nonmajor subjects just to fill in the emptiness of lacking teachers. These scenarios have different perspectives among the teachers. The sense of commitment, dedication, interest and devotion to teaching practice have different approaches and strategy. The approaches differ with the nature of learning environment. The strategy that equates the learning capacity of the learners is beyond expectation. Sometimes these are the entry points in allowing to learn more about the subjects which they are not familiar.

Purpose of the Study

This research article highlights on Teacher Social Functioning in Facilitating Expertise and Handling Generalized Subjects in Secondary School. It is realization of the resistance for overcoming futile situations in the school environment. It also provides a way to mitigate the needs of the teachers in crossing the barriers that hinder their facilitation and imparting learnings to the diverse learners. The providers can be given directions to help enhancement their capacity. There is also a need to develop their ability to give a clear-cut methodologies and strategies in giving lessons to their learners. This investigation carries the following research questions:

1. What is the operational teaching functioning practice?
2. What are the interventions that improve the teaching practices?
3. How does teacher functioning facilitate expertise in teaching environment?
4. How does teacher functioning handle generalize subjects in learning atmosphere?

Based on teaching functioning among teachers towards their subjects thought. Specifically, to wit:

1. Identify teacher social functioning in teaching practice,
2. Identify the intervention that helps improve the teaching practice,

3. Determine social functioning that facilitates expertise in teaching environment,
4. Determine social functioning that handle generalize subject in learning atmosphere.

Propose Innovation, Interventions and Strategy

It is the social responsibility of educators to make sure that they are instilling in their pupils a sense of empathy and compassion for all people, not just their peers. Hence, teachers help in building a society where everyone is treated equally, respected, and valued regardless of differences. As mandated in the profession, education serves several functions for society. These include (a) socialization, (b) social integration, (c) social placement, and (d) social and cultural innovation.

This investigation is to address the issues that knock the attention of the advocates. There is relevant to the functioning of teachers towards the specialized subjects and nonspecialized subjects which they are teaching. This is also the look out of the administrator in making the future achievement of the learners. It is the learning guidance for the provider in the success of the learner acquisition. This is a strategy to help cope from the existing issues and presenting problems encountered at the school by the providers.

Significance of the Study

The investigator finds it necessary to pursue this research by helping providers understand the professional practice. This is helping to comprehend the content of social functioning for effective and efficient teacher towards their students. The functioning activates the nature of work. It can help through deeper appreciation. The functioning vitalizes the curriculum offered in the institution through deeper understanding. It can be carried in a deeper content of career development. The functioning can be energized by including an empowerment. It brings efficacy, effort and cooperativeness and toughness. The functioning invigorates the fastness of the learning process and restoring the differences in teaching strategies. The learners, as students, are the indirect beneficiaries of the intervention. They are the end product of the services provided to the providers. The providers, as teacher is the direct beneficiaries of the intervention. It is the professional practice that must be given attention in order to be more effective and efficient in their field of expertise.

Theoretical Lense

The study is anchored in the theory of Donald M. Medley (1977) has enumerated that teacher competence is the knowledge, abilities and skills a teacher possesses. It is a stable characteristic of the teacher and does not change appreciably when the teacher moves from one situation to another.

Review of Related Literature and Studies

This section presents the essence of operational functioning and specialization of discipline.

Essence of Operational Functioning

The functioning in the teachers who are facilitating their major specialization and nonmajor specialization have manifested in the different levels. These include the emotional functioning, mental functioning, occupational functioning, pedagogical functioning, physical functioning, social functioning.

The emotional functioning aspect affects the nature of problem identification and decision-making. Trust is capturing teachers' emotion regulation and relationship management skills. It is a thriving the social and emotional aspects of the teaching profession (Uitto et al., 2015; Klingbeil and Renshaw, 2018). The different facets of social-emotional competence are linked to the quality of emotional support and behavior management, student outcomes, or teacher well-being. It is integrated in self-reflection. These are key for decision-making of teacher education and professional development (Aldrup, et.al, 2020).

Mental functioning is the focus of the person for the active mind-setting. This manifested by an active memory to store the lesson that intends to reach. It is free from any untoward abnormalities that disrupt a good mood in teaching for the benefit of the learners. Throughout the world, educationalists and teacher instructors are promoting constructivist views about instruction. Teachers agree with their preferences as influenced by individual characteristics that vary greatly within locality and school. It is a promising strategy that enhances systematic construction of knowledge about teaching. Instruction in teachers' initial education and professional development is important experiences for teachers and for those who teach subjects (OECD, 2007).

The occupational functioning caters the valuing of the chosen profession. This the functioning that focusses the professional practice. The professional development of individual teachers measures an emphasis appraisal and feedback in the career structure. The teachers instils the benefits of appraisal and feedback within schools. The closer links with career progression have added benefit of addressing teachers report. It is a severe lack of recognition for their development. The problem with teachers' rewards and career progression addresses most teachers to feel effective and innovative teaching. The recognition of teacher's effectiveness teachers has an entitlement for rewards. They provide information about the links between personal development, their effectiveness, and the recognition (OECD, 2007).

The pedagogical functioning is centering on the methodology and strategy of facilitating learning. This is the operationalization of strategy and methodology in the delivery of lessons to the respective learners. The perspective of teaching and learning reveals major challenges for policy makers. It provides conditions of knowledge for the teaching profession. There are

situations that intensify the lack of qualified teachers who is skilled knowledgeable about their field of specialization. The lack of adequate equipment and instructional support are other barriers and hindering effective instruction which sometimes contribute to pedagogical preparation. The reports of teachers about unmet demand for professional development are also another hindering factors. This is in relation to increasing heterogeneous learning groups. The effective use of information and communication tools and student behavior signals sufficient preparation (OECD, 2007).

The physical functioning aspect pertains to the human needs that individual aspect like food, shelter, safety, health care, and protection are meet. It is manifested with healthy physique and away from occurrence of acquired illness and ailments that hampers productive activity. Personal fulfillment like education, recreation, values, aesthetics, religion, and accomplishment is meet. The emotional needs like a sense of belonging, mutual caring, and companionship are met. The adequate self-concept like self-confidence, self-esteem, and identity is also met. This emphasized the effects physical environments of schools on teachers' health, well-being, productivity, performance, and job satisfaction (Atyah, 2020).

Social functioning is living up to the expectations that are made of an individual by that person's own self, by the immediate social environment, and by society at large. These expectations include meeting our own basic needs and the needs of one's dependents. It is also making positive contributions to society. There are components of social functioning that include the social aspect within the group and in the community. The approach in social functioning is the determining information about health, learnings and its behavioral and attitudinal relationship with others. It also brings information about the way of a person's real life. It is organized and actually presented to correct from point of view (Nedelcu & Nedelcu, 2014). Another approach of social functioning is the behavioral and attitudinal relationship. It is an attention that focused on developing social competence and preventing further development of forms of antisocial behavior. This is needed to work on improving social skills and behavior of students. The development of desirable personality traits and the formation of certain value orientations. It is working with students with difficulty in achieving positive social relations. The teachers take appropriate steps in order to help improve interpersonal effectiveness. The efforts of teachers and schools is applying different prevention and intervention programs. It is suited in social behavior of students that can influence their peer status and reduced the anti-social behavior reduced. The improvement of peer relationships and the active engagement of school members and staff can encourage and develop social progress. The relationship can contribute to emotional progress. This is also a realization of desired educational outcomes. Education fulfills its function of socialization by persuading individuals to do what they need to do willingly according to the rules of society. This tendency passes through a controlled stage with compulsory education. The present competitive and over individualist life practice narrows the collective consciousness. It is altering the sense of cooperation and solidarity and of people's joint action areas affects moral values (Arslantas, 2015).

Specialization of Discipline

The perspectives of teachers about the subject-matter expertise and students' learning experience and academic achievement are a great issue. It helps teachers work in their most comfortable zone which allows for an enthusiastic. The teaching strategy and methodology is more creative in their lessons and activities. It also allows teachers to answer the students' deep and rich content questions. They also correlated the subject-matter expertise to being able to connect abstract concepts to real-life practical examples, which makes the students' learning experiences authentic. There are advantages and disadvantaged for both teaching models-generalized and subject-specialized-so the aim should always be to maximize the students' learning experiences. This will most likely be achieved through guaranteeing a teaching environment that is comfortable for the teachers (Attia, 2017). Participation in professional development activities boosts the capability, ability and capacity of teachers. It has examined the extent of teachers in the demand for professional advancement. It is being met and varies according to the various types of support. The teachers have received benefits that engaging in more fields they know (OECD, 2007).

II. Methodology

This section discusses the description of action and the implementation, study participants and selection, research instrument and data collection and ethical consideration.

Research Design

The research design used is qualitative method with multiple case study component by Yin (2009). This is the approach in an individualized helping process, group work activities and community base analysis. It is dealing with real life and contemporary context and setting. It is the understanding of issues, problems and concerns that happened in the teaching practice. The hallmark of case study is the in-depth understanding to accomplish by collecting qualitative data. It can be a description to understand the themes and specific situations. It is the determining factors that provide alternate intervention on how it is enhanced, improved and upgraded for the next implementation cycle.

Study Participants and Selection

The purposive sampling process is used considering the nature of the participants in line with teaching careers. The target participants are three service providers who are handling both major subject expertise and nonmajor subject; handling major subjects only; and handling nonmajor subjects only. The locale of the investigation is within the school campus and other feeder schools.

Research Instrument and Data Collection

The research mobilizes the focus group discussion with the participating teachers, and interview using the structured questionnaire for students, collateral interview from the parents and follow-up from the teachers. The formulated question will be used in data gathering to determine the operational functioning of the teachers. The facilitation of focus group discussion with the group of teachers and parents can also be mobilized in getting their feelings and experience.

Data Analysis

The data collected is consolidated and analyzed using matrix for tabulation. This is to get the core idea on what are the feelings and experiences. The remarks, suggestions and reactions are also noted as part of the data gathered. The drawing up of the possible interventions are based upon the data transpired. Coding is used to transcribe the information gathered from audio recording. Van Manen (1990) gives an analytical basis for identifying experiences, describing phenomenon, interpreting meaning, developing sense, and clustering themes. The thematic analysis of the data is appropriately interpreted for discussion. This is also used to conduct analysis of qualitative data. It is essentially creating theme-statements.

Ethical Consideration

The study observes the ethical standard in conducting research. It accumulates values and principles that address questions of what is good. Ethics searches for a reason for acting or refraining. It prevents asking permissions of a study. It also seeks permission from authority. It is a value of maintaining anonymity of information. It is empirical in every study conducted that the participants are given the informed consent to know if they are willing to take part in the study as participant of the focus group discussion. It will specifically state that their participation in the study is voluntary. It is to preserve their integrity. Moreover, before the data gathering of the study will start, the research will inform the participants about the aims of the research, and they will be assured of the confidentiality of the data they will disclose to the researcher. The data gathered will only be used solely for this study. The student's identity will not be mentioned in the study as well as complicated statement shall be withheld. The series of focus group discussions for triangulation and interaction with the participants must be carefully considered. It will also be conscious of getting only reliable information. The keeping of the original transcript of the interviews and other information sources is properly stored.

Reflexivity

The researchers are educators and social worker. As a social worker, the value of the individual especially those who belong to sectors groups learners, caregivers, providers, and leaders are given recognition. As an educator, the researchers are advocating for empowerment in the use of centralized approach. They are also given a chance to enhancement of their skills and potentials for more productivity. This is the venue for the participants to express their views and

opinions. The acknowledgement of the ideas and views relevant to their experiences is given value especially in availing educational goods and services. This is straightforward implementation of school programs.

III. Results and Discussion

This section presents the four subtopics with ten themes. These are the operational functioning with themes teacher functioning, facilitating know-how, and handling nonmajor; teaching practice intervention with themes teaching experiences, delivery mode and considerable factors; facilitating expertise with themes expertise facilitation and improvement practice; handling generality with themes generalize handling and development strategy.

Operational Functioning

The first subtopic is about operational functioning with three themes includes the teacher functioning, facilitating know-how, and handling nonmajor is presented in Table 1.

Theme 1: Teacher Functioning. The participants have responded that advice-giving is giving of an opinion, suggestions and ideas. This is wisdom that keeps an individual in peace of mind. Sharing is the imparting knowledge to the learners. This is entailed specific curriculum. Modeling is influencing the learners in studies. This is spending time with the learners to achieve the goals. The facilitating is making the learning process an easy one. This is the opportunity for the learning process to smoothly working on. The mentoring is giving guidance to the learners. This is creating a venue for the proper decision-making. The coaching is giving training to the learners. This is providing enough skill for productivity.

The participants have told that *the functioning of the teacher is transcending in following the lesson plan and work schedule. The teachers are exercising the role as stipulated in the career functioning.*

The findings are supported by González, Padilla, and Rincóna (2011) that pedagogical, technical and technological communication skills and continuous professionalization are the main factors for knowledge acquisition and student's satisfaction.

Theme 2: Facilitating Knowhow. The participants have responded that the promotes assistance is encouraging help and support from the providers. This is endorsing support for the good of learning development. The prevents guidance is making prevention guidance available. This is giving direction setting to the learners. The supports assurance is extending a pledge and guarantee towards the achieved outcomes. Peer tutoring is helping the other learners with difficulty in academic challenge. This is widely used in helping individuals. The delegate necessity is adapted with the teaching style needed in group work, peer feedback, and laboratory-based learning. This is promoting collaboration and peer-to-peer learning opportunity. The

demonstration authority is a combination of multimedia presentation, demonstration and class activities. This is the style of teaching that is best suited in subject that needs modeling style.

The participants have disclosed that *the facilitating knowhow is engaging pupils in the learning process across a broad range of topics. This is important in developing an effective teaching style in the classroom that ensures pupils receives the learning that works for them. It is important for teachers to experiment with different styles and challenge themselves to find a strategy that will reach each and every one of the pupils.*

The findings are supported by Eldh, Nyman, Alm, and Wallin (2023) that the patient facilitators help produce evidence-based and person-centered care. The roles and functions of facilitators need to include more structured follow-ups and also improvement projects. This is increased the speed of learning with respect to what works, for whom, in what context, why this so and what outcomes when it comes to facilitator support and tasks.

Theme 3: Handling Nonmajor. The participants have responded that the strong communicator is believing that communication of all forms transmits positive information to the learners. This is a tool for overcoming fear. A good listener is helping the student understand more about the subject. This is a skill that the teacher must acquire. The focus collaborator is working effectively in a group. This is a need to have flat flexibility. The constant adaptor is adjusting to the change. This is the adaptability that needs to sustain. The engage humor is adding new strategy to keep interest. This is an effective style that capture and encourage the learner in the school environment. The positive attitude is showing good values with patience. This is displaying the positive teacher trait and behaviors. Understanding emphatically is treating a student as individual. This is understanding the life of each student.

The participants have shared that *handling nonmajor subjects needs to apply traits that the learners must clearly understand. There is a need to fit the materials to the needs of the learners. The teacher with less background of the subject must create a way to be innovative and creative in some other way.*

The findings are supported by Barbadillo (2021) that the live experience descriptions of the teachers handling major subjects which are outside field of specialization have presented a model. The existence of nonspecialized teachers in schools can affect the quality of education earned by the learners. The teaching quality and teaching experience of the teachers are greatly affected if it is made to teach subjects outside the field of specialization.

Teaching Practice Intervention

The second subtopic is about teaching practice intervention with three themes includes the teaching experiences, delivery mode and considerable factors is presented in Table 2.

Theme 1: Teaching Experiences. The participants have responded that the inclusive environment is an open ambiance for learning. This is giving an opportunity to the learners to invite others to join the endeavor. Reflection opportunities is giving a unique perspective. This is also showing self-awareness to others who wish to improve their personal life. The constructive discussion is making functional and clarify the goals. This is establishing ground rules and sharing experiences. The positive setback is making learners independent and take control of learnings. This is keeping the learners in the right pathway of acquiring learning process. The encouragement of participation is igniting for the involvement, admission, and initiations. This is the acquisition of the learner to be more effective in the achievements.

The participants have opened *that the class discussion have different ideas comes out as a result of brainstorming. The learners have given an oprion to express their ideas by way of motivation, encouragement, and reinforcement.*

The findings are supported by Berger, Girardet, Vaudroz, and Crahay (2018) that the associations between classroom management practices, teaching experience, and teachers' beliefs about the general pedagogical, beliefs about student motivation, and self-efficacy beliefs are significantly different. The are different types of beliefs, and between teachers' beliefs and practices. Teaching experience is positively related to self-efficacy and beliefs in constructivism but does not impact on practices.

Theme 2: Delivery Mode. The participants have responded that face-to-face training is mode applied in practice. This is benefitting the participants by human touch and role modeling. The virtual classroom is meeting online in a designated videocall session. This is benefitting the learners in familiar approach, feedback loop and sense of community. Online learning is using digital devices and content for training. This is benefitting the learners by accessible, self-paced, tracking options, better engagement, replicable. The blended learning is mixed with format of classroom and online learning. This is benefitting the learners with cumulative, agile and comprehensive learning. The mobile learning is approach that employs mobile, portable devices to deliver online training. This is profiting the learners by convenience, engaging, and future oriented.

The participants have recognized that *every training delivery method has its own purpose and area of application. There are three basic types of learning styles. These are visual, auditory, and kinesthetic. To learn, this is depending on the senses to process the information around.*

The findings are supported by Misko (2000) that the most important is to gather information on the experiences and evaluations of the method of training from students and teachers.

Theme 3: Considerable Factors. The participants have responded that the engaging personality is interacting with others. This is a good approach in improving social environment. The passionate topic is a subject that provides dedication. This is the subject that pushes a devotion

for teachers. The demonstrated command is the management of the topic. This is making the subject measurable and enough for the learning content. The acknowledge willingness is accepting wholeheartedly the challenge. This is making a lesson carries a lot of experiences. The receptive opinions are a momentous event with the subject. This is making the subject more interesting to learners. Fair treatment is treating the learners with the capacity. This is making the learners accept the lesson with full comprehension. Transparent matters are making the class more clear in all learnings. This is making the lesson clearly understood and comprehensive.

The participants have assured that *the effective teaching needs more consideration. This is making the learners more accommodating with the lessons delivered to them. The learners find time for learning acceptance and dedication to work on the assigned tasks.*

The findings are supported by Arora and Singh (2017) that the factors that affect the student's performance is found the teaching effectiveness of faculties, student's study habits, distraction factors, and family environment are the factors that can influence the student's grades. A teacher's expertise on the subject, ability to create interest in the subject, interaction with students play an important role in students' achievement. The students' effective study habits and motivation from family helps in performance of better in academics.

Facilitating Expertise

The third subtopic is about facilitating expertise with two themes include the expertise facilitation and improvement practice is presented in Table 3.

Theme 1: Expertise Facilitation. The participants have responded that critical thinking skills is considered in the best interests of the students. This is done by practicing self-awareness, acknowledging biases, preferences, strengths and weaknesses and evaluating situations objectively. The communication skills are making lesson materials and expectations clear while presenting concepts to the students. This is improved by reading and writing regularly with effectiveness and mindful of posture and mannerisms. The organizational skills are to manage study materials and necessary tools like books and technology in places. This is developed by creating structures for storing materials and using study plan effectively. Creative thinking is incorporating performances like singing, drawing or mimicry and media like films, music into the classroom to stimulate learning. This is developed by brainstorming activities in classroom and appreciating unconventional and innovative ideas that consume creative content for inspiration and share appropriate takeaways. The leadership skills are accepting additional duties like coaching sports team or directing club. This is developed by volunteering to take on responsibilities that lie outside day-to-day work. The teamwork capacity skills are helping teachers interact kindly and effectively with other school personnel. This is developed by involving parties, sharing common goals, channeling collective efforts, helping open-minded, handling differences, functioning awareness of hierarchies. The time management skills are maintaining healthy work-life balance that includes setting aside certain hours for relaxation, exercise or other personal

activities. This is developed by creating schedules for tasks and adheres strictness, optimizing work processes to find more free time, prioritizing tasks and set deadlines, breaking down complex tasks into smaller segments, and handling individual segments at a time. Computer skills are important tracking grades, formulating lesson plans, worksheets, study guides, tests and other deliverables with the use digital media including online videos and interactive exercises. This is developed by updating on technological advancements, learning tools and apps that facilitate learning, sharing knowledge with students. The conflict resolution skills are managing disagreements and troubles inside classrooms. This is developed by displaying patience, active listening to consider each viewpoint and coming to a compromise, cultivating mutual respect with peers. The self-regulation skills are an individual or group across activities. This is a self-directed play, guided play directed instructions and routines. This is developed by ensuring responsibility in all experiences by stimulating, engaging, and developmentally, linguistically, and culturally responsive.

The participants have revealed that *the expertise facilitation is a skill that is acquired by teachers while professional practice along the way. This is positive learning with great lessons.*

The findings are supported by Prediger, Winter, Stahnke, and Pöhler (2021) that the valuable insights reveal the support designers of facilitator preparation programs to specify in a prescriptive mode. The emphasize is the importance of working on content-related aspects. The unpacking of the content goals into the content knowledge and pedagogical knowledge are elements on the classroom level. The developing facilitators' pedagogical content knowledge on the professional development level includes curricular knowledge. Situated learning opportunities in facilitator preparation programs supports facilitators to activate knowledge elements for managing typical situational demands.

Theme 2: Improvement Practice. The participants have responded that the use flipped classroom model is grasping the content of a subject at home and completing activities. This is the increased of interaction within the classroom. The encouragement of cooperative learning is working together in groups to complete an assigned task and developing teamwork skills. This is the idea of group work to make every member has been assigned a specific role. Colleague communication is great way to improve lessons by speaking to more experienced colleagues to discuss good practices and new teaching techniques. This is an advantageous source of support and good advice about a variety of issues across teaching profession. Parent communication is ensuring the contact with parents concerning student achievement. This is important for behavior management that needs consultation with parents and teachers. Creative welcoming environment is meeting students from a wide range of different socio-economic, cultural, and social backgrounds. This is extremely important regardless of the gender, sexuality, background with feelings of. Collaborative teaching is working with another teacher in delivering the same topic. This is an effective way to provide lessons with learners in an easier way. Share best practice is extending a segment of the learning acquired to other teachers and learners. This is a way to gain prestige with other professionals. Peer observation is searching for other experiences by interacting

with teacher and students. This is an effective way of discovering new learnings and integrating into new practice. Learning communities is immensely helpful in providing teachers with the appropriate learning environment. This is engaging with colleagues to discuss the best pedagogies. Feedbacking chances is giving information towards improvement of teacher performance. This is an effective two-way communication in relation to learning objective that enhances of both teacher efficacy and students' learning. Expectation standards is the level of achievement or quality with acceptability. This is an expectation with strong personal belief to reach. Risk tasking is an innovation and creativity at the core of ground-breaking teaching methodologies. This is a significant advancement achieved in deep-rooted social conventions, established laws, absolute power.

The participants have told that *the comprehensive overview to improve teacher performance in the classroom are considered crucial issue. The teachers have borne a great deal of responsibility for the student well-being and successful learning experiences. The notion has safely affirmed that the student's future is highly dependents on the quality of educator and classroom performance. The teachers are alert and thoroughly prepared to deal with classroom management and address student learning needs effectively. As clearly seen, teacher performances and student outcomes are intimately related. Therefore, the quality of teaching must be constantly enhanced in order to provide students with the best learning experience possible and help them achieve their academic goals successfully.*

The findings are supported by Sousa (2015) that the argued continuous improvement process is the main focus of internal audits because it quantifies the rate of improvement and predicts future performance.

Handling Generality

The fourth subtopic is about handling generality with two themes include generalize handling and development strategy is presented in Table 4.

Theme 1: Generalize Handling. The participants have responded that the growth mindset is the student beliefs or perceptions about intelligence and ability affect the cognitive functioning and learning. This is holding growth mindset that intelligence is malleable, and success is related to effort level with more likely to remain focused on goals and persist despite setbacks. Prior knowledge is used to help incorporate background knowledge and draw connection between units. This is already known by the students that affects the learning. The limit stage theories are used to facilitate learning by designing instruction that utilizes scaffolding, differentiation and mixed ability grouping. This is critical that the most advanced students have the opportunity to work with others. The facilitate context is to transfer learning from one context to another and to generalize learning new contexts. This is developing the skill to understand particular unit that generate potential solutions for real-world problems. The practice principle is based on detailed empirical strategies that help students more effectively encode learned materials into long-term memory.

This is informing instruction throughout the course by issuing formative assessment through practice problems, activities and sample tests; helping students increase their knowledge, skills and confidence. The highlights responses is indicating best manner to deliver feedbacks. This is to increase motivation to learn by providing students with clear, explanatory and timely feedback is important for learning. The stable creativity trait is taught, nurtured and increased. This is described specific methods of structuring assignments to increase creativity and ideas for how to model creative problem solving. The intrinsic motivation is directed to increase classroom practices and activities that support fundamental needs of students. This is important to motivate students to examine the personal and influence success. The mastery goals are focused on attaining new skills or increasing existing ability. This motivates me to learn new skills and achieve higher levels of competence. The teacher's expectation is the beliefs that teachers have affect student opportunities to learn. This is discussing self-fulfilling prophecies. The goal setting is explaining the use of short-term, specific and moderately challenging goals to increase self-efficacy. This is capable of achieving larger distal goals. The social contexts have emphasized the various student community belongings like families, peer groups, schools, neighborhoods and culture like shared language, beliefs, values and behavioral norms influence learning. This is related to many concepts and provided suggestions for incorporating culture to increase student engagement and build stronger relationships. The interpersonal relationship is critical to both the teaching-learning process and social development of students. These are detailed and specific guidelines for improving both teacher-student and student-peer relationships in the classroom. The well-being influence is included across many units in educational performance, learning and development. This is the associated with self-concept, self-esteem, self-efficacy, locus of control, happiness and coping skills. The classroom conduct is learned and taught using proven principles of behavior. This is correcting inappropriate behaviors and establishing appropriate replacing behaviors. The support system is highlighting the creation of a high academic achievement culture and positive classroom behaviors. This is basing on setting high expectations, consistently nurturing positive relationship and providing a high level of support. The performance assessment and evaluation are important and useful requiring different approaches and interpretation. This is the measurement of skills, knowledge and ability.

The participants have revealed that *research-based educational practices are providing an important starting point for improving teaching and learning outcomes. These principles are helpful for the instructor to develop skills effectively in all classes.*

The findings are supported by Santos, et.al. (2022) that the teachers are identified and characterized the generalizing and justifying processes through the analysis, sharing and discussion of ideas. The teachers have worked collaboratively throughout the course.

Theme 2: Development Strategy. The participants have responded that the modelling teaching is showing more examples while explaining. This is demonstrating with repetition about the topic. The making mistakes is a great way to show different. This is making intentional

mistakes to fix the correct way. The working as team is spiting group and assigning task to perform. This is initializing pairing with better understanding to support their peers. Encouraging learning from experience is getting lesson from outside classroom. This is gaining more experiences as a source of profound understanding. The letting student teach is allowing student to lead the class. This is displaying knowledge and sharing potential with the classmates. Integrating technology is using tool to modern jobs. This is enhancing lessons and accessing search for references. Emphasizing behavior management is controlling the class. This is the structure that offers experience in behavioral management. The trying graphic organizers is used in displaying information visually. This is helping the connection and understanding of similarities and differences. Utilizing visual aid is used in absorbing information and understanding content deeply. Implementing inquiry-based learning is allowing student to identify question and interest in exploring ideas. This is giving support to the student and reflecting on the learning they have acquired.

The participants have said that *the teacher is equipped with skills and knowledge acquired from seminar, lecture, or other type of course. They have at their disposal a variety of proven strategies for leading classroom discussions. This is improving lectures, cultivating collaborative learning, and teaching large classes. They might consider active learning, a research-supported method that leads to positive learning outcomes.*

The findings are supported by Islami, Anantanukulwong and Faikhamta (2022) that the trend of professional development strategy is more collaborative and using collegial learning environment. The trend of learning outcomes which developed through professional development programs is more focused on the ability to teach, ability to manage the classroom, and ability to understand the subject field.

IV. Conclusion

The study focuses on the teacher's operational functioning concerning teaching major field and nonmajor field. This about the facilitating of expertise and handling generalized subjects. This is the challenge among the secondary teachers on how to handle nonmajor subjects and boast their potentials. There are notions that the teachers are creative even not their expertise, but they can manage to handle with the application of different strategies and approach. The findings present thematic analysis with four subtopics and ten themes. The subtopic one has the operational functioning with three themes includes the teacher functioning, facilitating know-how, and handling nonmajor; subtopic two has the teaching practice intervention with three themes includes the teaching experiences, delivery mode and considerable factors; the subtopic three has the facilitating expertise with two themes include the expertise facilitation and improvement practice; the subtopic four has the handling generality with two themes include generalize handling and development strategy.

V. Recommendations

Based on the conclusion, the following are recommended: 1) Conduct enhancement with teachers handling various subjects; 2) allow the teachers to have enough preparation of lesson for the benefit of the learners; 3) ensure to have a collaborative effort of the teachers and the parents; 4) work closely with the policy makers on the legislation of effective education.

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Appendices: List of Tables

Table 1 – Operational Functioning

Theme	Core Ideas
1. Teacher Functioning	Advice-giving, sharing, modeling, facilitating, mentoring, coaching
2. Facilitating Know-how	Promotes assistance, guidance prevention, assurance support, peer tutoring, delegate necessity, demonstrate authority
3. Handling Nonmajor	Strong communicator, good listener, focus collaborator, constant adaptor, engage humor, positive attitude, understanding emphatically

Table 2 – Teaching Practice Intervention

Theme	Core Ideas
1. Teaching Experience	Inclusive environment, reflection opportunities, constructive discussion, positive setback, encouragement participation
2. Delivery Mode	Face-to-face training, virtual classroom, online learning, blended learning, mobile learning
3. Considerable Factors	Engaging personality, passionate topic, demonstrated command, acknowledge willingness, receptive opinions, fair treatment, transparent matters

Table 3 – Facilitating Expertise

Theme	Core Ideas
1.Expertise Facilitation	Critical thinking skills, communication skills, organizational skills, creative thinking, leadership skills, teamwork capacity skills, time management skills, computer skills, conflict resolution skills, self-regulation skills
2.Improvement practice	Use flipped classroom model, encourage cooperative learning, colleague communication, parent communication, creative welcoming environment, collaborative teaching, share best practice, peer observation, learning communities, feedbacking chances, expectation standards, risk taking

Table 4 – Handling Generality

Theme	Core Ideas
1.Generalize Handling	Growth mindset, prior knowledge, limit stage theories, facilitate context, practice principle, highlights responses, stable creativity trait, intrinsic motivation, mastery goals, teacher expectation, goal setting, social contexts, interpersonal relationship, well-being influence, classroom conduct, support system, performance assessment and evaluation
2.Development Strategy	Modelling teaching, making mistakes, working as team, encouraging learning from experience, letting student teach, integrating technology, emphasizing behavior management, trying graphic organizers, utilizing visual aid, implementing inquiry-based learning