

# The Experiences of Non-PE Teachers in Teaching First Aid and Emergency Response: A Phenomenological Study

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### APPROVAL SHEET

This thesis titled, “THE EXPERIENCES OF NON-PE TEACHER IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY”, prepared and submitted by BEBELYN L. TORTOGO, in partial fulfillment of the requirements for the degree, Master of Arts in Education Major in Physical Education, has been examined and hereby recommended for approval and acceptance.



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## ABSTRACT

This phenomenological study aimed to explore and understand the experiences of non-PE teacher in teaching First Aid and Emergency Response in District I Asuncion, Davao Del Norte. The participants' experiences, coping mechanisms, and insights were gathered. The theory and the idea of the study were gleaned through the Skills Acquisition Theory of Fitts and Posner (1967), Pedagogical Content Knowledge (PCK) by Shulman (1987), and Experiential Learning Theory by Kolb (1970). Out of the fourteen (14) participants who participated in this study, seven (7) non-PE teachers underwent in-depth interviews (IDI), and another seven (7) for focus group discussion (FGD); (7) participants of them participated virtually through Zoom application while the other (7) participants underwent to a face-to-face interview. They selected to purposive sampling technique. As to the experiences of the non-PE teachers, the following themes emerged: experiencing lack of resources; inadequacy of training opportunities; giving value to learning first aid and emergency response; having struggles in teaching due to insufficient knowledge and skills; provision of practical knowledge and personal growth; having lack of confidence and uncertainty in teaching first aid; and having students who actively participating. To address the issues and challenges, the non-PE teachers mentioned the following: application of experiential learning in practical knowledge skills education; collaboration with people in first aid and emergency response; being optimistic and enthusiastic; sustaining creative adaptation and comprehensive readiness; and utilizing online resources for knowledge enhancement. They also cited insights they could share with others through the themes that emerged; provisions of support, training, and seminar-workshop for non-PE teachers; integration of practical application in real scenarios; continuous professional development in first aid and emergency response; and practice of being calm in emergency response. The results are deemed essential to non-PE teachers, students, the Department of Education, School Administrators, and other stakeholders to give awareness and create best practices that would provide great help in delivering quality teaching of First Aid and Emergency Response, training techniques that would motivate and encourage the non-PE teachers.

*Keywords:- Education, Experiences, First Aid and Emergency Response, Non-PE Teacher, Davao Del Norte.*

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## CHAPTER ONE INTRODUCTION

First aid and Emergency response are vital skills that can potentially be the difference between life and death in critical situations. During physical activities in school, injuries, accidents, and illnesses are common problems that arise. Usually, it is the responsibility of physical education (PE) teachers to teach first aid and emergency response skills to students. Unfortunately, there is a shortage of qualified PE teachers who are capable of effectively teaching these skills. Consequently, teachers who are not trained in physical education (PE) are often called upon to teach these skills, even though they lack the necessary training and expertise. This situation can potentially put students' well-being and safety at risk. However, there may be situations where non-PE teachers are required to teach these skills, especially when there are no PE teachers available or when immediate action is necessary for emergencies.

A study conducted in Jordan, that non-PE teachers faced difficulties in teaching first aid due to a lack of knowledge, training, and resources (Albashtawy & Khatib 2019). Therefore, non-PE teachers require more training and resources to improve their ability to teach first aid effectively. Additionally, a study by Lai et al. (2018) in Hong Kong found that non-PE teachers faced challenges in teaching first aid due to a lack of time and resources. Incorporating first aid training into the regular curriculum could help alleviate these challenges. Further, In Australia, Johnston and Seaton (2020) explored the challenges faced by non-physical education teachers in teaching first aid and emergency response in primary schools that teachers lacked confidence and knowledge in teaching these skills and that they needed more support and training.

In the Philippines, Gonzales et al. (2020) state that non-PE teachers struggle with teaching first aid and emergency response due to a lack of proper training, insufficient resources, and inadequate knowledge, making it difficult to deliver necessary knowledge and skills to their students. Additionally, Almeda and Aquino (2019) mentioned that non-PE teachers face challenges in teaching first aid and emergency response such as a lack of training and knowledge about the subject matter, inadequate teaching materials and resources, and limited time to prepare and teach the lessons and found that some non-PE teachers feel overwhelmed and anxious about teaching first aid and emergency response, which can affect the quality of instruction and the confidence of students in handling emergencies. Further, it was supported by a study by Bernardo et al. (2019) which found that non-PE teachers had limited knowledge of first aid and emergency responses, and were not confident in their ability to teach these skills.

Further, in an initial interview to the non-PE teachers in Davao Del Norte who teach First Aid and Emergency Response face challenges when teaching the skills. These challenges include lack of training and experience, limited resources, competing demands on their time and attention lack of interest from students who do not see the value in learning these skills. The non-PE teachers may need to seek out additional training and resources to improve their skills and knowledge. They may also need to work collaboratively with other teachers and school staff to ensure that first aid and emergency response training is integrated into the curriculum and delivered effectively to students.

My literature reading shows that there were similar studies conducted about first aid and emergency response. In Ghana, Adu et al. (2019) suggest that there is a lack of emphasis on first aid education in teacher training programs in Ghana, which may contribute to non-PE teachers' limited knowledge and skills in this area. Additionally, in Saudi Arabia, Alsubhi et al. (2021) argue that there is a need for more research on the attitudes and practices of non-PE teachers towards first aid education in Saudi Arabia, as well as the barriers they face in implementing it in the classroom. Further study by Nigeria - Adegoke et al. (2020), indicates that there is a shortage of research on perceptions and attitudes of non-PE teachers in Nigeria towards teaching first aid, as well as their knowledge and confidence in responding to medical emergencies. These studies suggest that additional research on the experiences is necessary of non-PE teachers in teaching first aid and emergency response in various countries, particularly in terms of their perceptions, attitudes, preparedness, experiences, and effectiveness of training. The lack of recent literature in international, national, and local contexts amplifies my motivation to pursue this inquiry.

The urgency of conducting this study is based on the fact that first aid is a critical skill that can be applied in various physical activities and daily situations. It is therefore imperative to address the issues surrounding the lack of knowledge and skills of non-physical education teachers in providing first aid. By conducting this study, we gain insights into the challenges and struggles faced by non-PE teachers in teaching and handling first aid situations, which can help the Department of Education (DepEd) strengthen its efforts in preparing teachers for these scenarios. This study can also provide valuable information and training that can benefit not only non-PE teachers but also the LGUs, communities, students, and others in promoting the importance of first aid and emergency response. As well as this research study will also be presented at international and national research conferences. Ultimately, this study's social value lies in promoting a safer and healthier society by equipping individuals with the expertise and abilities needed to offer prompt aid in an emergency.

### A. Purpose of the Study

The purpose of this phenomenological study was to explore and understand the challenges of non-PE teachers in teaching First Aid and Emergency Response in District I, Asuncion, Davao Del Norte. Additionally, this study aims to provide valuable insights that can improve the teaching and learning of First Aid and Emergency Response, particularly for non-PE teachers.

At this stage of the study, teaching First Aid and Emergency Response is generally defined as educating individuals to provide immediate care for various injuries and conditions and respond effectively to emergency situations.

### B. Research Questions

- What are the lived experiences of the Non – PE teachers in teaching in First Aid and Emergency Response?
- How do non-PE teachers cope with the challenges in teaching First Aid and Emergency Response?
- What insights can non-PE teachers draw from their experiences in teaching First Aid and Emergency Response?

### C. Theoretical Lens

The skill acquisition theory of Fitts and Posner (1967) is relevant to the plight of non-PE teachers in teaching first aid and emergency response. This theory suggests that skills are acquired through a series of stages, starting with the cognitive stage where learners acquire knowledge and understand the task requirements. The second stage is the associative stage where learners practice the skill and refine their movements. Ultimately, at the autonomous stage, students are able to execute the skill instinctively and with minimal conscious thought.

For non-PE teachers teaching first aid and emergency response, understanding these stages can help them design instructional activities that scaffold skill acquisition for their students. In the cognitive stage, teachers can provide information on the steps required to perform first aid or emergency response, such as the proper sequence of administering CPR. In the associative stage, teachers can provide opportunities for practice and feedback, such as hands-on simulations or scenarios. Finally, during the autonomous phase, educators can motivate learners to utilize their abilities in real-world scenarios and offer chances for ongoing practice and constructive evaluations.

Also, the work of Shulman (1987) Pedagogical content knowledge (PCK) is a concept in education that refers to the intersection between a teacher's knowledge of a and their expertise of how to teach. how to each that subject matter effectively to students. According to Shulman (1987), PCK includes knowledge of both the content being taught and the pedagogical strategies that are most effective for teaching that content. In the context of teaching first aid and emergency response, PCK would involve not only knowledge of the relevant medical and safety procedures but also an understanding of how to convey that information to students in a way that is both engaging and effective.

For non-PE teachers who may not have a background in teaching physical education or health-related subjects, developing strong PCK can be especially challenging. However, there are a number of strategies that can be used to build this knowledge and improve the quality of instruction in this area. These might include attending professional development workshops or training sessions focused specifically on teaching first aid and emergency response, collaborating with other teachers or experts in the field, or seeking out instructional resources such as lesson plans, videos, or online tutorials.

Further, David Kolb's Experiential Learning Theory, developed in 1970, highlights the significance of practical learning in engagement of students in the learning journey. The theory posits that learning takes place when learners actively reflect upon their actions and experiences. It comprises four essential elements: direct involvement, reflection, conceptualization, and application of knowledge acquired through experience. Kolb (1984) elaborates that knowledge is constructed by converting real-life encounters into thoughtful reflections.

Teaching first aid and emergency response can be challenging for non-PE teachers who may lack practical experience in these areas. As a result, they may struggle with the necessary concrete experiences and hands-on skills that are essential for effective learning. This can impede students' ability to engage in the other stages of the learning cycle, such as reflective observation and abstract conceptualization. However, non-PE teachers can overcome this challenge by employing experiential learning techniques such as simulations, role-playing, and hands-on activities. These activities give students opportunities to engage in the concrete experience stage of the learning cycle and allow for reflective observation and active experimentation. By using these techniques, non-PE teachers may make the learning environment more engaging and effective for teaching first aid and emergency response.

#### *D. Scope and Limitation of the Study*

This research study focused on the experiences of the non-PE teachers in teaching First Aid and Emergency Response. This study involved fourteen (14) non-PE teachers in secondary public schools in District I, Asuncion, Davao del Norte, Philippines, and administered from October to December in the school year 2023-2024. Thus, this inquiry does not give a general basis on the non-PE teachers.

In addition, this inquiry depended on the truthful answer of the non-PE teacher. It will not account for the perception of individuals external to teaching first aid and emergency response of non-PE teachers.

#### *E. Importance of the Study*

This study will attempt to supplement the amount of information already in existence. The study's findings will be beneficial to the following:

The primary beneficiaries of this research are the **Non- Physical Education Teachers**. They will gain from it since they can utilize this research as a guide what are the best responses or practices that they can adopt that will inspire and motivate themselves and at the same time adopt the practice to enhance their skills that would make Non-Physical Education teachers knowledgeable and skillful in first aid response. Moreover, this study offers valuable insights into effectively managing challenges associated with teaching and handling emergency situations.

This study will provide **students** with the valuable opportunity to acquire knowledge and skills in first aid, which they can apply in real-life emergencies. This practical training will enable them to respond to emergencies more efficiently and effectively, giving them the confidence and ability to help others in need. By learning these essential life-saving skills, students will be equipped with the knowledge and tools necessary to make a difference in their communities and beyond.

This study's findings will benefit **Department of Education (DepEd)** officials by providing valuable contributions to the development of strategic plans and supporting teachers' engagement in workshops and seminars for professional growth.

This study can provide valuable insights for **School administrators**, enabling them to gain a better understanding of the challenges faced by non-physical education teachers within their campuses. Additionally, the findings of this study can serve as a benchmark for school administrators when developing programs and interventions that are specifically tailored to enhance the teaching practices of non-physical education teachers in their institutions. By implementing such initiatives, administrators can address the unique needs of these teachers, ultimately improving the overall educational experience within their schools.

Finally, the study's outcomes will benefit **future researchers** by providing valuable resources and references, encouraging them to explore the subject using quantitative and mixed methods to enhance non-physical education teacher training programs. Further research in this area will advance knowledge in the field.

#### *F. Definition of Terms*

The following terms are defined conceptually and operationally for better understanding of the study.

**Experiences of Non- PE teachers** refers to the challenges faced by teachers who are not specifically trained or certified to teach physical education (PE) but are required to do so as part of their teaching responsibilities (Macdonald, 2021). In this study, it refers to non-PE teachers challenges and difficulties they face when teaching physical education classes without specific training or expertise.

**First aid and emergency response** are a component of the physical education curriculum as they equip students with the necessary knowledge and skills to respond to medical emergencies that may occur during physical activity (Jacobsen & Banas, 2017). In this study, it refers to the first aid and emergency response in the physical education curriculum as important for the safety and well-being of students, as well as for promoting a culture of preparedness and responsibility.

#### *G. Organization of the Study*

In this part of the research paper, the appropriateness and comprehensiveness arrangement of the study are presented.

Chapter 1 included the introduction of the Plight of Non-PE teachers in teaching First Aid and Emergency Response in the global, national, and local context. Next, the purpose of the study, research questions, theoretical lens, scope and limitations, the importance of the study, the definition of terms, and the organization of the study.

Chapter 2 highlighted the review of related literature and relevant studies about the phenomenon. The researcher gathered and obtained the research through publications, and journals to ensure reliable sources.



Chapter 3 presented the methodologies that are used in the study. It includes the research design, role of the researcher, research participants, data sources, data collection procedure, and data analysis. Also, included are the ten types of trustworthiness of the study which are social value, informed consent, the vulnerability of research participants, risk benefits and safety, privacy, the confidentiality of information, justice, transparency, qualification of the researcher, adequacy of facilities, and community involvement. To ensure the protection and privacy of the participant ethical considerations are also included in this chapter.

Chapter 4 showed the result of the study. It presents the result of the analysis of data from in-depth interviews and focused group discussions from the research questions conducted to the participants for the underlying phenomenological aspect of views.

Chapter 5 discussed the results of the collected data. It explains further the findings of the study and generate themes from the responses of the participants. The implication, recommendation, further research, and concluding remarks are included in his chapter.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter provides a review of linked literature that is relevant to the study following the comprehensive search for the researcher that exhibits importance to the inquiry. It is based on the following subheadings: Challenges of Teaching First Aid and Emergency Response Program, Issues with non-PE Teachers Teaching First Aid and Emergency Response Program Strategies of Non-PE Teachers on the Challenges in Teaching First Aid and Emergency Response, and Insights of Non-PE Teachers in Teaching First Aid and Emergency Response.

#### *A. Challenges of Teaching First Aid and Emergency Response Program*

The one primary challenge is a lack of training and education in first aid and emergency response. In a study conducted by Corpuz (2019), teachers in Laguna demonstrated a positive attitude towards the training sessions on first aid, but they lacked thorough expertise or sufficient knowledge in disaster preparedness. This deficiency could potentially lead to a struggle for teachers to respond adequately to emergencies due to their limited expertise in the subject. Tan (2019) highlights the insufficient safety facilities in schools within Kidapawan City for effectively managing emergencies resulting from disasters. Despite the presence of some facilities, their quantity fails to meet the necessary standards, consequently compromising the efficiency of emergency response operations.

Also, Burgess et al. (2020), found that physical education teachers often lack the skills and knowledge needed to effectively teach first aid and emergency response, and may struggle to keep up with evolving best practices in these areas. Similarly, Cetin and Soylemez (2021), found that physical education teachers had insufficient knowledge and skills in basic first aid and emergency response. Students may be at increased risk of injury due to the inadequate ability of physical education teachers to provide basic first aid and respond to emergencies. Also, Brugger et al. (2018), found that physical education teachers in lacked the necessary knowledge and skills to respond to emergencies.

Further, Blackwell (2018) found fear of liability among physical education teachers affects their ability to effectively implement first aid and emergency response programs this can cause teachers to hesitate in responding to emergencies and may lead to inadequate training and preparation for handling emergencies. Teachers with a lack of formal training in first aid and emergency response limit their ability to teach the skills effectively (Horvath et al.,2019).

Hence, Walker and Davis (2018), found that many teachers had negative attitudes toward implementing these programs and were not adequately prepared to respond to emergencies. Specifically, many programs are outdated or inadequate, and there is a need for more comprehensive and evidence-based training programs (Yang, 2021). However, Peterson and Statler (2018), found the effectiveness of first aid and emergency response training for physical education teachers can be improved by providing regular training and updating them on the latest programs. This will not only prepare them to respond effectively to emergencies but also minimize the possibility of legal liability.

Also, Li et al. (2020) note that many physical education teachers are not required to have first aid or emergency response training, leading to a lack of confidence and competence. A study by Frey et al. (2018), physical education teachers reported feeling unprepared to respond to emergencies and unsure of their role in emergencies. In a survey of physical education teachers by Knekt et al. (2018), many respondents reported feeling unprepared to give to medical emergencies and were unsure of appropriate steps to take particularly in situations involving sudden cardiac arrest or anaphylaxis. A significant number of participants expressed their lack of preparedness to instruct first aid and emergency response, attributing the insufficiency of training and resources as the reasons (Hsieh et al., 2019).

In addition, among physical education teachers, many respondents reported feeling unprepared to respond to medical emergencies and cited a lack of training and resources as contributing factors, particularly in situations involving students with disabilities or chronic medical conditions (Vermeulen et al., 2020). Bautista et al. (2019) identified challenges to the limited resources and training for teachers, which resulted in sustained non-compliance due to factors such as inadequate resources, lack of expertise, and competing demands on school personnel. Allen et al. (2019), it was found that the knowledge and skills of physical education teachers lack of the needed to respond to emergencies in outdoor settings, such as during camping trips or outdoor education programs. Due to physical education, teachers often lack the necessary skills and resources to teach these programs effectively (Chen & Hsieh 2018). Also, Physical education teachers had limited knowledge and skills in this area, and there was a lack of support and resources from school administrators (Leung & Chan,2018).

Likewise, Soares et al. (2020), physical education teachers often lack of knowledge and skills to respond to medical situations that may arise during physical activity, particularly those related to cardiac events or respiratory distress. Kilinc et al. (2019) highlighted that they frequently lack the essential proficiency and knowledge to recognize and address medical emergencies of physical education teachers, particularly those that could occur during physical activities, which can result in the student's safety and limit the effectiveness of physical education curriculums. A study by Cho et al. (2021) found physical education teachers lacked

knowledge of appropriate first-aid techniques for common injuries such as sprains and strains. Also, Schrader et al. (2021) found inappropriate first-aid techniques for injuries such as fractures and dislocations. Particularly, PE teachers found a lack of knowledge and techniques in assessing injuries such as fractures and head trauma attributed to a lack of training and support (Yeom et al., 2019).

However, Stroup et al. (2018) found that physical education teachers who received first aid training and emergency response reported feeling more confident and prepared to respond to emergencies. Also, McFadden et al. (2019) compared the effectiveness of different training methods for PE teachers teaching first aid and found that immersive, hands-on training was the most effective method for improving teacher confidence and knowledge. Similarly, Chen and Liu (2018) note that incorporating simulation-based training into first aid and emergency response programs for physical education teachers can provide a more realistic and practical learning experience, enhancing teachers' skills and preparedness in managing emergencies. Furthermore, Burrows et al. (2020) suggest that integrating experiential learning activities, such as simulated emergency scenarios, into first aid and emergency response training for physical education teachers can enhance the effectiveness of the training and better prepare teachers to respond to real-life emergencies.

Besides, Doherty et al. (2019), providing physical education teachers with appropriate training and resources can improve their confidence and competence in responding to medical emergencies, leading to increased student safety. Also, Viana et al. (2019), incorporating first aid and emergency response training into physical education teacher education programs helps to ensure that future teachers are adequately prepared to respond to emergencies and promote student safety. As well as integrating first aid and emergency response training into pre-service physical education teacher education programs before entering the workforce can enhance the readiness of prospective teachers to manage emergencies and promote the safety of students (Menzel et al., 2019)

Moreover, physical education teachers should receive regular training in first aid and emergency response to maintain their knowledge and skills, and to ensure that they are updated with the latest guidelines and protocols (Smith et al., 2018). Also, Guan et al. (2018) note that incorporating multimedia resources, such as videos and online modules, into first aid and emergency response training can enhance the effectiveness of the training and increase teachers' knowledge retention. In addition, physical education teachers who had received first aid and emergency response training were more likely to incorporate injury prevention strategies into their teaching practices, indicating that such training have a good impact on the overall safety of physical activity programs (Eime et al., 2019).

#### *B. Issues with non-PE teachers teaching First Aid and Emergency Response Program*

One of the main issues with non-PE teachers teaching first aid and emergency response programs is their lack of training and knowledge in this area which is without proper training, non-PE teachers may not be able to effectively teach these programs, potentially putting students at risk (Smith, 2018). Also, contributing to issues of limited resources without a clear set of guidelines and requirements, to know that it can be difficult for teachers on what materials and equipment are necessary and how to effectively deliver instruction (Chik et al., 2020). Park et al. (2018) suggested that non-PE teachers may struggle to develop effective teaching strategies for first aid and emergency response in the absence of adequate resources and support. Kim et al. (2018), note that on-PE teachers may experience feelings of frustration or burnout as a result of resource-related challenges, which can have negative effects on their ability to provide effective instruction and support to students.

Furthermore, Non-physical education teachers play an important task in ensuring safety of students in schools. Thus, non-PE teachers must possess the required knowledge and skills to effectively handle emergencies (Yaman et al., 2020). Awuah et al. (2021) that many teachers lacked adequate knowledge and first aid training. This highlights the importance of providing regular training and updates to ensure that teachers are equipped to respond to emergencies. First aid training can help teachers to recognize and respond to common medical emergencies this knowledge can save lives in critical situations. (Hegedus, 2019). First aid training can also be valuable for teachers outside of the school environment and they can use this knowledge to respond to emergencies that may occur in their personal lives or in their communities (St. John Ambulance, 2021).

Non-PE teachers' insufficient knowledge and skills in teaching first aid and emergency response programs can negatively impact students' learning outcomes (Huang et al., 2018). In a study by Watson et al. (2018), that many non-PE teachers receive only minimal training in first aid and emergency response, which can limit their ability to provide students with comprehensive and effective instruction.

Additionally, that lack of training and experience among non-PE teachers can also result in inconsistent teaching methods and varying levels of knowledge among students (Mullen et al., 2018). As well as by Caine et al (2018), it was found that non-PE teachers often struggle to adapt their teaching styles with diverse learning needs which can further impede the effectiveness of first aid and emergency response programs. In which prone to making errors and omissions in teaching first aid and emergency response, particularly if they lack formal training and experience in this area (Meyer et al., 2018). As well as developing a lack of confidence in teaching first aid and emergency response, can further hinder their ability to provide effective instruction and support to students (Fraser, 2018).

Also, some non-PE teachers may also feel uncomfortable teaching these programs, as they are outside their area of expertise which leads to a lack of enthusiasm and engagement from both the teacher and the students (Brown, 2019). In addition, non-PE teachers may struggle to balance teaching first aid and emergency response programs with their other subject responsibilities (Jones, 2018). Wherein, non-PE teachers may have limited experience and understanding of the practical applications of first aid and emergency response, which can make it difficult for them to teach these programs effectively. However, Brown (2020) argues that there is a need for more professional development opportunities for non-PE teachers to ensure they have the necessary skills and confidence to teach these programs effectively.

Another issue with non-PE teachers teaching first aid and emergency response programs is that they may not have access to the same resources and equipment as PE teachers (Jones, 2018). This lack of resources can make it difficult for non-PE teachers to provide hands-on training and practice, which is essential for students to develop the necessary skills and confidence (Smith, 2017). Also, Mitchel et al. (2018), found that many non-PE teachers face challenges in obtaining adequate resources and supplies for teaching first aid and emergency response programs, which can limit the effectiveness of their instruction. Particularly, if non-PE teachers work with the school and have limited resources may struggle to access the latest research and best practices in first aid and emergency response (de la Torre et al., 2018).

In addition, Ekstrom and Emarad (2020), note that a school with acute in low-income schools may not have the budget to provide the necessary equipment which may lead to a struggle to attract and retain qualified instructors. Non-PE teachers face budgetary constraints that limit their ability to purchase or maintain necessary resources and equipment (Goldstein et al., 2018). Oh et al. (2018) revealed that numerous teachers face challenges in accessing adequate training resources, including textbooks, videos, and online materials that are necessary for teaching first aid and emergency response effectively. Additionally, the lack of essential equipment and supplies, such as first aid kits and training mannequins, impedes hands-on training, resulting in a lack of confidence and competence among teachers, which ultimately affects the quality of education provided to students. Particularly, Cinar et al. (2018) found that many teachers do not have access to adequate facilities, such as classrooms or simulation labs, that are necessary for effective instruction in this area.

Moreover, regular training and updates can ensure that teachers are updated with the latest techniques and best practices in first aid and emergency response this can help to improve and provide quality care to the students in schools (Awuah, 2021). Students and staff can take immediate action when an emergency occurs, which can help save valuable time and resources (Hegedus, 2019). Also, providing first aid training to teachers can help them understand the significance of administering basic medical care in emergencies, especially in when access to medical facilities in rural areas is limited (Korner et al. 2019).

### *C. Strategies of Non-PE Teachers on the Challenges in Teaching First Aid and Emergency Response*

Non-PE Teachers utilize experiencing learning in practical skills as one of the strategies where that allows the students to gain a deeper understanding of the subject matter through, hands-on activities, demonstration, and role-playing, which apply the theoretical concepts into practices that develop their confidence in their abilities. Burrows et al. (2020), suggest integrating experiential learning activities, such as hands-on activities, into first aid and emergency response to enhance the effectiveness in preparing to respond to real-life emergencies. Teachers utilize hands-on activities with the students to encourage them to think critically about applying their knowledge to practical scenarios, aiding in the retention of accurate procedures for first aid response. This allows the students to practice skills and abilities, promoting knowledge and experience development (Cruz et al., 2021).

In addition, Experiential Learning Theory (1970) emphasizes the importance of practical learning and active student engagement through reflection on their actions and experiences (Kolb, 1970). This involves students participating in a historical reenactment or simulation, encouraging them to engage with the subject and reflect on the historical context, thus enhancing their understanding of the subject matter.

Additionally, non-physical Education (PE) teachers have recognized the potency of digital platforms in accessing a diverse array of knowledge and information. Guan et al. (2018) suggest that incorporating multimedia resources, such as videos and online modules, can enhance the effectiveness of knowledge retention among teachers. It will lead to improved teaching outcomes and better preparedness for emergencies. Also, teachers can easily access vast amounts of information in just a few seconds, containing a wealth of knowledge (Kajal, 2023). Hence, Qureshi et al. (2018) multimedia resources are an excellent venue for a teacher to focus on specific details and create exercise materials based on the videos themselves. The utilization of online resources offers teachers flexibility in delivering lessons that suit individual learning preferences, providing the best first-aid learning experience.

### *D. Insights of Non-PE Teachers in Teaching First Aid and Emergency Response*

First aid and emergency response are important for any profession, especially those involving interactions with other people like students and children; therefore, first aid education should be integrated into teacher training to enhance them in assessing the ability and willingness in the situation requiring first aid (Olmos-Gomez et al., 2021). Von Amelunxen et al. (2023), note that educational institutions should implement a structured teaching training program equipping teachers with essential first-aid training. Integrating first aid education into teacher training can enhance educators' readiness and capability to assist in emergencies involving students and children, thereby promoting safer environments.

Additionally, (Jacob et al., 2018) that providing training to non-PE teachers improves their knowledge and skills in promoting the survival and well-being of the students in emergency cases. Such training will equip the teachers with knowledge and skills, fostering their confidence in their teaching journey. Also, Souza et al. (2022), that providing first-aid training programs to non-PE teachers is not only feasible but also beneficial in improving their knowledge and skills. By incorporating first aid training into their professional development, teachers can become adept at responding assertively and appropriately when faced with medical emergencies, enhancing overall safety within educational settings.

Similarly, a study by Awuah (2021) highlighted the significance of regular training and ongoing updates as vital measures to keep teachers abreast of the latest techniques and best practices in first aid and emergency response this approach has improved the quality of care extended to students within educational settings. As well as (Karaca & Kose,2020) supported the idea that staying current in the realm of first aid is essential for individuals to bridge information gaps, reinforce their knowledge, and reduce errors in the application of first aid. The teacher needs to be trained in the first aid procedure and maintain up-to-date knowledge and skills (Galindo 2018).

Furthermore, a study by Al Gharibi (2020) incorporating practical knowledge and skills into actual situations allows students to cultivate their problem-solving abilities. By employing their classroom-acquired knowledge in real-world scenarios, students engage in critical and creative thinking to address issues and obstacles. Additionally, Minna (2022) notes that first aid is a practical skill best learned through real scenarios and by practicing simulated emergencies. This builds individual confidence and a willingness to help in emergency cases. It is one of the best practices to learn in performing various situations in real-life applications for them to be able to inculcate in their minds the proper way of applying first aid.

The literature in this chapter is structured to provide a comprehensive understanding of the concept of inquiry and its impact on different fields of study. This literature review presents information that emphasizes the need for additional research on the subject, explains the research methodology, and offers insights into the potential future contributions of the current study.

## CHAPTER THREE METHODOLOGY

This chapter presents the research design, research participants, role of the researcher, data sources, data collection procedure, data analysis, the trustworthiness of the study, and ethical considerations.

### A. *Research Design*

This qualitative research utilized the phenomenological approach. Qualitative research involves examining and understanding the meanings attributed to individuals, groups, and social media platforms (Creswell, 2014). By gathering and analyzing non-numerical data, qualitative research aims to have a comprehensive understanding of experiences, and opinions, facilitating the in-depth exploration of the subject and generating novel ideas (Bhandari, 2020). Furthermore, according to Tiley (2017), qualitative methodologies provide insights that surpass those obtained through closed-ended surveys. In this study, respondents will have the freedom to express their experiences, thoughts, and feelings without constraints. The qualitative research method enables dynamic interactions between the researcher and respondents, allowing for follow-up questions and generating meaningful conversations that are not possible in a structured survey.

This study employed a phenomenological approach to qualitative research, emphasizing the lived experiences of non-physical education (PE) teachers. Phenomenological research aims to understand how individuals perceive and experience a particular phenomenon. In Creswell (2013), the primary goal of this approach is to provide a descriptive account of the nature of the phenomenon being studied. To achieve this, the researcher conducts interviews that delve into participants' interpretations and experiences of the situation or phenomenon. The objective of phenomenological research is to capture the essence and nature of the phenomenon (Neubauer et al., 2019). In Qutoshi (2018) further explains that phenomenology seeks to closely examine the phenomenon under investigation and explore the intricate the lived experiences as seen from the participants' perspectives.

In this study, the researcher aims to explore the lived experiences and practices of non-physical education (PE) teachers by employing a phenomenological approach. Following the methodology outlined by Creswell and Poth (2017), the researcher will conduct in-depth interviews to delve into the non-PE teachers' perspectives. Through this approach, the researcher intends to have a comprehensive understanding of the situations, issues, and experiences faced by these teachers. By analyzing the responses obtained from the interviews, the researcher will describe the lived experiences of the participants in teaching First Aid and Emergency Response. This data will contribute to a comprehensive understanding of the phenomena under investigation. The utilization of the phenomenological approach is appropriate for this study as it aligns with the gathering of data through interviews that focus on the lived experiences of non-PE teachers. The collected data will be carefully analyzed, interpreted, and used to gain insights into the phenomenon being investigated.

### B. *Research Participants*

This phenomenological inquiry involved fourteen (14) non-PE teachers from secondary public schools in District I, Asuncion, Davao Del Norte, in the school year 2023-2024. The participants were selected based on specific criteria and represented a diverse range of experiences and perspectives. Out of the 14 participants, seven (7) were selected for in-depth interviews, while the remaining seven (7) will be in a focus group discussion. The research design followed the recommendations of Creswell (2018) who suggests that phenomenology typically involves 14 participants to ensure a comprehensive qualitative inquiry and achieve information saturation. To facilitate data collection, virtual platforms such as Zoom application and face-to-face were utilized for conducting the interviews.

In selecting respondents, purposive sampling will be used. Purposive sampling is a sampling of qualitative research used to acquire insight into a specific phenomenon that can provide detailed information about the phenomenon under investigation (Patton, 2015). In addition, Guetterman (2015), purposive sampling is a deliberate process through of the research selects participants based on specific qualities that align with the study's objectives. This approach enables the researcher to effectively and intentionally investigate the target population by identifying common characteristics (Creswell, 2015).

In selecting the participants for this inquiry, the following inclusion criteria are employing (1) teachers who are not Physical Education graduates; (2) participants must be teaching for more than one (1) year; (3) participants must be public school teachers in Davao Del Norte; (4) has the willingness to participate in the study. On the other hand, the exclusion criteria are the following (1) non- Physical Education graduates have experience in First Aid and Emergency Response Training; (2) participants must be teaching for more than one (1) year but not in private school; (3) the participants must not be a private school teacher in Davao del Norte; (4) the participants unwillingly to participate in the study.

### *C. Roles of the Researcher*

Qualitative research aims to delve into the personal experiences of individuals, exploring their thoughts and emotions, and capturing insights on topics that may be considered highly personal to them (Sutton & Austin, 2015). As a researcher, I will perform the roles to ensure the ethical consideration of the study, someone who as someone who ensures the ethical conduct of the research; as someone responsible for carefully documenting and recording the entire interview, as well as translating responses into standardized English format.

My first role in this study was to select participants for in-depth interviews and focus group discussions. This was accomplished by adhering to the inclusion criteria established for the participant's selection.

In this study, the researcher's role was an interviewer, I must have a conducive environment where the participants were comfortable before the interview started. Then I will ask my participants several questions from the interview guide ahead of time. Also, during the interview, follow-up questions may arise to have a deep conversation about the study and to gather a more relevant understanding of the participant's experiences.

I will be the recorder of the audio conversation using an audio recorder and the note taker during the interview to record the data. Participants will be asked for their consent before recording. As the encoder for this study, I ensured accurate encoding of participants' responses. All important information will be securely stored in both digital and physical formats, with duplicates to prevent file corruption. word choice and conciseness.

In addition, I act as a transcriber for my interview participants' responses. When transcribing, the words or sentences will be transcribed without skipping or missing words to avoid compromising the participant's idea. Aside from that, the participant responses will be translated into the Standard English format. In the future, the gathered information will easily understand the main concept of the study.

I also served as the moderator of the focus group discussion; my role was to ensure the interviews ran smoothly. To achieve this, I utilized the interviewer guide as a tool to ensure comprehensive coverage of all relevant topics of interest.

Also, analyzing data will endorse to the primary data analyst, I served as the primary data analyst for my study, specifically focusing on analyzing and synthesizing data related to the experiences of non-PE teachers in teaching First Aid and Emergency Response. By thoroughly examining the collected data, I will be able to draw conclusions and make informed recommendations. To ensure the accuracy and trustworthiness of my analysis, I will collaborate with my advisor, data analyst, and debriefer, taking into account ethical considerations throughout the process.

Lastly, the researcher held the responsibility of upholding ethical considerations and adhering to the Data Privacy Act of 2012 while fulfilling the aforementioned roles.

### *D. Data Sources*

Qualitative research is described as the study of the nature of phenomena, including their quality, various manifestations, the environment in which they emerge, and the viewpoints from which they might be seen (Busetto et al. 2020). Various methods can be employed to record data during interviews, such as taking handwritten notes and using audio recordings (Sutton & Austin, 2015). The researcher used different methods to gather data as data sources.

The data sources are gathered on the experiences of the non-PE teachers in teaching First Aid and Emergency Response. The researcher used an interview guide questionnaire that was made by the researcher and validated by three (3) experts. Afterward, the In-depth interview (IDI) and Focus Group Discussion (FGD) were conducted, and wrote down all the important details, words, or phrases from the answer of the participants. The interviews were conducted virtually, utilizing Zoom application and face-to-face. Further, the data were collected in the setting of participants from secondary public schools in District I, Asuncion located at Davao Del Norte.

This study included an in-depth interview to gather detailed and comprehensive information, allowing for a deeper understanding of the subject. An in-depth interview, also referred to as a one-on-one interview, involves unstructured interactions with participants. The main aim is to elicit their emotions, experiences, and perspectives on the specific study topic. This method proves beneficial when seeking in-depth insights into individuals' ideas, particularly in exploring new subjects or areas of study (Showkat & Parveen, 2017).

Furthermore, Nyumba et al. (2018) defined focus group discussions as interactive sessions involving groups of 5-12 individuals, designed to capture their feelings, beliefs, attitudes, and experiences. This method enables researchers to gather a wealth of data from diverse participants in a relatively short period of time. Focus group discussions are valuable for exploring multiple perspectives and understanding the underlying meanings associated with those viewpoints. They also contribute to developing a comprehensive understanding of participants' beliefs and experiences.

Moreover, to support the findings of the study, I incorporated secondary sources such as literature reviews, articles, journals, and textbooks that are highly relevant and reputable. These sources provided valuable information and served as a reliable foundation for the conclusions of the study.

#### *E. Data Collection Procedure*

The conduct of the study is crucial that a clear procedure is followed by the researcher in conducting the study. To collect data of the study, the researcher will be following procedures.

First, I obtained approval and endorsement from the Research Ethics Committee (REC) at St. Mary's College, Inc. for this research project. The manuscript underwent ethical review to ensure that the study follows the standard guidelines for conducting research. To conduct the study, I requested permission from the Dean of the Graduate School by obtaining a letter of endorsement. The interview guide and instrument validators thoroughly reviewed the protocols to ensure that the questions asked during data collection were in complete alignment with the study's objectives and research inquiries.

Second, In the context of my study, upon obtaining the necessary endorsement, I submitted the letter of permission addressed to the Division Superintendent of Davao del Norte. After receiving the approval from the division office, I forwarded the letter, along with the permission documents, to the School Principal for final approval. It is essential to engage with the authorities to ensure the principles of respect for persons, beneficence, and justice are upheld. By obtaining the required permits before commencing data collection for the study, I ensured the strict adherence to data privacy regulations and their provisions throughout the research process.

Third, I obtained consent from the individuals. Each participant from the participating school receives an Informed Consent Form (ICF). This document comprehensively outlines the study's overview, purpose, and nature of its involvement. By providing the ICF, it ensures that the participants are fully informed and have a clear understanding of the study before agreeing to be interviewed and share their experiences. This process verifies their voluntary willingness to participate, and it emphasizes the importance of respecting their autonomy and ensuring their consent is obtained ethically.

Fourth, I conducted a virtual orientation via Zoom application before participants voluntarily engaged. This orientation ensured their complete understanding of the study's objectives, methodology, nature, and selection as viable participants. It allows participants to ask questions and address concerns. Clear communication and transparency are essential for participants' full comprehension and voluntary participation. The statement is concise, and appropriate word choices have been used.

Fifth, this study employed in-depth interviews (IDI) using online platforms, specifically the Zoom application, while focus group discussions (FGD) are conducted through face to face with non-PE teachers. The interview timeframe will be determined based on the availability of the participants. Before each interview, I reminded the participants of the essential preparations, such as choosing a quiet place and ensuring they have the required technology, such as a phone, laptop, and headphones. During the interviews and discussions, I utilized the interview guide.

Sixth, I included a wide range of literature from various authors to support the data collection for this study. This literature review will not only aid in gathering relevant information but also help to identify the extensive research conducted on this topic.

Seventh, I strictly adhered the IATF's health and public protocol guidelines to ensure the safety and protection of study participants throughout the research process.

In this study, all the data collected during the analysis such as audio, video, or photographic files will be appropriately saved and stored in a protected laptop with a password-encrypted folder to ensure that no data was leaked. The researcher must provide a secure and dependable security system for all gathered files, ensuring their protection, and delete them after transcription to maintain participant confidentiality (Alase, 2017). On the other hand, reformatting the external hard disk and printed files will be shredded three (3) years later and will be completely removed.

#### *F. Data Analysis*

In analyzing research data, thematic analysis was employed to examine the information and systematically acquire an understanding of the phenomenon. This approach assisted researchers in transitioning from a comprehensive exploration of the data to the identification of patterns. Boyatzis (1998) proposed five processes for conducting thematic analysis: (1) Gathering data from various sources, (2) Conducting clear and concise coding of the data, (3) Validating the codes, (4) Identifying themes or frameworks, and (5) Finalizing the themes.

In collecting data in my study, involved the use of questionnaires and audio recordings during interviews. The data were coded either through encoding or manual methods. The coding process facilitates the identification of keywords, concepts, and reflections within two or three lines of the text. In Boyatzis (1998), note that a well-designed code captures the qualitative depth of the phenomenon. Hence, the code crafted was clear, concise, and effectively represented the essence of the data.



In this inquiry, I employed highlighters to mark the text under study, thereby identifying significant and recurring themes. Subsequently, I grouped sections of the text that share the same color highlighter and annotated them using brief phrases.

In validating the code, I ensured the integrity of the code by carefully reviewing and re-reading it to avoid misinterpretation and researcher bias. Following code validation, themes were derived from the patterns or codes that emerged from the data. It is crucial to provide comprehensive definitions for each theme, ensuring clarity and relevance to the study's theme.

In addition, thematic analysis is an effective approach for examining participants' perspectives, as highlighted by Nowel et al. (2017). It focuses on identifying similarities, differences, and unexpected ideas within the data. This method involves a careful examination of the data to recognize and report patterns that emerge from the participants' responses. Moreover, Castleberry & Nolen (2018) conveyed particularly the effectivity of thematic analysis in the study since it was adaptive and useful as a research tool and may have produced a substantial, sophisticated, and comprehensive record of the data.

Formulation of core ideas. Every piece of information is classified and examined, from broad to specific. When examining the codes, it is essential to look for patterns and generate themes based on them. By combining multiple codes, a central theme can be formulated. The significant themes were derived by extracting the participants' responses,

Finalizing the themes. Finalizing the theme ensures clarity and conciseness in conveying the intended message. Quotations from the original text serve as illustrations that aid the reader in understanding the underlying meaning. Thematic analysis, as a systematic approach, helps generate authentic results and findings (King, 2004).

#### *G. Trustworthiness of the Study*

To ensure the reliability of this investigation, I followed the guidelines made by Lincoln and Guba (1985). They emphasize the significance of evaluating the study's value, which includes establishing its credibility, dependability, confirmability, and transferability. These factors encompass aspects on the interpretation of data, the data collected, and the methods employed to maintain the study's quality (Pilot & Beck, 2014).

**Credibility** refers to the trustworthiness and suitability of a study, which is defined by a formal agreement between the researcher and the participants (Mills et al., 2010). In addition, Lincoln et al., (1985) concept of credibility of the participants are involved in establishing the accurate and identified result. There are many techniques to gauge the data of the study this study used the following method: data triangulation, iterative questioning, and member checking.

Data Triangulation refers to the methods used for verifying the findings and results. One of the easiest data sources to result of a validity increase (Naeem 2019). Triangulation involves employing multiple data collection methods to gather information on a particular subject (Kulkarni, 2013). In my research, I have allocated an equal number of fourteen participants for both focus group discussions and in-depth interviews. The main method of gathering the data in the study is triangulation. When contributing data, through in-depth interviews and taking notes, I used different strategies to ensure honesty among the participants. Taking notes was accomplished by noting relevant information throughout the interview so that the researcher could simply examine the data. Throughout the study, I ensured participants had the autonomy to accept or decline participation. Moreover, I emphasized to them that there were no incorrect responses to any of the questions.

Furthermore, I employed an iterative questioning technique in my research, which involved probing and restating the questions. This approach proved beneficial as it helped the participants better understand each question and facilitated the development of a comprehensive understanding (Jangu, 2012). Consequently, during the interviews, I ensured that the participants comprehended each question, resulting in obtaining precise and reliable responses.

In addition, member checking is a valuable method to enhance the credibility of research findings (Birt, 2016). It is regarded as the most crucial step to strengthen the credibility of a study (Guba and Lincoln, 1985). To address this, I requested the participants to review the transcript of their interview, ensuring that the statements accurately represented their words. This final verification by the participants provided a robust validation of each statement, enhancing the overall validity of the study.

Moreover, the process involves transcribing, analyzing, and interpreting the data. Afterward, the results are provided to the participants for self-examination, allowing them to verify the accuracy of the transcribed data and address any misinterpreted concepts. This helps reduce bias in the study. Additionally, a certificate is issued to ensure the correctness of the participants' responses and results.

**Dependability** is more related to reliability. It certifies that the conducted study could be repeated revealing the same result or findings. Show that both the results and process of the research need to be consistent. Consistency in results and procedures is crucial for enabling other researchers to understand, replicate, and evaluate the research process effectively (Streubert, 2007). Dependability plays an important role in ensuring the trustworthiness of the study by demonstrating that its findings are reliable and can be replicated consistently. With the raw data, they collected the searcher verified their findings as consistent. However, in the other researchers

examine the data, they would reach comparable findings, interpretations, and conclusions. It is crucial to ensure that no crucial information is omitted in the final report of the research study. Dependability in this study encompasses evaluating the findings, interpretations, and recommendations, all of which are substantiated by the data obtained from the study participants.

To ensure the dependability of my study, it is imperative to thoroughly examine whether any mistakes were made by the researcher gathering data, evaluating findings, and reporting the results. It is crucial to present the logic employed in selecting individuals and events for observation, interviews, and inclusion in the study. The researcher's consistency in conducting the research enhances the dependability of the results. Performing an inquiry audit proves beneficial as it involves an external researcher scrutinizing the process of data collection, analysis, and the study's outcomes. By undergoing a dependability audit, the accuracy of the findings, supported by the collected data, can be confirmed.

However, using overlapping procedures might also increase dependability. To establish overlapping and then cross-validating data, overlapping approaches use methodological triangulation, which entails employing several data gathering techniques such as observations, interviews, and surveys (Brown, 2005), thereby ensuring comprehensive and reliable findings. To ensure reliability in this research, the study findings are based solely on the collected data and not influenced by the researchers' personal preferences. In this study, data will be collected through in-depth interviews and focus group discussions. The verbatim responses of the participants from the interviews will be transcribed. Additionally, dependability will be observed through the utilization of data analysis and triangulation, with the valuable assistance of the adviser, to eliminate biases in the data analysis process and to formulate themes that will be evaluated by the data analyst.

**Confirmability**, as the third aspect of trustworthiness, pertains to the researcher's assurance that the study's findings accurately result the experiences and beliefs of the participants, rather than being influenced by the researcher's personal interests (Kyngas et al., 2020).

To ensure confirmability, we diligently implemented member checking. This involved providing participants with transcriptions of their interviews or interactions, allowing them to review and verify the accuracy of the transcripts. This process enabled participants to rectify any misinterpretations made by the researcher. In case the study faces scrutiny, it would provide description of the methods and procedures used in the research, demonstrating transparency in data collection and analysis. This would offer a clear understanding of how the findings were obtained.

In positivist research, the main focus is often on establishing the study results to a larger population. However, in qualitative projects, the findings are typically limited to specific environments and individuals, making it impractical to demonstrate the applicability of the conclusions to other populations and situations.

However, to ensure the confirmability of this study, an audit trail will be employ. The utilization of an audit trail assists in conveying the research's objectivity and facilitates the acknowledgment of its quality within the scientific community. Throughout the investigation, all raw data obtained from interviews, observations, and other relevant records will be carefully documented. These data will be examined, condensed, and synthesized. The audit trail will be employed to scrutinize the report's consistency during the data review process.

**Transferability** can be achieved through the result of the research to the extent that can be applied in other contexts or settings (Coghlan & Miller, 2014). Lincoln and Guba (1994) emphasized the importance of ensuring that all relevant information is provided for future reference. In positivist research, the primary concern often revolves around demonstrating the generalizability of study findings to a larger population. However, in qualitative projects, the findings and conclusions are typically context-specific, about a limited number of environments and individuals. As a result, it becomes challenging to establish their applicability to different situations and populations. Firestone (1993) presents an argument that it is the researcher's responsibility to provide adequate contextual information regarding the research location. This provision allows readers to determine the potential transferability of the findings.

In this study, utmost care was taken to ensure the transferability of the research findings. All the aforementioned information was meticulously documented and retained. The methodology and phenomenon were described in great detail, guaranteeing that the data were well-documented, enhancing the credibility and transferability of the study. The number of participants was also given due consideration and highlighted. Furthermore, to preserve the integrity of the research, all copies of the documents from pre-interview to post-interview were securely stored in research files on a password-protected laptop. For the benefit of future researchers, I am committed to providing a copy of my research as a reliable source of the study.

#### *H. Ethical Consideration*

The research protocol undergoes a research ethics review in the Research Ethics Committee (REC) with careful consideration of the following elements of research ethics: Social Value, Informed Consent, Vulnerability of Research Participants, Risks, Benefits, and Safety, Privacy and Confidentiality of Information, Justice, Transparency, Qualification of Researcher, Adequacy of Facilities, and Community Involvement.

This study aims to investigate the real-life encounters of public school teachers. The participants, who were non-PE teachers, were identified as a vulnerable group and were actively supported in exercising their human rights. As a result, I adhered closely to ethical guidelines throughout the research procedure,

**Social Value.** The researcher adhered to the ethical norm when deciding what to investigate, whom to research, and how to do research, (Allen, 2017). In social values, expectation society has citizens to maintain the social order. These guidelines have an impact on personal ethics affecting the research process.

This study aims to contribute to society by focusing on the development and support of teachers. By conducting this research, the Department of Education can benefit from the findings and use them to create a strategic plan for enhancing teacher development. The study recognizes the importance of conducting research with integrity and respect for the participants involved, thereby adhering to ethical norms.

To optimize the benefits of this study and minimize potential risks, a comprehensive dissemination plan should be implemented. The findings can be shared through academic publications, such as journal articles or conference presentations, enabling the broader educational community and researchers to access and incorporate the knowledge gained from the study into their work.

Organizing workshops or seminars targeted at educational practitioners and policymakers would also be valuable. By presenting the study's results and discussing their implications, these events can provide a platform for interactive discussions, feedback, and collaboration. Participants can gain a deeper understanding of the findings and brainstorm practical strategies for implementing the recommended suggestions.

Engaging directly with the Department of Education is crucial to ensure the effective utilization of the research findings. Providing detailed reports and summaries, along with clear and actionable recommendations, can directly inform the development of the department's strategic plan. Regular meetings and consultations with relevant stakeholders can facilitate ongoing dialogue and the integration of research findings into policy and practice.

Furthermore, online platforms such as educational websites or social media channels can enhance the dissemination process. Creating accessible and engaging content, such as infographics or videos summarizing the study's key findings, can reach a wider audience and facilitate knowledge transfer to teachers, school administrators, and other education professionals. These platforms also provide opportunities for interactive discussions, where individuals can ask questions, share their experiences, and exchange best practices.

By implementing a comprehensive dissemination plan that includes academic publications, targeted workshops or seminars, direct engagement with stakeholders, and online platforms, the utilization of the study's results can be maximized. This approach ensures that the research contributes to the improvement of society, specifically by supporting teachers and informing educational policies and practices.

**Informed consent form.** The utilization of Informed Consent Forms is an essential aspect of ethical research practices. These forms serve as a crucial means to ensure that participants are provided with comprehensive details about the research study, enabling them to make an informed decision regarding their participation. The forms contain information regarding the purpose of the study, potential risks and benefits associated with participation, and any other relevant details that participants need to be aware of. By presenting the informed consent forms in both English and the local language, researchers strive to enhance participants' understanding and ensure that language barriers do not hinder comprehension. The forms are typically shared with participants through email or face-to-face instructions, allowing individuals adequate time to review the information and seek clarification on any queries they may have. The informed consent process emphasizes voluntary participation, enabling individuals to exercise their autonomy and make a decision based on a full understanding of what it means to take part in the research study.

Furthermore, I assured that no participant was hurt in any way during the study's execution. In addition, I requested permission from participants to record the entire conversation to avoid erroneous data and to ensure that no personal information was compromised. As a result, I kept the participants' identities confidential and did not publish any personal information about them in the manuscript.

**Vulnerability of Research Participants.** An Assessment of vulnerability was important researchers and research ethics boards must meticulously consider the potential vulnerability of participants and the risks of harm involved (Bracken – Roche et al., 2017).

The potential risks of harm, both psychological and physical, should be thoroughly evaluated and minimized. In this study, the researchers affirm that they have taken measures to prevent coercion and guarantee the participants' consent is respected. By obtaining prior permission for recording virtual interviews and assuring non-disclosure of identifying information, the researchers demonstrate their commitment to protecting participants' privacy and confidentiality. Additionally, participants' autonomy is upheld

by allowing them to withdraw from the study at any point without any negative impact on their personal or professional lives. By prioritizing the safety of the respondents and avoiding any tasks that may impose psychological or physical stress, the researchers demonstrate their dedication to maintaining the well-being of the participants throughout the study.

The Belmont Report (1979) puts on the confidentiality of all matters that were personal to the respondent. The researcher will ensure all the data gathered were not divulged to anyone without their permission. The respondent was duly informed about the conditions that they had to observe before giving their responses to the research instruments. . The researcher ensured that the research instruments could only be accessed by the responder in order to maintain the secrecy of the teachers' responses to the questionnaire items and preserve their privacy.

**Risks, Benefits, and Safety** Participating in this study can provide both direct and indirect benefits to the participants. Direct benefits include the opportunity for participants to reflect on their teaching techniques, strategies, and activities related to First Aid and Emergency Response. Through the interview process, participants can gain a deeper understanding of their own practices and potentially identify areas for improvement. Additionally, participants may also benefit from the personalized feedback and recommendations that can be derived from the study findings, which can contribute to their professional development as educators. Indirect benefits of participation include the potential to contribute to the broader field of education by providing valuable insights and experiences that can inform the improvement of teaching programs and practices. By sharing their perspectives and knowledge, participants can help design effective and evidence-based strategies for teaching First Aid and Emergency Response, ultimately benefiting future educators and students in similar contexts.

**Privacy and confidentiality of information** are ensured by strictly adhering to the Data Privacy Act of 2012 (Republic Act 10173), which safeguards the personal information of individuals. Before the meeting took place, explicit consent was obtained to record the virtual interview discussion. Additionally, when utilizing platforms like Zoom or Google Meet, measures were taken to ensure that only the participants and myself as the interviewer were present. No unauthorized individuals were permitted to join the interview.

To maintain confidentiality and protect the identity of participants, I will implement a coding system in my study to establish the principle. As the researcher, I am the only person with access to the data collected during the research process. The participants will be handled with utmost care and protection to prevent any harm during the study. It is crucial to keep the information derived from their answers private and confidential. However, all gathered data are securely stored in encrypted folders and kept in a cabinet that is not visible or accessible to unauthorized individuals. When study is completed, the data will be deleted three (3) years after its completion. The study's data will be safely destroyed, and all physical copies will be burnt to protect the participants' confidentiality.

**Justice** refers to the principle that participants received what they deserved and giving equal treatment (Velasquez, 2022). Nambisan (2017), emphasizes the principle of justice, which advocates for equal treatment of all participants and a fair allocation of risks and benefits in the study. The principle of respect for persons is demonstrated through consent requirements, evaluations of risks and benefits, and considerations of beneficence. The principle of justice ensures fairness in selecting research subjects and determining the study's procedures and outcomes. Recognizing and acknowledging the participants' valuable contributions is essential, as they greatly contribute to the success of the study.

In my study, all participants were treated with fairness and equal attention, irrespective of their age, gender, or socioeconomic status. The principle of equal treatment was upheld, ensuring that each participant received appropriate consideration. To ensure fair selection, purposive sampling was employed, allowing all eligible members of the population an equal opportunity to be included based on the selection criteria. Furthermore, I followed the principle of fairness by considering the appropriate selection of participants and creating a conducive environment for them to freely express their ideas and thoughts.

Furthermore, since the study was conducted online, I ensured that participants had essential equipment such as cell phones, laptops, or internet connections and that they were available during the interview. This aimed to ensure that selected respondents have the essential facilities for actively participating in the study. Moreover, I made sure that participants did not have to spend any of their own money. Instead, to address any inconveniences they may have experienced, participants were provided with equitable compensation in the form of mobile load, covering their internet or cellular data expenses and acknowledging their effort they dedicated to engaged in the study. Furthermore, participants were duly credited for their contributions, ensuring recognition and creating a conducive environment. These measures uphold the principles of equal treatment, fairness, and ethical research conduct, fostering a positive and inclusive experience for all participants.

**Transparency.** Researchers have an ethical duty to make it easier for others to evaluate their claims of knowledge that are supported by evidence (Lupia and Elman, 2014). Additionally, there are three normative dimensions that contribute to the research's transparency: data, analytic, and production transparency Moravcsik (2020). If the data, theories, and analyses are inaccessible, readers may have difficulties in understanding, assessing, replicating, or extending the study.

Furthermore, the details won't be made public without my consent. The processed data will not be used to make any decisions that directly affect them. The credibility of the study will still be preserved and not compromised. As a result, this study will be carried out to fulfill the requirements of the SMCT Graduate School standards. Thus, the institution was authorized to publish, disseminate, and utilize the study.

**Qualification of the Researcher.** The researcher must possess relevant knowledge in the specific field of study and demonstrate a strong commitment to improving the research outcomes. According to Bhandari (2022), ethical considerations in research are a set of principles that inform research design and practices.

I am qualified to conduct this study as I have completed a bachelor's degree, attended research seminars, and now pursuing a master's degree at St. Mary's College of Tagum Inc. My adviser was also qualified having already finished his doctorate in Educational Management. He also attended a variety of research seminars and conferences.

**Adequacy of Facilities.** Utmost care will be taken to ensure that both participants and researchers have appropriate exposure and knowledge in conducting this study. All relevant data and subjects will be thoroughly considered, prioritizing safety and efficiency throughout the research process. For data gathering purposes, video conferencing applications such as Zoom or Google Meet will be utilized, enabling remote communication for virtual meetings, interviews, and discussions between participants and researchers. In addition, other resources will be utilized, including transportation facilities for necessary field visits, information databases for literature reviews, and working resources such as computers, software tools, and research materials to support data analysis and interpretation. These measures aim to facilitate a comprehensive and effective research process while ensuring the well-being and accessibility of all involved parties.

**Community Involvement.** The research study I will conduct aims to positively impact the community and benefit the participants, the school community, and other stakeholders. To achieve this, the study will actively engage with the community, respect local traditions, and create an environment for community members to actively contribute.

Effective communication will help understand and address participants' needs, involving community leaders and representatives to develop collaborative solutions that benefit everyone. Ethical considerations will be prioritized, following standards, laws, and regulations. Measures such as obtaining informed consent, ensuring confidentiality and privacy, and protecting welfare will be implemented.

Transparency and accountability will be ensured through a dissemination plan, benefits, and results to the community. This will provide valuable insights for informed decision-making and positive community change. The study aims to empower and involve the community, facilitating decision-making, knowledge acquisition, and skill development. It will meet academic demands responsibly, respecting ethical standards and regulations. By doing so, the study aims to create a meaningful and lasting impact within and beyond the community.

## CHAPTER FOUR RESULTS

This chapter presents the results of the study relevant to the experience of the non-PE teacher in teaching First Aid and Emergency Response. This comprises the participants’ responses from the interviews conducted which I analyzed carefully and obtained the core ideas with the help of the experts. Core ideas were identified, and themes were produced from the transcriptions. These themes generally describe the experiences, challenges, coping mechanisms, and insights of the non-PE teacher in teaching First Aid and Emergency Response.

### The Lived Experiences Of Non-Pe Teachers In Teaching First Aid And Emergency Response

The lived experiences by non-PE Teachers in teaching First Aid And Emergency Response, following the seven (7) themes emerged are: (a) experiencing lack of resources; (b) inadequacy of training opportunities;(c) giving value to learning first aid and emergency response (d) having struggles in teaching due to insufficient knowledge and skills (e) provision of practical knowledge and personal growth; (f) having lack of confidence and uncertainty in teaching first aid; (g) having lack of confidence and uncertainty in teaching first aid; and (h) having students who actively participating

Table 1 shows the major themes and core ideas of the lived experiences of the non-PE teachers in teaching First Aid and Emergency Response

Table 1: Major Themes and Core Ideas of Lived Experiences of the Non-PE Teachers in Teaching First Aid and Emergency Response

Major Themes	Core Ideas
Experiencing Lack of Resources	<ul style="list-style-type: none"> <li>• having limited materials affect teaching effectiveness.</li> <li>• having insufficient resources</li> <li>• having difficulty gathering necessary resources</li> <li>• emphasizing the difficulties arising from limited resources</li> <li>• reducing the interest of the students due to lack of equipment</li> <li>• limiting funds that lead to insufficient equipment resources</li> <li>• lacking equipment challenges teachers in providing initial treatment</li> </ul>
Inadequacy of Training Opportunities for Non-PE Educators.	<ul style="list-style-type: none"> <li>• lacking participation in first-aid training and seminars</li> <li>• having difficulty arises due to the absence of training opportunities</li> <li>• no prior involvement in training related to first aid and emergency response</li> <li>• no training in non-PE first aid instruction</li> <li>• lacking training and seminars on first aid</li> <li>• limited training impact on teaching first aid</li> <li>• lacking practical workshops</li> </ul>
Giving Value to Learning First Aid and Emergency Response	<ul style="list-style-type: none"> <li>• seeing the value of acquiring life-saving skills</li> <li>• responding accordingly to the activities</li> <li>• having the willingness to engage in the activity</li> <li>• having mixed emotions of excitement and fear</li> <li>• expressing positive notes in the outcomes of the assessments, indicating successful learning.</li> <li>• expressing feelings of happiness and gratitude</li> <li>• fear and reluctance to approach due to the pandemic</li> </ul>
Having Struggles in Teaching due to Insufficient Knowledge and Skills	<ul style="list-style-type: none"> <li>• having insufficient knowledge and skills deficiency</li> <li>• struggling in teaching and demonstrating first aid due to a lack of ideas and skills</li> <li>• having difficulty sharing information due to insufficient knowledge</li> <li>• lacking foundation in first aid teaching</li> <li>• having inadequacy in being well-equipped with the necessary skills.</li> <li>• struggling due to limited practical knowledge</li> </ul>
Provision of Practical Knowledge and Personal Growth	<ul style="list-style-type: none"> <li>• having imparted basic knowledge and skills to students</li> <li>• imparting basic knowledge based on personal experience</li> <li>• having provided a practical and applicable understanding of first aid in diverse scenarios</li> <li>• boosting confidence and crisis management skills</li> <li>• having opportunities for personal growth and fulfillment</li> </ul>
	<ul style="list-style-type: none"> <li>• being a first-time in teaching causes anxious, fear of mistakes, and lack of confidence</li> <li>• experiencing uncertainty due to limited knowledge of teaching first aid</li> </ul>

Having Lack of Confidence and Uncertainty in Teaching First Aid	<ul style="list-style-type: none"> <li>• lacking confidence in explaining to students.</li> <li>• having low confidence in teaching first aid affects student performance</li> <li>• struggling with personal uncertainties and feeling anxious, expressing a lack of confidence</li> </ul>
Having Students who Actively Participating	<ul style="list-style-type: none"> <li>• students actively participate in first aid and emergency response activities</li> <li>• engaging students actively in activities</li> <li>• participating actively in the learning steps by the students</li> <li>• promoting active participation in the learning process</li> </ul>

A. *Experiencing Lack of Resources*

The participants experienced lack of resources that resulted to ineffective instruction and limiting the availability of essential educational tools, materials, and equipment. Inadequate funding and resource constraints can result in hindering the ability of the participants to create engaging learning environments that may result in ineffective teaching.

As mentioned by, IDI\_01:

“Challenges is the lack of resources or materials because if we don’t have the enough materials and resources the teaching what we call that the teaching experience is not that effective.”

(The challenge is the lack of resources or materials because if we do not have enough materials and resources, the teaching experience is not that effective.)

Besides, IDI\_02 added that:

“The resources are only limited so maong sometimes naa jud part na dili ma perform kay kailangan jud og mga materials.”

(The resources are limited, so there are times when tasks cannot be performed due to the essential nature of the required materials.)

Moreover, IDI\_06 affirmed that:

“I had encounter when incorporating first aid was that I found it hard to gather necessary resources like first aid kits and equipment needed kasi isa sa mga kailangan is that ma demonstrate sa mga studyante kung paano nila gamitin ang mga equipments or mga materials in case kung naay emergency cases.”

(I encountered difficulty when incorporating first aid because I found it hard to gather necessary resources like first aid kits and equipment. It is essential to demonstrate to the students how to use the equipment or materials in case of emergency.)

Similarly, IDI\_07 expressed:

“As a non pe teacher pinaka challenges kay ang pinakauna atong resource wala tay mga gamit siyempre kung magtudlo tag first aid first aid sa mga studyante so for example magtudlo tag CPR wala tay exact na gamit so malooy ta sa bata kung e CPR nato ilang chest basin masamok siyempre kay dili na sila dili ma control ilang kakiat.”

(As a non-PE teacher, the main challenge is the lack of resources, especially when teaching first aid to students. For example, when teaching CPR, we do not have the exact equipment, so we have to be careful with the children when performing chest compressions, as they might get hurt since we cannot control their reactions.)

In addition, FGD\_01 stated that:

“Because lack of equipment like mawad-an silag interest kay dili nila makita ang actual specially pag apply sa CPR d man giyud namo na maapply ang CPR unsaon pag apply wala may gamit mao nay mga challenges a kulang because of lack of equipments and materials regarding to first aid.”

(Due to the lack of equipment, their interest diminishes because they cannot see the actual application, especially when applying CPR. We cannot demonstrate the application of CPR without the necessary equipment, so the challenges arise due to the lack of equipment and materials regarding first aid.)

Furthermore, FGD\_05 asserted that:

“Kanang mga serious na kaayo na emergency pero usahay pud beyond na sa among control kinahanglan nag dinagko na gamit na ang school wala kaayo budget.”

(In serious emergency cases, sometimes that goes beyond our control and need larger equipment the school has no budget.)

Also, FGD\_07 conveyed that:

“Ang pag provide sa mga materials sa mga serious na mga cases wala kaayo mga gamit although naa like stretcher pero dili jud magamit sa tanan then they are cases na layo ang room sa clinic it is challenging because as teacher you will give initial treatment sa studyante.”

(Providing materials for serious cases is challenging because there are not enough supplies available. Although there is a stretcher, it cannot be used for all cases. Additionally, there are instances where the clinic is far from the classroom, making it challenging for teachers to provide initial treatment to students.)

The participants collectively highlight the significant challenge in teaching first aid due to the scarcity of essential resources and materials. Insufficient resources emphasize the need for better provision and budget allocation to enhance the participants' effectiveness in teaching first aid.

#### *B. Inadequacy of Training Opportunities for Non-PE Educators*

The participants encountered challenges due to the inadequacy of training opportunities for non-physical education (PE) educators poses a significant challenge within the education system. That may hinder the holistic development of students but also limit the participant's ability to enhance their abilities.

A problem occurred by, IDI\_02 :

“As of now never pa kaming naka join ng training or seminar because when DepEd conducting training related to first aid, only the coordinator will attend. “

(As of now, we have been unable to participate in any training or seminar related to first aid, as the Department of Education (DepEd) allows only the coordinator to attend such sessions.)

Also, IDI\_03 stated that:

“I encounter is that there are no trainings for us in teaching first aid and emergency response and it is difficult for me since I am AP major.”

(The challenge I encounter is that there is no training for us in teaching first aid and emergency response and It is difficult for me since I am an AP major.)

Furthermore, IDI\_05 mentioned :

“So far wala pako mga training na naapilan sa training so wala pajud ko na involve anang first aid and emergency response.”

(So far, I have not been able to participate in any training, and thus, I have never been involved in first aid and emergency response.)

In connection, IDI\_06 conveyed that:

“To be honest as a non-PE teacher, I don't have any training when it comes to teaching first aid. “

(To be honest, as a non-PE teacher, I do not have any training when it comes to teaching first aid.)



FGD\_02 expressed that:

“We are lack of shall we yung mga trainings and seminars regarding this first aid kasi first and foremost we are teaching but we don’t know to this one about the first aid kasi wala tay alignment sa nursing hopefully siguro kong nag nurse ta kay naa tay experience with this one even though naa sa curriculum but we are lack of really an experience regarding this situation that you have to response of the certain emergencies.”

(We lack training and seminars regarding first aid because, first and foremost, we are teaching but, we do not know first aid. We do not have alignment with nursing, so hopefully, if we were nurses, we would have experience with this. Even though it’s in the curriculum, we lack experience regarding this situation that requires a response to certain emergencies.)

In addition, FGD\_06 uttered that:

“When it comes to training dili pajud siya enough so dako siyag impact dili nako mahatag akong tanan na knowledge when it comes to teaching the first aid and emergency response.”

(When it comes to training, it’s not enough, so it has a huge impact. I cannot give all my knowledge when teaching first aid and emergency response.)

Lastly, IDI\_07 added:

“Sa amoa dati training og first aid pero lisud kayo kay ngano igo rami e seminar pero walay workshop so maglisud giyud me og tudlo sa mga studyante.”

(We had previous training on first aid, but it was difficult because we only had seminars and no workshops, so we struggled to teach the students.)

The participants expressed difficulties in responding to emergencies and emphasized the impact of insufficient training on their ability to effectively teach first aid and emergency response.

### C. Giving Value to Learning First Aid and Emergency Response

Learning first aid and emergency response skills holds immense value in equipping individuals with the knowledge and confidence to effectively respond to emergency cases. A teacher can elucidate this by highlighting how these skills empower individuals to become immediate responders in situations ranging from minor injuries to life-threatening emergencies, potentially saving lives. Beyond the practical aspect, such education fosters a sense of responsibility, empathy, and community engagement, instilling vital life skills that transcend classroom boundaries. By emphasizing the importance of being prepared and capable in times of crisis, teachers not only cultivate a safer environment but also nurture a culture of proactive citizenship and collective well-being among their students.

IDI\_06 emphasized:

“Students appreciate the practicality of learning first aid they see the direct application of these skills in real-life situations, which increases their motivation to engage sa ilang sarili and learn to it.”

(Students appreciate the practicality of learning first aid as they see the direct application of these skills in real-life situations. This increases their motivation to actively participate and learn on their own.)

In connection IDI\_05 mentioned:

“Ang mga students they respond accordingly sa akong ginapabuhat kaso ako gihapon gina check or gina tan aw kong tama ba ang ilahang gina apply sa first aid and response sa akoang gihatag na mga activities.”

(The students respond accordingly to what I instruct, but I still check or observe whether they are applying the correct first aid and responding appropriately to the activities I assigned.)

Furthermore FGD\_04 expressed:

*“In the application of the lesson is that they respond on the activities nga naa me like during performance maghatag kog scene sa ilaha then e act makita nako didto na gina aaply nila ang ilang natun an during sa activity makita nako na naa jud silay willingness to perform just in case naay mga mild cases .”*

(In applying the lesson, they respond to the activities we have, such as during performances where I provide them with a scenario to act out. I can observe that they apply what they have learned during the activity. I can see their willingness to perform in case there are mild cases.)

FGD\_01 voice out her idea saying:

*“They are excited and willing to learn there are some students na natatakot sila...magbigay ng first aid specially during performance is afraid sila.. mabuhat ba nila or dili like tama o hindi ang ano pagbibigay ng first aid.”*

(They are excited and willing to learn but there are some students who are afraid to give first aid, especially during performances. They are afraid if they can do it correctly or not, like if they are giving the right or wrong first aid.)

Also, IDI\_04 mentioned :

*“Actually doubtful ko ba kung nakasabot ba sila or at the end sa akong g share pero based on my assessment ok raman pud ano sila naka ano man sa akong assessment and evaluation of that naka ano raman pud sila maam naka answer sa assessment and evaluation na akong gihatag at the end of my delivery of first aid.”*

(I am actually doubtful whether they understood or not based on their response to what I shared. However, in my assessment, they seemed to be okay. In my assessment and evaluation, they were able to respond appropriately to the information I provided during my delivery of first aid.)

Moreover FGD\_03 stated :

*“ Of course the application of the learning kabalo na sila how to apply basic first aid if naay emergency cases they are happy and grateful na naka learn sila.”*

(Of course, upon applying the learning, they already know how to apply basic first aid in case of emergency. They are happy and grateful that they have learned.)

Lasty FGD\_ 02 conveyed:

*“In my case same lang me sa uban na mga experience but sa akoang pag experience ani regarding the response of the students ang uban is mahadlok siya its because this time pandemic naman gud siya so naa na kumbaga na inculcate na sa mind bata nga dili basta basta muduol ani kay wala ta kabalo kong..ano yong sakit niya kong contagious ba na sakit or mga diseases dili siya kay kualng man gud ni sya og orientation regarding the first aid responses.”*

(In my case, the experiences are similar to others, but in my experience, some students are fearful. This is because we are currently in a pandemic, and the idea of approaching someone is now instilled in the minds of children as something to be cautious about. They are unsure if the person they want to help might have a contagious illness or disease. The issue lies in the lack of orientation about first aid responses.)

In their responses, participants highlighted the significance of incorporating their values into a crucial aspect of teaching First Aid and Emergency Response to students. They emphasized the importance of instilling values, such as empathy, quick decision-making, and a sense of responsibility, in their teaching approach. By integrating these values, participants can better prepare students not only with the necessary skills but also with a strong foundation of ethical and compassionate behavior in emergencies.

*D. Having Struggles in Teaching due to Insufficient Knowledge and Skills*

Teaching First Aid and Emergency Response is challenging for non-PE teachers. They encounter difficulties due to insufficient knowledge and skills in these subjects. Participants have shared that they struggle because they are not equipped with both knowledge and skills to teach students.

On the problem encountered, IDI\_01 expressed:

“As an English major teaching first aid basically I will consider myself that as a non PE teacher so the main challenges that I encountered relating to first aid is the knowledge and the skills that I have because as a teacher how are you going to teach your students if you don’t have the enough knowledge about the subject that you are going to teach them so maao jud ni siya ang pinaka challenge na akong na encounter.”

(As an English major teaching first aid, I consider myself a non-PE teacher. The main challenges I encountered relating to first aid are the knowledge and skills I have. As a teacher, how can I teach my students if I don’t have enough knowledge about the subject This is the biggest challenge I have encountered.)

The same ideas was added by IDI\_04:

“As I said struggle jud kaayo kay based kayo kay wala jud koy background since I’m a TLE major wala jud koy background about emergency response and first aid.”

(I struggle because I do not have a background in emergency response and first aid, as I am a TLE major.)

Moreover, as expressed by FGD\_04 :

“Ang sa ako dili nako ma impart sa ilaha, dili pud nako ma demo kay wala man koy idea or enough knowledge about emergency response and first aid maong dili ko kaayo confident sa in ani jud.”

(I am unable to impart to them, and I cannot demonstrate because I do not have enough knowledge about emergency response and first aid, so I am not very confident in this)

In connection, FGD\_06 uttered that:

“Since as teacher I don’t have like enough foundation in teaching this first aid so naa jud koy mga pagduha duha if tama ba ginatudlo sa ilaha or mali so the best thing for me to overcome that of course ma involve akong self sa mga training ma apply pud nako sa ila.”

(As a teacher, I do not have enough foundation in teaching first aid, so I have doubts about whether what I am teaching them is correct or not. The best way for me to overcome that is to involve myself in training and apply it to them.)

In addition, IDI\_03 stated:

“I experience difficulties since I’m not well equipped with the skills in first aid and emergency response.”

(I experience difficulties because I am not well-equipped with the skills in first aid and emergency response.)

Furthermore, FGD\_07 affirmed that:

“A little knowledge pajud siya since dili ko kaayo siya realistic kong dili pajud enough knowledge kanang di pa ma apply danger pag little knowledge palang like magduha duha kog apply kong tama ba or mali akong gitudlo sa ilaha.”

(I have little knowledge, and since I don't have enough realistic knowledge, it's dangerous to apply just a little knowledge because I have doubts about whether what I am teaching them is correct or incorrect.)

The participants revealed challenges in effectively conveying knowledge and skills due to their lack of expertise in the subject matter. This difficulty limits understanding of the content, hindering their ability to articulate concepts clearly or provide comprehensive explanations. Additionally, participants experience uncertainties in their skills and about further complicating imparting information.

#### E. Provision of Practical Knowledge and Personal Growth

Based on the analyzed data regarding the participants' experiences in teaching First Aid and Emergency Response teachers provide practical knowledge that equips individuals with tangible skills and relevant information for real-world application. Personal growth for the participants to continuously be involved in self-discovery and improvement.

In line with the topic, IDI\_05 that;

*“Akong na encounter is nakahatag or nakatabang ko sa mga bata kong unsa ang buhaton kung naay mga emergency cases like basic knowledge were magamit nila or magamit nako in the future”*

(I encountered a situation where I was able to assist children on what to do in emergency cases, such as basic knowledge that they can use or that I can use in the future.)

In connection, FGD\_03 said:

*“The positive that I encounter actually pwede ni siya ma positive like wala kaayo kay background about first aid but a little naa kay matabang sa na injured is maka apply ka og first aid based sa na experience like RICE na steps kabalo ka na dapat mag Rest magbutang og Ice mga basic lang jud nimo na maapply.”*

(The positive aspect that I encounter is that even if you do not have much background in first aid, you can still be of help to someone injured based on your experiences. For example, you can apply basic principles like the RICE method (Rest, Ice, Compression, Elevation) you know that you should rest and apply ice. It is just the basics that you can apply.)

Furthermore, FGD\_07 stated that:

*“Ang first aid na lesson is nakaatach siya for example mag sports nata attach jud ang first aid if in case nga naay ma injury sa sports mga ankle sprain mao many kasagaran mahitabo sa duol sa school so naay mga first aid na akong g introduce sa mga students, pero kanang mga first aid sa heatstroke kanang wala paman pud siya nahitabo pero kanang mga gasgas so pag kuan sa mga nabali joint mga kamot nakaatach na sya kung unsay activity ba sa PE naka attach na ang first aid.”*

(The first aid lesson is attached. For example, in sports, first aid is emphasized in case of injuries like ankle sprains, which commonly occur near the school vicinity. I have introduced various first-aid measures to students for such situations. Additionally, I have covered first aid for common injuries such as abrasions and dislocated joints. The first aid measures apply to the activities in physical education (PE) classes.)

In addition, IDI\_06 conveyed that:

*“The positive encounters I had as a non-pe teacher were teaching first aid can boost students' confidence and ability to control in crisis situations also, it provides kanang practical, real-world knowledge that students can apply beyond the classroom like ma apply nila in their daily lives.”*

(The positive experiences I had as a non-physical education teacher involved teaching first aid, which can increase students' confidence and ability to handle crises. It also provides practical, real-world knowledge that students can use beyond the classroom, applying it to their daily lives)

Moreover, as expressed by FGD\_04:

*“As a non- PE it offers me the opportunity of fulfillment and personal growth in a sense na ma impart or ma share my basic knowledge about first aid and emergency response towards sa akong students and katong mga students can share their experiences and use the information throughout sa ilahang life it offers a personal growth sa akoa because sa akong kaugalingon both discover and explore things about this first aid and emergency response and able to share those discoveries to the learners”.*

(As a non-PE teacher, it provides me with the opportunity for fulfillment and personal growth. I can impart or share my basic knowledge about first aid and emergency response with my students. These students can then apply the information and share their experiences. This process not only offers personal growth for me, as I discover and explore things about first aid and emergency response but, also allows me to share those discoveries with the learners.)

The participants generally find it as a positive experience though teaching first aid to students even non-PE teachers can foster personal growth and provide practical skills for real-life situations.

#### *F. Having Lack of Confidence and Uncertainty in Teaching First Aid*

Lacking confidence and uncertainty in teaching first aid can significantly hinder the participant's effectiveness. Confidence is crucial in conveying information clearly and reassuringly to students, fostering a positive learning environment. Uncertainty may lead to hesitation, anxious, nervousness and confusion, diminishing the overall quality of instruction.

As mentioned by, IDI\_04:

“The first time I teach I feel anxious I don’t know what to do because it really fear nga mahadlok ko maam basin mamali akoang mahatag sa ilang insight mamali akong isulti lack of confidence maam kay wala jud koy background sa first aid and emergency response kabado kay basin mali akoang ma share.”

(The first time I teach, I feel anxious. I don't know what to do because I really fear that I might make a mistake in providing them with insights. I lack confidence because I don't have a background in first aid and emergency response. I'm nervous because I might share something wrong.)

In addition, FGD\_06 stated:

“Actually in my part I’m still uncertain to the things that I’m teaching to them uncertain kay lagi tungod sa akoang mga in my experience when it comes to first aid wala pa kaayo but maybe I will be like kanang ma involve najud ko ani into this najud ko sa first aid I would have the chance to explore lang jud ko taman.”

(Actually, I am uncertain about the topics I am teaching them, primarily due to my limited experience in first aid. Although I haven't had much exposure to it yet, I am hopeful that by getting involved in first aid, I will have the chance to explore and improve my understanding.)

In connection, IDI\_05 asserted that:

“Sa akong part is koy mga kulang or lapses since dili nako siya expertise kay naa man pud part sa klase or topic na dili kaayo ko hawud mag expound sa mga bata.”

On my part, I have some shortcomings or lapses since it's not my expertise, and there are parts of the class or topic where I am not very confident in explaining to the students.

Also, IDI\_03 shared that:

“It may result to poor performance to the students kasi dili kaayo ko confident mutudlo aning first aid and emergency response.”

(It may result in poor performance from the students because I am not very confident in teaching first aid and emergency response.)

Furthermore, FGD\_03 expressed that:

“Aside from struggling me myself gyud makulbaan pud ta na malibog kanang im not sure of what you are doing that I’m bothered.”

(Aside from struggling, I get nervous and confused because I am unsure of what I am doing, and that bothers me.)

The participants' lack of confidence and uncertainty in teaching first aid shows doubts and unpreparedness in teaching first aid and emergency response. Their concerns include fear of making mistakes, uncertainties due to limited experience, and potential impact on student performance.

*G. Having Students who Actively Participating*

The participants' experience in teaching First Aid and Emergency Response is characterized by students participating actively in the learning through student engagement in demonstrating eagerness and willingness to acquire knowledge and skills.

IDI\_01 shared his point of view, saying that:

*“Positive experiences is the high students engagement in first aid and emergency response are pertain in life saving skills no that requires students to find interesting and engaging so they are eager to learn and participating activities since dili kaayo common sa ila ning first aid and emergency response.”*

(Positive experiences are high student engagement in first aid and emergency response, which are crucial life-saving skills. That requires students to find the topic interesting and engaging so they are eager to learn and actively participate in activities. Since first aid and emergency response are not common for them.)

Also, IDI\_02 asserted that:

*“So far, they are still engaging in the activities that I prepare during our PE time na mag assist nako sila and mahatagan og feedback kong tama ba na ilang ginabuhat” .*

(So far, they are still participating in the activities that I prepare during our Physical Education (PE) time. I assist them and provide feedback to ensure that they are doing the activities correctly.)

FGD\_07 expressed his thought as he said:

*“Engaging kaayo siya maam wala pajud koy actual na teaching its purely discussion lang to siya sa discussion ang mga students is active, participative sila sa mga steps na g introduce sa ila for example in first aid swelling kuan sila participative sila sa steps unsay buhaton sa swelling”*

(It is very engaging. I do not have any actual teaching it is purely a discussion. In the discussion, the students are active and participative in the steps introduced to them. For example, in first aid, when discussing swelling, they actively participate in the steps of what to do with swelling.)

Moreover, IDI\_03 affirmed and stated that:

*“Some are active, and some are also passive this is may due to different learning styles of my students some of the learning styles of my students that I encounter are bodily kinesthetic, and visual learners maong kasagaran activities nako suit jud sa ilaha.”*

(Some students are active, while others are passive, possibly due to different learning styles. Among the learning styles of my students that I encounter, many of them are bodily-kinesthetic and visual learners. Most of my activities are well-suited for them.)

In general, the participants learned how to deliver the lessons so that students would actively participate in the learning process.

### **Coping Mechanism of the non-PE Teacher on the Challenges Encountered in Teaching First Aid and Emergency Response**

The participants shared strategies to cope in teaching First Aid and Emergency Response. Considering their responses, five (5) themes emerged, and these are (a) application of experiential learning in practical knowledge skills Education; (b) collaboration with people in first aid and emergency response; (c) being optimistic and enthusiastic; (d) sustaining creative adaptation and comprehensive readiness; and (e) utilizing online resources for knowledge enhancement.

Table 2 shows the major themes and core ideas on the coping mechanism of the non-PE teacher in teaching First Aid and Emergency Response

Table 2: Major Themes and Core Ideas of the Coping Mechanism of the Non-PE on the Challenges Encountered in Teaching First Aid and Emergency Response

Major Themes	Core Ideas
Application of Experiential Learning in Practical Knowledge Skills Education	<ul style="list-style-type: none"> <li>• applying actual demonstrations</li> <li>• utilizing actual demonstrations and role-playing</li> <li>• emphasizing hands-on activities and real-life applications</li> <li>• emphasizing the importance of hands-on practice and role-playing scenario</li> <li>• recognizing the effectiveness of role-playing</li> <li>• prioritizing student involvement in activities like role-playing and demonstrations</li> <li>• applying practical procedures in first aid</li> <li>• recognizing the efficacy of demonstration and hands-on activities as the most effective strategy</li> <li>• engaging in hands-on activities</li> <li>• emphasizing the effectiveness of hands-on activities</li> </ul>
Collaboration with People in First Aid and Emergency Response	<ul style="list-style-type: none"> <li>• collaborating with MAPEH and risk coordinator on first aid and emergency response</li> <li>• cooperating with knowledgeable individuals, including MAPEH and PE teachers, and local response teams</li> <li>• teaming with knowledgeable individuals, including MAPEH and PE teachers, and local response teams</li> <li>• working together with colleagues, especially PE teachers,</li> <li>• inviting municipal and provincial experts as speakers to enhance awareness.</li> <li>• collaborating for response training with DRMM, DRMC, and Red Cross</li> <li>• seeking collaboration with organizations like Red Cross and medical professionals</li> <li>• collaborating with MAPEH teachers, inviting provincial and well-trained speakers, including Red Cross</li> <li>• inviting speakers for first aid training collaboration.</li> <li>• tapping municipal speakers to share expertise with students and teachers</li> </ul>
Being Optimistic and Enthusiastic	<ul style="list-style-type: none"> <li>• sustaining a positive outlook despite challenges</li> <li>• maintaining a positive perspective regardless of the outcome.</li> <li>• satisfying one’s emotions by imparting life-saving knowledge</li> <li>• expressing happiness and considering teaching first aid as a privilege</li> <li>• willingness and eagerness to learn the procedures</li> <li>• showing eagerness and willingness to teach first-aid</li> <li>• expressing enthusiasm about teaching first aid and emergency response</li> <li>• feeling excited about the opportunity to teach life-saving skills</li> </ul>
Sustaining Creative Adaptation and Comprehensive Readiness	<ul style="list-style-type: none"> <li>• prioritizing review, research, and study before teaching</li> <li>• building a strong foundation before teaching</li> <li>• studying all information relevant to teaching first aid and emergency response</li> <li>• collecting necessary resources for effective teaching</li> <li>• ensuring personal readiness before teaching</li> <li>• stressing the importance of emphasizing emergencies and other scenarios</li> </ul>
Utilization of Online Resources for Knowledge Enhancement	<ul style="list-style-type: none"> <li>• utilizing online platforms displaying instructional videos as guide resources</li> <li>• be researching on the internet to gain more knowledge and skills needed for the demonstration</li> <li>• To gather more resources</li> <li>• Access information through online resources</li> </ul>

#### H. Application of Experiential Learning in Practical Knowledge Skills Education

Participants expressed that their coping mechanism for challenges is thorough experience learning in practical skills education. Practical skills education is essential, utilizing an experiential learning approach where participants fill the gap between theoretical understanding and practical implementation. This strategy allows students to increase their grasp of the material and improve their critical thinking skills.. Experiential learning not only enhances retention but also nurtures confidence and competence in learners.

As mentioned by IDI\_04:

*“I used actual demonstration, specially during when my students kung ma injure sila since especially we are using tools in our subject sinasabi ko sa kanila kung pano mag response kong theirs is injured sa among working area .”*

(I use actual demonstrations, especially when my students get injured since we are using tools in our subject. I tell them how to respond if they get injured in our working area.)

Furthermore, FGD\_05 uttered that:

*“The teaching strategy I used in my class is actual demonstration kanang mag discuss ko una then after ana mag demonstrate then mag follow ang mga bata kung kulang sa resources mag improvised then role-playing like mag hatag kog situation na e act nila related to giving first aid or initial treatment.”*

(The teaching strategy I use in my class is actual demonstration. I discuss first, then demonstrate, and the children follow. If there are insufficient resources, they improvise. We also do role-playing, where I give them a situation to act out related to giving first aid or initial treatment.)

In addition, IDI\_01 expressed that:

*“I should say experiential siguro, experiential learning kanang first hand experience jud siya mismo ba the way they not just plain... teaching by the using of chalk, and the board or teach what is written on the book but teaching them how to experience those first aids in real life mao to siya, actual demonstration and actual application of what I'm teaching to my students kumabaga real-life experience.”*

(I would say it is experiential, experiential learning. It is a first-hand experience, not just traditional teaching using chalk and the board or teaching what is written in the book. Instead, I focus on showing my students how to experience those first aids in real life. That it is an actual demonstration and actual application of what I'm teaching to my students, like a real-life experience.)

Therefore, IDI\_06 stated that:

*“I usually incorporate hands-on practice through role-playing scenarios because I believe that creating realistic situations where my students actively apply their knowledge can enhance retention and confidence in emergency response skills.”*

(I typically include hands-on practice through role-playing scenarios because I believe that creating realistic situations where my students actively apply their knowledge can enhance retention and confidence in emergency response skills.)

In connection IDI\_03 shared:

*“The most effective for me role playing sa role playing kasi nakita nako sa akong mga studyante nga nakalearn jud sila sa lessons kasagaran man gud magparole playing ko kay sa application na part sa akua lesson dili jud sila maglisod ug express sa ilahang natun-an pinaagi sa role playing.”*

(The most effective for me is role-playing. I have observed that my students learn the lessons. I often use role-playing because, in the application part of my lesson, they have no difficulty expressing what they have learned through role-playing.)



Also, IDI\_05 stated that:

*“Sa mga activities if ang mga bata jud mismo ang mo perform like role playing, demonstration makita dayun nako kong naka learn ba jud sila like murag assessment nalang pud para sa ilahang mga performances.”*

(In the activities, if the children themselves perform, like role-playing or demonstration, I can immediately see if they have learned. It is like an assessment for their performances.)

IDI\_07 conveyed that:

*“Naay return demo sa mga studyante para atleast mahinumduman nila ang mga procedure kong just in case unsay naay mahitabo.”*

(There is a return demonstration for the students so that they can remember the procedures in case something happens.)

Besides FGD\_01 affirmed:

*“Sa akin is demonstration like on hand activities para makita nila kong pano ang right procedure sa akin that is the most effective strategy para makita talaga nila actual.”*

(For me, it is a demonstration, like hands-on activities, they can see the correct procedure. That is the most effective strategy for them to see the actual process.)

FGD\_07 expressed that:

*“Hands on activities tong last year kanang kuan lang maam gipamemorize nako sila sa steps on how to transport or transfer the victim if naa man galing makuyapan so sa pagtransport pud sa safe place .”*

(Last year, I used hands-on activities, to help them memorize the steps on how to transport or transfer the victim if someone collapses, and also in transporting them to a safe place.)

Moreover, FGD\_06 emphasized that:

*“If were going to talk about strategies the most effective na akong nagamit diri is the hands on activity so kong magpaactivity ko sa mga bata its more on hands on then aside from hands on repetition kay again dili man sa tanang panahon naay mahitabo ang emergency pero atleast mapractice nila ilang self mamaster nila ang ilahang dapat buhaton through that specific strategies.”*

(If we're going to talk about strategies, the most effective one I've used here is the hands-on activity. When I conduct activities with the children, it's more hands-on. In addition to hands-on repetition, because not all the time there will be an emergency, but at least they can practice on their own and master what they should do through that specific strategy.)

The participants emphasized the role of experiential learning and practical skills education in teaching First Aid and Emergency Response, emphasizing hands-on experiences and real-life scenarios to enhance students' theoretical knowledge and equip them with practical skills.

#### *I. Collaboration with People in First Aid and Emergency Response*

In the field of first aid education and emergency response, the participants took a collaboration with people in which required developing partnerships among varied stakeholders such as colleagues, healthcare professionals, community organizations, and municipal authorities. This strategy seeks to build a resilient community with the skills and knowledge needed to respond to crises and save lives.

As revealed by, IDI\_01:

*“We collaborate from our MAPEH major teacher here in our school and to our risk coordinator also in DRR kay siya man ang mas naay knowledge jud about the first aid and emergency response so by collaborating with them it would help me gain knowledge about first aid and emergency response and of course by asking them.”*

(We collaborate with our MAPEH major teacher and the risk coordinator in DRR, as they are more knowledgeable about first aid and emergency response. By collaborating with them, I can acquire knowledge about first aid and emergency response by asking them for help.)

In connection to that, IDI\_05 answered:

*“Nakigcollaborate ko sa mga person that is more knowledgeable than I am like for example kanang sa mga MAPEH teachers or PE teachers and as well as sa local response team mao na sila akoang mga tao na nakigcollaborate ko para mas madungagan pa akong knowledge pag abot sa first aid.”*

(I collaborate with individuals who have more knowledge than I do, such as MAPEH or PE teachers, as well as with the local response team. These are the people I collaborate with to further enhance my knowledge of first aid.)

IDI\_06 further elaborated:

*“I collaborate with the PE teachers they provided insights into practical applications, and they even shared resources to enhance my understanding and collaborating with them allowed me to incorporate real-world scenarios.”*

(I collaborate with the PE teachers, who provide insights into practical applications and share resources to enhance my understanding. Collaborating with them allows me to incorporate real-world scenarios.)

In addition, IDI\_07 shared that:

*“Collaborate to enhance pinakauna giyud is siyempre sa atoang colleague kay naa man ta diri para magtinabangay so ako as a non PE teacher maglisud jud ka og adjust naa man tay mga colleague na hawud aning first aid so katong nauna nag tudlo sa atoa nahawud na sila ani na lugar so pwede nako mangutana sa ilaha na kung unsa ang proper buhaton or mga ing ani kung wala ko kabalo unsay procedure ani or unsa ni siya so atleast makapangutana ko saakong mga colleague kung unsay nindot og unsa ni siya para masabtan jud nako ang pagtudlo sa first aid para matarong nakog explain sa mga studyante.”*

(Collaborating to enhance our skills is essential, especially with our colleagues, as we are here to support each other. As a non-PE teacher, adapting can be challenging, but fortunately, we have colleagues well-versed in first aid. Those who have instructed us initially possess extensive knowledge in this area, allowing me to seek guidance on proper procedures or what to do when faced with unfamiliar scenarios. Consulting my colleagues helps me grasp effective teaching methods for first aid, ensuring accurate explanations to our students.)

*“Siyempre naa man tay ahh municipal ahh... ah, municipal risk reduction pwede man sila nato iinvite as speaker na magtudlo sa mga studyante para naa silay awareness so mao pud ni ang pinakanindot maam or pwede pud ta sa PDRRMO sa Provincial Disaster Risk and Reduction so pwede sila e tap nato para mao magtudlo og first aid labi na sila nay hawud ana nga butang then ilaha pud ng field or expertly ang pagtudlo og first aid.”*

(Moreover, we have the municipal risk reduction team; we can invite them as speakers to educate our students and raise awareness. Alternatively, connecting with the Provincial Disaster Risk and Reduction Management Office (PDRRMO) would be beneficial. We can request them to conduct first aid training, tapping into their expertise and practical experience in teaching first aid. This collaborative approach ensures that our students receive comprehensive and accurate instruction.)

Moreover, FGD\_02 answered:

*“We collaborate first in school-based the DRMM DRMC namo of course yung mga member ng Red Cross because they are person na nag una sa training regarding the responses of first aid of course mga resource person na we think that they are very capable in handling response to emergency, for example, ana maam in teaching, lecture and actual jud like murag workshop.”*

(We first collaborate with our school-based DRMM and DRMC, as well as the members of the Red Cross, because they are the ones who are trained in responding to first aid emergencies. We also collaborate with resource persons whom we believe are very capable of handling emergency responses, for example, in teaching, lecturing, and actual hands-on workshops.)

FGD\_06 share his point of view by saying that:

*“To collaborate with enhancing my teaching first aid I would look for an organization like Red Cross sila siguro ang pinaka the best na makatabang sa amoa aside from them the medical professionals like mga nurses I guess they have training also that they can transfer their knowledge as teacher labi na sa akoo na wala kaayo experience and kay kinsa pa sa akoang mga kauban gihapon na teachers nan aa diri maybe they have like more experience about this na ma transfer same with kay pwede nako siya magamit kong unsa akong buhaton sapag response.”*

To enhance my teaching of first aid, I would seek collaboration with an organization like the Red Cross, as they are probably the best in assisting us. Aside from them, medical professionals such as nurses, who I believe have training that they can transfer to us as teachers, especially for someone like me who has limited experience. Additionally, I can also seek collaboration with my fellow teachers who may have more experience in this area and can transfer their knowledge to me, which I can then use in my response.

Also, FGD\_05 stated:

*“Collaboration with kaning mga MAPEH tinabangay raman pud me connected to DRR sa school also we invite resource speaker coming from the province pud sa Red Cross.”*

(We collaborate with the MAPEH teachers, as we are connected to the DRR in the school. We also invite resource speakers from the province and from the Red Cross.)

Similarly, FGD\_01 uttered that:

*“We collaborate with this to yun yong nag invite kami ng mga speakers like sa mga nurses actually sila pa minsan ang nag o offer na pumunta dito ang mga Red Cross nag o offer sila ng mga trainings para magbigay ng tamang first aid then aside sa mga co teachers na mga nurses na kumuha ng course na nursing.”*

(We collaborate by inviting speakers, such as nurses, who sometimes offer to come here. The Red Cross also offers training to provide proper first aid. Additionally, we collaborate with our co-teachers who are nurses and have taken nursing courses.)

Also, FGD\_03 stated:

*“Inviting a resource speaker from the municipality to share their expertise not just in the students but also to the teachers.”*

(Inviting a resource speaker from the municipality to share their expertise, not only with the students but also with the teachers.)

Lastly FGD\_04 affirmed:

*“Since until now nagatudlo man ko og Mapeh so nakigcollaborate ko sakong Mapeh ah master teacher sa Mapeh g open up nako I don’t know or I have no knowledge about first aid and emergency response so magpatabng ko unsaon nako ni sya pagtudlo so she suggested nga during sa among lock session sa mapeh mag hire og mga speakers or mga well trained na mg ana mga speaker para ani para ang mga dili lang ako pati pud mga Mapeh teachers nga dili kabalo aning first aid and emergency response matabangan me tanan na mahimong capable enough to demonstrate sa mga studyante about first aid.”*

(Since I am still teaching Mapeh, I collaborated with the master teacher of Mapeh and opened up about my lack of knowledge regarding first aid and emergency response. I asked for her help on how I can teach this, and she suggested that during our lock session in Mapeh, we can hire speakers or well-trained individuals to help not only me but also the Mapeh teachers who are not knowledgeable about first aid and emergency response. This will help all of us become capable enough to demonstrate first aid to the students.)

Non-PE teachers acquire insights by collaborating with various stakeholders, bridging knowledge and application gaps, and improving teaching effectiveness. Working with colleagues, administrators, and other relevant parties allows them to tap into numerous perspectives, enabling an enhanced response to student needs. This joint effort also results in new strategies and resources, which improves the overall educational experience for both teachers and students.

#### *J. Being Optimistic and Enthusiastic*

In these themes, participants emphasized the significance of upholding a positive attitude. At the same time, non-Pe teachers teaching First Aid and Emergency Response can encounter unexpected problems and situations. Maintaining positivity with enthusiasm involves developing a mindset that highlights the positive aspects of life and facing obstacles with enthusiasm and a positive attitude.

In line with the theme, IDI\_01 stated:

*“I found it interesting siya especially na.. para sa akoa its new kasi basically I am an English major so teaching first aid is very far from my major that is why interesting siya para sa akoa so because it is interesting may should I say my attitude towards it is somewhat in a little bit positive and a little bit challenging, challenging..in a way na..yun na nga lack ko og kaun ani knowledge and training regarding first aid so I take it as a challenge and make ways na maka gain pud ko og knowledge regarding this one.”*

(I find it interesting, especially since, for me, it's something new. Basically, I am an English major, so teaching first aid is very different from my major. That's why it's interesting to me. Because it's interesting, I would say my attitude towards it is somewhat positive and a bit challenging. Challenging in the sense that I lack knowledge and training regarding first aid. So, I take it as a challenge and make efforts to gain knowledge in this area.)

FGD\_04 also asserted that :

*“My attitude is always positive outlook of this labi na kung unsay outcome sa pagtudlo ani na subject even dili kaayo in ana ka strong ang knowledge sa first aid then anticipate the difficulties that ma encounter sa mga learner to plan kung unsay need na buhaton para matudlo nimog tarong ang first aid and emergency response.”*

(My attitude is always positive, especially regarding the potential outcomes of teaching this subject. Even if one doesn't possess a strong background in first aid, it is important to anticipate the difficulties that learners may encounter. This allows for effective planning to address their needs and ensure proper instruction in first aid and emergency response.)

Significantly, FGD\_01 voiced out about:

*“Actually challenging siya in the first place we could help , we could save life like life sa among students aside from teaching them we could apply this in ourselves sa family natin sa bahay ma apply din natin so sa response naman ayan napaka ano kumbaga mas magaan mas masarap pakingggan sa ano natin while teaching madala nila or maapply nila then makikita natin na especially yung matulungan sa first aid na save na sila.”*

(It is actually challenging at first, but we could help and even save lives, like the lives of our students. Aside from teaching them, we can also apply this knowledge to our own families at home. By doing so, the response becomes lighter and more pleasant to hear. While teaching, they can easily grasp and apply what they've learned. Eventually, we'll see that they can effectively help in first aid situations, potentially saving lives.)

In addition, IDI\_02 shared that:

*“I am happy because even it is a privilege to teach first aid and emergency response.”*

(I am happy because it is a privilege to teach first aid and emergency response.)

Moreover, IDI\_03 expressed that:

*“Being able to act quickly because the time is we all know crucial role in the outcome and to be eager to learn..sa mga procedure in teaching first aid and kani siya is useful in our daily lives.”*

“Being able to act quickly, as time plays a crucial role in the outcome, and being eager to learn the procedures in teaching first aid is useful in our daily lives.”

Also, IDI\_05 uttered that:

*“Positive ko na magtudlo sa ilaha or willing ko and I have eagerness ta na mag learn sa mga bag-ong butang para mas magamit pa siya however medyo mahadlok ko gamay because since dili ko knowledgeable ana nga butang mahadlok kong tama ba ang akong gitudlo or kanang basin dili siya sufficient para sa ilaha.”*

(I am already positive about teaching them, and I am willing to do so. I have the eagerness to learn new things to enhance my teaching skills. However, I am a bit apprehensive because I lack knowledge in this area. I am afraid that what I teach may not be accurate or that it might not be sufficient for them.)

Also, FGD\_03 said that:

*“For teaching, I am eager to learn and teach this first aid and emergency response.”*

(I am eager to learn and teach first aid and emergency response for teaching.)

Moreover, IDI\_06 accentuated:

*“I feel excited about the opportunity to impart life-saving skills kasi I have a little experience were ma share nako sa mga students I understand the significance of teaching first aid and emergency responses, knowing that it equips students with practical knowledge that can potentially save lives not just the others but maaply pud nila sa ilahang kaugalingon”*

(I am excited about the opportunity to impart life-saving skills because I have some experience that I can share with the students. I understand the significance of teaching first aid and emergency responses, knowing that it equips students with practical knowledge that can potentially save lives not only for others but also be applied to themselves.)

The participants considered that maintaining positivism with enthusiasm is what a Non-PE teacher possesses to cope with different challenges in teaching first aid and emergency response. When handling unforeseen circumstances, it's also critical to retain optimism and enthusiasm.

#### *K. Sustaining Creative Adaptation and Comprehensive Readiness*

During the participants' interview, one of their experiences in teaching First Aid and Emergency Response is sustaining creative adaptation and comprehensive readiness. It involves the continuous commitment to fostering innovative and flexible approaches, ensuring a thorough state of preparedness. This requires comprehensive readiness across various dimensions, including skills, resources, and planning, to effectively respond to diverse scenarios.

As mentioned by IDI\_02:

*“To prepare first and foremost is I need to review, research and study regarding the flow of how to teach the first aid and emergency response properly because towards the students so before teaching I make sure and I set to it na ready ko.”*

(First and foremost, my preparation involves reviewing, researching, and studying the proper methods for teaching first aid and emergency response to students. This is essential to ensure that I am well-prepared before delivering the instruction.)

Also, IDI\_05 conveyed the same experience:

*“Akong gibuhat is advance readings, research about the topic, browse to internet kung unsa ang e discuss sa ilaha , and other learning resources para ready ko pagmutudlo nako sa ilahang topic.”*

(What I do is engage in advance readings, research the topic, browse the internet to identify what to discuss with them, and utilize other learning resources to ensure I am well-prepared when teaching them about the topic.)

Moreover IDI\_03 added that:

*“The steps that I have taken to prepare for teaching first aid and emergency response I study all the information in teaching first aid.”*

(The steps I have taken to prepare for teaching first aid and emergency response include thoroughly studying all the relevant information on teaching first aid.)

Furthermore, IDI\_06 affirmed:

*“ I gather necessary resources, including visual aids, instructional and educational materials to facilitate learning most importantly, I developed comprehensive lesson plans that cover various scenarios, techniques, and steps involved in providing or apply sa first aid.”*

(I gather necessary resources, including visual aids, and instructional and educational materials, to facilitate learning. Most importantly, I have developed comprehensive lesson plans that cover various scenarios, techniques, and steps involved in providing first aid.)

More so IDI\_07 shared:

*“Ang pinakauna na steps siyempre dapat prepared jud ang kaugalingon then isa pa kung mag tudlo tag first aid physically fit pud ta then dapat kompleto pud tag resources para naa pud kay ikashare sa imong students labi na sa atoa na non PE teachers so kailangan jud nato mo goes beyond or think outside the box para daghan matudlo sa mga studyante .”*

(The first step is to ensure that one is well-prepared. Additionally, when teaching first aid, it is essential to be physically fit. Furthermore, we should have a complete set of resources to share with our students, especially for non-PE teachers. It is imperative that we go beyond and think outside the box to impart a wide range of knowledge to our students.)

Finally, FGD\_02 supported the notion and said:

*“For me I would like to ano emphasize the situations like sa mga emergency og possible situation scenarios that you have to ipakita nimo sa bata like for examples mga downloaded na mga videos how to for respond emergencies for example na koyapan mao na siya , nasamad unsay mga dapat buhaton una sa first aid.”*

(For me, I would like to emphasize situations such as emergencies and possible scenarios that require demonstrating to children. For example, using downloaded videos that show how to respond to emergencies like fainting or injuries. It's important to teach them what should be done first in terms of first aid.)

The participants' sustaining creativity adaptation and comprehensive readiness, as revealed through their experiences, present challenges in delivering lessons to students with thorough preparation.

#### *L. Utilization of Online Resources for Knowledge Enhancement*

Despite the challenges of teaching First Aid and Emergency Response, participants continue to recognize new opportunities. Using online resources for knowledge enhancement, such as YouTube, Google, and instructional videos, makes the participants easier to acquire information. Utilizing online resources has become an indispensable aspect of allowing them to continuously upgrade their skills, adapt to evolving trends, and remain competitive in various professional domains.

As expressed by, IDI\_06 :

*“I utilize online platforms offering instructional videos, tutorials, and written guides on first aid and emergency response.”*

(I use online platforms that provide instructional videos, tutorials, and written guides for first aid and emergency response.)

FGD\_01 emphasized that :

“Research sa internet para madagdagan yung knowledge natin and skills sa demonstration.”

(Research on the internet to increase our knowledge and skills in demonstration.)

As mentioned by , IDI\_02:

“I only watch YouTube and search for Google to get more resources.”

(I only watch YouTube and search on Google to find more resources.)

“Sa ako downloads YouTube videos so parang let the YouTube expound more the idea about first aid and emergency response.”

(I download YouTube videos to let YouTube further explain the idea of first aid and emergency response.)

In connection, FGD\_05 highlighted that:

“Actually karun is open naman atoang internet pwede naman ta maka access dali lang siya mutubag bali daghan tag tools og resources online daghan nag tools like mo question ,ang kag How to ? mo result dayun so online”

(Now our internet is open, and we can easily access it. There are many tools and resources online. There are many tools like asking questions, and the "How to?" will show quick results, so it's all online.)

The participants emphasized the utilization of online resources to enhance knowledge by exploring online materials, aiming to stay informed and proficient in these critical skills.

Insights of the non-PE teacher Drawn from the Experiences in teaching First Aid and Emergency Response.

This part talks about the insights of the non-PE teacher that comes from their experiences in teaching First Aid and Emergency Response. Four (4) themes emerged from the transcription of the participants' response this are the following: (a) provisions of support, training, and seminar-workshop for non-PE teachers; (b) integration of practical application in real scenarios; and (c) continuous professional development in first aid and emergency response; and (d) practice of being calm in emergency response.

Table 3 shows the major themes and core ideas on the different insights of the non-PE teacher drawn from the experiences in teaching First Aid and Emergency Response.

Table 3: Major Themes and Core Ideas on the Insights Drawn from the Experiences of Non-PE Teachers Teaching First Aid and Emergency Response

Major Themes	Core Ideas
Provisions of Support, Training, and Seminar-Workshop for Non-PE Teachers	<ul style="list-style-type: none"> <li>● provide more training for non-PE teachers</li> <li>● have a budget allocation for first aid and emergency response training</li> <li>● support the non-PE teachers with workshops and allocate resources for materials and equipment,</li> <li>● conduct training and seminars for non-PE teachers</li> <li>● advocate regular training sessions for non-PE teachers</li> <li>● regular training sessions for administrators, repeat training to refresh knowledge</li> <li>● propose school-wide seminars for both PE and non-PE teachers</li> <li>● monthly workshops or seminars for non-PE teachers</li> <li>● send non-PE teachers to training</li> </ul>
Integration of Practical Application in Real Scenarios	<ul style="list-style-type: none"> <li>● emphasize the importance of actual activities</li> <li>● apply in actual demonstration</li> <li>● having actual application of knowledge</li> <li>● demonstrate showing real-world applications</li> <li>● engage in real-world application</li> <li>● emphasize safety and practical application</li> </ul>
	<ul style="list-style-type: none"> <li>● continuous learning in involving first-aid practices</li> <li>● need for continuous learning and upgrading of knowledge</li> </ul>

Continuous Professional Development in First Aid and Emergency Response	<ul style="list-style-type: none"> <li>• emphasize continuous learning and stay updated</li> <li>• stress the importance of practice and repetition</li> </ul>
Practice of being Calm in Emergency Response	<ul style="list-style-type: none"> <li>• keeping oneself or relax in applying first aid</li> <li>• embodying calm to effectively handle emergencies</li> <li>• learn to remain calm in emergencies</li> <li>• emphasize the importance of being alert and focused</li> </ul>

*M. Provisions of Support, Training, and Seminar-Workshop for Non-PE Teachers*

Participants require support, training, and seminar workshops for first aid and emergency response. These provisions are vital for the participants to make sure they are equipped with the knowledge and abilities needed to manage emergency situations.

IDI\_01 expressed her thoughts that:

*“Provide more trainings and workshop to those non PE teachers handling MAPEH specifically in the topic first aid and emergency response in order for them to gain more knowledge about it so the teaching experience to be more effective.”*

(More training and workshops should be provided to non-PE teachers handling MAPEH, specifically focusing on first aid and emergency response. This will enable them to gain more knowledge, making their teaching experience more effective.)

Furthermore, FGD\_04 stated that:

*“I will suggest that to spend budget for training about this first aid and emergency response and to prioritize the non-PE about the training.”*

(I suggest allocating budget for training focused on first aid and emergency response, prioritizing the non-PE teachers for the training.)

In addition, IDI\_06 uttered:

*“They can support non-PE teachers by offering workshops to gain essential skills allocate resources for relevant materials, equipment, and updated instructional materials so like magconduct sila training.”*

(They can support non-PE teachers by offering workshops to gain essential skills and by allocating resources for relevant materials, equipment, and updated instructional materials for conducting the training.)

IDI\_02, emphasized:

*“To conduct training and seminars for non-PE teacher who is teaching PE, so not only the coordinators so that I am more knowledgeable in first aid and emergency response for fand for the future uses.”*

(To conduct training and seminars for non-PE teachers who are teaching PE, not only for the coordinators, so that I can become more knowledgeable in first aid and emergency response for present and future use.)

Moreover, IDI\_03 conveyed:

*“They used conduct training for us non-PE teachers about first Aid and emergency response for us to be well equipped with the knowledge and skills about the first aid and emergency response.”*

(They used to conduct training for us non-PE teachers about first aid and emergency response, for us to be well-equipped with the knowledge and skills about first aid and emergency response.)



Besides, FGD\_06 answered:

*“To the administrator first regular training sessions kay lagi usahay mag training ang school ika isa sa isa ka tuig rapud and dili siya enough para sa amoa mutuo man gud ko the more you repeat the trainings the more na ma refresh mao gani na sahay sa mga teachers nga naa gyuy mga refreshers para ma gain pud ang mga knowledge gihapon and then aside from requirement of having a simulation drills.”*

(I suggest to the administrator to have regular training sessions because sometimes the school only conducts training once a year, and it's not enough for us. I believe that the more you repeat the training, the more it will be refreshing. That's why sometimes teachers need refreshers to gain knowledge, and aside from that, there should be a requirement to have simulation drills.)

Similarly, IDI\_05 mentioned:

*“School administrator pud is dapat mag conduct sila og schoolwide seminar about first aid and emergency response para ma enlighten pud ang mga teachers not just kami nga non PE teacher nga nagtudlo aning first aid and emergency response but including kadtong mga teachers inside ana nga school so both PE and non PE teachers.”*

(The school administrator should also conduct a schoolwide seminar about first aid and emergency response to enlighten not only us non-PE teachers who are teaching first aid and emergency response, but also those teachers inside the school, both PE and non-PE teachers.)

In addition, IDI\_07 attested that:

*“Sa ako as a non PE teacher ako ikasuggest jud nako sa mga co administrator syempre to have monthly or magpadala og tao na para mo undergo og first aid workshop or seminar workshop para the more ma enhance ang kuan kay ang first aid dili mana sa tanan na in-ana na forte.”*

(As a non-PE teacher, I strongly suggest to the co-administrators to have monthly first aid workshops or seminars and to send people to undergo these workshops to enhance their knowledge. This is because first aid is not everyone's expertise.)

Lastly, IDI\_04 stated that:

*“To our principal e send ang mga non PE teachers sa training and seminars para ma ano pa madungagan pa ilang knowledge and their expertise about first aid and emergency response para ano mahasa pajud ang pag teach ang non PE teachers.”*

(To our principal, I recommend sending the non-PE teachers to training and seminars to further enhance their knowledge and expertise about first aid and emergency response, to improve their teaching skills in these areas.)

Based on the participants' responses, conducting training and seminars for First Aid and Emergency Response is what they can recommend to Department of Education administrators.

#### *N. Integration of Practical Application in Real Scenarios*

Based on the participants' responses, a theme emerged to the integration of practical applications in real scenarios. The participants ensure that the acquired knowledge would be applicable in the real-world application. Participants can attest that teaching First Aid and Emergency Response is not an easy task, it never prevents them from reaching their full teaching ability.

As stated by FGD\_07:

*“To connect with my students is to have actual activity like kung unsa ang g discuss is e pa actual giyud perform jud para apply nila ba in a realistic na scenario sa ilang self and also makatabang pud sila sa uban”*

(To connect with my students, we have actual activities. Whatever we discuss, we perform it so that they can apply it in a realistic scenario and also help others.)

Similarly, IDI\_05 answered that:

*“Relate to them the topic to a real-life situations para mas ma retain or mas maremember nila ang mga dapat buhaton.”*

(Relating the topic to real-life situations helps the students retain and remember what they should do. It makes the topic more relatable to them.)

Also, FGD 03 attested:

*“Nindot jud siya ipa actual ang unsa ang g discuss e pa actual para maapply nila ba sa realistic na scenarios.”*

(It is really good to have actual demonstrations of the topics that we discuss, so they can apply it to realistic scenarios.)

Furthermore, FGD\_04 stated:

*“To have a demonstration like they demonstrate the procedure if naay masamad , or magasgas na area sa body unsay buhaton so that kana man gud na learning I know basic na siya pero dako nag impact sa mga studyante.”*

(Having a demonstration where they perform the procedure if there's an injury or a body area gets scratched, so what to do helps in learning. I know it's basic, but it huge impact on the students.)

In addition, IDI\_06 uttered:

*“By promoting a sense of responsibility like seeing their engagement and understanding of real-world applications created a shared sense of purpose and readiness to help others in need.”*

(Promoting a sense of responsibility and seeing their engagement and understanding of real-world applications, creates a shared sense of purpose and readiness to help others in need.)

Moreover, FGD\_01 conveyed that:

*“Sa topic namo naa man giyud specially sa dancing naa man gihapon ang first aid so amo sila g challenge to be safety first pag naay mahitabo for example mapiang natapilo but they do proper first aid some common maam mga heatstroke makuyapan mga bata ako jud na sila gina challenge unsaon man be pag apply ma refresh ang mga bata.”*

(In our topic, especially in dancing, first aid is still relevant. We challenge them to prioritize safety first. For example, if someone gets injured, we challenge them to apply proper first aid. Some common scenarios include heatstroke and dizziness among the children, and we challenge them on how to apply first aid to refresh their knowledge.)

As revealed by the participants' responses, their experiences in teaching First Aid and Emergency Response have led them to realize that they can effectively integrate the subject into real-life situations. This realization has not only improved their teaching methods but has also enabled them to deliver practical insights and applications to their students, making the learning experience more engaging and applicable to real-world settings.

#### *O. Continuous Professional Development in First Aid and Emergency Response*

The last theme from the participants' responses is continuous professional development in first aid and emergency response. Participants conveyed that non-PE teachers must adapt to being updated in the emergency response field, stay current with the latest techniques, and protocols, and enhance their skills. They also emphasized the need to stay informed about advancements in medical practices and adapt to evolving emergency scenarios.

IDI\_01 shared her point of view as she said:

*“The ongoing learnings since first aid and emergency response are constantly evolving no so kung unsa atong na learn sa una as time goes by it would change I have learn how to become updated with regards to the latest development and practices about proper first aid and emergency responses.”*

(The ongoing learning process for first aid and emergency response is constantly evolving. What we learned in the past may change over time. I have learned how to stay updated with the latest developments and practices related to proper first aid and emergency responses.)

In the same way, FGD\_02 expressed that:

“Same lang with sa akosa na experience in the school one of the medium school some emergencies unsaon no teachers na walay knowledge regarding ani kanang manawag pa kong kinsay kabalo so kailangan you have to upgrade your learnings regarding sa first aid kasagaran available na mga videos orientation regarding sa first aid and emergency response kasi aog natural disaster actual sa mga scenarios sa emergency so kailangan man giyud kong naa ka sa sitwasyon ikaw jud dapat ang mohimo dili kay manawag paka.”

(My experience in the school is similar. In some emergencies, when teachers lack knowledge, have to figure out who knows what to do. It's necessary to upgrade your knowledge regarding first aid. Often, there are videos and orientations available regarding first aid and emergency response. It is important to be prepared for natural disasters and actual emergency scenarios. In such situations, you should be the one taking action, not just calling for help.)

Also, FGD\_06 asserted:

“Continual learning so we must be updated enough for all the practices and techniques na magamit nato sa pagtudlo sa first aid and emergency response.”

(Continual learning is essential. We must stay updated on all the practices and techniques that we can use in teaching first aid and emergency response.)

Moreover, FGD\_07 mentioned that:

“Practice and repetition lang gihapon maam sa learning kay mawala man gud ang learning malimtan mao lang practice and repetition sa learning sa first aid and emergency response.”

(Practice and repetition are crucial in learning, as knowledge can fade. Therefore, practicing and repeating the learning of first aid and emergency response is essential.)

Indeed, the participants collectively emphasize the evolving nature of first aid and emergency response, the need for proactive adaptation, and the crucial role of continual learning, practice, and repetition in maintaining and enhancing the knowledge and skills of non-PE teachers in handling emergencies.

#### *P. Practice of being Calm in Emergency Response*

The participants considered equipping themselves to maintain calmness in emergency response is crucial as it allows for clear thinking and effective decision-making. A calm demeanor can help to reassure those in need and prevent panic from spreading. It enables participants to assess the situation accurately, prioritize actions, and provide necessary aid promptly. Additionally, a composed approach can inspire confidence in others and foster a sense of security, ultimately contributing to a more organized and efficient emergency response.

As shared by IDI\_05:

*“Nakabalo ko unsaon nako pag apply sa mga basic first aid kanang unsaon na dapat relax lang kong mag apply ka ana like kalma lang giyud kong unsaon kong mag apply ka og first aid dapat relax lang imohang kaugalingon tapos hunahuna pud nimo jud og tarong or kaning mogamit pud ka og mga tapos og mga resources so just in case nga kanang dili bitaw siya available kadtong imong ginapangita maging resourceful ta para maapply nato og taong ang katong first kay mas matabangan og tarong.”*

(I know how to apply basic first aid, and it's important to stay relaxed when applying it. You should keep calm and use the right resources. In case what you need is not available, you should be resourceful to apply first aid properly and effectively.)

Also, FGD\_01 expressed her thoughts as she said:

*“The teachers how be calm . calmness like kalma lang siya that is one of the characteristics regarding first aid tinuturuan tayo to be calm aside from calm ang pagiging active ano pa ba alert for emergency cases so yon yung mga significant skills and knowledge na nagkuha ko in teaching first aid and emergency responses.”*

(Teachers are taught to be calm, which is one of the characteristics emphasized in teaching first aid. In addition to being calm, they are also trained to be active and alert for emergency cases. These are significant skills and knowledge that I have acquired in teaching first aid and emergency responses.)

In connection, IDI\_03 emphasized:

*“I learned how remain calm in emergency situation and I learned simple acronyms that truly help me recall the steps I need to take.”*

(I learned how to remain calm in emergency situations, and I learned simple acronyms that help me recall the steps I need to take.)

Furthermore\_FGD\_02 attested that:

*“Of course you have to be alert sa atoang hunahuna eventhough nakulbaan naka we have to at is ourselves na para dili ka mawala kung unsa dapat imong buhaton.”*

(Of course, you have to be alert in your mind, even if you are nervous, you have to keep yourself composed so that you do not lose track of what you should do.)

Based on the participants' responses, these insights highlight the role of calmness, resourcefulness, and mental preparedness in the effective application of first aid and emergency response skills.

## CHAPTER FIVE DISCUSSION

This chapter includes the conclusions and discussion based on the findings from the phenomenological study. This part contains a discussion of the emerging themes, which is supported by the relevant literature available in the existing body of knowledge and various authors. In addition, this chapter includes the implications for teaching practices, the recommendations for further research that the researcher has drawn for the findings, and concluding remarks.

### **The Lived Experiences of Non-PE Teachers in Teaching First Aid And Emergency Response**

The lived experiences by non-PE Teachers in teaching First Aid And Emergency Response, following the seven (7) themes emerged are: (a) experiencing lack of resources; (b) inadequacy of training opportunities; (c) giving value to learning first aid and emergency response; (d) having struggles in teaching due to insufficient knowledge and; (e) skills provision of practical knowledge and personal growth; (f) having lack of confidence and uncertainty in teaching first aid; and (g) having students who actively participating.

#### *A. Experiencing Lack of Resources*

One common challenge faced by non-PE teachers in teaching first aid and emergency response is the lack of resources, which results to ineffective instruction. Participants have expressed that this limitation hinders productivity in both teaching and learning processes, significantly affecting the overall success of teaching first aid and emergency response.

This problem aligns with the findings of Mitchel (2018), who highlighted the challenges non-PE teachers encounter in obtaining adequate resources and supplies for teaching first aid and emergency response programs. The inadequacy of resources restricts effective communication with students and limits the application of necessary skills using various equipment. This issue is increased by insufficient funding, perpetuating the existence of resource constraints.

Cinar et al. (2018) emphasized that the lack of essential equipment, such as first aid kits and training mannequins, impedes hands-on training, leading to a lack of confidence and competence among teachers. This, in turn, students in providing quality of education, as teachers struggle to perform due to the absence of necessary materials.

Ekstrom and Emard (2020) pointed out that low-income schools may lack the budget to provide essential equipment, making it challenging to attract and retain qualified instructors. The absence of adequate resources not only hinders student participation in activities but also impacts teacher motivation and job satisfaction, as they struggle to fulfill their duties.

Additionally, budgetary constraints faced by non-PE teachers limit their ability to purchase or maintain necessary resources and equipment (Goldstein et al., 2018). This further increased the adverse impact on teacher motivation and satisfaction due to inadequate teaching facilities.

Furthermore, Park et al. (2018) state that non-PE teachers may struggle to develop effective teaching strategies for first aid and emergency response without adequate resources and support. This hinders the teacher's ability to apply skills, resulting in an inability for students to learn to their fullest potential due to the lack of proper resources.

#### *B. Inadequacy of Training Opportunities*

Another challenge experienced by non-PE teachers is the inadequacy of training opportunities. These educators encounter a lack of proper training to enhance their skills and knowledge in first aid and emergency response. The scarcity of training opportunities in first aid has left the teachers with insufficient knowledge, potentially compromising their ability to respond effectively to medical emergencies in the classroom (Qureshi et al., 2019). This deficiency can have various adverse effects on both teachers and their students.

The research findings support the idea that the absence of training and experience among non-PE teachers can lead to inconsistent teaching methods and varying levels of knowledge among students (Mullen et al., 2018). Teachers lacking adequate training find it challenging to effectively instruct the subject, resulting in a deficiency of understanding in first aid and emergency response, as well as instructional strategies. This deficiency may lead to students losing interest in first aid and emergency response activities, contributing to suboptimal health outcomes.

Furthermore, Smith (2018) emphasized a primary concern with non-PE teachers delivering first aid and emergency response programs and their limited training opportunities in this area. Without proper training, these educators may struggle to teach these programs effectively, potentially jeopardizing student safety. The significant impact of inadequate training becomes evident when teachers are prone to errors and omissions while instructing first aid and emergency response, ultimately hindering students' exposure to essential training.

### *C. Giving Value to Learning First Aid and Emergency Response*

Recognizing the significance of imparting knowledge in first aid and emergency response is ensuring the safety and welfare of individuals. It is vital to emphasize the importance of instilling values like empathy, decision-making, and a sense of responsibility in the teaching approach. Through the integration of these values, participants can better equip students not only with essential skills but also with a solid ethical foundation and compassionate behavior during emergencies.

Students are motivated to learn first aid when they are eager to learn in acquiring first aid knowledge and express willingness to engage in first aid activities (Jin et al., 2022). Having a positive attitude contributes to their willingness to perform these activities, which is beneficial for the students to experience firsthand and appreciate the importance of learning first aid and emergency response. In order for them to apply their learning to actual scenarios or real-life situations, the willingness they possess can positively influence their behavior in engaging with the learning process.

Furthermore, students have the eagerness to perform, however, due to low confidence and the fear of making mistakes, they may be unwilling to engage (Sharif et al., 2018). Teachers employ diverse strategies to cater to individuals, motivating students to participate in activities. It is important to provide relevant information to enlighten students' minds about the conducted activity. Despite experiencing fear, anxiety, and low confidence, students appreciate the importance of first aid and acquire knowledge through observation.

Additionally, students acknowledge the significance of learning first aid and express a keen interest in acquiring it from their teachers (Botea et al., 2020). Teachers hold a crucial role in imparting knowledge to students in by learning from their teachers, students feel empowered to confidently handle medical emergencies, whether in the classroom, at home, or out in the community. This eagerness to acquire first aid knowledge reflects a growing awareness among the younger generation of their responsibility to contribute to a safer and more prepared society.

### *D. Provision of Practical Knowledge and Personal Growth*

Imparting practical knowledge and nurturing personal development are vital aspects of empowering individuals for a fulfilling and successful life. Teachers are the primary source of information and protectors of students in the school, and they must be able to teach and administer first aid (Adib-Hajbaghery et al., 2019). Teachers provide educational and health care with appropriate information to enhance their competence in providing appropriate first aid to injured persons. Equipping them with the necessary skills to navigate challenges and fostering personal growth opens avenues for them, including the exploration of teaching First Aid and Emergency Response.

According to Monge et al. (2021), acquiring fundamental skills in basic first aid empowers learners to confidently address diverse situations, ensuring their effective performance during emergencies. Importantly, providing students with knowledge applicable to their daily lives becomes imperative.

Furthermore, educating students on first aid imparts the skills and knowledge necessary to respond to emergencies, encompassing the teaching of simple yet effective techniques (Lynch et al., 2023). Offering accurate first-aid measures contributes to an enhanced overall outcome in the first-aid process.

Additionally, delivering practical knowledge results in acknowledging the professionalism of teachers, and recognizing their valuable contribution to knowledge dissemination (Vickram & Richard, 2023). The act of educating and empowering individuals brings a sense of reward through community contribution and the potential to save lives.

### *E. Having Struggles in Teaching due to Insufficient Knowledge and Skills*

Struggling in teaching first aid due to insufficient knowledge and skills is one of the most challenging and frustrating experiences for the non-PE teacher. Participants experience difficulties due to they don't have enough foundation in teaching first aid due to self-doubts, have no background since this is not their field, and are not well equipped with the necessary skills that hinder their ability to articulate concepts in comprehensive explanations. In relation, the participants experience uncertainty in their skills further complicating imparting information to the students.

According to the study of Huang et al. (2018) who suggest that non-PE teachers' insufficient knowledge and skills in teaching first aid and emergency response programs can negatively impact students' learning outcomes. Non-PE teachers struggle to convey information to the students due to insufficient knowledge, struggle to teach and demonstrate due to a lack of ideas and skills, and have difficulty sharing information due to insufficient knowledge and inadequacy in being well-equipped with the necessary skills. Consequently, this can result in confusion and misunderstandings among students, ultimately influencing their learning outcomes negatively.

Furthermore, a lack of adequate knowledge and skills in first aid can result in students not receiving the proper first-aid procedure. This deficiency among teachers may lead to an increased risk of complications for students. Teachers with inadequate knowledge and skills may hesitate to demonstrate proper first-aid procedures to students. Due to lack of knowledge, it also weakens their ability to impart information to students.

Additionally, due to the nature of their profession, not their expertise, has limited first-aid knowledge and skills (Faydali et al., 2018). It will indicate that they may not be confident in their ability to respond effectively to students due to not their expertise as well as not having enough knowledge to share. The lack of knowledge and skills may delay or hinder the ability to provide relevant information.

#### *F. Having Lack of Confidence and Uncertainty in Teaching First Aid*

Teaching first aid and emergency response presents a challenge for non-PE teachers. Some participants have expressed difficulty in instructing the subject due to a lack of confidence and uncertainty in providing information to students. This issue may lead to students hesitating to believe their teachers. However, assisting teachers in gaining confidence in delivering the lessons to the students.

This finding aligns with the study of (Floden et al., 1988 ; Stabick & Bahr 2023) on teachers' uncertainties about instructing content, ranging from difficulties in determining what to teach to an imperfect understanding of complex concepts and fragile foundations of knowledge. These components of uncertainty undercut the teacher's authority, producing a scenario where the uncertainty of teaching is constantly pitted against the responsibilities between the teacher and students. Teacher's fear making mistakes in providing information, which is emphasized by Fraser (2018), who pointed out that developing a lack of confidence in teaching first aid and emergency response can further hinder their ability to provide effective instruction and support to students.

Teachers lack a background in first aid and emergency response, contributing to their lack of confidence in imparting knowledge to students. Additionally, Hadge et al. (2023) note that a lack of confidence and nervousness rooted in a feeling of unpreparedness leads teachers to not perform effectively. Non-PE teachers experience various emotions such as nervousness, fear, anxiety, being bothered, and doubting themselves when teaching the subject, not because of a lack of expertise but due to a lack of confidence, potentially resulting in poor student performance.

#### *G. Having Students who Actively Participating*

Learning in first response and emergency activities, ensuring a prompt and efficient response to crises. Actively engaging in learning activities is essential for acquiring the requisite skills and knowledge to handle emergencies effectively. Participation in learning activities offers valuable opportunities for staying updated of the latest developments, enhancing the ability to respond adeptly to emergencies. Gaining insights and tips from those with practical experience further enriches the learning experience.

According to Perkins et al. (2021), found that a high degree of desire to perform first aid can improve timely access to quality care, thereby contributing to the reduction of morbidity and mortality resulting from various incidents. It is crucial to possess a willingness to participate in various activities aimed at acquiring essential information. Moreover, to successfully engage the students in the learning process, teachers must establish a positive and inclusive environment, articulate clear learning objectives and expectations, and ensure that lessons and learning activities are pertinent to students' lives.

Emphasizing active learning and student engagement is vital for enhancing learning outcomes and, ultimately, retention. As noted by (Abdullah et al., 2012; Holzberger et al., 2021), students often derive benefits such as the sharing ideas and increased learning when actively contributing in class. Effective learning occurs when teachers and students engage and actively participate in educational activities. Teachers should design activities that encourage the students to be involved in the learning process.

### **Coping with the challenges of the non-PE teacher Encountered in teaching First Aid and Emergency Response**

The participants stated their methods and strategies to cope in teaching First Aid and Emergency Response. Considering their responses, five (5) themes emerged, and these are (a) application of experiential learning in practical knowledge skills education; (b) collaboration with people in first aid and emergency response; (c) being optimistic and enthusiastic ; (d) sustaining creative adaptation and comprehensive readiness; and (e) utilizing online resources for knowledge enhancement.

#### *H. Application of Experiential Learning in Practical Knowledge Skills Education*

Participants faced challenges in teaching first aid and emergency response. Non-PE Teachers utilize experiencing learning in practical skills where which allows the students to obtain a deeper understanding on the subject through, hands-on activities, demonstration, and role-playing, that apply the theoretical concepts into practices that develop their confidence in their abilities.

The study, supported by Damiani (2023), emphasized the significance of using demonstration as a method to elucidate the purpose of the demonstration to students, ensuring equal opportunities for all learners to participate. This approach fosters student engagement, making the learning process more enjoyable and providing meaningful experiences. Participants noted the effectiveness of activities by offering feedback on student performances. Providing feedback to make students aware of the correct procedures for applying first aid responses.

Furthermore, role-playing is identified as one of the most valuable methods in enhancing the educational process, making it more enjoyable and desirable. This approach allows students to practice skills and abilities, promoting knowledge and experience development (Cruz et al., 2021). Participants integrated role-playing into their activities, enabling students to think through various situations and strengthen their interactions with concrete scenarios. Moreover, teachers can provide immediate feedback to students.

#### *I. Collaboration with People in First Aid and Emergency Response*

Non-PE teachers in teaching first aid and emergency response underlined the importance of a collaborative approach. Participants believed that collaboration is one way to motivate and provide support to establish effectively in teaching the subject. This approach fosters the improvement of the educational experiences of the teachers and enhances response to students' needs. Through collaborative efforts, educators can establish a more immersive and thorough learning atmosphere, guaranteeing the delivery of first aid and emergency response education with utmost effectiveness and impact.

A collaborative approach is an engagement in which individuals take responsibility for their actions, including learning, and accept the abilities and contributions of those within the group that involves a group of people working together, suggesting a way of dealing with each other with respect for individual abilities and contributions (Tolmachova & Ilkou, 2022). This approach is based on the premise of collaboration through the cooperative efforts of a particular group. Participants used to collaborate with their colleagues and other agencies to gather information for them to gain knowledge they could impart to the learners as well as to themselves. Participants' willingness to collaborate with others could enhance their abilities in teaching first aid and emergency response.

In addition, this approach necessitates the involvement of a collaboration expert to effectively achieve a common goal of preventing injuries in a specific situation, as highlighted by Imperlizzeri et al. (2020). Having an expert in the field is crucial for imparting knowledge to individuals. Participants, based on their experiences, express the need for expertise in first aid and emergency response. This can involve seeking advice from colleagues, inviting knowledgeable resource speakers, and coordinating with local response teams. Such engagement proves beneficial as it serves to enlighten participants' minds on various aspects of the subject, thereby expanding their understanding.

#### *J. Being Optimistic and Enthusiastic*

Maintaining positivity with enthusiasm is essential for leading a fulfilling and productive life. Teachers feel competent and positive in instilling in their students the propensity to act in emergencies (Rottenberg, 2018). This involves expanding their capabilities and willingness to respond effectively in various emergencies. Positivity is the ability to maintain a hopeful attitude, even in the face of challenges, and enthusiasm, on the other hand, is the intense and eager enjoyment of a particular activity or pursuit.

Teachers are eager to educate students on emergency response, particularly in the realm of first aid, to enhance learners' capacity and inclination to assist in diverse situations (Olmos-Gomez, 2021). Participation in first aid education fosters the development of skills, confidence, and readiness to aid others, thus universally encouraging greater engagement in helping behaviors. Consequently, individuals equipped with these abilities are better positioned to provide care and contribute to safer living environments.

In addition, an enthusiastic teacher add interest and excitement to the classroom, engages pupils in discussion, and encourages them to explore. The teacher's ability to pique students' curiosity and motivate them to study is a result of their enthusiasm for teaching, which is widely acknowledged as one of the most important and desirable characteristics of an effective teacher (Zhang, 2014; Tran 2022 et al., 2022).

#### *K. Sustaining Creative Adaptation and Comprehensive Readiness*

Sustaining creative adaptation and comprehensive readiness of non-physical Education (PE) teachers in teaching first aid and emergency response involves fostering a dynamic learning environment where educators use versatile instructional strategies tailored to diverse student needs. This integrates different approaches, such as educational materials, simulation exercises, and multimedia resources, to ensure teachers have the necessary skills and confidence to impart crucial life-saving knowledge effectively. Additionally, through continuous learning and preparedness, educators can empower students with essential life skills, fostering a safer and more resilient community.



A study by Batista (2019), note that when a teacher is prepared to perform it conveys safety for both the victim and others present at the accident site. When a teacher is adequately prepared to respond to accidents, they serve as a guide of stability and competence amidst chaos. Their readiness not only facilitates efficient and effective intervention but also cultivates an environment of reassurance and confidence. In moments of crisis, the presence of a prepared teacher instills a sense of security, both for the victim in need of assistance and for bystanders witnessing the unfolding events. Through their calm demeanor and swift actions, a prepared teacher not only attends to immediate needs but also mitigates the risk of further harm. Moreover, their preparedness sets a powerful example for students and others present, highlighting the importance of readiness and equipping them with essential life-saving skills.

Additionally, a comprehensive state of readiness encompasses various aspects and scenarios involving the necessary knowledge, skills, and resources. Furthermore, teachers utilize video tutorials, scenarios, and simulations in teaching first aid to emphasize the effectiveness of the lesson, which is essential for saving lives and avoiding adverse outcomes following illnesses or accidents (Deutsch et al., 2022). Therefore, by empowering teachers to utilize these tools effectively, individuals can acquire the necessary skills and knowledge to respond confidently and competently to medical emergencies, ultimately saving lives and minimizing adverse outcomes.

#### *L. Utilizing Online Resources for Knowledge Enhancement*

Participants have demonstrated a resourceful approach in addressing challenges related to teaching first aid and emergency response. Focused primarily on online resources, non-PE teachers have recognized the potency of digital platforms in accessing a diverse array of knowledge and information. By integrating technology into their teaching methodologies, the non-PE teacher not only navigates challenges effectively but also contributes to a flexible and dynamic educational setting, ensuring the acquisition of essential knowledge for first aid and emergency response.

Further, Guan et al. (2018) suggests that incorporating multimedia resources, such as videos and online modules, into first aid and emergency response training can enhance the effectiveness of the training and increase teachers' knowledge retention. By utilizing multimedia resources, teachers can enhance their knowledge retention and understanding of the material. This can ultimately lead to improved teaching outcomes and better preparedness for emergencies.

Also, the utilization of online resources on the internet has introduced improvements in technology, communication, and knowledge acquisition. Teachers can easily access vast amounts of information in just a few seconds, containing a wealth of knowledge (Kajal, 2023). The use of online resources is the most useful technology that helps teachers in their tasks, enabling them to gather information, conduct research, and enhance their knowledge in various aspects of teaching first aid and emergency response. In today's modern era, teachers prefer to inquire about questions and problems through popular search engines like Google, Yahoo, YouTube, etc.

Furthermore, video materials, as one of the online resources, offer a unique opportunity to communicate, educate, and internalize instructional information. These resources can be an ideal venue for focusing on specific features and generating practice materials based on the movies themselves. (Qureshi et al., 2018). The utilization of online resources offers teachers flexibility in delivering lessons that suit individual learning preferences, providing the best first-aid learning experience.

#### **Insights of the non-PE teacher Drawn from the Experiences in teaching First Aid and Emergency Response**

Different insights were emphasized by the non-PE teacher participants with their experiences in teaching first aid and emergency response. The following four (4) themes were discerned from the participant's response transcription: (a) provisions of support, training, and seminar-workshop for non-PE teachers; (b) integration of practical application in real scenarios; (c) continuous professional development in first aid and emergency response; and (d) practice of being calm in emergency response.

#### *M. Provisions of Support, Training, and Seminar-Workshop for Non-PE Teachers*

It is an essential component of Professional development that enhances their pedagogical skills and subject knowledge. These provision of support, training, and seminar workshops foster continuous learning, empowering non-PE teachers to stay abreast of the latest educational trends and methodologies. These initiatives enable educators to create engaging and effective learning experiences for students, ensuring that their teaching practices align with contemporary educational standards. Through such avenues, educator possess the essential resources to successfully navigate and contribute to the dynamic learning in education, ultimately benefiting both teacher and their students.

Providing training to non-PE teachers enhance their knowledge and skills in first aid, promoting the survival and well-being of students in emergencies (Jacob et al., 2018). Participants seek administrative support to facilitate training sessions for non-PE teachers, enhancing their proficiency in first aid and emergency response. Such training equips teachers with crucial knowledge and skills, fostering confidence in their teaching journey. It is imperative for educators to continually train themselves, refreshing and strengthening their foundation in teaching the subject. This initiative not only enhances the overall safety of the school environment

but also empowers teachers to respond effectively to unforeseen circumstances, ensuring the optimal care and security of their students.

Souza et al. (2022) affirm that providing first aid training programs to non-physical Education (PE) teachers is not only feasible but also beneficial in improving their knowledge and skills. The significance of this training it equips teachers with the essential expertise to be effective educators in the realm of first aid. This training serves as a valuable tool for educators, enabling them to thoroughly prepare in all aspects of first aid, emphasizing the vital role teachers play in delivering information to students.

Lastly, (Von Amelunxen et al.,2023), note that educational institutions should implement a structured teaching training program equipping teachers with essential first-aid training. This is to make sure that educators have the requisite knowledge and skills to deliver effective and timely care in emergencies. By incorporating first aid training into their professional development, teachers can become adept at responding assertively and appropriately when faced with medical emergencies, enhancing overall safety within educational settings. This proactive approach not only empowers educators with the tools to address unforeseen health incidents but also contributes to creating a secure and prepared environment for students and teachers.

#### *N. Integration of Practical Applications in Real Scenarios*

The practical application of a concept refers to its actual use in real-world situations. It involves translating theoretical knowledge into practice. Participants integrate practical experiences, enabling them to provide practical insights and applications to their students. This approach makes the learning experience more engaging and applicable to real-world scenarios. Real-life scenarios are considered one of the most effective methods, allowing non-PE teacher to deliver practical insights and applications to their students in a manner that enhances their understanding and prepares them for real-world settings.

This study is supported by (Minna, 2022) note, first aid is a practical skill that is best learned through real-life scenarios, and by practicing in simulated emergencies, individuals can build their confidence and willingness to help in a real-life emergency. It is one of the best practices for students to learn to perform various situations in real-life applications for them to ability to instill in their minds the proper way of application of first aid. Also, it will enlighten their mind about the possible scenarios that they can use in the future. As a teacher, it is one of the fulfilling moments to see that the students can perform various situations that could be useful to the life of the students.

Furthermore, incorporating practical knowledge and skills into actual situations allows students to cultivate problem-solving abilities (Al Gharibi,, 2020). By employing their classroom-acquired knowledge in real-world scenarios, students engage in critical and creative thinking to address issues and obstacles. This approach facilitates the acquisition of practical skills that hold significant value in both personal and professional realms. It equips individuals to adjust to situations, exercise independent thinking, and devise innovative solutions, ultimately readying them to navigate the complexities of the real world.

#### *O. Continuous Professional Development in First Aid and Emergency Response*

Continuous learning in First Aid and Emergency Response is crucial for individuals responsible for delivering prompt assistance. Staying updated with the latest information and relevant skills are essential for ensuring effective responses in dynamic emergencies. Participants actively seek and incorporate ongoing advancements in the field, staying informed about the most recent techniques, regularly practicing, and adapting to evolving emergency scenarios. This dedication to continual improvement not only elevates their expertise but also emphasizes the vital role they fulfill in protecting lives.

It is supported by the study of Awuah (2021) highlighted the significance of regular training and ongoing updates as vital measures to keep teachers abreast of the latest techniques and best practices in first aid and emergency response this approach is important for enhancing quality of care extended to students within educational settings. Participants actively seek continuous learning opportunities to enhance their proficiency in teaching first aid and responding to emergencies. The emphasis here is not only on preventing knowledge stagnation but also on remaining informed about various aspects of instructing the subject.

Further, Karaca and Kose (2020) supported the idea that staying current in the realm of first aid is essential for individuals to bridge information gaps, reinforce their knowledge, and reduce errors in the application of first aid. Consistent learning in first aid and emergency response reflects a commitment to personal development and addresses teachers' areas of improvement. Continuous education has the potential to boost self-confidence in both performing and teaching first aid.

Moreover, Galindo (2018) it is essential for the teacher to be trained in the first aid procedure and maintain up-to-date knowledge and skills. Active participation in training activities enhances both knowledge and skills, facilitating the retention and reinforcement of proper first-aid procedures. Through regular updates, teachers ensure they are well-prepared to handle emergencies and stay informed about the latest techniques, best practices, and advancements in emergency response technology and equipment. This ongoing learning process also helps individuals stay current with any changes in regulations and guidelines.

#### *P. Practice of being Calm in Emergency Response*

Calmness in emergency response is essential for effective decision-making and communication. Participants remain calm and able to assess the situation, prioritize tasks, and coordinate with other team members. Calmness also helps to reassure and comfort the individual as well as reduce panic and confusion. By staying composed, it can effectively manage the situation and provide the necessary support and assistance to those in need.

A teacher who remains calm and composed in challenging situations maintains clarity of mind when making decisions in a complex environment, and fosters kind interactions with others who have developed expertise through mindfulness practice (Hurburt et al., 2020). This mindfulness allows the teacher to apply their learning to real-world situations with a sense of ease and adaptability. Non-PE teachers possess the mindfulness of being calm and relaxed in so that they can think properly of the right application of first aid response. By cultivating a calm and clear mindset, teachers can confidently manage the challenges of the classroom and compassion, ultimately enhancing their effectiveness as educators.

Further study by the Emergency Response Center (2021) highlighted that maintaining composure in emergencies and acquiring the ability to recall steps through acronyms are fundamental actions with significant implications. As a non-PE teacher, possessing calmness is essential to effectively assist students or individuals at risk. A composed and collected demeanor during a first aid situation not only reassures the injured party but also prevents panic from spreading. This calm approach enables the teacher to think clearly, make informed decisions, and potentially enhance the outcome of the first aid intervention.

#### *Q. Implications for Teaching Practice*

The findings of this study will provide School Administrators in the Department of Education, such as principals, the opportunity to prioritize the enhancement of First Aid and Emergency Response education. By doing so, schools can better prepare their communities to handle unforeseen emergencies and potentially life-threatening situations. Additionally, it will strengthen the teaching of First Aid and Emergency Response among non-PE teachers by providing valuable contributions to the development of strategic plans and supporting teachers' engagement in training, workshops, and seminars for professional growth.

Through innovative teaching methods, real-world simulations, and interactive learning, of the non-PE teacher has bridged the gap between traditional classroom instruction and practical application. The positive feedback from students, as well as the demonstrated ability to handle emergencies, underscores the effectiveness of this approach.

This educational initiative offers students a meaningful chance to gain knowledge and practical skills applicable to real-world scenarios. By engaging in this program, students enhance their ability to effectively respond to emergencies, fostering confidence and competence in assisting. The acquired knowledge and skills empower students to actively contribute to society in preparing them for real-life challenges.

This study enlightens school administrators, including providing a better awareness of the problems experienced by non-physical education (PE) teachers. The outcomes of this research can be used as a benchmark for school administrators in crafting targeted programs and interventions to enhance the teaching practices of non-PE educators within their institutions. By addressing the unique needs of these teachers, administrators can contribute to the improvement of overall teaching practices and, consequently, enhance the educational experience within their school.

Finally, this research serves as a reference for future investigations, providing researchers with recommendations and implications to consider in a broader context when conducting relevant research.

#### *R. Recommendation for Further Research*

This study pertains to the experiences of the non-PE teachers in teaching First Aid and Emergency Response. Therefore, the outcome of this investigation can serve for additional studies. To get more significant results, it should be made to validate all the answers of the non-PE using a larger sample size or greater number of respondents. It is advised that traditional research can be done with additional individuals in more noticeable settings.

Additionally, further research might investigate the various approaches the teachers employ to address the experiences of the non-PE teacher in teaching First Aid and emergency response. As a researcher of this study, I also recommend training, programs, financial allocation, seminars, and pedagogies in teaching that equipping teachers with the needed knowledge, skills, and competencies makes learning more effective.

The emphasis of this recommendation should be on providing non-PE teachers with the professional development and instructional tools necessary to teach First Aid and Emergency Response.

### *S. Concluding Remarks*

Teaching first aid and emergency response is undoubtedly a daunting task for non-PE teachers, as it demands a unique set of skills and knowledge. Despite lacking formal training in physical education, these educators demonstrate remarkable courage, patience, commitment, and flexibility in their efforts to impart life-saving skills to their students. Overcoming challenges such as limited resources, time constraints, and varying student abilities, non-PE teachers persist in their mission to equip young learners with essential emergency preparedness skills. Drawing from their experiences, they share invaluable insights into adapting teaching methods, fostering a supportive learning environment, and cultivating confidence in handling medical emergencies. Through their commitment and perseverance, non-physical education instructors play an essential part in enabling upcoming generations to handle crises effectively.

Teaching first aid and emergency response has never been simple for non-physical education teachers. These undertakings necessitate a great deal of courage, patience, dedication, and adaptability. Despite the problems that non-PE teachers face, they continue to work hard to overcome them. In addition, non-physical education teachers have expressed their challenges and insights from teaching first aid and emergency response.

I'm determined to conduct this study because I want to understand the situation of non-PE teachers in teaching first aid and emergency response and explore how they adapt to this task. This journey not only highlights the importance of adaptability and continuous education but also underscores the potential for individuals from diverse backgrounds to contribute meaningfully to the vital task of equipping the next generation with essential first-aid knowledge. This entire endeavor has also served as a valuable professional development opportunity for me, broadening my research horizon even further. Perseverance, patience, and commitment were among the lessons I learned during this process.

This study experience taught me that performing research is not as simple as it appears. I appreciate this valuable experience as it has contributed to the enhancement of my research skills and has served as motivation for me to engage in further research endeavors. I sincerely hope that anyone who reads this manuscript comes away with the same comprehension and knowledge as I did.

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## APPENDICES

### APPENDIX A LETTERS OF PERMISSION



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
GRADUATE EDUCATION PROGRAM  
National Highway, Maguipo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)  
*Quality Transformative Ignacian Marian Education*

**SMCTI**  
**QTIME**  
Faith • Excellence • Service

September 29, 2023

**SCHOOL PRINCIPAL**  
Sonlon National High School  
Sonlon Asuncion, Davao del Norte

Ma'am:

Praised be Jesus and Mary! *Now and forever...*

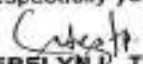
I am **BEBELYN L. TORTOGO**, a second-year student of Master of Arts in Education Major in Physical Education at St. Mary's College of Tagum, Inc. and I am currently conducting a study entitled; **"THE EXPERIENCES OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY."**

In line with this, I would like to request from your good office to allow me to conduct in-depth interviews and focus group discussion via Google Meet or Zoom with the non-PE teachers who teach First Aid and Emergency Response. Your support and cooperation will be very valuable for the success of this endeavor. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

Attached is the endorsement to conduct a study signed by the Dean of Graduate Education Program of St. Mary's College Tagum, Inc., and an approved letter from the Schools Division Superintendent of the Division of Davao del Norte.

I am looking forward to your favorable response regarding this humble request. For any further inquiries, you can reach me at my mobile number: +63-910-0961-134 or via email at [bebelyn.tortogo@smctagum.edu.ph](mailto:bebelyn.tortogo@smctagum.edu.ph). Thank you very much for your support

Respectfully yours,

  
**BEBELYN L. TORTOGO**  
Researcher

Noted by:

  
**ROQUE N. LANGCOY II, Ed.D**  
Thesis Adviser

<b>Office of the Principal</b>	
<b>ACTION TAKEN</b>	
<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved
Remarks: _____	
_____	
 <b>MARIETTA R. RANIS, EdD</b> Principal I	
Date: _____	



**ST. MARY'S COLLEGE OF TAGUM, INC.**

**GRADUATE EDUCATION PROGRAM**

National Highway, Maguogo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)

*Quality Transformative Ignacian Marian Education*



September 29, 2023

**SCHOOL PRINCIPAL**

Asuncion National High School  
Prk. 2 Cambanogoy, Asuncion,  
Davao del Norte

Ma'am:

Praised be Jesus and Mary! *Now and forever...*

I am **BEBELYN L. TORTOGO**, a second-year student of Master of Arts in Education Major in Physical Education at St. Mary's College of Tagum, Inc. and I am currently conducting a study entitled; **"THE EXPERIENCES OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY."**

In line with this, I would like to request from your good office to allow me to conduct in-depth interviews and focus group discussion via Google Meet or Zoom with the non-PE teachers who teach First Aid and Emergency Response. Your support and cooperation will be very valuable for the success of this endeavor. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

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I am looking forward to your favorable response regarding this humble request. For any further inquiries, you can reach me at my mobile number: +63-910-0961-134 or via email at [bebelyn.tortogo@smctagum.edu.ph](mailto:bebelyn.tortogo@smctagum.edu.ph). Thank you very much for your support

Respectfully yours,

**BEBELYN L. TORTOGO**  
Researcher

Noted by:

**ROQUE N. LANGCOY II, Ed.D**  
Thesis Adviser

Approved by: **ASER M. SAMSONA**  
Principal IV



Republic of the Philippines  
**Department of Education**  
REGION XI  
SCHOOLS DIVISION OF DAVAO DEL NORTE

Schools Division Office - Davao del Norte  
RECEIVED  
SEP 06 2023  
23-38544

August 31, 2023

**MS. BEBELYN L. TORTOGO**  
Researcher  
St. Mary's College of Tagum, Inc.  
National Highway, Magugpo East, Tagum City

Dear Ms. Tortogo:

This is to inform you that your request for a permit to conduct a study entitled "*The Experience of Non-PE Teachers in Teaching First Aid and Emergency Response: A Phenomenological Study*" has been approved.

You may proceed with the conduct of your study once all the required documents stipulated in the Guidelines for the Conduct of Research/Study are submitted to this Office through the Planning and Research Section. During the data gathering, you are reminded of items d, e, and f indicated in Section 3 General Guidelines, stating that you are to brief/debrief all of your respondents regarding the topic, scope, and nature of your study, provide them a copy of the Confidentiality Agreement and that the participation of the respondents to the study is voluntary.

Very truly yours,



**REYNALDO B. MELLORIDA, CESO V**  
Schools Division Superintendent

CC: SEPS for Planning and Research



Address: Mankilam, Tagum City, Davao del Norte  
Telephone Number: (084) 216 0188  
Website: [www.depeddavao.ph](http://www.depeddavao.ph) | Facebook: DepEd Davao del Norte

Page 1 of 5





**ST. MARY'S COLLEGE OF TAGUM, INC.**

**GRADUATE EDUCATION PROGRAM**

National Highway, Maguogoo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)

*Quality Transformative Ignacian Marian Education*



August 23, 2023

**REYNALDO B. MELLORIDA, CESO V**  
Schools Division Superintendent  
Division of Davao del Norte

23-38544  
DEPED DIVISION OF DAVAO DEL NORTE  
RECORDS SECTION  
RECEIVED  
Date: AUG 30 2023  
By: \_\_\_\_\_

**ENDORSEMENT LETTER**

Sir:

This is to respectfully endorse to your good office the permission to conduct the study of **BEBELYN L. TORTOGO** with a thesis titled: **"THE EXPERIENCES OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY"** as a partial requirement for the degree; Master of Arts in Education Major in Physical Education of St. Mary's College of Tagum, Inc.

Further, the research title above has been examined by the Research Ethics Committee as full board and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for implementation using universally accepted scientific procedures and internationally accepted ethical guidelines.

For your perusal and approval. Thank you very much!

Respectfully yours,

  
**PERLA C. PADRO, Ph.D.**  
Dean of Graduate Education Program

## APPENDIX B

### PRIVACY NOTICE FOR RESEARCH PARTICIPANTS/RESPONDENTS



#### ST. MARY'S COLLEGE OF TAGUM, INC.

##### OFFICE OF THE DATA PROTECTION OFFICER

National Highway, Tagum City, 8100 Davao del Norte, Philippines

Website: [www.smctagum.edu.ph](http://www.smctagum.edu.ph)

Email Address: [smctagumdpc@smctagum.edu.ph](mailto:smctagumdpc@smctagum.edu.ph)

Tel. No.: (084) 216-6205; Telefax: (084) 655-9028

*Quality Transformative Ignacian Marian Education*



#### PRIVACY NOTICE FOR RESEARCH PARTICIPANTS/RESPONDENTS

##### What Personal Data I/We Collect?

I/We, BEBELYN L. TORTOGO, a graduate student of St. Mary's College of Tagum, Inc., taking up a Master of Arts in Education major in Physical Education, may collect the following personal information from you directly, or via my/our gatekeeper/s or enumerator/s: The information being collected includes the full name, phone number, email address, and postal/residential address. I/We can be reached at [REDACTED] and through the email address [REDACTED] and reside at [REDACTED].

I/We may also collect and process sensitive personal information (such as race, ethnic origin, marital status, age, color, education, or gender) and/or privileged information (such as your story, experiences, ideas, and/or experiences) as considered necessary for the research study. In this case, I/We will obtain your explicit consent and provide a detailed description and explanation of how it will be used and stored.

##### How I/We Collect Your Personal Data?

I/We may collect your data in the following ways:

- the data collected from my/our gatekeeper/s or expert enumerator/s who have previously made contact to invite or recruit you to participate in the research study or to share your story, experiences, ideas, and/or opinions about the research study; and
- the data collected based on the information you provide during the course of my/our research study (story, experiences, ideas, and/or opinions in qualitative research and survey answers in quantitative research).

##### Why We Use Your Data?

I/We use your personal data to assist in my/our research study and to bring key insights, stories, and testimonials to life. These activities include the chosen research study approach, with responses or answers documented through incorporating audio, video, files, and text files. Subsequently, we conduct a comprehensive analysis of your responses or answers, in conjunction with those obtained from others, to identify themes, core ideas, descriptions, or relationships. Furthermore, we may utilize quotes, audio/video clips, descriptions, or correlations to emphasize the specific findings from the research study.

##### Who We Disclose/Share Your Data With?

I/We may disclose/share your personal data with:

- carefully chosen third parties (such as other researchers) to carry out additional data processing exclusively related to the research in which you have participated in; and
- the Research Ethics Committee and other regulatory bodies for purposes of verification and validation of the research participants and research data.





## ST. MARY'S COLLEGE OF TAGUM, INC.

### OFFICE OF THE DATA PROTECTION OFFICER

National Highway, Tagum City, 8100 Davao del Norte, Philippines

Website: [www.smctagum.edu.ph](http://www.smctagum.edu.ph)

Email Address: [smctagumdpc@smctagum.edu.ph](mailto:smctagumdpc@smctagum.edu.ph)

Tel. No.: (084) 216-6205; Telefax: (084) 655-9028

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#### What is the Lawful Basis for Collecting and Processing Personal Data?

I/We process your personal data when necessary to pursue my/our legitimate interests in providing valuable insights into the experiences of non-physical education teachers in teaching first aid and emergency response. This pursuit is rooted in the need to contribute to the broader field of education by conducting a phenomenological study, aiming to uncover nuanced perspectives, challenges, and effective teaching methodologies. The information gathered will enhance our understanding of the aspects surrounding first aid instruction in non-physical education contexts, ultimately fostering improved educational practices and emergency preparedness.

I/We rely on consent (as required under the Data Privacy Act of 2012) when: a) collecting sensitive personal information; b) using the output to engage a larger external audience than normal (e.g., on websites and social media platforms). In these situations, I/we will ask you directly for permission and require you to sign appropriate consent forms so that you understand the purpose of the research study completely.

#### How Long Do I/We Store Your Personal Data?

The personal data you provide to me/us is stored on cloud storage securely (e.g. Google Drive) and in the encrypted file folder of the local drive of my/our personal computer. Such data will be retained for three (3) years after the completion of the research study. This is to ensure that I/we can respond to any verification or validation requests from the Research Ethics Committee or Technical Panel and other regulatory bodies.

When the data is no longer needed for this research study, the institution's procedure will be followed to delete, destroy, or dispose of such data and/or as may be required by law to prevent unwarranted further processing or unauthorized use of the data by any third party or entity.

#### What are Your Data Privacy Rights under RA 10173?

You have the right to: (a) access your personal data that we collect and process; (b) obtain a copy of your personal data in an easy-to-access format, accompanied with a full explanation executed in plain language; (c) object to the processing of your personal data in certain ways; (d) have your personal data erased, blocked, or removed from the systems that I/we use to process your personal data; (e) rectify, correct, or change inaccuracies in the personal data that we hold about you; (f) claim compensation if you suffered damages due to inaccurate, incomplete, outdated, false, unlawfully obtained or unauthorized use of your personal data; (g) file a complaint with the National Privacy Commission if you feel that I/we misused, maliciously disclosed, or improperly disposed of the personal data that we hold about you; and (h) obtain and electronically move, copy, or transfer your personal data in a secure manner, for further use.

If you are not satisfied with how I/we handle your personal data, you may file a complaint with the Data Protection Officer of St. Mary's College of Tagum, Inc.

#### Contact Us

Please direct any questions, concerns, or issues regarding this Data Privacy Notice or the way I/we process your personal data to our Data Protection Officer using the contact information provided below:

Email : [ponicallene@gmail.com](mailto:ponicallene@gmail.com)  
 Mobile Phone : 09156205936

Received by: [REDACTED]

Date: November 20, 2023



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## PRIVACY NOTICE FOR RESEARCH PARTICIPANTS/RESPONDENTS

### What Personal Data I/We Collect?

I/We, BEBELYN L. TORTOGO, a graduate student of St. Mary's College of Tagum, Inc., taking up a Master of Arts in Education major in Physical Education, may collect the following personal information from you directly, or via my/our gatekeeper/s or enumerator/s: The information being collected includes the full name, phone number, email address, and postal/residential address. I, [REDACTED] can be reached at [REDACTED] and through the email address [REDACTED] and reside at [REDACTED].

I/We may also collect and process sensitive personal information (such as race, ethnic origin, marital status, age, color, education, or gender) and/or privileged information (such as your story, experiences, ideas, and/or experiences) as considered necessary for the research study. In this case, I/we will obtain your explicit consent and provide a detailed description and explanation of how it will be used and stored.

### How I/We Collect Your Personal Data?

I/We may collect your data in the following ways:

- the data collected from my/our gatekeeper/s or expert enumerator/s who have previously made contact to invite or recruit you to participate in the research study or to share your story, experiences, ideas, and/or opinions about the research study; and
- the data collected based on the information you provide during the course of my/our research study (story, experiences, ideas, and/or opinions in qualitative research and survey answers in quantitative research).

### Why We Use Your Data?

I/We use your personal data to assist in my/our research study and to bring key insights, stories, and testimonials to life. These activities include the chosen research study approach, with responses or answers documented through incorporating audio, video, files, and text files. Subsequently, we conduct a comprehensive analysis of your responses or answers, in conjunction with those obtained from others, to identify themes, core ideas, descriptions, or relationships. Furthermore, we may utilize quotes, audio/video clips, descriptions, or correlations to emphasize the specific findings from the research study.

### Who We Disclose/Share Your Data With?

I/We may disclose/share your personal data with:

- carefully chosen third parties (such as other researchers) to carry out additional data processing exclusively related to the research in which you have participated in; and
- the Research Ethics Committee and other regulatory bodies for purposes of verification and validation of the research participants and research data.



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#### What is the Lawful Basis for Collecting and Processing Personal Data?

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If you are not satisfied with how I/we handle your personal data, you may file a complaint with the Data Protection Officer of St. Mary's College of Tagum, Inc.

#### Contact Us

Please direct any questions, concerns, or issues regarding this Data Privacy Notice or the way I/we process your personal data to our Data Protection Officer using the contact information provided below:

Email : [ponicallene@gmail.com](mailto:ponicallene@gmail.com)  
 Mobile Phone : 09156205936

Received by:



Date: November 16, 2023

## APPENDIX C INFORMED CONSENT FORMS



**ST. MARY'S COLLEGE OF TAGUM, INC**  
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### IMPORTANT NOTICE TO THE PRINCIPAL INVESTIGATORS:

1. The SMCTI Research Ethics Committee (SMCTI-REC) crafted this Informed Consent Form (ICF) to help principal investigators create their ICF. The principal investigators are free to utilize different terminology in the creation of their ICF.
2. The ICF consists of two (2) essential parts, namely: (1) the Participation Information Sheet; and (2) the Certificate of Consent. Both of these are conditions *sine qua non* before the protocol is reviewed and/or before principal investigators can conduct their research study.
3. Explanations in red-italicized words or paragraphs are for the principal investigators information and guidance and should be deleted from the actual ICF. However, the black-printed ones are mandated texts.
4. The ICF should be accomplished in two (2) copies: (a) one copy for the participant to keep; and (2) one copy for the researcher to keep on file.



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## INFORMED CONSENT FORM

### PARTICIPATION INFORMATION SHEET

#### DEAR PARTICIPANT/S:

I, BEBELYN L. TORTOGO, a graduate student of St. Mary's College of Tagum, Inc. taking up a Master of Arts in Education major in Physical Education. I am currently conducting my research study entitled **"THE EXPERIENCES OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY"**.

I am asking for your written and duly signed informed consent to this research study. The purpose of your participation in this research study is to help the principal investigator to explore and examine the experiences of non-PE teachers in teaching First Aid and Emergency Response in District I Asuncion, Davao del Norte. You are chosen as a possible participant in this research study based on the following criteria: (a) must be teachers who are not Physical Education graduates; (b) must be teaching for more than one (1) year; (c) must be public school teachers in Davao Del Norte; and has the willingness to participate in the study.

Please feel free to read the following information carefully and feel free to ask the above-named principal investigator if there is anything that is not clear to you or if you need more information and guidance. You must be eighteen (18) years of age or older to participate in this research study.

#### SIGNATORY AND WITNESS/PROXY CONTENT

There is nobody except you is required to sign the consent form to signify your participation in the research study. However, if you are unable to read and/or write, you may select somebody to accompany you during the reading and explanation of the informed consent form and sign the same in your behalf.

No witness is required in order for the consent form to be binding nor is a proxy content allowed. But if you are below eighteen (18) years of age, a parental informed consent from your parent or legal authorized representative and your informed assent are needed before you can fully participate in this research study.

#### PURPOSE, OBJECTIVES & SIGNIFICANCE OF THE STUDY

The purpose of the study is to explore the experiences and understand the challenges of non-PE teachers in teaching First Aid and Emergency Response in District I, Asuncion, Davao Del Norte. Additionally, this study aims to provide valuable insights that can improve the teaching and learning of First Aid and Emergency Response, particularly for non-PE teachers.

This study has great significance, especially to the non-Physical Education teachers in the locality because it addresses the challenges faced by teachers who may lack specialized training in these critical skills. By understanding their difficulties, the study can inform the development of targeted training programs and resources to empower all teachers to effectively teach first aid and emergency response. This will enhance student safety, promote a comprehensive approach to education, and potentially save lives in emergency situations.



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## RESEARCH STUDY PROCEDURES

Prior to the conduct of this research study, the protocol was submitted to the Research Ethics Committee (REC) of St. Mary's College for review. After obtaining the ethics clearance to conduct the study the researcher secures an endorsement letter from the Dean of St. Mary's College of Tagum Inc, Graduate School. Following acceptance, the researcher sent an endorsement letter with the necessary paperwork to the Division Superintendent of Davao Del Norte, requesting permission to perform the study on the teachers. The researcher also submitted a letter to the School Principal of the chosen Public High School requesting approval to perform the study. Finally, with the approval of the conduct of the study, there is a confidentiality agreement with a gatekeeper was signed.

If you agree to participate in this research study, the following will occur:

First, participants will be gathered for orientation via an online conferencing platform for them to be aware of their involvement in this research and before the participant's voluntary agreement engagement to ensure that they fully understand the research methodology and the nature of their participation. The researcher can focus on the interview subject and verbal prompts more easily if the interview is recorded, and the transcriptionist can prepare a verbatim transcript of the interview in the new normal setup, distribution, and retrieval of the informed consent form is done online and digital form.

Second, I will secure consent from participants. Each participant from participating schools will be given an Informed Consent Form (ICF) that will explain and inform them of the study's objectives, methodology, nature, and selection as viable participants. Through Facebook messaging sites, the ICF will be sent and retrieved with complete signatures. One of the most crucial aspects of the ICF was obtaining participants' consent to screen record in-depth interviews as well as the focus group discussion via Zoom or Google Meet application.

Third, in the data collection aspect, I will firmly adhere to the health and public protocol that will be enforced by IATF. I will conduct individual in-depth interviews and focus group discussions with non-PE teachers through online platforms specifically Zoom or Google Meet the application. The timeframe of the interviews will be determined by the availability of the participants, and they must not go longer than an hour. I will remind the participants about the need of preparation before each interview such as finding a silent place and preparing the technology needed. I will utilize the interview guide during the in-depth interviews and focus group discussions.

Moreover, the participant's responses will be recorded using the screen recording feature of Zoom or Google Meet application while taking some notes to obtain the main points given by the participants and avoid confusing information. With this, the researcher can confirm the exactness of the information that will be gathered. After screen recording, the complete document will be stored in a password-protected folder on a password-protected computer to keep the collected data confidential. The recorded interview will be transcribed word by word ensuring more accuracy during data analysis. Furthermore

If the researcher asks the participants for personal or sensitive information, I will make sure that everything would be for research purposes, and that the data and personal information would be kept private. I will use member-checking to build credibility of the research study. My participants are precisely chosen based on the purpose of the study. After the data collection, participants will have the opportunity to review their statement for accuracy.



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### **VOLUNTARY PARTICIPATION AND ALTERNATIVE OPTIONS**

Your decision on whether or not to participate in this research study is completely voluntary. It is up to you whether or not you decide to participate. If you decide to participate, you will be required to sign this informed consent form. You have the right to withdraw your participation at any time and without providing a reason, even after signing the consent form. The relationship you have, if any, with the researcher will not be impacted if you decide to withdraw from this study. In the event that you withdraw from the study before data collection is completed, rest assured that your data will be returned to you or deleted or destroyed in a manner prescribed by law to prevent further processing, unauthorized access, or disclosure to any other party or the public, or jeopardize the rights of the participant/respondent.

Furthermore, in order to avoid coercion or undue influence, the principal investigator will allocate sufficient time to explain to you what the research study is all about and give you adequate time to consider the information before you can make a decision to participate or not.

### **RISKS, BENEFITS, REMUNERATION, AND REIMBURSEMENTS**

There are no known risks in participating in this study, however, you should be aware that your answers, and experiences during the interview will be recorded and utilized as research materials for this research study. There are no direct benefits to participation in this research study, however, your involvement in this research project plays a crucial role in gathering valuable data for this phenomenological investigation.

It can help the improvement of the program through studying such experiences that would help to know each non-PE teacher about their techniques, strategies, and activities conducted that are relevant to the needed competencies of teaching First Aid and Emergency Response. This can be used by the Department of Education to provide a significant contribution to developing a strategic plan and supporting teachers in participating in various workshops and seminars for teacher development. You will be given a simple token of gratitude for the time you spent as a participant in the study. You will also be recompensed for whatever expenses that you may have incurred in the conduct of the study.

### **PRINCIPAL INVESTIGATOR'S RESPONSIBILITY DURING ADVERSE SITUATIONS**

It is expected that during the conduct in the Zoom or Google Meet interview internet connectivity is one of the major problems as well as the availability of the resources of the interview. The participants of this study will be apportioned into two groups, seven non-PE teachers will be queried employing in-depth interview and another seven will be probed utilizing focus group discussion.

This study investigates how non-PE teachers cope with challenges when teaching first aid and emergency response. It aims to understand their experiences and the difficulties they encounter in their teaching practices. The study will uphold strict criteria and maintain high standards to ensure the research is not compromised. It will focus on the key criteria related to the challenges faced by non-PE teachers in teaching first aid and emergency response.

In order to avoid the occurrence of any potential type of harm (i.e., psychological, emotional, or social) during the conduct of this research study, I will provide you in advance with information on counseling matters or services or appropriate support bodies (if necessary)



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dealing with the issue. But in the event that interaction with you may inadvertently harm you in some unintended way, I will take responsibility to address the issue.

#### **PRIVACY AND CONFIDENTIALITY**

Your privacy is of paramount importance, and thus, it is protected by conducting the research in a private setting, and/or other space considerations or security measures will be properly observed for online research/survey platforms. Equally, you should not be forced to reveal any personal information to the researcher that you do not wish to reveal.

Rest assured that the data or information you provide will be treated with complete anonymity and utmost confidentiality by means of discrete coding. No individual identities will be used in any reports, presentations, or publications resulting from the research study. All research data or information will be kept in locked files at all times (for material copies) or password protected folder (for electronic copies). Only the principal investigator will have direct access to the files. However, the Research Ethics Committee and other regulatory bodies will be given direct access to your information and data for purposes of verification and validation of the procedures and research data.

After the research study is completed, the data collected will be retained for three (3) years and destroyed immediately thereafter in a secure manner that would prevent unauthorized access, use, or disclosure to any other party or the public or in a manner prescribed by law.

#### **INFORMATION AND STUDY RESULTS**

You may have access to your own data. After the analysis of all the data for this research and you wanted to be informed of the results, you will be provided with a free copy of the results.

#### **USE OF RESEARCH DATA**

The data collected from this research study will be used solely for the attainment of the intended purposes. It may be presented at any research fora and/or published in journals or used for any other legitimate purposes, which St. Mary's College of Tagum considers proper in the interest of education, knowledge, or research

#### **AUTHORSHIP**

I am the principal author of this study and my thesis adviser, Dr. Roque N. Langcoy, is the corresponding author for purposes of paper presentation in a public/scientific forum and publication in a peer-reviewed journal. I also declare that there are no ghost and gift authors in this study.

#### **CONFLICT OF INTEREST**

I declare no conflict of interest.





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**PUBLICATION**

Results of the study may be submitted for publication. The study may be presented in a scientific forum or published in a journal, but in a manner where your personal identity will not be revealed.

**CONTACT INFORMATION**

If you have questions about the study, please feel free to contact the above-named principal investigator by calling 09100961134 or email him/her at [bebelyn.tortogo@smctagum.edu.ph](mailto:bebelyn.tortogo@smctagum.edu.ph). You can also contact the Chairperson of the SMCT Research Ethics Committee, Dr. Maria Lalaine P. Chieng at [smcti.rec@gmail.com](mailto:smcti.rec@gmail.com) with any questions about your rights as a research participant or any related research concerns or contact the Data Protection Officer, Mr. Erwin L. Sabornido at 09123763022 or email him at [erwinsabornido@smctagum.edu.ph](mailto:erwinsabornido@smctagum.edu.ph) or [smctagumdpc@gmail.com](mailto:smctagumdpc@gmail.com) for concerns regarding your data privacy rights.

Thank you very much!



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**CERTIFICATE OF CONSENT**

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I hereby consent voluntarily to be a participant in this study.

Please check the option that applies to you before affixing your signature below with the following options:

- I give permission for myself to be audio or video taped.
- I do not give permission for myself to be audio or video taped.

For face-to-face conduct of research:

- I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Participant  
Signature of the Participant  
Date & Place



This portion is applicable only to participant/s who is/are illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Printed Name of the Witness  
Signature of the Witness  
Date & Place

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thumb Print of the Participant



Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.

**Statement by the Principal Investigator/s Taking Consent**

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : BEBELYN L. TORTOGO  
Signature of the Principal Investigator : [Signature]  
Date & Place : November 20, 2023 via Zoom Application



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Printed Name of the Participant  
Signature of the Participant  
Date & Place



*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely and voluntarily.

Printed Name of the Witness  
Signature of the Witness  
Date & Place

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thumb Print of the Participant



*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

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A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator  
Signature of the Principal Investigator  
Date & Place

BEBELYN L. TORTOGO  
  
December 01, 2023 via Zoom Application



**ST. MARY'S COLLEGE OF TAGUM, INC**  
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Printed Name of the Participant : \_\_\_\_\_  
Signature of the Participant : \_\_\_\_\_  
Date & Place : \_\_\_\_\_



*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Printed Name of the Witness : \_\_\_\_\_  
Signature of the Witness : \_\_\_\_\_  
Date & Place : \_\_\_\_\_

Thumb Print of the Participant



*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

### Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : REBELYN L. TORTOGO  
Signature of the Principal Investigator : \_\_\_\_\_  
Date & Place : \_\_\_\_\_

Rebelyn L. Tortogo  
Magapo East, Tagum City, Davao del Norte, Philippines



**ST. MARY'S COLLEGE OF TAGUM, INC**  
OFFICE OF THE RESEARCH ETHICS COMMITTEE  
National Highway, Magpogo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: smceti-rec@smcctagum.edu.ph  
*Quality Transformative Ignacian Marian Education*



### CERTIFICATE OF CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I hereby consent voluntarily to be a participant in this study.

Please check the option that applies to you before affixing your signature below with the following options:

- I give permission for myself to be audio or video taped.
- I do not give permission for myself to be audio or video taped.

For face-to-face conduct of research:

- I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Participant :  
Signature of the Participant :  
Date & Place :



*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Printed Name of the Witness :  
Signature of the Witness :  
Date & Place :

Thumb Print of the Participant



*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

### Statement by the Principal Investigator's Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheel fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : BEBELYN L. TORTOGO  
Signature of the Principal Investigator : [Handwritten Signature]  
Date & Place : November 12, 2023 Alverca National High School

## APPENDIX D VALIDATION FORMS



St. Mary's College of Tagum, Inc.  
Tagum City, Davao del Norte



### GRADUATE EDUCATION PROGRAM VALIDATION SHEET FOR INTERVIEW GUIDE (FOR QUALITATIVE RESEARCH)

**Title of Research:** THE PLIGHT OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY

**Name of Researcher:** BEBELYN L. TORTOGO

Rating: Number of Yes Marks

10 Very Good

6-7 Fair (maybe upgraded or revised)

8-9 Good

0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide, and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives, and descriptions.	/	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

Copyright: G.P. Gempes, Ed.D. DM

**Remarks:**

**Name and Signature of Validator:** PORFERIA S. PORALAN, PhD **Date of Evaluation:** May 13, 2023

**Educational Qualification:** MAED PE, PhD Educational Leadership



St. Mary's College of Tagum, Inc.  
Tagum City, Davao del Norte



**GRADUATE EDUCATION PROGRAM**

**VALIDATION SHEET FOR INTERVIEW GUIDE  
(FOR QUALITATIVE RESEARCH)**

**Title of Research:** THE PLIGHT OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY

**Name of Researcher:** BEBELYN L. TORTOGO

Rating: Number of Yes Marks

( ) 10 Very Good

( ) 6-7 Fair (maybe upgraded or revised)

( ) 8-9 Good

( ) 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide, and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives, and descriptions.	/	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.		
9. Questions are stated in clear and simple terms.		
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

Copyright: G.P. Gempes, Ed.D. DM

**Remarks:** Ready to conduct

**Name and Signature of Validator:**  NANCY B. GONZALES, ED.D **Date of Evaluation:** 5/13/2023

**Educational Qualification:** Doctor of Education major in Educational Management



St. Mary's College of Tagum, Inc.  
Tagum City, Davao del Norte



**GRADUATE EDUCATION PROGRAM**

**VALIDATION SHEET FOR INTERVIEW GUIDE  
(FOR QUALITATIVE RESEARCH)**

**Title of Research:** THE PLIGHT OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY

**Name of Researcher:** BEBELYN L. TORTOGO

Rating: Number of Yes Marks

( ) 10 Very Good

(/ ) 8-9 Good

( ) 6-7 Fair (maybe upgraded or revised)

( ) 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide, and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives, and descriptions.	/	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

Copyright: G.F. Gempes, Ed.D. DM

Remarks:


**Name and Signature of Validator:** DOMINIC M. DIZON

**Date of Evaluation:** May 13, 2023

**Educational Qualification:** EdD-Physical Education



**APPENDIX E  
ETHICS CLEARANCE**

	ST. MARY’S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE	<i>SMCTI-REC_FO_18</i>
	SMCTI-REC Clearance Letter for Implementation	VERSION: 03
		Approval Date: December 20, 2022
		Effective Date: December 20, 2022

This is to certify that the study **THE EXPERIENCES OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY** of **BEBELYN L. TORTOGO**, a candidate for Master of Arts in Education Major in **PHYSICAL EDUCATION** of St. Mary’s College of Tagum, Inc. and has been examined by the St. Mary’s College of Tagum, Inc. Research Ethics Committee as FULL BOARD for the initial review and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for the conduct of the study using the school’s accepted scientific procedures and Internationally accepted ethical guidelines.

Given this 18<sup>th</sup> day of August 2023 at St. Mary’s College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.



**SOCORRO L. NERI, Ph.D.**  
Chair, Research Ethics Committee

**APPENDIX F  
PARTICIPANTS CERTIFICATE**



**ST. MARY'S COLLEGE OF TAGUM, INC**  
OFFICE OF THE RESEARCH ETHICS COMMITTEE  
National Highway, Maguipo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: [smcti.rec@smctagum.edu.ph](mailto:smcti.rec@smctagum.edu.ph)  
*Quality Transformative Ignacian Marian Education*



**CERTIFICATION**

To Whom It May Concern,

This is to certify that the information provided by the participant (whose signature appears below) during the in-depth interview in relation to the study entitled **"THE EXPERIENCES OF NON-PE TEACHER IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY"** conducted by BEBELYN L. TORTOGO of St. Mary's College of Tagum, Inc has been verified and found properly described.

Given this 11<sup>th</sup> day of December 2023 for whatever purpose/s this may serve best.





**ST. MARY'S COLLEGE OF TAGUM, INC**  
OFFICE OF THE RESEARCH ETHICS COMMITTEE  
National Highway, Maguipo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: [smcti\\_reci@smectagum.edu.ph](mailto:smcti_reci@smectagum.edu.ph)  
*Quality Transformative Ignacian Marian Education*



### CERTIFICATION

To Whom It May Concern,

This is to certify that the information provided by the participant (whose signature appears below) during the in-depth interview in relation to the study entitled **"THE EXPERIENCES OF NON-PE TEACHER IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY"** conducted by **BEBELYN L. TORTOGO** of St. Mary's College of Tagum, Inc has been verified and found properly described.

Given this 11<sup>th</sup> day of December 2023 for whatever purpose/s this may serve best.





**ST. MARY'S COLLEGE OF TAGUM, INC**  
**OFFICE OF THE RESEARCH ETHICS COMMITTEE**  
National Highway, Maguibo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: [smc.irc@smc-tagum.edu.ph](mailto:smc.irc@smc-tagum.edu.ph)  
*Quality Transformative Ignacian Marian Education*

**SMCTI**  
**QTIME**  
Faith • Excellence • Service

### CERTIFICATION

To Whom It May Concern,

This is to certify that the information provided by the participant (whose signature appears below) during the Focus Group Discussion in relation to the study entitled **"THE EXPERIENCES OF NON-PE TEACHER IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY"** conducted by **BEBELYN L. TORTOGO** of St. Mary's College of Tagum, Inc has been verified and found properly described.

Given this 29<sup>th</sup> day of November 2023 for whatever purpose/s this may serve best.





**ST. MARY'S COLLEGE OF TAGUM, INC**  
OFFICE OF THE RESEARCH ETHICS COMMITTEE  
National Highway, Maguibo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: [smcti.rec@smctagum.edu.ph](mailto:smcti.rec@smctagum.edu.ph)  
*Quality Transformative Ignacian Marian Education*



### CERTIFICATION

To Whom It May Concern,


This is to certify that the information provided by the participant (whose signature appears below) during the Focus Group Discussion in relation to the study entitled **"THE EXPERIENCES OF NON-PE TEACHER IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY"** conducted by BEBELYN L. TORTOGO of St. Mary's College of Tagum, Inc has been verified and found properly described.

Given this 29<sup>th</sup> day of November 2023 for whatever purpose/s this may serve best.



RESEARCH ETHICS COMMITTEE  
ST. MARY'S COLLEGE OF TAGUM, INC

**APPENDIX G  
REC ENDORSEMENT FOR FINAL DEFENSE**

	<b>ST. MARY’S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE</b>	<b>SMCTI-REC_FO_19</b>
	SMCTI-REC Clearance Letter For Final Defense	VERSION: 03
		Approval Date: December 20, 2022
		Effective Date: December 20, 2022

This is to certify that **THE EXPERIENCES OF NON-PE TEACHERS IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY** of **BEBELYN L. TORTOGO**, a candidate of Master of Arts in Education Major in **PHYSICAL EDUCATION** of St. Mary’s College of Tagum, Inc. (SMCTI), has followed the protocol set by the St. Mary’s College of Tagum, Inc., Research Ethics Committee in adherence to internationally-accepted scientific procedures and ethical guidelines and is therefore, given **CLEARANCE for FINAL DEFENSE**.

Given this 12<sup>th</sup> day of February 2024 at St. Mary’s College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.



SOCORRO L. NERI, Ph.D.  
Chair, Research Ethics Committee

**APPENDIX H**

**EDITORS CERTIFICATE**

**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION DEPARTMENT

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)



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**EDITOR'S CERTIFICATE**

This is to certify that I have checked the manuscript entitled “THE EXPERIENCES OF NON-PE TEACHER IN TEACHING FIRST AID AND EMERGENCY RESPONSE: A PHENOMENOLOGICAL STUDY” of BEBELYN L. TORTOGO for the Second Semester of the School Year 2023-2024.

RYAN A. JANCINAL Ph.D.  
Editor

**CURRICULUM VITAE****BEBELYN L. TORTOGO**

09100961134

bebelyn.tortogo@smctagum.edu.ph

**EDUCATIONAL BACKGROUND:****Post-Graduate Studies: N/A**

**Graduate Studies:** St. Mary's College of Tagum Inc.  
National Highway, Tagum City, Davao Del Norte  
Masters of Arts in Education – Teaching Physical Education  
On-going

**Tertiary:** Compostela Valley State College  
Bachelor of Science in Secondary major in Music, Arts, Physical Education, and Health  
June 2018

**Secondary:** Compostela National High School  
Lapu-Lapu St. Compostela, Compostela Valley Province  
March 2014

**Elementary:** San Jose Elementary School  
San Jose, Compostela, Compostela Valley Province  
March 2010

---

**ELIGIBILITY:** Licensure Examination for Teachers (March, 2019)

**WORK EXPERIENCES:**

Inclusive Dates : January 25, 2021 - Present  
Position Title : Lecturer / Syllabi Coordinator/FLAC Coordinator  
Company : University of Mindanao Tagum College

**SEMINARS/TRAININGS ATTENDED:**

Title : Faculty Training-Workshop on Assessment Plan and CourseQual  
Date : July 12, 2023  
Venue : Via Zoom Conference

Title :UM Performance-Based Assessment Bank (UM-Perform) Training/Workshop for Branches (UM Tagum College)  
Date : March 03, 2023  
Venue : AVR, UM Tagum College

Title : Innovative Teaching Strategies that develop 21<sup>st</sup> Century Skills  
Date : February 22, 2023  
Venue : via Zoom Technology

Title : Keynote Speech: The future of Online Learning  
Date : October 28, 2021  
Venue : via Zoom Teleconferencing Platform



Title : 2021 Annual Retooling for Teachers Series II “Conducting Research in the Time of Pandemic”  
Date : September 23, 2021  
Venue : Zoom technology



**BEBELYN L. TORTOGO**  
Name and signature of the researcher