

Enhancing Teacher Empowerment Through Effective Health Education Strategies: A Phenomenological Study of School Practices

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Abstract. This study explored teachers' insight and experiences in enhancing empowerment through effective health education strategies in school practices. It employed a qualitative research design, precisely a phenomenological approach with seven participants were selected by purposive sampling. The findings revealed the emerging themes for the teacher's experiences associated with empowering teachers through effective health education in school settings have emerged school practices, with subthemes of collaborative learning environment and inconstant training, and health implementation, with subthemes of integration of health and limited resources. Moreover, inconsistent training poses challenges. While the coping mechanisms, promote healthy habits, enhance resilience, cultivate knowledge and skills, and provide resources. Effective coping strategies, such as problem-solving and seeking support, help manage stress and improve well-being. Regularly practicing emotional regulation techniques can enhance resilience and reduce anxiety. And lastly the values And Beliefs Can Be Learned Ineffective Strategies in Teaching Health Subjects, which deliver some themes like practicing health discipline, understanding health discipline, learning by doing, Practicing Self-Discipline, and Engaging in Community Participation. These values promote personal and professional well-being, positively impacting teacher-student relationships and the learning environment. This study may Publish in a reputable journal, which was essential for several reasons, including increasing the visibility and credibility of research and boosting career opportunities.

KEY WORDS

1. Enhancing teacher empowerment
2. health education strategies
3. phenomenological
4. school practices

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1. Introduction

Quality health education is essential to developing competent future health professionals who will fulfill industry requirements. Continuous medical progress drives health education programs to change their methods and strategies. Through their important responsibilities, teachers build connections between theoretical con-

cepts and practical learning experiences to develop students' fundamental competencies. Implementing effective teaching strategies among educators leads to better learning results, particularly during worldwide health emergencies. Teachers who implement evidence-based, innovative methods develop learning spaces that

prepare students to tackle genuine healthcare problems. In the United States, health education's effectiveness, particularly in teaching strategies for health subjects, faces significant challenges. Despite the growing recognition of the importance of health education in promoting well-being, many teachers report feeling inadequately trained to teach these subjects effectively. According to a study by Smith et al. (2021), many teachers in U.S. schools lack the specialized training and resources needed to effectively deliver health education, particularly in areas like mental health, sexual health, and substance abuse prevention. Teachers often struggle to integrate evidence-based teaching strategies into their classrooms due to limited professional development opportunities and inadequate support from school leadership. To improve teacher effectiveness and student outcomes, schools must prioritize comprehensive training programs that equip teachers with the necessary skills, tools, and confidence to effectively teach health subjects, focusing on current health issues that affect students' lives. In addition, in the United Kingdom, teaching health subjects faces issues related to inconsistent delivery and lack of integration into the broader curriculum. While health education is part of the national curriculum, research by Williams and Brown (2022) suggests that many teachers find it challenging to incorporate health topics into their lesson plans, particularly in secondary schools. This is due to a lack of confidence in teaching complex health topics and the challenges of addressing sensitive issues, such as mental health and obesity. Teachers often report feeling underprepared to discuss health topics in a way that is engaging and culturally relevant for students. To address these challenges, the education system in the UK needs to provide teachers with more robust professional development opportunities focused on health education strategies and increased support from school leaders in integrating health education across subjects.

Also, a key challenge in teaching health subjects in Australia is the lack of cultural sensitivity in health education practices. As the country becomes more diverse, there is a growing need for health education to include different cultural perspectives and health beliefs. According to research by Taylor et al. (2023), health educators often struggle to create culturally relevant and respectful curricula that reflect the diverse backgrounds of their students, including Indigenous communities and migrant populations. Many teachers feel that they lack the tools to address health topics in a culturally competent manner, affecting both the material's relevance and student engagement. To enhance the effectiveness of health education, Australian schools must invest in teacher training programs that prioritize cultural competence and equip educators with the knowledge and skills necessary to deliver health education in a manner that is inclusive and respectful of all students' diverse cultural backgrounds. These global trends across the United States, the United Kingdom, and Australia illustrate teachers' persistent challenges and the strategies they use to deliver effective health education. In the national context, specifically in Metro Manila, the challenges in teaching health subjects are primarily related to the high demand for effective teaching strategies and the need for up-to-date resources. Teachers in urban areas are often expected to cover a wide range of health topics, from physical to mental health, but many report feeling unprepared to handle these complex subjects. According to Tan and Flores (2023), while schools in Metro Manila generally have better access to resources than their rural counterparts, teachers struggle to integrate these resources effectively into their teaching practices. Many educators have limited opportunities for continuous professional development in health education, making adopting the most current teaching strategies challenging. To address this, schools in Metro Manila must provide comprehensive training programs on

health education and ensure that teachers have access to relevant and culturally appropriate resources for their students. In addition, in Cebu, there is a significant challenge related to the lack of culturally sensitive health education practices, especially in addressing sensitive topics like sexual health and reproductive health. While Cebu is a relatively urbanized area, some schools face challenges in balancing conservative cultural beliefs and the need to provide comprehensive and factual health education. Research by Santos and Reyes (2021) highlights that teachers often avoid or mishandle discussions on these topics due to fear of backlash from parents or community members. As a result, students may not receive the necessary information to make informed decisions about their health. To address these issues, health education programs in Cebu should focus on training teachers to approach sensitive topics with respect for local cultural values while ensuring that students receive accurate and necessary information for their well-being. Furthermore, in the local context, recent studies highlight the importance of effective teaching strategies and teacher empowerment in health education. Research emphasizes student-centered approaches, active learning, and skills practice as key components of successful health curricula. However, teachers face challenges such as excessive paperwork and time constraints, leading to stress and poten-

tially impacting their teaching performance (Del Rosario, 2023). To address these issues, professional development opportunities should focus on equipping educators with skills to integrate technology, cater to diverse learning styles, and manage workload effectively (Villejo, 2024). These studies underscore the need for ongoing support and training to empower health education teachers and improve student outcomes. In the local context, Health education in the Matina District is of critical social relevance, as it addresses the unique challenges communities face in this area. Barriers to empowering future health professionals include a lack of resources, time, and trained professionals and challenges in implementing empowerment techniques in daily practice. Digital skills gaps, resistance to change, and inadequate digital health curricula hinder technology integration. Despite that, the geographical location of the area still has a problem, as mentioned above. These limitations underscore the need for and the urgency of researching this problem. Moreover, to deliver Innovative approaches to ensure equitable access to health education, especially for underserved populations. Empowering future health professionals is crucial for improving healthcare outcomes, fostering innovation, and building a resilient healthcare system. This includes equipping them with the necessary skills, knowledge, and leadership abilities to thrive.

1.1. Purpose of the Study—This study aims to evaluate the effectiveness of teaching strategies employed in health education within the Matina District and identify key challenges and opportunities for empowering teachers and enhancing student outcomes. This research aims to assess health educators' current practices, teachers' capacity to implement effective instructional methods, and the socio-cultural and geographical factors influencing health education delivery. It also aims to provide evidence-based recommendations for enhancing teaching

strategies that align with the district's diverse educational landscape and unique needs. To address these issues, it is essential to prioritize digital health education, promote interprofessional collaboration, foster open communication, adopt cost-effective innovations, tackle healthcare disparities, and ensure compliance with regulatory standards. These steps can help create a more supportive environment for healthcare providers and patients, ultimately enhancing care delivery. The findings of this study are expected to inform educators, school leaders,

and policymakers by highlighting best practices and actionable solutions for strengthening teaching strategies in health education. Ultimately, this study aims to equip teachers with the tools and knowledge necessary to create meaningful and impactful learning experiences, thus contributing to improved health literacy and better

outcomes for students in the Matina district.

1.2. Research Questions—This study explored teachers’ insights and experiences in enhancing empowerment through effective health education strategies in school practices. Specifically, the study sought answers to the following questions:

- (1) What are teachers’ experiences in their effective strategies in teaching health subjects?
- (2) How do they cope with the challenges of using effective strategies in teaching health subjects?
- (3) What educational values and beliefs can be learned using effective strategies to teach health subjects?

The study entitled “Empowering Teachers on Effective Teaching Strategies in Health Subject” provides several advantages for different stakeholders within the health subject education: **Teacher** – This study offers valuable insights into methods that enhance student engagement and learning outcomes in health education subjects. Teachers who investigate evidence-based and innovative educational approaches will develop enhanced methods that produce active classrooms. This research recommends that teachers integrate active learning approaches with media content and modern technology when developing lessons to achieve better outcomes. The research supports educator development by providing practical methods that help experts connect academic concepts to classroom implementation. **Students** – This research benefits students by demonstrating that improved teaching methods lead to a better understanding of health concepts and enhance both student accessibility and class engagement. Implementing effective teaching strategies enables students to acquire essential skills for addressing healthcare challenges, including critical thinking, problem-solving, and hands-on abilities. The research establishes a student-centered learning approach that enhances retention and facilitates the practical application of health education materials. **School Administrators** – The research findings

provide valuable insights into the methods that empower teachers and strategic teaching practices that can improve the quality of health education. The research findings will direct administrators to make decisions regarding professional development programs, curriculum improvements, and resource distribution. The study data enables administrators to create policies that foster creative teaching approaches and guarantee that teachers obtain essential tools for successful instruction. **Policymakers** – This study demonstrates that effective instructional strategies should be provided to teachers to enhance national health education standards. The research results can help inform the development of educational policies at multiple levels, supporting teacher instruction and curricula while optimizing educational investments. Improving teaching methods through policy initiatives will enhance the quality of health education, thereby preparing students for the healthcare challenges they will face in the future. **Future Researchers** – This study provides a starting point for future researchers who wish to investigate effective health subject teaching methods. Future research should evaluate the long-term impact of these strategies on student performance, explore the use of digital tools in health education, and conduct methodological comparisons. The research creates new possibilities

for enhancing health education and encouraging future pedagogical improvements.

1.3. Definition of Terms—For a more comprehensive understanding, the following terms will be defined operationally: Health education encompasses various topics aimed at promoting well-being, including physical, mental, and social aspects, and covers areas such as nutrition, disease prevention, and healthy behaviors. Empowering Teachers involves providing them with the autonomy, support, and resources needed to make informed decisions about their teaching practices, take on leadership roles, and pursue professional growth. This will ultimately improve student outcomes and increase teacher retention.

1.4. Review of Related Literature—This section reviews global and local literature on health education, focusing on teacher experiences, instructional strategies, coping mechanisms, and systemic challenges. It contextualizes the study within Davao City, identifying gaps in professional support and resource access, particularly for health educators in marginalized or underserved areas.

Global and Local Experiences of Health Education Teachers Health educators across countries face challenges influenced by local systems, technology access, and cultural dynamics. Merzier-Baudin (2023), Williams et al. (2021), and Afzal et al. (2023) emphasized the global need for continuous professional development and institutional support, noting difficulties such as inadequate resources and curriculum pressures in Germany, Australia, and the U.S.

The integration of technology is gaining traction globally. Studies in Australia, the UK, and South Africa (Brugliera, 2024; Basar et al., 2021; Chumonorwa Mugobo, 2023) found that digital platforms improve student engagement, especially in remote areas—though effectiveness depends on teacher training and infrastructure.

Culturally relevant instruction enhances stu-

dent participation. Aniyichie et al. (2023), Keskitalo Olsen (2024), and Bueno Koptcke (2022) showed that incorporating local traditions and health issues into curriculum fosters relevance and empowerment. Similarly, in Canada and Brazil, culturally adapted health curricula resulted in better student outcomes.

In the Philippines, Lasco et al. (2024), Garcia et al. (2023), and Ancho Arieta (2021) highlighted the dual role of health teachers—as educators and health workers—leading to burnout and reduced instructional effectiveness. Teachers are often underprepared due to limited health-specific training.

Teacher Development and Instructional Strategies Teacher training remains a pivotal factor in effective health education delivery. Alvarez (2020), Saro Taray (2024), and Reyes Oropa (2025) emphasized that professional development enhances instructional confidence, technological integration, and cross-disciplinary teaching, which increases student engagement and curriculum efficiency.

Mental health education is another growing concern. Clarion Palarisan (2023), Tarraya (2022), and Utami (2022) underscored teachers' lack of preparation to address student mental health needs. These studies support the call for integrated school-community partnerships to create holistic health programs.

In Davao City, Algonos et al. (2024) and Cruz et al. (2023) documented widespread use of traditional tools and expanded responsibilities among teachers, pointing to the need for place-based and targeted training interventions.

Coping Mechanisms Among Health Educators Teachers across countries employ various coping strategies. In the UK and Australia, Qureshi et al. (2021) and Cojorn Sonsupap (2024) found peer collaboration and workshops enhance teaching approaches and emotional support. In the U.S. and Canada, self-care practices and stress management training (Suphasri Chinokul, 2021; Wilrock et al., 2025) are com-

mon coping strategies that promote teacher well-being and instructional quality.

Filipino teachers adapt through collaboration, resource-sharing, and cultural contextualization. Reyes Tan (2023), Garcia Mendoza (2022), and Pentang et al. (2022) revealed that these methods improve teaching relevance and mitigate resource gaps. During the pandemic, online platforms emerged as critical tools, despite technological access issues (UNESCO, 2023; Ancho Arieta, 2022).

In Davao City, Botona Baguio (2025) noted that coping strategies such as planning, physical activity, and wellness programs enhance teacher resilience and student outcomes, especially in high-stress teaching environments.

Insights and Challenges in Health Education Practice Globally, health educators face evolving demands due to policy shifts, emotional burdens, and technological transitions. Nwoko et al. (2023) and Sims et al. (2021) documented stress from policy tracking and lack of materials. Agyapong et al. (2022) and Froese-Germain (2017, as cited in Shamir-Inbal Blau, 2021) found burnout and emotional fatigue were common among teachers handling sensitive topics.

Technology offers promise but requires proper support. While Haleem et al. (2022) and Rafiq et al. (2024) reported improved engagement via digital tools, gaps in training and infrastructure still limit their efficacy.

In the Philippines, resource scarcity remains a major barrier. Alvarez (2023) and EDCOM (2025) emphasized the need for low-cost solutions and community-based methods to address shortages. Large class sizes and varying student abilities further hinder instruction (Tarraya, 2022; Idulog et al., 2023), calling for differentiated training and improved teacher-student ratios.

Despite these challenges, many teachers find motivation in student progress. Estacio (2023), Dellomos et al. (2023), and Bentayao et al. (2024) found that seeing students ap-

ply health lessons boosts teacher morale. In Davao City, educators demonstrate commitment through innovative methods and student-centered instruction (Evardo, 2023; Tonacao Oliva, 2023).

1.5. Synthesis—Health education teachers worldwide face similar challenges and employ similar coping strategies and professional rewards in their work as Filipino teachers in Davao City. Health education teachers worldwide face resource constraints, shifting health policies, and emotional strain when teaching sensitive health content. Professional development and peer support are essential methods for addressing these workplace challenges. Health education teachers need to develop self-care practices and stress management techniques to handle the emotional demands of their profession, which involves dealing with sensitive health content and extensive preparation. Moreover, teachers in the Philippines face similar resource limitations and large student populations, particularly in their rural education settings. Teachers employ innovative approaches, including community-based education and lesson adjustments tailored to local health concerns, to address these barriers. Digital tools emerged as essential tools for teachers to maintain their work activities and educational delivery throughout pandemic-related restrictions. Filipino health education teachers must develop their capacity to adapt and remain flexible, enabling them to deliver meaningful educational content to their students. Health education teachers operating in Davao City face two main obstacles: insufficient resources and overcrowded classrooms. Health education teachers demonstrate strong dedication through their consistent efforts to witness students apply the knowledge they have learned in real-life situations. Teachers in Davao City enhance their teaching practices by partnering with local health organizations and community groups to provide students with improved learn-

ing opportunities. The teachers of Davao City demonstrate exceptional resilience and passion because they dedicate themselves to helping students develop health awareness and positive life changes.

1.6. Theoretical Lens—To gain a deeper understanding of the experiences of health education teachers, several contemporary theoretical lenses offer valuable frameworks for examining the multifaceted factors that influence their behavior, motivation, and effectiveness. This study anchored theories that enable a nuanced analysis of how personal beliefs, institutional structures, socio-cultural contexts, and external challenges shape teaching practices. By applying these perspectives, this study explores the interplay between individual and systemic factors that impact educators' professional experiences and their ability to deliver quality health education. Integrating these theoretical lenses enables a comprehensive examination of the challenges and opportunities encountered by health education teachers. For instance, understanding the motivational drivers behind teacher engagement can reveal ways to foster professional satisfaction and resilience. Exploring teaching environments' cultural and social dynamics can also highlight strategies to promote inclusivity and relevance in health education programs. Ultimately, this study will utilize these insights to develop effective, contextually relevant strategies that enhance teaching practices, support teacher well-being, and improve student outcomes in health education. The first theory, Social Cognitive Theory (SCT), as updated in recent works, emphasizes the dynamic interplay between personal, environmental, and behavioral factors (Bandura, 2018). This theory emphasizes how their interactions with colleagues, students, and the broader educational environment influence teachers' beliefs, attitudes, and behaviors. In health education, SCT provides a framework for understanding how teachers adapt their strategies in re-

sponse to feedback from their environment and how their self-efficacy influences their teaching effectiveness. Recent applications of SCT highlight the importance of collaborative learning environments and institutional support in fostering adaptive teaching behaviors (Schunk DiBenedetto, 2020). This perspective can guide the development of interventions that empower teachers by fostering supportive environments and enhancing their confidence in delivering effective health education. Second, the theory is Self-Determination Theory (SDT), which offers a lens for examining the intrinsic and extrinsic motivations that drive teacher behavior. This theory emphasizes the importance of fulfilling psychological needs for autonomy, competence, and relatedness to foster intrinsic motivation (Ryan Deci, 2017). Recent research has expanded SDT's application in education, demonstrating its relevance in enhancing teacher satisfaction, well-being, and effectiveness. In the context of health education, SDT helps explore how providing teachers with autonomy in curriculum delivery, opportunities for professional development, and meaningful connections with students and colleagues can lead to more engaged and motivated educators (Van den Berghe et al., 2019). Understanding these factors can inform strategies to improve teacher morale and enhance their capacity to deliver impactful health education. Lastly, Sociocultural Theory, rooted in the work of Vygotsky and extended by contemporary scholars, emphasizes the role of cultural and social interactions in shaping knowledge, beliefs, and practices (Wertsch, 2020). This perspective is particularly relevant for health education teachers working in diverse contexts, as it considers how cultural values, community norms, and social dynamics shape teaching approaches and learning experiences. Recent studies highlight the importance of culturally responsive pedagogy and community engagement in fostering meaningful health education (Gay, 2018). So-

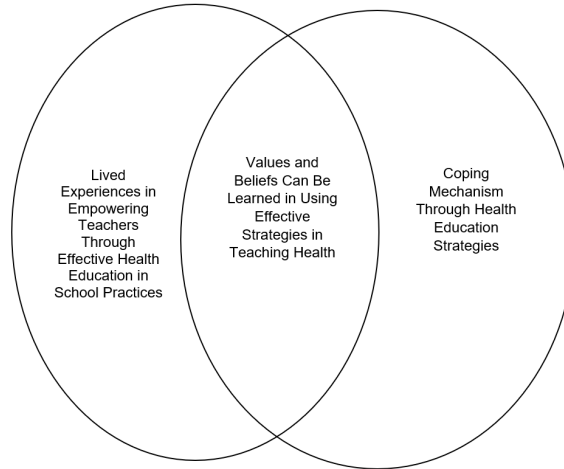


Fig. 1. Conceptual Framework of the Study

ciocultural Theory provides a framework for examining how health education teachers incorporate local cultural knowledge and practices into their teaching, enabling students to connect health concepts to their lived experiences. The experiences of health education teachers can be understood through these theoretical lenses. Social Cognitive Theory focuses on environmental influences and self-efficacy, Self-Determination Theory highlights intrinsic motivation and psychological needs, and Sociocultural Theory emphasizes the impact of cultural and social contexts. Together, these frameworks provide a comprehensive understanding of the factors that shape teacher behavior, motivation, and effectiveness.

By considering the interplay of these theories, this study aims to identify the complex factors that influence the experiences of health education teachers. This theoretical foundation will inform the development of evidence-based

teacher training programs, supportive institutional policies, and innovative teaching strategies that enhance teacher effectiveness and student learning outcomes in health education. Empowering teachers in health education involves strategies like providing adequate professional development, promoting a supportive school environment, and fostering a culture of continuous improvement. This includes encouraging teacher leadership, celebrating successes, and recognizing their vital role in shaping students' lives. Shown in Figure 1 is the interconnection between the two research questions, teachers' experiences in experiences of teachers in their effective strategies in teaching health subjects, and the teachers cope with the challenges in coping mechanisms in using effective strategies in teaching health subjects, insights learned from values and beliefs can be learned in using effective strategies in teaching health subjects.

2. Methodology

This chapter outlined the research design, methods, and procedures for conducting this study. It delves into the philosophical underpinnings of the research, the specific qualitative research design, and the ethical considerations involved. The chapter also discusses the selection of research participants, the data collection and analysis methods, and the strategies employed to ensure the trustworthiness of the findings.

2.1. Philosophical Assumptions—This study was grounded in a constructivist paradigm. This philosophical stance recognizes the multiple realities that exist and are socially constructed. It acknowledges that knowledge is subjective and influenced by individual experiences and interpretations. This study assumes that the experiences of health education teachers are multifaceted and can only be fully understood through their perspectives. A phenomenological approach was adopted to explore the lived experiences of health education teachers. This approach emphasizes the importance of understanding individuals' subjective meanings to their experiences. By examining the participants' narratives, this study seeks to reveal the rich and complex nature of their experiences.

Philosophical Assumptions of the Study – The study's philosophical assumption framework collected, analyzed, and interpreted data within a specific research field, providing the context for the ensuing results and conclusions. Understanding the philosophical assumptions behind qualitative research begins with assessing where it fits within the overall research process, noting its importance as an element of research, and considering how to incorporate it into a study actively. As Khalifa and Khalifa (2024) stated, these assumptions typically cover ontological, epistemological, axiological, and methodological educational perspectives. As I engage in this research, I am perpetually aware of or influenced by a range of beliefs concerning the nature of reality, how knowledge is acquired, the role values play in research, and the methodologies employed in the study. *Ontological Assumption* – An ontology was a philosophical belief system about the nature of social reality, what can be known, and how. The conscious and unconscious questions, assumptions, and beliefs the researcher brings to the research endeavor are the initial basis for an ontological position. Ontological assumptions are fundamental beliefs about the nature of reality and

human existence that underpin social research and policy-making. In information modeling, these assumptions range from realism to conceptualism, with social realism as a middle ground. In psychiatry, the medical model is based on ontological assumptions of realism, naturalism, reductionism, and essentialism (Newman, 2019). *Epistemological Assumptions* – An epistemology was a philosophical belief system about who can be a knower. It includes how the relationship between the researcher and research participant(s) is understood. Epistemological assumptions in studies highlight the importance of explicitly addressing researchers' perspectives and methodologies. McNeil (2020) emphasizes the need to challenge dominant postpositivist paradigms in social work and substance use research, advocating for critical epistemologies to promote social justice. Crotty, Denzin, and Lincoln, cited in Khalifa's (2023) study, stressed that Epistemology deals with the nature of the relationship between the researcher and the subject. It describes how we know what we know. The epistemological assumption of qualitative research was that the quality of interactions with research participants was crucial for gaining knowledge. The epistemological assumption is that conducting a qualitative study means researchers strive to get as close as possible to the study participants. Therefore, subjective evidence is assembled based on individual views. This is how knowledge is known- through the subjective experiences of people. Conducting studies in the field where the participants live and work becomes crucial- these are essential contexts for understanding what the participants are saying. The longer researchers stay in the field or get to know the participants, the more they know what they know from firsthand information. For example, a good ethnography requires a prolonged stay at the research site.

Axiological Assumption – Axiology deals with the role of values in a context. In other words, it refers to what is considered correct.

The researcher acknowledges that research is value-laden and that biases are present in qualitative research. The axiological assumption of qualitative research is that researchers' beliefs and values influence the research study's questions and design. In other words, all researchers bring value to a survey, but qualitative researchers make their values known in a study. This axiological assumption characterizes qualitative research (Flowers, 2020). Rhetorical Assumption – This assumption describes reality from the perspectives of research participants, which is the definition of rhetoric. Instead of focusing on internal validity, external validity, and objectivity, the researcher employs personal voice and qualitative concepts such as credibility, transferability, dependability, and conformability (Neubauer et al., 2019; Badil et al., 2023). In this regard, I will utilize the qualitative research method of phenomenology to explore the experiences, challenges, and insights of the teachers who utilized outdoor learning to develop scientific understanding, and others involved in the scenario implemented crisis-management strategies. This method is advantageous for addressing complex issues and understanding real-life experiences.

Qualitative Assumptions – This study was rooted in the following qualitative assumptions, which guide its approach to exploring the experiences of health education teachers and the teaching strategies they employ. These assumptions are directly applied to the study to ensure a comprehensive and meaningful understanding of the research topic: Subjectivity of Experience – Acknowledging that human experiences are subjective and unique, the study emphasizes health education teachers' individual perspectives and interpretations regarding their teaching strategies. By focusing on each teacher's experiences, the research aims to understand how factors such as background, beliefs, and personal teaching philosophies shape their approaches to health education. This lens

highlights the diversity of insights and practices among educators, allowing the study to capture a broad spectrum of experiences. In practice, this assumption ensures that the study values and amplifies each participant's voice, providing a platform for their unique contributions to inform the research findings. Contextual Understanding – Recognizing that social and cultural contexts shape human experiences, the study examines the specific environments health education teachers operate in. This includes analyzing how school culture, community demographics, and local challenges influence teaching strategies and professional experiences. For instance, a teacher working in a resource-constrained rural school may adopt different strategies than one in an urban, well-resourced environment. By examining these contextual influences, the study offers a comprehensive understanding of the external factors that shape health education practices. This understanding informs the development of teaching strategies that are not only effective but also contextually appropriate and responsive to the unique needs of diverse educational settings. Emergent Design – The study employed a flexible research design that enables new insights and directions to emerge as the research progresses. This adaptability ensures that the research remains responsive to the dynamic nature of health education and the evolving narratives of the participants. For example, if unexpected themes arise during interviews, such as the impact of recent policy changes or the integration of technology in teaching, these areas can be further explored. By remaining open to such developments, the study captures a more authentic and comprehensive representation of the participants' experiences, making the findings more relevant and actionable. Rich, Detailed Data – To uncover the complexities of teaching strategies, challenges, and successes, the study emphasizes the collection of rich, detailed data through in-depth interviews. This approach enables the researcher to

delve deeply into participants' experiences, capturing nuanced viewpoints that provide deeper insights into the subject matter. By examining individual stories and perspectives, the study generates valuable insights that can inform the development of more effective and contextually relevant teaching strategies. This emphasis on detailed data ensures that the findings are robust, reflective of real-world experiences, and capable of addressing the multifaceted nature of health education. Furthermore, in-depth interviews enable the researcher to explore how personal and professional factors influence teaching practices and strategies, facilitating the identification of barriers and opportunities for improvement. The detailed nature of the data also ensures that the findings are grounded in the lived realities of educators, making the study highly relevant to developing practical solutions for enhancing health education in diverse teaching contexts.

2.2. *Synthesis and Contribution*—By grounding the research in these qualitative assumptions, the study ensures a robust framework for examining the lived experiences of health education teachers. This approach allows the research to explore the interplay between personal teaching philosophies and external contextual factors such as cultural diversity, resource availability, and institutional support. The focus on subjectivity and contextuality ensures that the study acknowledges the individuality of each teacher's journey and identifies common patterns and themes that can inform best practices in health education. The emergent design further enhances the relevance of the findings as it adapts to participants' evolving narratives, ensuring that their voices and realities are authentically represented. Through this approach, the study contributes to a deeper understanding of how teachers navigate their roles in an ever-changing educational landscape, equipping them with strategies aligned to their unique contexts. Ultimately, this research aspires to empower health educators by recognizing

ing their experiences, amplifying their voices, and providing actionable insights to enhance teaching effectiveness and student engagement in health education.

2.3. *Research Design*—This study employed a qualitative research design, precisely a phenomenological approach. Phenomenology is a philosophical method that seeks to understand the subjective experiences of individuals. By examining the lived experiences of health education teachers, this study seeks to gain a deeper understanding of the challenges and opportunities they encounter. This study employs a phenomenological research design. This approach is particularly suitable for exploring the lived experiences of health education teachers, allowing for a deep understanding of their perceptions, emotions, and motivations (Creswell Poth, 2018). By focusing on participants' subjective experiences, this study aims to uncover the nuances and complexities of their roles in promoting health education.

2.4. *Research Participants*—The participants in this study would be health education teachers from public schools in Matina District, Davao City. This population comprises educators teaching health subjects, including physical health, mental wellness, nutrition, and related topics. The inclusion criteria for participants are as follows: they must be actively employed as health education teachers in public schools within the Matina District, with at least one year of experience in health education teaching. Additionally, participants must be directly involved in delivering health-related curricula to students. This carefully defined population ensures that the data collected will be highly relevant and reflect the real-world challenges and opportunities faced by health education teachers in the region. I would employ a purposive sampling design, as participants would be selected based on the study's specific criteria or purpose. Moreover, I would conduct in-depth interviews (IDIs) with 7 participants. This sam-

ple size was justified based on the qualitative nature of the research, which emphasizes depth and richness over broad generalization. Campbell et al. (2020) stressed that purposive sampling was beneficial when the study's goal was to fully comprehend a particular experience, occurrence, or setting. In qualitative research, purposive sampling—also referred to as judgmental, selective, or subjective sampling—is a non-probability sampling technique frequently employed. They further concluded that making the approach used for participant sampling explicit provides improved methodological rigor as judged by the four aspects of trustworthiness. The presented cases guide novice researchers on addressing rigor in qualitative research. In addition, Marshall et al. (2020) note that qualitative research often benefits from smaller, well-selected sample sizes, which offer rich, detailed insights into specific experiences. In 2019, John Creswell recommended sample sizes for various qualitative research methodologies, suggesting 4-5 cases for case studies, 20-30 informants for grounded theory, one homogeneous group for ethnography, 3-10 participants for phenomenology, and 1-2 cases for narrative inquiry. These guidelines highlight that appropriate sample size can vary based on the research question, design, and type of qualitative study, emphasizing factors such as data saturation and the overall scope of the research when determining sample size (Creswell, 2019). Similar to Creswell Poth (2018), no specific answer exists. However, the number of participants depends on the qualitative research approach. Creswell, W. Creswell, D. (2018), Narrative includes 1-2, phenomenology includes 3-10, and grounded theory includes 20-30. ethnography includes one single culture-sharing group and the case study includes five to six cases. By applying purposive sampling and focusing on educators who meet specific criteria, this study ensures that the findings will be both relevant and insightful for educators, policymakers, and other

stakeholders interested in enhancing health education and teacher professional development. According to (Campbell et al., 2020), purposive sampling is beneficial when the study's goal was fully comprehending a particular experience, occurrence, or setting. In qualitative research, purposive sampling—also referred to as judgmental, selective, or subjective sampling—is a non-probability sampling technique that is frequently employed. They further concluded that making the approach used for participant sampling explicit provides improved methodological rigor as judged by the four aspects of trustworthiness. The presented cases guide novice researchers in addressing rigor in qualitative research. Participants must have at least two years of experience teaching health education. This criterion ensures that the participants have sufficient professional exposure to provide meaningful insights into their teaching strategies, challenges, and practices. With two years of experience, educators are likely to have navigated various situations, allowing them to offer a comprehensive understanding of the demands and realities of teaching health subjects. Their experiences will help identify patterns and themes that may not be apparent to those with less exposure. Moreover, teachers with this experience level are more likely to have developed adaptable teaching methods and strategies that can be explored in greater depth for this study. Participants must be willing to share their experiences openly and engage in in-depth interviews. This voluntary participation ensures that the data collected reflects authentic and reflective perspectives. The study would employ purposive sampling to select participants who can provide rich and relevant information about the research topic. The total sample comprised 12 participants, seven selected for in-depth interviews (IDIs) and 5 for focus group discussions (FGDs). The sample size was determined based on the principle of thematic saturation, where data collection continues until no new themes

or insights emerge. According to Creswell and Poth (2018), a sample size of 10 to 15 participants was recommended for phenomenological studies, which aligns with the objectives of this research. This approach ensures that the sample is sufficient to explore the lived experiences of health education teachers in depth while maintaining a manageable scope for detailed analysis.

2.5. Ethical Considerations—Ethical considerations were the cornerstone of this study, ensuring participants' rights, dignity, and well-being were respected throughout the research process. This study focuses on health education teachers employed in public schools within the Matina District. These teachers were selected because of their direct involvement in delivering health education and their firsthand experience with the unique challenges and opportunities of teaching health subjects in this urban environment. Ethical principles such as respect for autonomy, informed consent, confidentiality, minimizing harm, and justice would guide the research to ensure that participants engage in the study with complete understanding and voluntary consent. The teachers were provided with clear and comprehensive information about the study's objectives, procedures, and potential risks and benefits. This process would empower them to make informed decisions about their participation, and they were reminded of their right to withdraw at any time without penalty. **Social Value** – For teachers in the Matina District, the social value of this study lies in their participation, which will affect the educational challenges and bring about positive change in the teaching environment. Teachers in this district, particularly those from rural and marginalized schools, face many challenges, such as a lack of resources, access to professional development, and an increasing workload. Due to these challenges, it was difficult for teachers to address students' needs fully, especially in health education. Participating in

the study would enable teachers to express their concerns, articulate the obstacles they face, and highlight the deficiencies in the system. This way, their voice was noted and heard. The study provides these teachers a platform to inform policymakers and educational stakeholders about the systemic impediments they face. By highlighting their voices, the research aids in representing public health issues in these areas or communities where teachers work. Teachers in the Matina Central District may have the opportunity to participate in evidence-based solutions that can help them enhance their teaching contexts.

Informed Consent – The informed consent process involves the teachers of the Matina Central District as part of the research process and as informed decision-makers. Numerous district teachers, especially marginalized ones, may have never received formal education on conducting research and doing it ethically. Within this context, informed consent has been designed to enable teachers to become informed decision-makers rather than mere research subjects. Many teachers, especially in a marginalized area like Matina Central District, have not been exposed to proper or ethical research procedures. The informed consent process occurs when the researcher explains the research, its procedures, and the rights of the participants, including the right to withdraw at any time. This helps give the teachers control over their participation in this study. This openness fosters trust and respect among all parties. This clarity benefits teachers, particularly those with limited access to educational reform and research initiatives, as it ensures they are not pressured to participate. It also allows them to engage as they see fit, creating confidence that participation will be entirely voluntary and cannot be sanctioned. This power lets them feel as if they own the research, and it is advantageous because teachers feel empowered in a system where they are often disempowered.

Vulnerability of Research Participants – Teachers in the Matina Central District, especially those in rural and underserved schools, were vulnerable regarding their professional status and ability to reflect on their experiences. Many teachers feel uncomfortable exposing their weaknesses when discussing disruptions, such as a lack of supplies, administrative constraints, and students' health challenges. Most of these teachers come from tight-knit communities and the perception of their expertise matters to their professional identity. Teachers in the Matina City Central District may be vulnerable for many reasons. They may fear being branded as bad teachers. The study's structure acknowledges that this may make teachers vulnerable and works towards creating a situation where they can speak freely. The teachers can take their time sharing their stories in the study. They could skip any questions that seem uncomfortable to them. They can also drop out at any time they choose. This allows teachers to freely express their concerns without fear, as their voices would be respected and protected through confidentiality and anonymity protocols. In this situation, the study empowers teachers by giving them a voice in educational research that they may not have access to otherwise. Teachers in the Matina Central District have the opportunity to be heard and understood, which helps them alleviate their feelings of isolation in their daily work.

Risk, Benefits, and Safety – Although the study involves little physical risk, it does involve emotional risks, particularly when we ask teachers to reflect on the professional frustrations they may be facing. Teachers at schools in marginalized areas were often highly stressed as they endured a lack of resources, a heavy workload, and teaching in communities with public health issues. Talking about these topics can lead to feelings of hopelessness, frustration, and burnout. The study enables teachers to express their concerns in an open-ended interview

format within a flexible and supportive environment. They are encouraged to take the time to reflect on their experience and are not required to share details beyond what they choose to. Teachers can share their troubles and insights in a non-threatening environment. This is important, as otherwise, they may become emotionally loaded. Moreover, the added reassurance that teachers can drop out at any time without penalty reduces any emotional Alertness. The advantages of being in this study far exceed the disadvantages for teachers in the Matina Central District. When teachers share their experiences, they get to be heard. Sharing their experiences through this study can contribute to research that affects future practices. The study aimed to provide emotional safety to teachers, ensuring they feel supported throughout the study.

Privacy and Confidentiality of Information – Reputations matter in a school or other setting where people interact with one another, and teachers need their privacy. Teachers assigned to rural schools in the Matina City Central District may be reluctant to discuss constraints in health education or institutional obstacles due to fear of being judged or professionally sanctioned. The study alleviates these fears and allows teachers to participate without concern by ensuring confidentiality. The data were not associated with their names, ensuring confidentiality was always maintained, as all identifying information was stored separately from the collected data. Thanks to this level of privacy assurance, teachers from the central district of Davao City can share their challenges, ideas, and concerns without fear of damage to their professional or personal reputations. Teachers in these communities often feel that their voices are ignored, so knowing that their responses were confidential and anonymous assures them that this research was a space where they could contribute. **Justice –** The principle of justice aimed to provide all teachers from different socio-economic and geographic backgrounds in the Matina Central

District with equal opportunities to participate in the study. The recruitment process ensures the participation of teachers from urban and rural schools, ensuring that their voices from less-served schools are equally represented. Using the chosen design, they will ensure diverse representation, from urban to rural schools, and equally include teachers from schools that are significantly less served, both geographically and socio-economically. It gives them a reflection of actual reality. The study selected teachers from Matina Central District and underprivileged schools, as teachers from these schools were given priority in recruitment. This enables rural and marginalized teachers to participate in research that would otherwise overlook their unique challenges. The results of this study were shared with the stakeholders, including the policymakers, to ensure that the benefits of the study reach the district equitably. As per the study, teachers in the Matina Central District can influence decisions that impact their work. In other words, the study would promote educational equity and social justice. Transparency – It was vital for teachers from the Matina Central District, who may not have had firsthand experience with research, to maintain transparency throughout the research process. Keeping participants informed of progress and study results is beneficial because teachers are typically not exposed to formal research. This is particularly important for rural and marginalized teachers with limited access to educational reform or research platforms. The findings of the research project will be summarized and shared with individual participants, as well as with education authorities and relevant personnel in the area, including government officials, school heads, and health education specialists. Due to this level of transparency, teachers from the Matina Central District will see the tangible benefits of their participation in policy discussions and educational improvements. The study aims to demonstrate the importance of feedback in effecting change,

as learning from key stakeholders will help modify the system in response to issues raised by teachers, particularly in health education. In conclusion, the study's ethical principles ensure that teachers in Matina Central District was not only be respected and cared throughout the research process but also their participation would mean a lot as this could have a future impact on the education of the area. The teachers feel capable, powerful, and important because they take part in the research study and know that their input may lead to significant changes in their schools and communities. By adhering to the ethical principles of voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication, this study aims to ensure that it was conducted to respect the rights, safety, and well-being of health education teachers in the Davao Region. These ethical practices are deeply contextualized to the local setting, addressing teachers' unique challenges in remote, underserved areas. Furthermore, the ethical commitment of this research would foster a sense of empowerment among teachers, as their participation would contribute to the improvement of health education in their region and give them a voice in the development of teaching strategies that are both practical and responsive to their needs. By considering the socio-economic, geographic, and cultural dynamics of the Davao Region, this study ensures that its research process was culturally sensitive, socially impactful, and ethically sound.

2.6. Role of the Researcher—In my study, "Empowering Future Health Professionals: Perspectives of Health Subject Coordinators on Effective Teaching Strategies," the researcher's role was crucial in facilitating the research process and ensuring that ethical guidelines are followed. Below are the key aspects of the researcher's role in my study:

Facilitator of Data Collection – As the researcher, I would be responsible for designing

the study, developing data collection tools (such as interviews or surveys), and guiding participants through the process. This includes clearly explaining the study's purpose, ensuring participants understand their role, and obtaining informed consent. I would create a welcoming and supportive environment where participants feel comfortable sharing their perspectives on effective teaching strategies. Ensuring Ethical Standards – It was my responsibility to uphold the ethical considerations throughout my study. This includes maintaining confidentiality, ensuring voluntary participation, and minimizing any potential harm to participants. I would provide ongoing support to participants, making sure they understand their rights and feel comfortable throughout the data collection process. Additionally, I would ensure that all data is handled securely and that the study aligns with institutional ethical guidelines. Neutral and Objective Observer – As the researcher, I must remain neutral and objective throughout the study, especially when collecting qualitative data from participants. I would avoid influencing participants' responses or introducing bias into the data collection process. This impartiality would help ensure the validity and reliability of the findings, as participants' perspectives should not be swayed by the researcher's personal opinions or preferences.

2.7. Data Analysis— Once the data is collected, it would be my role to analyze the responses rigorously and ethically. I sought patterns and themes related to effective teaching strategies while preserving the integrity of the participants' voices. I would employ appropriate methods of analysis to ensure that the conclusions drawn from the data were both valid and meaningful, thereby contributing to a deeper understanding of health education practices. Reflection and Self-awareness – As the researcher, I would maintain self-awareness throughout the study process, regularly reflecting on how my personal biases, assumptions,

or experiences may influence the study. This would help me remain mindful of my role and ensure that the perspectives of participants are prioritized and respected. I would also engage in ongoing ethical reflection to navigate any challenges that arise. Ensuring Transparency and Rigor – It would be my responsibility to maintain transparency in the research process. I would document and report findings accurately, ensuring that all data was represented honestly. By adhering to rigorous standards of research methodology, I would ensure that my study yields credible and reliable results that make a meaningful contribution to the field of health education. Providing Feedback and Disseminating Results – As the researcher, I would ensure that participants were informed of the study's findings, if they wish to know the results. Additionally, I would prepare and present the results in a clear and accessible manner to share with the broader academic and professional community. The feedback and dissemination of findings will be handled with care, respecting the contributions of all participants. In my study, the researcher plays an active yet ethical and impartial role, facilitating the data collection process, maintaining ethical standards, analyzing data, and ensuring that the research findings are both meaningful and respectful of participants' experiences. The researcher acts as a bridge between the participants' perspectives and the broader academic and practical goals of the study, ensuring that their insights are authentically represented and accurately interpreted. Committed to fostering trust and transparency, the researcher would establish clear communication with participants, ensuring they were informed about the study's purpose, procedures, and potential impacts. Throughout the research process, the researcher would prioritize the ethical principles of respect, beneficence, and justice, creating a safe and inclusive environment where participants feel empowered to share their experiences openly. In analyzing data, the re-

searcher would employ a rigorous and reflective approach, remaining conscious of potential biases and striving for impartiality in interpreting participants' narratives. By centering the voices of health educators, the study aims to produce findings that were not only academically valuable but also practically applicable to enhancing teaching practices in health education. The researcher would ensure that each participant's experience was treated with the respect it deserves, fostering a deep understanding of the challenges and opportunities teachers face in their roles. Ultimately, the researcher was dedicated to conducting the study in a way that contributes meaningfully to the field while upholding the dignity, rights, and autonomy of all participants involved. This ethical commitment ensures that the research not only advances academic knowledge but also holds significant social value, offering insights that can empower educators and improve educational practices for the benefit of future generations

2.8. *Research Procedure*—Effective teaching strategies were pivotal in equipping future health professionals with the skills and knowledge required to address the dynamic challenges of the healthcare industry. This study examines the perspectives of health subject coordinators, focusing on their experiences with these strategies to identify challenges, opportunities, and best practices. By exploring their insights, the research seeks to identify methods that empower educators, foster student engagement, and enhance the overall quality of health education. The findings of this study aim to provide actionable recommendations that not only enhance teaching effectiveness but also contribute to improved student outcomes, ultimately strengthening the preparation of future-ready health professionals. Seeking Approvals – The research process would begin with obtaining formal approvals from key stakeholders. Between January 8 and 12, 2025, the researcher presented the study objectives and methodol-

ogy to the Dean to secure institutional permission to conduct the research. This step ensures that the study aligns with institutional guidelines and policies. Following this, from April 14 to April 21, 2025, the researcher submitted a formal request to the Superintendent of Davao City for permission to involve health subject coordinators in schools across the city. The request would include a detailed description of the study's purpose, procedures, and potential contributions to health education. Finally, from April 22-25, 2025, the researcher would meet with the principals of selected schools to discuss the study and obtain their consent for recruiting health subject coordinators as participants. Participant Recruitment – From April 28 - 29, the researcher will distribute formal invitation letters to health subject coordinators, providing comprehensive details about the study's purpose, procedures, and ethical considerations. These letters will emphasize the importance of their participation in contributing to the improvement of teaching strategies in health education and address any questions or concerns they may have about the research process. For coordinators who express interest, follow-up discussions will be conducted to clarify any additional details and ensure their understanding of the study. Informed consent will then be obtained, reaffirming the voluntary nature of their participation and ensuring that they are fully aware of their rights and the ethical safeguards in place throughout the research. This process would establish a foundation of trust and transparency, encouraging meaningful engagement from the participants.

Data Collection – The data collection phase would take place from April 30 - May 3, 2025, during which semi-structured interviews were conducted with health subject coordinators. Participants would have the option to choose between in-person and virtual sessions, depending on their availability and preference. The interviews would follow a protocol of open-ended

questions designed to explore participants' perspectives on effective teaching strategies, their challenges, and their approaches to empowering students. Each session would be audio-recorded with participants' consent and transcribed verbatim to ensure accurate representation of the data.

Data Analysis— From May 3 - 6, 2025, the researcher would analyze the interview transcripts using thematic analysis. This process involves systematically coding the data, identifying recurring patterns, and developing overarching themes that capture key aspects of teaching practices, challenges, and strategies for empowering future health professionals. By employing this approach, the researcher ensures a rigorous and in-depth exploration of the data, allowing for the identification of nuanced insights that directly reflect the participants' experiences. This step would enable the generation of meaningful findings that not only contribute to the academic understanding of health education but also provide practical guidance for improving teaching practices and supporting teachers in their professional growth.

Compilation and Dissemination of Findings – The study's findings would be compiled into a comprehensive report, available from May 7 - 12, 2025, which will summarize key insights and provide actionable recommendations for enhancing teaching strategies in health education. From May 13 to 14, 2025, the report would be shared with the Dean, Superintendent, and School Principals. Participants were also be provided with a summary of the findings to ensure transparency and acknowledge their contributions to the research.

Reflection and Feedback – The final stage, taking place from May 15 - 30, 2025, would involve gathering feedback from stakeholders, including participants and institutional leaders. This feedback would help evaluate the study's impact and identify potential areas for future research. Additionally, the researcher would reflect on the research process to ensure continuous improvement in methodology and application. By adher-

ing to this structured timeline and procedure, the study ensures an ethical, systematic, and transparent approach to exploring effective teaching strategies for health education. This comprehensive process not only upholds the integrity of the research but also aims to generate actionable insights that directly benefit educators. By focusing on the real-world challenges faced by health educators, the study aims to empower teachers by providing them with the necessary tools and strategies to enhance their teaching practices. Furthermore, this research aims to address the specific barriers that health educators encounter, offering tailored recommendations for overcoming obstacles such as resource limitations and professional development gaps. Ultimately, the research aims to improve the quality of health education by equipping teachers with the necessary skills and support to educate future health professionals effectively. Through these efforts, the study contributes to preparing a generation of educators who are better equipped to meet the evolving healthcare needs of their communities and positively influence the health outcomes of future generations.

2.9. Data Collection—Data collection for this study would involve In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs) to gather detailed insights from health subject coordinators in Davao City regarding their teaching strategies and perspectives on effective health education practices. This approach ensures a comprehensive understanding of individual and collective experiences, offering rich data to address the research objectives. The In-Depth Interviews (IDIs) would serve as the primary data collection method, providing an individualized exploration of the perspectives of health subject coordinators. These one-on-one, semi-structured interviews will allow participants to share their personal experiences, strategies, and challenges in teaching health subjects. The semi-structured format would enable flexibility, allowing the researcher to ask open-ended

questions, probe for deeper insights, and adapt follow-up questions based on the participants' responses. Each interview would begin with a clear introduction to the study, emphasizing informed consent, confidentiality, and the voluntary nature of participation. Participants would have the opportunity to ask questions before proceeding. Interviews would be tailored to the participant's role and expertise, focusing on effective teaching strategies, barriers to implementation, and their approaches to fostering student engagement and learning outcomes. The interviews would be audio-recorded (with consent) to ensure accurate data collection and transcribed verbatim for analysis. Sessions will be conducted at a time and location convenient for participants, with the option for virtual interviews to accommodate preferences and availability. The primary goal of the IDI was to capture the nuanced, personal views of health subject coordinators and their impact on empowering future health professionals. In addition to the IDI, Focus Group Discussions (FGD) will be conducted to gather group-based data from multiple health subject coordinators. The FGD will foster dynamic interactions, allowing participants to discuss and compare their experiences, share best practices, and collectively reflect on effective teaching strategies in health education. This group-based approach was particularly valuable for uncovering collective trends, contrasting viewpoints, and innovative ideas that may not surface during individual interviews. Each FGD consisted of 5–7 health subject coordinators from various schools or departments. The researcher would guide the discussions using a semi-structured guide with key questions related to teaching strategies, challenges, and creative approaches in health education. The facilitator would ensure all participants have equal opportunities to contribute and keep the discussion focused on the study's objectives. Like the IDI, the FGD would be audio-recorded (with consent) and transcribed

verbatim for analysis.

2.10. Data Analysis—Data analysis would be conducted using thematic analysis, a widely used qualitative method for identifying, analyzing, and reporting patterns (themes) within the data. Given the nature of the data collected through In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs), thematic analysis was particularly appropriate, as it allows for a detailed exploration of the perspectives of health subject coordinators regarding effective teaching strategies. Below is a detailed breakdown of the data analysis process:

2.11. Framework of Analysis—This study offered flexibility by allowing data collection and analysis to co-occur. Information collected from contractual teachers will be examined and categorized based on familiar topics and themes related to their experiences, challenges, and insights. Following the steps outlined by Fuchs (2023), the analysis would typically involve six stages: familiarizing oneself with the data, generating initial codes, identifying themes, reviewing these themes, defining and naming them, and finally producing a report. This structured approach ensures that the analysis effectively captures the experiences and struggles of teachers working under a contractual arrangement. Familiarization involves getting acquainted with the data by thoroughly reading and re-reading it while taking note of any preliminary analytical insights. In coding, I often employed coding in my qualitative analysis methods. This involves creating brief labels for the significant data features relevant to my research question. Through coding, I could effectively reduce and analyze data. Each code I assigned represents my semantic and conceptual interpretation of the data. I conclude this stage by organizing all the codes and associated data extracts. Searching. In this stage, I identify coherent and meaningful patterns within the data related to my research question. I completed this by categorizing all the coded data according to each iden-

tified theme. Reviewing themes, I thoroughly engaged with the data, reading and rereading it multiple times to identify any initial insights that may emerge. This deep familiarity allows me to gain a solid grounding in the content. After reviewing, I assessed whether the themes I have identified effectively convey a compelling narrative. This process involves defining the fundamental essence of each theme and exploring how they interconnect to form a broader understanding. In the Defining and Naming phase, I examined each theme in greater detail. Here, I analyzed its key components and nuances, aimed to distill each theme into a brief, impactful title that accurately represents its core message. This helped to ensure clarity and resonance in conveying the themes. Finally, during the Producing stage, I skillfully weave together the analytical narrative with pertinent data extracts. This enables me to craft a well-structured and persuasive narrative that not only presents the findings but also engages the reader, seamlessly guiding them through the insights was derived from the data. By connecting the analysis and the evidence coherently, I strived to deliver a narrative that is both informative and compelling. In the study, the analytical framework would guide examining the data and linking it to the study's objectives and research questions. The framework would draw on key theoretical concepts and principles from teaching and learning theories and educational psychology while also incorporating insights from previous research on effective teaching strategies in health education. The analytical framework would structure the data analysis and interpret the findings from the In-Depth Interviews (IDI) and Focus Group Discussions (FGD). Figure 2 illustrates that the framework provides a systematic approach to analyzing qualitative data, ensuring that results are collected in an organized manner and interpreted thoughtfully. As shown in the next page. To ensure the trustworthiness of this qualitative study, as cited by Eryilmaz

(2022), the most important factor influencing the rigor of qualitative research investigations was trustworthiness. This research design employed techniques to enhance credibility. Researchers acknowledge the importance of rigor, objectivity, and consistency in research, and they strive to develop criteria to ensure trustworthiness. Moreover, ensuring the trustworthiness of the research findings is a fundamental priority. Trustworthiness refers to the research process's rigor, credibility, and reliability, ensuring that the data accurately reflects the participants' views and experiences and that the findings are credible, dependable, and relevant.

Credibility – In this study, the researchers adhered to the criteria for trustworthiness in research ethics, with a specific focus on credibility. All sources utilized in the study were reliable, featuring comprehensive citations, appropriate author acknowledgments, and APA formatting; therefore, the researchers were confident in the validity of their findings. Furthermore, the results would be evaluated by the ethical guidelines established for the study.

Transferability – Transferability referred to the extent to which the study's findings can be applied to other contexts, settings, or groups. While my study was context-specific (focused on health subject coordinators in a particular region), I would provide a thick description of the research context, participants, and methods. This detailed description will enable readers to assess whether the findings can be transferred to similar settings. Key strategies to ensure transferability include: Contextualization of Findings: I would provide rich, detailed descriptions of the participants, the study settings (including the schools and health programs involved), and the teaching strategies employed by health subject coordinators. This would enable readers to assess whether the study's findings apply to other educational settings or regions (Smith Noble, 2019).

Dependability – This refers to the reliability

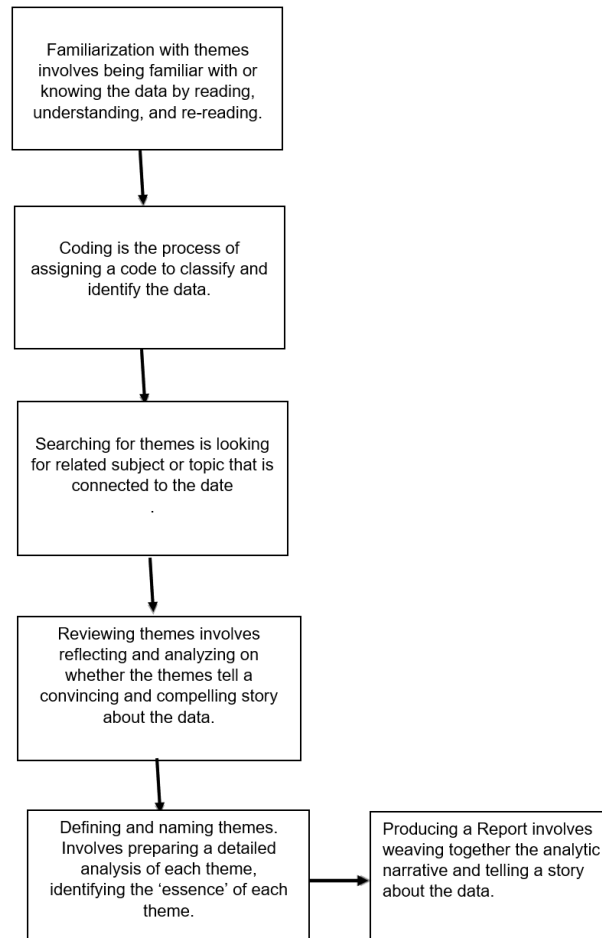


Fig. 2. The Analytical Framework of the Study

and reproducibility of findings, utilizing well-documented methods that facilitate replication and verification. According to M.E.K. A. et al. (2020), to ensure reliability, researchers rigorously document their approaches, data gathering techniques, and analysis. In qualitative research, to ensure dependability, the research process must be described in detail so that another researcher who intends to conduct a similar study can repeat the process. The research process must be considered. The prototype model and detailed description would help the readers assess and understand the research procedure and results in light of this procedure. Conformability – It emphasizes the degree to which findings were free from researcher bias, ensuring that interpretations accurately reflect the data

rather than the researcher's personal views. As cited by Z.U., Haq, R. et.al. (2023). Conformability refers to the impartiality and objectivity of the findings, ensuring that they remain unaffected by the researchers' biases or preferences. The findings should be reported systematically and thoroughly, emphasizing the link between the data and the conclusions drawn. Notably, the researcher is required to provide a documented, comprehensive copy of the transcribed material collected from the interview. This transcription would consist of unbiased data and reflect high precision, generally recorded and written verbatim. Furthermore, the researcher would inform participants about the content of the interview and seek their consent for the transcription.

3. Results and Discussion

This chapter details the research methodology employed in exploring how teacher empowerment is enhanced through effective health education strategies. It covers the research design, participant selection, data collection methods, ethical considerations, and data analysis processes, establishing the framework for the study's findings.

3.1. Lived Teachers' Experiences in their Effective Strategies in Teaching Health Subjects—Teachers recounted their experiences of how school practices influenced their capacity to deliver effective health education. They emphasized the importance of collaborative settings, where mutual support and shared resources fostered confidence and creativity in teaching approaches. These accounts highlight a dynamic relationship between empowerment, professional development, and adaptability within varying levels of institutional support. The stories show how practical strategies and cooperative environments enhance teachers' confidence and effectiveness in providing impactful health education.

3.1.1. School Practices—Empowering health education in schools requires a comprehensive approach that integrates strategies such as cultivating a healthy school environment, encouraging active learning, promoting teamwork, and creating a collaborative learning environment. This approach aims to give students the knowledge, skills, and confidence to make informed health decisions. Health education delivers learning experiences on health topics, providing people in school, especially students, with knowledge, skills, and tools to live healthier lives. Cefai et al. (2021) have developed a set of evidence-informed indicators of a favorable classroom climate that promotes students' social and emotional competencies, well-being, and mental health. In addition, in their review, found that social connectedness and relationships, and the consequent sense of belonging, appeared to be one of the strongest factors concerning mental health, well-being,

and the prevention of risk behaviors, Carney et al. Aldridge and McChesney (2018): OEC, 2020a; Prati Cicognani, 2021). Teachers' narratives often reveal their lived experiences towards school practices through collaboration in the learning environment.

The participants' discussions during the in-depth interview revealed how important school practices were, as this concern was raised many times. They also stress the importance of these themes since they affect school performance. School practices are crucial for school development. Effective school practices, like strong leadership, inclusive teaching, and positive school culture, are essential for creating a high-quality learning environment that supports all students. These practices also play a significant role in improving student outcomes and overall school effectiveness. On the other hand, another emerged during the discussion, as observed. Health Education Implementation – Teachers are vital in delivering health education in schools, serving as educators and student role models. They play a key role in providing health information, encouraging healthy behaviors, and guiding students toward appropriate services. Successful implementation hinges on their knowledge, skills, and a proactive attitude toward health education, complemented by effective strategies to engage students and seamlessly integrate health topics into the curriculum. Implementing health education with limited resources requires creativity and strategic planning, especially when integrating health topics into existing curricula. Schools can focus on the following approaches, such as incorporating health education into other subjects like science,

physical education, or social studies, reducing the need for additional resources, provide basic training for teachers to build confidence and competence in delivering health education, even with limited materials and partner with local healthcare providers, parents, or community organizations to supplement teaching with expertise and resources. Integrating health education into broader educational settings and communities fosters well-rounded learning and promotes healthy lifestyles. As cited by L. Docherty P.L. Foley (2021), educational institutions have integrated One Health principles into their curricula through zoonotic diseases and environmental health courses. As One Health gained prominence, universities and medical schools introduced interdisciplinary courses encompassing human, animal, and environmental health. The participants' responses consistently highlighted several key themes throughout the discussion.

While our discussions continued, the participants' shared experiences during the in-depth interview pointed out how important health education implementation was, and concerns were raised many times. They also stress the importance of these themes since they affect school performance. School practices are crucial for school development. Effective school practices, like strong leadership, inclusive teaching, and positive school culture, are essential for creating a high-quality learning environment that supports all students. These practices also play a significant role in improving student outcomes and overall school effectiveness.

*3.1.2. Students' Interest and Motivation—*To boost student engagement and motivation in live-taught health subjects, educators can employ strategies that promote active participation, cultivate a supportive classroom atmosphere, and relate the content to students' personal experiences. These approaches include integrating interactive exercises, using relevant examples, giving constructive feedback, and fostering collaboration between students and teachers. Ac-

cording to Ryan Deci, (2020), intrinsic motivation is congruous with higher performance and predicts student performance and higher achievement.

The narratives of teacher participants emphasize that effective health education engages students by making lessons interactive and relevant to their everyday lives. Techniques such as using real-life scenarios, role-plays, and hands-on activities—like monitoring health metrics or preparing nutritious meals help make the material both practical and memorable. Incorporating digital tools like Kahoot! and Flipgrid, assigning student-led projects, and promoting peer discussions in small groups further encourage active participation and a sense of ownership. Teachers can enhance engagement by offering flexible learning options, respecting cultural differences, and creating a safe space for open conversations. Additionally, fostering strong relationships with co-teachers and providing positive feedback help create a supportive environment that motivates students and boosts their involvement in health education.

*3.1.3. Limited Resources—*This affects their ability to teach and support students effectively. When teachers encounter challenges due to limited resources, it can hinder their ability to teach and support students effectively. This often results in stress, frustration, and burnout, negatively influencing their teaching methods and classroom environment. Schools and communities must work together to find solutions that enhance educational opportunities for all students. Financial constraints prevent local governments from providing the necessary financial support to local schools, burdening parents who have to provide their children with necessities. According to Yulieana (2020), education resources encompass a wide array, not limited to teachers but to community members, objects, specimens or models, school buildings, instructional tools like chalk and display boards, and all other resources contributing to

teaching and learning. Resource provisioning involves allocating and managing various resources, including financial, human, and material resources required for effective curriculum delivery (Fafunwa Aisiku, 2022). Highlighted challenges include limited access to teaching materials and inadequate training. Their resilience and dedication to student well-being remained evident. The participants shared their experience about limited resources and pointed out how critical it was, and concerns were raised many times. They also stress the importance of these themes since resources can affect all indicators in the school program and development. School practices are crucial for school development. When schools lack resources, it can lead to many negative consequences, including reduced quality of education, decreased student engagement, and inequitable access to opportunities. These effects can have a lasting impact on students' academic performance, prospects, and overall well-being. Limited access to resources significantly hinders students' knowledge acquisition, reducing engagement and motivation in learning. This scarcity creates a stressful environment that can result in burnout for students and teachers while perpetuating inequities between socioeconomic groups. Teachers face challenges in addressing individual student needs, which can increase the risk of academic failure and dropout rates. Additionally, a lack of resources diminishes teachers' motivation, job satisfaction, and ability to deliver quality instruction, while restricting professional development opportunities. Training is a process of getting the required skills for a

particular subject. The training is a valuable practice for the teachers to enhance their teaching skills. A trained teacher has more skills and techniques to be applied to improve learners' academic achievements. A teacher with better teaching skills can also produce students' interest in a particular subject (Giovazolias et al., 2019). Many researchers, including Oliveira et al. (2019), stated the importance of teachers' training. The teacher's training provides solutions to educational problems. In this modern age, the teacher's training is an important requirement and essential component for all educational activities, including a conducive learning environment, curriculum development and implementation, and assessment. A trained and skilful teacher has more ability to teach the students and implement the various teaching methods successfully (Saira et al., 2021). When teachers apply the various teaching methods and techniques according to the acquired skills, students achieve higher academic results, and their interest increases (Wuryaningsih et al., 2019). Figure 3 emphasizes the experiences associated with empowering teachers through effective health education in school settings. It has emerging themes of school practices, with subthemes of collaborative learning environment and inconstant training, and health implementation, with subthemes of integration of health and limited resources. Moreover, inconsistent training poses challenges. However, there is a pressing need for implementing health education, which includes strategies for integrating health subjects into the curriculum and addressing the constraints posed by limited resources.

3.2. Coping Mechanism through Effective Health Education Strategies—Health education strategies are crucial in empowering individuals to strengthen their coping abilities. By emphasizing stress management, resilience-building, and diverse coping techniques, these approaches

encourage healthy habits, nurture social support networks, and provide essential knowledge and resources for effectively navigating challenging circumstances.

3.2.1. Fostering Healthy Habits—Set routines that enhance well-being across various

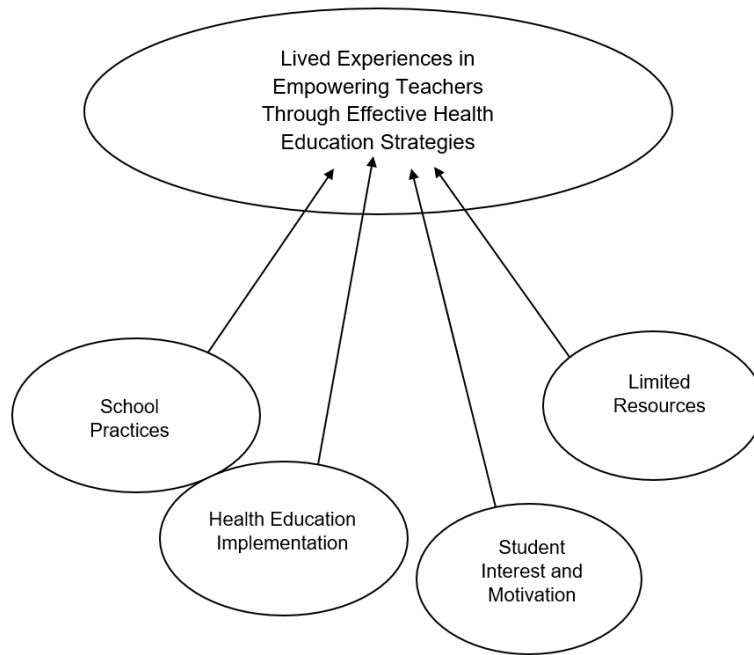


Fig. 3. Lived Experiences in Empowering Teachers Through Effective Health Education Strategies

physical, mental, and emotional dimensions. This includes adopting a nutritious diet, participating in consistent physical activity, getting enough restorative sleep, practicing effective stress management techniques, and maintaining positive social relationships. Integrating these habits into daily life can significantly improve overall health and quality of life. As stated by Alieva, M. et.al (2024), Teachers who implemented comprehensive physical education programs observed a significant increase in students' physical activity levels and awareness of healthy lifestyle choices. These programs included various physical activities, sports events, and wellness initiatives designed to engage students actively and make physical exercise an enjoyable part of their daily routine. The informants share that their coping mechanism for fostering healthy habits among teachers is crucial for their well-being and ability to effectively fulfill their roles, acting as a vital coping mechanism against the stresses of teaching. These habits, including healthy eating, regular exercise, adequate sleep, and stress-reduction tech-

niques, contribute to both physical and mental health, ultimately enhancing their capacity to manage workload, build positive classroom environments, and provide better support for students. The narratives above of the informants shows how Healthy habits are crucial as a coping mechanism because they enhance overall well-being by reducing stress, improving emotional regulation, and fostering resilience. Healthy habits, like exercise, mindfulness, and healthy eating, provide outlets for managing stress and difficult emotions, promoting positive mental health outcomes. This theme was supportive by Smith, as cited by Alybekovna Alieva et. Al (2024) noted that healthy habits play a key role in every person's life starting from early childhood. The formation of such habits often begins in the family, but educational institutions also significantly impact this process. Teachers play an important role in educating and maintaining a healthy lifestyle among students in school conditions. Teachers not only teach children the basic academic disciplines but also serve as role models, setting standards of behav-

ior and lifestyle. Their influence is especially noticeable during primary and secondary education when children are most susceptible to external influences. Promoting a healthy lifestyle, including proper nutrition, regular physical exercise, and giving up bad habits, is one of the key tasks of modern education. Various studies have demonstrated the effectiveness of educational interventions in promoting health among students. Health education are essential for enhancing mental well-being and managing stress. This involves developing emotional intelligence to understand and manage emotions, practicing mindfulness techniques like meditation and deep breathing for stress relief, strengthening social connections with peers, mentors, and family as support systems, promoting a positive self-image to boost confidence and self-worth, and mastering stress management techniques to navigate life's challenges effectively.

3.2.2. Building Resiliency—Health education involves equipping individuals with coping strategies that empower them to recover from setbacks. Effective coping strategies in Resilience building refers to programs, services, or activities that help individuals become aware of and utilize personal and environmental resources to cope with challenges. Adopting or employing conduits of resilience development, such as activities or habits, is necessary to help students better cope with stressors and challenges in their academic and personal lives. Activities that span the arts and culture, recreation, health and fitness, community service, volunteering, and student engagement organizations are all golden opportunities for college students' resilience-building. Academic institutions or government entities should explore and review such conduits to maximize the implementation within the given context, as cited by Kangas-Dick K, O'Shaughnessy E.,2020, and Masten AS., 2021.

3.2.3. Developing Knowledge and Skills—Effective health education strategies for cop-

ing mechanisms involve empowering individuals to manage stress, emotions, and challenges healthily. This includes teaching people about mental health, emotional regulation, stress management techniques, mindfulness, problem-solving, resilience-building, behavioral strategies, and introducing positive habits like regular exercise, healthy eating, and relaxation techniques. Effective health education strategies can significantly improve individuals' understanding and ability to develop coping mechanisms. Incorporating mental health education into core school curricula equips students with vital coping strategies, nurtures emotional intelligence, and promotes overall well-being. This approach also helps reduce stigma and encourages proactive help-seeking behavior.

The informants in this situation share how Developing knowledge and skills for teachers involves ongoing professional development through various avenues, including formal courses, informal learning, and self-reflection are crucial to them. This includes acquiring essential competencies like communication, collaboration, and critical thinking, as well as adapting to the evolving needs of students and the education landscape. According to Ugwuegede, Eze and Okoli, (2021)., It encompasses the power to inspire, inform, and ultimately transform individuals and communities, equipping them with the knowledge, skills, and motivation required to make informed decisions about their health and well-being. As Tong, P., and An (2024) added, by combining these frameworks, integrated curriculum development in health education seeks to create a holistic learning environment that addresses academic content and students' socio-emotional and physical well-being, thereby promoting a resilient and healthy-literate youth population. School-based health education can beneficially affect students' knowledge and attitudes toward disease prevention, supporting better mental and physical health outcomes, as Ahbirami, R.

Zuharah, W.F. (2020) cited

3.2.4. Providing Resources—Effective health education strategies refer to equipping individuals and communities with knowledge, skills, and tools to manage health-related challenges. People use health education to manage stress and emotions effectively by tackling the issue causing stress and emotion-focused thoughts through managing emotional responses to stress, such as mindfulness practices and seeking social connections and support.

The informants in our discussions believe that providing resources as a coping mechanism is crucial because it enhances an individual's ability to manage stress and adversity. Resources, including social support, financial aid, and access to helpful information, can buffer against the negative impact of stress and foster resilience. For them access to a robust support system and resources significantly reduces perceived stress, enhances mental health by promoting positive emotions while reducing anxiety and depression, and encourages the use of adaptive coping strategies for better long-term outcomes. It fosters resilience, enabling individuals to manage difficult emotional situations, addresses immediate needs through practical assistance, and provides emotional support that fosters a sense of belonging and personal growth. Ultimately, these resources empower individuals to take control of their lives, improve overall well-being, and effectively navigate their challenges. This result was similar to the study of Jones (2021), who asserted

3.3. Educational Values and Beliefs can be Learned Using Effective Strategies to Teach Health Subjects—Teaching strategies in health education are effective and can cultivate numerous values and beliefs, such as a dedication to lifelong learning, empathy, and a personal sense of responsibility for one's health and well-being.

that classroom teachers and resource specialists face hectic schedules, including students with disabilities in the classroom, collaboration between teachers and resource specialists is essential. With busy schedules and increasing demands that teachers face, there is an urgent need to support teachers with effective collaboration systems. This research focuses on the problem of unorganized and ineffective support systems, which teachers face when trying to collaborate and communicate with their colleagues. While many prior studies address the significance of providing time for educators to collaborate in the work day, as well as addressing key components of support such as communication and teacher relationships, this study builds on prior research by considering how systems of support such as technology and administrators can be efficient for teacher collaboration when routines are organized.

Figure 4 shows the coping mechanisms facilitated by effective health education strategies, which promote healthy habits, enhance resilience, cultivate Knowledge and skills, and provide resources. Effective coping strategies, such as problem-solving and seeking support, help manage stress and improve well-being. Regularly practicing emotional regulation techniques can enhance resilience and reduce anxiety. Developing a personal toolkit of coping mechanisms allows for adaptability in various challenging situations. Supporting students and meeting core curriculum standards. In order to support

Additionally, these strategies can enhance critical thinking, resilience, and the significance of making informed health decisions.

3.3.1. Understanding of Health Information—Utilizing effective teaching strategies in health education can enhance students' comprehension of health information and its connection

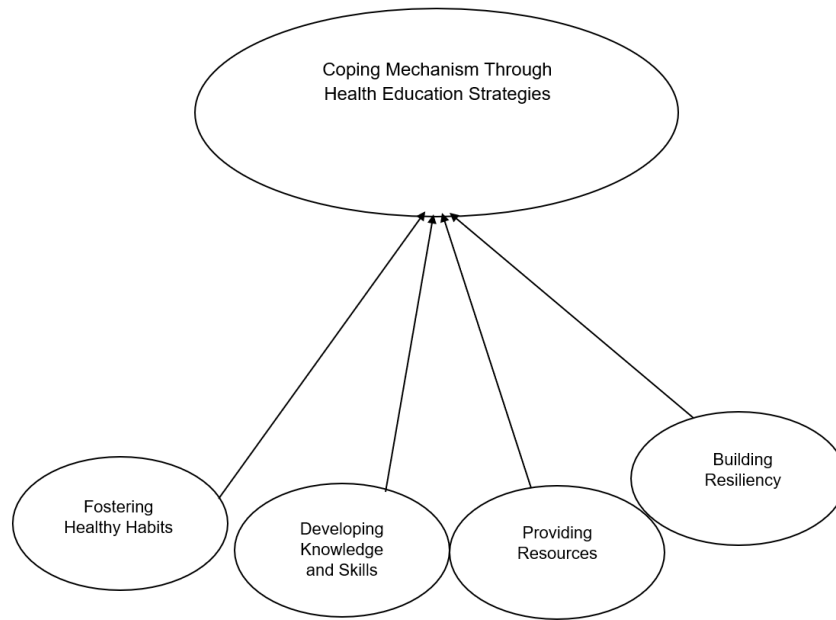


Fig. 4. Coping Mechanism through Effective Health Education Strategies

to their values and beliefs. By integrating various teaching methods, acknowledging cultural differences, and promoting open dialogue, educators can aid students in internalizing health knowledge and making informed decisions regarding their well-being. Teachers in school can help students develop a deeper understanding of health information and how it relates to their values and beliefs, ultimately promoting healthier and more informed choices. As the Agency for Healthcare Research and Quality (2020) states, health literacy refers to an individual's ability to understand and use health information to make informed decisions about their health care.

3.3.2. *Learning by Doing*—Health education involves actively immersing students in practical, real-world experiences, particularly when exploring values and beliefs. This method, known as experiential or action learning, emphasizes hands-on activities, projects, and real-life applications to help students grasp and internalize health concepts more effectively. Learning in school makes students more engaged and allows them to internalize health concepts through active participation. Indeed, according to the Learning Curve (2020), research shows

that retrieving such information enhances understanding, improves recall, and facilitates the transfer of knowledge to new settings. In other words, it makes learning a matter of doing, an active, effortful process. John Dewey's Theory (2023); His "Learning by Doing" philosophy offers a robust framework for fostering profound, meaningful learning experiences. His ideas underscore the importance of active engagement, problem-solving, and social interaction in learning. The informants in our discussions revealed how Learning by doing" as a mechanism can be impaired by various factors, including individual learning styles, cognitive limitations, and the nature of the task itself. It can also be affected by external factors like stress or environmental challenges. Additionally, conditions like learning disabilities or neurological impairments can directly impact this learning process.

3.3.3. *Practicing Self-Discipline*—Health education can effectively teach and learn values and beliefs, such as self-discipline, using targeted strategies. Students can cultivate positive attitudes and beliefs about health by integrating practices such as discussion, modeling, and real-world application. Role modeling,

where teachers can demonstrate self-discipline and ethical behavior, inspires students to emulate these qualities. Interactive Activities like role-playing, group discussions, and case studies can help students explore and internalize values and beliefs related to health, Goal Setting by encouraging students to set personal health goals and track their progress fosters self-discipline and accountability and involving students in health-related community service projects helps them practice self-discipline while reinforcing the importance of values like empathy and responsibility. As cited by Pereira Ravasio, (2021). The teacher's right to discipline is the behavior within the scope of the teacher's responsibility, which is legal and has no right to be interfered with. Education, as a special activity, has inherent stipulations in the disciplinary behavior of teachers due to the characteristics of its educational activities. It should defend teachers' right to discipline through legislation to ensure the smooth progress of educational activities. The discussions revealed that participants consistently pointed out these significant themes. The important at-time stress is that practicing self-discipline is crucial because it empowers you to control your behavior, thoughts, and emotions, ultimately leading to more tremendous success, well-being, and personal growth. By developing consistent habits, focusing on goals, and managing distractions, individuals can cultivate a sense of self-mastery and achieve long-term objectives.

3.3.4. Engaging in Community Participation—Fostering shared values and beliefs, particularly in the realm of health education. Through effective teaching strategies, educators can bridge cultural, social, and personal gaps, enabling learners to understand and embrace diverse perspectives on health. This collaborative approach strengthens the bonds within a community and cultivates a shared commitment to promoting wellness and understanding. Teaching health subjects can empower individ-

uals and communities to lead healthier, more informed lives, rooted in mutual respect and collective growth. As mentioned by Aust, et.al., (2023). Society comprises diverse individuals with different backgrounds, beliefs, values, and norms. They form social structures and bind themselves in relationships, including family, friends, neighbors, co-workers, and other communities. Furthermore, active participation from the community can enhance the efficacy of policies. By gaining a comprehensive grasp of the community's needs and goals through direct engagement, the government can develop policies more aligned with and more readily embraced by the community, E. De Weger et.al. (2022) added.

The informants discuss the important Engaging in community participation can be a powerful coping mechanism, offering individuals a sense of belonging, purpose, and social support. By participating in activities that benefit the community, people can reduce stress, boost self-esteem, and improve their overall mental health. Hence, effective teaching strategies in health education are integral in shaping students' values and beliefs, creating a lasting impact that transcends the confines of the classroom. By fostering skills such as critical understanding of health information, encouraging self-discipline, promoting experiential learning, and inspiring active community participation, educators play a vital role in empowering students to lead healthier lives and contribute positively to society. This transformative approach underscores the importance of education as a means of imparting knowledge and as a powerful tool for nurturing holistic development and lifelong values. Figure 5 shows the Values and Beliefs Can Be Learned Ineffective Strategies In Teaching Health Subjects, which deliver some themes like practicing health discipline, understanding health discipline, learning by doing, Practicing Self-Discipline, and Engaging in Community Participation. For teachers, prac-

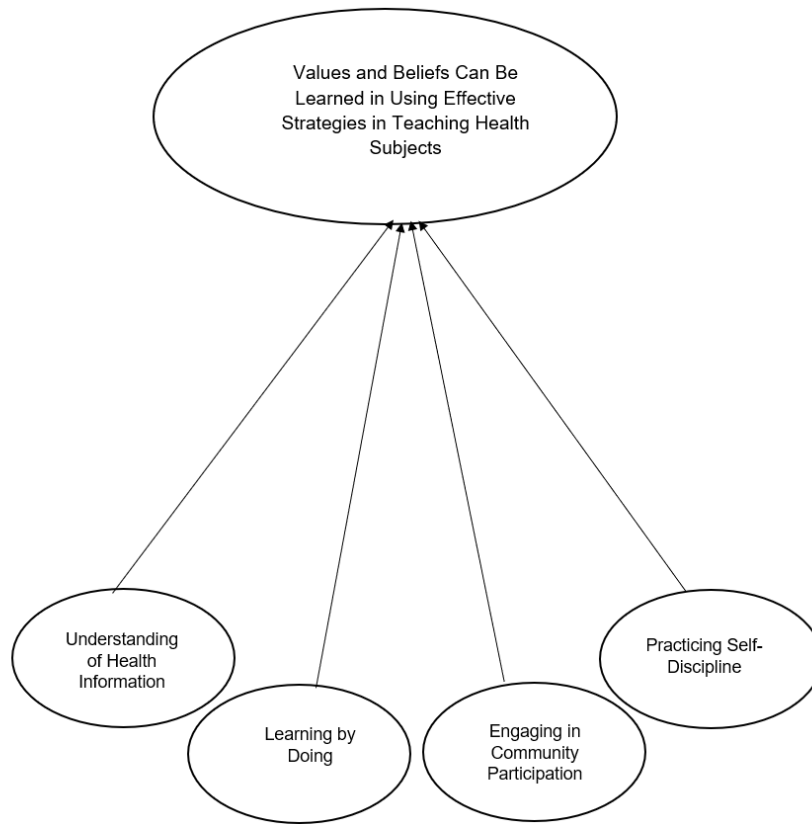


Fig. 5. Values and Beliefs can be Learned in Using Effective Strategies in Teaching Health Subject

tic health discipline, understanding its importance, learning through active engagement, practicing self-discipline, and engaging in community participation all contribute to a well-rounded and effective teaching practice. These

values promote both personal and professional well-being, positively impacting teacher-student relationships and the overall learning environment.

4. Implications and Future Directions

This chapter provides a summary of the study's findings. From this summary, I outlined the implications and suggested future directions. My research aimed to discuss lived experiences, coping challenges, and values and beliefs that can be learned using effective strategies and to empower teachers through effective health education strategies. I employed a qualitative phenomenological method, utilizing thematic analysis, to achieve the research objectives.

4.1. —Findings In adherence to Cresswell's (2019) guidelines, open-ended interview questions were applied to get an authentic understanding of people's experiences. Furthermore, through the Focus Group Discussions (FGD) and Interview Guide Questions approach, I en-

couraged my participants to discuss their definition or meaning of the phenomenon being explored, which allowed them to share their narratives with the school teachers fully and openly about the ideas and insights they had experienced in school. Three themes were identified based on the experiences shared by teach-

ers in the in-depth interview: the lived experiences of teachers in enhancing teacher empowerment through effective health education strategies. The participants shared a common experience that resonates among co-teachers. The results revealed the following themes: The experiences associated with empowering teachers through effective health education in school settings have emerged themes of school practices, with subthemes of collaborative learning environment and inconstant training, and health implementation, with subthemes of integration of health and limited resources. Moreover, inconsistent training poses challenges. However, there is a pressing need for implementing health education, which includes strategies for integrating health subjects into the curriculum and addressing the constraints posed by limited resources. Empowering teachers to deliver effective health education requires strategies that resonate with students' interests and make the most of limited resources. This includes developing engaging and relevant curricula that incorporate real-life scenarios to enhance motivation and promote meaningful learning. Providing ongoing professional development builds teachers' confidence and equips them with innovative, adaptable teaching methods. Fostering a collaborative environment encourages the sharing of experiences and best practices, strengthening overall effectiveness. Creative use of available resources, such as community partnerships and low-cost teaching aids, enables teachers to deliver impactful lessons despite resource constraints. Involving students in designing activities and aligning lessons with their interests further boosts engagement and ownership. Additionally, recognizing and valuing teachers' lived experiences helps tailor strategies that are practical and relatable, enhancing their capacity to serve as effective health educators. Engaging families and communities also reinforces health messages and promotes a holistic approach, ensuring health edu-

cation becomes a sustainable and integral part of the school culture. The second research question was identified during discussions on coping mechanisms through effective health education strategies. Effective health education strategies facilitate coping mechanisms, promote healthy habits, enhance resilience, cultivate knowledge and skills, and provide resources. Effective coping strategies, such as problem-solving and seeking support, help manage stress and improve well-being. Regularly practicing emotional regulation techniques can enhance resilience and reduce anxiety. Developing a personal toolkit of coping mechanisms allows for adaptability in various challenging situations. These strategies empower individuals to manage stress, navigate challenges, and improve their well-being. Moreover, Effective health education strategies are crucial in promoting healthy coping mechanisms and overall well-being. Key approaches include encouraging healthy habits such as balanced nutrition, regular exercise, adequate sleep, and substance avoidance. Enhancing resilience through training, mindfulness, and stress management techniques can help individuals navigate challenges more effectively. Cultivating knowledge and skills related to stress management, problem-solving, and emotional regulation empowers individuals to cope with stressors. Additionally, providing mental health support, fostering social connections, and offering access to reliable information further equip individuals to manage life's challenges successfully. Together, these strategies promote healthier lifestyles and improve mental resilience. The third question explored a theme centered on values and beliefs that can be learned through effective strategies for teaching health subjects. The Values and Beliefs Can Be Learned: Ineffective Strategies in Teaching Health Subjects covers themes such as practicing health discipline, understanding health discipline, learning by doing, Practicing Self-Discipline, and Engaging in Community

Participation. For teachers, practicing health discipline, understanding its importance, learning through active engagement, practicing self-discipline, and engaging in community participation all contribute to a well-rounded and effective teaching practice. These values promote personal and professional well-being, positively impacting teacher-student relationships and the learning environment. The insights gained from integrating values and beliefs into health subjects through themes like practicing health discipline, understanding health discipline, learning by doing, practicing self-discipline, and engaging in community participation are crucial for effective teaching and learning. These themes promote a holistic approach to health education, fostering knowledge acquisition and the development of attitudes and behaviors that support healthy living. Values education in health subjects shapes students' beliefs and values, influencing their health-related choices and behaviors. Practical application through hands-on experiences and self-discipline enhances the relevance of their learning. Community involvement broadens perspectives and instills a sense of responsibility for communal health. By combining these elements, educators can encourage a positive, proactive approach to health that fosters lasting behavior change, ultimately creating a comprehensive and engaging learning experience that deepens students' understanding of health's impact on individuals and communities.

4.2. Implications—The study's findings were derived from the participants' viewpoints and highlighted several significant outcomes. Empowering teachers through effective health education strategies has significant implications for educators and the broader school community. Equipping teachers with the tools and knowledge to deliver impactful health education strengthens their confidence and autonomy in the classroom. This empowerment enables them to create engaging and meaningful learning experiences, positively influencing

students' understanding, attitudes, and behaviors concerning health. Furthermore, the findings of this study could inform policymakers and school leaders in developing more comprehensive health education curricula and professional development programs tailored to educators' needs. Encouraging collaborative practices among teachers fosters a supportive school environment, promoting shared growth and innovation. The emphasis on teacher empowerment also contributes to educators' well-being, reducing stress and enhancing their overall job satisfaction. Additionally, empowered teachers are more likely to actively involve parents and the community in health education initiatives, creating a collective effort to support students' holistic development. These insights not only enrich the field of educational research but also underscore the transformative potential of health education in enhancing both teacher and student experiences. The study results can be associated with several theories, including Social Cognitive Theory (SCT), as updated in recent works, emphasizing the dynamic interplay between personal, environmental, and behavioral factors (Bandura, 2018). Empowering teachers through effective health education strategies is related to Social Cognitive Theory (SCT) because SCT emphasizes the dynamic interaction between personal factors, behavior, and environment, which is crucial for understanding how teachers can influence students' health behaviors. By applying SCT principles, teachers can create a supportive learning environment, promote self-efficacy, and model positive health behaviors, ultimately leading to more effective health education interventions. Social Cognitive Theory (SCT) provides a valuable framework for health education, emphasizing the interplay of personal factors, behavior, and environmental influences through its core concept of reciprocal determinism. In this context, educators must recognize how students' beliefs about health shape their behaviors and how the school en-

vironment and teacher impact those beliefs. A crucial aspect of SCT is self-efficacy, which pertains to an individual's confidence in their ability to succeed; teachers can enhance this by facilitating successful health-related experiences and providing positive reinforcement. Additionally, SCT underscores the importance of observational learning, where students learn by watching role models, including teachers and peers who demonstrate healthy behaviors. Finally, goal setting and reinforcement are vital components, allowing students to establish personal health goals, monitor their progress, and celebrate achievements. By applying these SCT principles, teachers can create a dynamic health education setting that fosters self-efficacy, encourages positive health behaviors, and empowers students to take charge of their well-being. On the other hand, teachers through effective health education strategies are strongly aligned with Self-Determination Theory (SDT), which suggests that intrinsic motivation, engagement, and learning are enhanced when individuals' needs for autonomy, competence, and relatedness are met. By creating learning environments prioritizing these needs, teachers can foster a greater sense of purpose and engagement in their work, leading to more effective health education practices.

4.3. Future Directions—The study's findings emphasize the need for the intended audience to share and actively utilize the results. As a researcher, I stressed the importance of key stakeholders in leveraging these insights. Future efforts to enhance teacher empowerment through health education strategies should focus on collaboration among educators and health professionals, investing in professional development, creating tailored resources for diverse educational contexts, and incorporating student feedback to foster ownership of health initiatives. By prioritizing these areas, we can maximize the impact of the research findings. Firstly, schools could implement ongoing professional

development programs tailored to health education, ensuring teachers have up-to-date knowledge and innovative teaching methods. Research could delve deeper into the intersection of teacher empowerment and student outcomes, exploring how empowered educators influence students' health-related behaviors and academic achievements. Another area to consider is integrating technology, such as interactive tools and digital platforms, to help teachers deliver engaging health education lessons and foster collaborative learning environments. In addition, studies could examine the role of interdisciplinary approaches, encouraging collaboration between health educators and other subject teachers to create a holistic educational framework. Future initiatives might also explore the impact of community partnerships in empowering teachers, such as collaborations with health professionals and organizations, to provide real-world applications and support for health education. Policy advocacy could be crucial, focusing on developing government-backed programs and incentives to prioritize teacher empowerment in health education. Finally, expanding the scope of research to include diverse educational settings and cultural contexts would provide valuable insights into how empowerment strategies can be adapted globally. These future directions have the potential to redefine teacher roles, enrich health education, and create lasting positive impacts on schools and communities. Department of Education – May consider these effective health education strategies crucial for school development. By promoting healthy habits, fostering resilience, and equipping teachers and students with coping skills, schools can create a more supportive and nurturing environment where students can thrive academically, emotionally, and socially. This holistic approach contributes to the overall well-being of the school community and prepares students for future success. Future Researchers – May emphasize the es-

entials of effective health education strategies, which are crucial because they provide a foundation for understanding how interventions impact health outcomes, influence coping mechanisms, and promote resilience. Researchers can identify best practices, address knowledge gaps, and develop more targeted interventions for specific populations and health challenges by studying how these strategies are implemented and their effects. This study may be published in a reputable journal, which is important for several reasons, including increasing the visibility and credibility of research, boosting career opportunities, and advancing knowledge in a field.

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