

Non-Specialized Teachers Handling Major Subjects

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Abstract — study aimed to describe and understand the lived experiences of Out-of-Field teachers as they teach subjects outside their field of expertise. This qualitative study employed a phenomenological method where ten (10) General Education secondary teachers were taken as participants. The participants are teaching General Education subjects outside their field of expertise. Data were gathered through in-depth interviews and focus group discussions. It is found out in this study that teachers who are not experts in the subjects they are teaching experienced difficulties and challenges. As to the teachers' experiences with Out-of-Field teaching, five (5) major themes emerged: challenging, difficulty in adjusting to the academic content of the subject, difficulty in addressing students' queries, difficulty in establishing authority, and difficulty in employing appropriate teaching approaches. Along these problems are the ways of coping despite their occurrence, such as careful planning of the subject content, employment of varied teaching approaches and strategies, engaging with professional development, peer mentoring, and evaluation/monitoring of learners' development. Moreover, the following are the suggestions of the participants to Out-of-Field teachers: continuing professional development, consultation to experts, hiring of qualified teachers, and assigning relevant subjects to teachers. Furthermore, it is suggested that future researchers may also conduct a study about the underlying causes of Out-of-Field teaching and what could be the possible solutions to this problem.

Keywords — *Education; out-of-field teaching; public secondary teachers; thematic analysis; qualitative-phenomenological method; Paquibato National High School*

I. Introduction

Education is essential in our life because it gives us the chance to improve our ways of living ways. To achieve this, we need someone to assist us; our teachers. It is the teacher's prime duty to transfer knowledge and ignite people to learn more from experience. Teaching is exceptionally laborious. It is a many-sided task, and it is said to be the noblest of all professions because it lays the foundation of any discipline dreamt by many. Thus, their efforts are much sought after to embark on the quality education that students deserve. Besides teachers' actions, their educational background is also a necessary component for effective teaching. It is argued that a teacher is expected to show expertise in the subject areas he/she is teaching. However, this is not what is happening (Cinkir & Kurum, 2019).

In Australia, they have identified many teachers teaching subjects they are not qualified to teach, according to the latest Australia Council for Educational Research. At the lower secondary

level, the situation for Mathematics is dire. However, without exact and comparable data figures quoted by the Office of the Chief Scientist, it is revealed that 40 percent of year seven (7) to ten (10) students were taught by an out-of-field Mathematics teacher (Hobbs, 2019).

Furthermore, institutions have tried to address the need to hire skilled and experienced practitioners. Still, if the teachers are qualified, they may be as limited, or even more, so than with faculty who have more teaching experience. Whether teachers have more years serving the academia, the real challenge is developing subject-specific experts into excellent teachers (Henard & Roseveare, 2019).

Each Filipino believes that educational attainment is vital to one's life. It is proven that even poor parents make way to send their children to school. However, according to the Organization for Economic Co-operation and Development (OECD) in PISA 2018, Among 79 countries, the Philippines ranked lowest in reading comprehension and second-lowest among the same countries in Science and Mathematics. Thus, despite everyone's effort to pursue education, the DepEd emphasized that the problem that dramatically affects their quest for quality education is mainly attributed to the few numbers of teacher-education graduates who are specialists or prominent in such subjects. Hence, it is found out that teachers' performance on knowledge assessments is poor (Demombynes, 2019).

Moreover, Aristotle stressed that understanding rested on one's ability to transfer knowledge to teaching. Demanding teachers to be subject specialists is very great across the primary curriculum which does not restrict them to understand how pupils learn in different subjects and what pupils need to know (House, 2019). However, from understanding what they teach, they will deliver the lesson well. Further, it is argued that teachers' subject matter knowledge influences their teaching practice and classroom culture (Supovitz & Turner, 2020).

Furthermore, according to the Australian Council for Education Research in 2015, many teachers still teach outside their field. While there are little research about the phenomenon internationally, there is still a dearth of studies conducted about it in a local setting (Bayani & Guhao, Jr., 2019). Thus, Bayani and Guhao, Jr. (2019) emphasized that the phenomenon is present in all schools. However, few studies are conducted to explore and understand this phenomenon across the country, especially at the tertiary level. Salleh (2019) emphasized that teacher training and preparation are necessary for keeping the quality of teaching and learning in school.

Consequently, most of the teachers at the scope of the study are Out-of-Field teachers. These teachers asserted that they encountered countless problems. These have never been adequately addressed; this served as the foremost reason for the researcher to explore and understand Out-of-Field Teachers' travails.

Hence, this phenomenological study aimed to explore and understand the lived experiences and struggles of Out-of-Field teachers. Furthermore, the researcher used in-depth interviews and focus group discussions in gathering the data. However, this study's results can never be used for

complete generalization, but these can be used for further investigation of the phenomenon being studied.

Ingersoll (1998; 2000; 2015; 2020) stressed that Out-of-Field teaching is not widely understood in education. Hence, in his article on the problem of Out-of-Field teaching, he argued that people don't know how complicated and vital teaching is. Out-of-Field teaching was used by many to refer to those teachers assigned to teach subjects in which they are not specialized (Ingersoll & Collins, 2019). Furthermore, in the study conducted by Mohd. Salleh and Darmawan (2019) discussed the causes of Out-of-Field teaching and the difference between Out-of-Field and In-Field Teaching. He cited that this phenomenon happens because of the wrong assignment of teachers into the subjects they teach.

Moreover, he emphasized that among the root causes why teachers are assigned to teach non-specialized subjects are; disagreement between teachers' qualification requirements and their assignment, the demands of the teacher union, and the shortages of teachers in a particular field. On the other hand, he discussed the meaning of in-field History teaching, which means a phenomenon where teachers who hold a tertiary major in History Education teach the subject. The aim of this study titled "*An Investigation into the Differences between Out-of-Field and In-Field History Teachers' Influence on Students' Learning Experiences in Malaysian Secondary Schools*" was to investigate if there were differences in Out-of-Field and in-field teachers in terms of their practice, students' perception on teaching and learning History. The study utilized a quantitative design. Data collection was done through two sets of questionnaires. Research participants were drawn from 18 of the 94 secondary schools in Kuala Lumpur, Malaysia, where 52 History teachers and 1653 students participated. The study concluded that there is no significant difference between in-field and out-of-field teachers in terms of teaching approaches. However, it was found out that there are variables which revealed a substantial difference between In-Field and Out-of-Field teaching such as characteristics of experience, the dimensions of the climate and personalization of education. However, in this study, it is still not determined how out-of-field teachers teach the subjects outside their expertise. Thus, it is also not included in this study whether there is a difference in learning that students get from an In-Field teacher and Out-of-Field teacher. Hence, the study recommended that the Malaysian Government should take steps to address the issue.

A study conducted by du Plessis (2019) titled "*Effective Education: Conceptualising the Meaning of Out-of-Field Teaching Practices for Teachers, Teacher Quality and School Leaders*" was completed and is grounded in conceptualizing the meaning of Out-of-Field teaching practices, teacher quality, and school leaders. Thus, the latter concepts have gained international attention. The study utilized in-depth exploration of the implications of Out-of-Field teaching for teacher quality. It unveiled complex teaching and learning environments. Thus, it is discussed in this study that the Out-of-Field phenomenon defines teachers teaching outside their field of training or education. The perspectives of educational directors, principals, teachers, and parents across two countries suggest that out-of-field teaching practices are significant to content knowledge,

pedagogical knowledge, and pedagogical content knowledge. The study utilized qualitative investigation. The data of this study were collected through interviews, observations, and document analyses regarding the relations among real-life experiences, out-of-field teaching practices, and teachers' perceived quality. The study outcomes exemplify leadership perceptions, understandings and decisions, school improvement policies, and support programs about out-of field situations in schools. And the study ends with recommendations for education policies and further research on teacher quality linked to the out-of-field phenomenon.

In the study conducted by Weldon (2019), he reported secondary school teachers teaching subjects outside their comfort zone. It presented new data on the extent of out-of-field teaching. He defined out-of-field teaching as a secondary teacher who has not studied at a university for more than one year. They were not able to acquire knowledge about teaching methodology. About 26 percent of teachers at years seven (7) to ten (10) teach a subject in which they have not specialized as part of their teaching load. He added that there are more out-of-field teachers teaching than those who are experienced. He presented that 37 percent of year seven (7) to ten (10) teachers with one-to-two years of experience teaching a subject out-of-field compared to 25 percent of teachers teaching with more than five years of experience. An Out-of-Field teacher teaches about 16 percent of class groups in years seven (7) to ten (10) across Australia. In remote locations, about 26 percent compared to 14 percent are being taught by an Out-of-Field Teacher in metropolitan areas.

On the other hand, in places with low socioeconomic status, 9 percent of class groups in schools are taught by Out-of-Field teachers compared to 13 percent in high socioeconomic status locations. With these numbers, Australia is interested in addressing this issue. The teachers' skillful selection of learning activities, methods, instruction, and assessment strategies depend on/her knowledge about what students need to learn. Therefore, teachers should have an in-depth understanding of the students' development. In this paper, it is exclaimed that teachers should have a thorough knowledge of the subjects they teach as research shows that this is a crucial attribute of highly effective teachers. Teaching Out-of-Field means teaching subject areas outside their field of expertise, which makes it of considerable concern. Hence, it is argued that to improve teaching quality through having quality initial teacher education and selecting the best candidates to teach children.

Out-of-Field Teaching in the Philippines. In the study conducted by Bayani and Guhao, Jr. (2019) titled "*Out-of-Field Teaching: Experiences of Non-Filipino Majors,*" they emphasized that the phenomenon is present and experienced in all schools here in the Philippines. Thus, it is revealed in the study that Out-of-Field teachers experience diverse situations. Furthermore, it is found out that these teachers experience compliance and submission, lack of aptitude for the language, lack of administrative and logistics support, inability to muster enthusiasm and establish rapport, and frustration and insecurity while they are teaching the subject outside their field of expertise. Moreover, the study also revealed the coping mechanisms of these teachers while

experiencing the phenomenon such as: being resourceful and creative, being diligent and conscientious, making instruction stimulating for students, and being calm and collected. Hence, this study is delimited only in describing non-Filipino Secondary teachers' experiences in Paquibato National High School in Paquibato District, Davao City.

This study takes a bold and innovative stance drawn from Vygotsky's (1998) social constructivist theory and Gadamer's (1995, 1996) hermeneutic phenomenological philosophy to develop a broader context from which an in-depth understanding of the "real-life" experiences of teaching subject outside specialization is analyzed. Gadamer's (1995, 1996) philosophy supports a deeper understanding of the complex lived experiences and the meaning of teaching subjects outside the discipline. Vygotsky's (1998) theories about the more knowledgeable other (MKO) and the zone of proximal development (ZPD) provided tools to encounter an in-depth understanding of the meaning and the essence of their experiences in teaching subjects outside specialization and the learning environment. The complexity and taking-for-granted experiences of the Senior High School teachers teaching subjects outside specialization also draw concepts from the philosophical foundation of Constructivism, where its central idea states that "people construct their meaning of life-based on reality." Constructivists view reality as a socially constructed truth of life (Kleickmann, Richter, Kunter, Elsner, Besser, Krauss, & Baumert, 2019).

II. Methodology

The study was conducted at the Paquibato National High School offering Senior High school in the District of Paquibato, Davao City. The study participants included ten (10) Senior High School full-time teachers with three years of employment in the school as of school year 2022-2023. As stated in the introduction, teachers were facing difficulties in teaching subjects because of different backgrounds. Therefore, the scope of this study was only limited to the teachers. Purposive sampling was used to identify the primary participants. They were selected based on judgment and the purpose of the research. Participants who have had experiences relating to the phenomenon were chosen.

This study used creative self-expressive storytelling activities through an in-depth, face-to-face semi-structured interview where when necessity dictates the interview may be individual or group depending on the availability of the participants.

An overarching question and some open-ended, probing interview questions were asked to encourage the participants to describe their experiences. A self-made interview questionnaire was provided. The questionnaire was created using the data gathered and double-checked by the researchers' mentors. The instrument's dependability coefficient was evaluated and measured at .860, indicating that the instrument has acceptable internal consistency. The validity of the research instrument was established by submitting the constructed research instrument to specialists for feedback, who gave it a 4.24 weighted mean with a verbal interpretation of "very good." Following

distribution, the completed interview questionnaires were collected and the data was tallied for analysis. During the interview, two audio recorders were used to record the conversation.

Before the actual conduct of the interview, a validation involving a sample of 3 Senior High School teachers teaching subjects outside specialization in the Junior High School was conducted to validate the content of the questionnaire in terms of relevance, accuracy, and wording. The results were analyzed using the guidelines for the analysis of interview data. The appropriate changes based on the lessons learned from the validation and the suggested changes concerning the instrument were made to the final copy of the questionnaire.

To facilitate an in-depth, objective description and analysis of the lived experiences of the Senior High School teachers teaching subjects outside specialization, this study was guided by the guidelines for the analysis of interviews. Using such guidelines that explain the procedures in analyzing the interview data concretely, the researchers went through the rigorous steps in analyzing and synthesizing the transcripts.

III. Results and Discussion

Experiences of teachers in teaching not their major subjects

As I analyzed the responses of the participants about their experiences as Out-of-Field teachers, five (5) major themes emerged. They are the following: *challenging, difficulty in adjusting to the academic content of the subject, difficulty in addressing learners' queries, difficulty in establishing authority and difficulty in employing appropriate teaching approaches.*

Challenges and coping of teachers in teaching not their major subjects

The responses of the participants about their ways of coping with the difficulties and challenging experiences of Out-of-Field teaching resulted in five (5) major themes that emerged. They are the following: *careful planning of the subject content, employment of varied teaching approaches and strategies, engaging with professional development, peer mentoring and evaluation/monitoring of learners' development.*

Assistance needed by these teachers

The narratives show the assistance to Out-of-Field teachers by way of suggestions. For the participants, it is reflected that teachers are suggesting other Out-of-Field teachers to *engage in professional development to improve efficacy, consultation of teachers teaching subjects outside their field of expertise to their competent fellow teachers, institutions hiring qualified teachers emphasizing that teachers should teach based on their field of expertise, and assigning of relevant subjects to teachers to be addressed to the administrators of any institution.*

Discussion

In as much as this study is limited to a public secondary school in Cluster XIII in Paquibato Proper, Paquibato District, Davao City, the following implications for future research are advanced: First, future research may be conducted on the experiences of out-of-field teachers in the workplace with another group of participants in order to strengthen and validate the findings of this study since

The findings of this study are not generalizable beyond the participants. Second, future research may be conducted on the challenges of out-of-field teachers throughout Region XI and be extended to other regions to add to the research base and gather more information and insights from other out-of-field teachers. Third, future research may be done by conducting a re-interview with some of the participants to find out if their views and insights on the experiences have not changed over time. Fourth, further research could be done to investigate the same phenomenon among teachers of the private schools since this study was specifically done for teachers in the public schools. Further research may also be conducted to determine the students' and school heads' views and insights on out-of-field teachers in the workplace to confirm the findings of this study.

With the results of this study, other researchers may study further the experiences of Out-of-Field teachers. Many of us still do not understand the experiences of these teachers. The fact that it is still occurring makes it unattended or ignored.

Moreover, this study is all about Out-of-Field teachers' experiences, but future researchers could broaden this study and focus more on the solution to this phenomenon. Additionally, in this study, the researcher utilized phenomenological qualitative study.

However, future researchers may conduct quantitative research about the phenomenon, which will be all about the ratio of Out-of-Field teachers to In-Field teachers to trace the severity of the problem. Furthermore, future researchers may also conduct a study about the underlying causes of Out-of-Field teaching and possible solutions to this problem.

IV. Conclusion

As for the participants, they find teaching outside their field of expertise very challenging. They mentioned that it is problematic because it requires extensive reading and further research. They exclaimed that most of them are new to the subjects they are teaching. Moreover, they are not aware or equally knowledgeable as to the subject content. This is roughly determined to be one of their primary concerns. According to Mizzi (2019), teachers teaching outside their major area face considerable lesson preparation challenges. This was supported by De Jong et al. (2022), who stated that teachers' knowledge base strongly influences all aspects of teaching like preparation,

planning, and decision making regarding the choice of content to be learned. Thus, it is argued that preparing as a teacher is very challenging and difficult as difficult decisions are to be made when crafting the course's structure and content (Calderhead & Shorrock, 2019).

This theme arises when participants emphasize their difficulty in adjusting to the content of the subjects they are teaching. Most of the participants' experience difficulty, especially that this is not in line with their expertise. They are having difficulty in mastering the subjects because they themselves do not understand the terms under this umbrella of topics or ideas. When you are not an expert on what you are teaching, you will have a hard time adjusting. This is seen from Mizzi's (2019) idea that teachers must understand the structure and nature of the discipline and learn to adapt to the unfamiliar content knowledge. Furthermore, he added that the teacher's inadequate background about the subject results in issues in adjusting with the subject and will impact the development of the teachers' pedagogical knowledge, self-confidence, and attitudes when teaching disciples outside their field of expertise.

Another theme that emerged is about teachers experiencing problems in addressing students' questions. Teachers said that they often fail to address their students' queries about the subjects they are teaching. As they narrated, there were times wherein students know more about the topic than they do, which results in students interrogating them. They further exclaimed that their inability to address students' queries is due to their lack of content knowledge or expertise. Thus, according to Auseon (2019), he stated that a teacher's professional knowledge affects all instruction phases: lesson content and planning, implementation, assessment, and reflection. In the art of education, limited knowledge affects the teacher's representation of art, the focus of inquiry and criticism, and the criteria and method for assessment. And, this leads to the inability of the teacher to answer students' questions. Moreover, this was supported by Jadama (2019), who stated that teaching involves imparting knowledge, skills, and attitudes to an individual. It is argued by Montebon (2019) that articulate teachers are proficient in the subjects they teach and are profound in delivering the lessons through their art of teaching. Furthermore, in the process of teaching, students' doubts and misconceptions should be clarified. However, if the teacher is mainly ignorant or uninformed about a subject matter, can pass false ideas. Therefore, a teacher will find it extremely difficult to answer varied questions from students about a subject matter (Jadama, 2019).

The participants shared that they are having difficulty in handling the students' behavior. Since they are Out-of-Field teachers, they are not an expert of what they are teaching. There are times their lectures go boring, one participant shared. They do not have enough knowledge that will contain students' interest along with the discussion. They also shared that when students think or know that you are not an expert on what you are teaching, they will not listen because they tend to question your credibility to establish authority inside the classroom. This is supported by Thomas's (2019) concept about the Expert Power of a teacher, which refers to the knowledge and experience a teacher brings with them into the classroom. Teachers with this form of power are knowledgeable about the subjects they are teaching and can also express it in a straightforward

way to the students. He also added that when students can tell that if you know what you are doing, it gives you, as a teacher, some authority and the right to lead your students because they trust you. When teachers do not know what they are teaching, students may not want to follow them. Furthermore, Weimer (2009) said that students are willing to do as their teacher says if they recognize that they know more than they do.

As to the participants, they are experiencing difficulty in using teaching approaches inside the classroom. This is happening mostly to those teachers who are not a graduate of teacher education courses. This difficulty occurs when teachers do not have something to apply. The lack of expertise in the subject, including teaching strategies and approaches used to teach the subject, impedes effective teaching, says Kathirveloo, Puteh, and Matematik (2019). Teaching approaches and methods are learned in teacher education programs in any institution that offers this kind of curriculum. Although these can be learned through experience, formal training is still more effective.

The participants emphasized that they make sure that they carefully plan the lesson by formulating their syllabi. One participant added that these syllabi complement the lesson plans of elementary and secondary teachers. Along with these syllabi, they prepare themselves for the conduct of instruction, which includes pedagogical and content knowledge. According to Vellena and de Mesa (2019), instructional planning provides logical sequencing and pacing of lessons. Moreover, he added that this provides teachers a sense of direction. Thus, practical teaching will be achieved with careful planning, preparation, and interest in what you are doing (Alanzi, 2019). Hence, when the teacher is clear with what is to be done, the lesson's flow is smooth because all the information has been gathered. Thus, the details have been decided beforehand.

Another concept seen is that participants use varied teaching approaches and strategies to support students in the learning process. Participants mostly use student-centered methods like reciprocal teaching, communicative approach, wherein students are primarily involved in an activity. One participant added that when one strategy is no longer sufficient, she will move on to another method to ensure learning. Brodhagen (2019) argued that for teachers to reinforce the learning, they must learn to apply various teaching strategies. He also emphasized that this will maximize the understanding of the students. According to Levy (2018, as cited by Gentry (2019), educators are mandated to see that all students meet the standards. By using differentiated instructional strategies, educators can meet all students' needs and help them exceed the established criteria.

To address their concerns as Out-of-Field teachers; they engage with professional development to augment the lacking knowledge and skills they have. Furthermore, they emphasized not to settle for mediocrity and engage in research to advance oneself to another height of professionalism. Improving oneself as a teacher is essential because students' needs are changing, and as 21st-century teachers, we have to adapt to these changes to ensure that students have something to learn from us. When teachers do not improve themselves, students' performance

can also be hampered because teachers are the models of these students. When people refer to professional development, they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning. However, according to Mizell (2020), it may occur in an informal setting such as independent reading and research. Moreover, this enables educators to develop the knowledge necessary to address students' learning challenges. He added that what teachers learn from college cannot provide a wide range of expertise to support them in the field. All professionals take many years to gain the knowledge and skills for their roles to be in place. He also exclaimed that educators who do not experience effective professional development do not improve their skills, and student learning suffers.

Another theme that emerged from the participants' ideas is peer mentoring, wherein teachers consult their colleagues who have taught the subjects they are training for the past years. A participant also added that teachers do not learn by themselves; they also learn from others. Nobody is an island. We need each other back to ensure we would not fail our students from their expectations. We need support from other people aside from ourselves. According to Mizell (2020), it is evident that teachers encounter several challenges such as classroom management, instruction, and curriculum and school culture. Moreover, studies show that new teachers who receive intensive mentoring significantly affect student achievement after as little as two years. Hudson (2019) asserted that preparation has always been the concern of a beginning teacher. Thus, a teacher graduating from any institution has the same responsibilities as those who have been teaching for many years. Moreover, he also emphasized that school administrators should be aware of their teachers' needs, especially in helping them get through their period of adjustment. Furthermore, he stressed that beginning teachers should work hand-in-hand with the experienced and seasoned teachers.

Participants are suggesting that teachers should submit themselves to professional development. One of the participants argued that teachers have weaknesses and strengths and what matters most is we keep moving. As discussed previously in this study, continuing professional development is essential for teachers because this keeps them abreast of the changes in students' knowledge and skills. According to Kloosterman (2019), the ultimate outcome of well-planned continuing professional development is that it safeguards the public, the employer, the professional, and the professional's career. She added that professional development ensures the capability of the teacher in pace with the current standards of others in the same field. Hence, this is supported by Collinson (2020) as he emphasized that the improvement of an educational system is dependent on many factors, including the advancement of teachers' skills through continuing professional education. Furthermore, Kloosterman exclaimed that with this, you and your knowledge stay relevant and up-to-date.

Out-of-Field teachers experience problems from all directions, from the subject content down to the employment of appropriate teaching approaches and strategies inside the classroom. These out-of-field teachers were suggesting the hiring of qualified teachers who are experts in their

fields. These teachers should be encouraged to teach subjects in line with their area of expertise. When teachers know a wide range of knowledge about what they are teaching, they become more effective and efficient because they know what they are teaching. A teacher can't teach something he or she doesn't have. This issue should start with the school administrators as they are the ones who hire teachers to teach. Furthermore, a participant emphasized that enough teachers teaching a specific field should be provided. It is argued by Valenzuela (2019) that competent and qualified teachers are indeed very crucial in any educational institution. Teachers being the prime mover of the educational wheel, play an essential part in achieving the school's vision, mission, and goals. Thus, his study on "Recruitment and Selection Process of Faculty in the Higher Education Institutions in the Philippines" recommended that the schools' recruitment policies should be strictly followed. Further, he emphasized that administrators should take part in improving the recruitment system. Moreover, Glass (2019), as cited by Stronge and Hindman (2020), stated that teachers who are already experienced and experts are more effective with students due to their use of a wider variety of strategies. The study on "*Effective Teaching: Pedagogical Content Knowledge*," found out that there is a powerful relationship between what the teacher knows, how he or she knows it, and what he or she can do on this knowledge in the context of instruction. Therefore, we must also understand the importance of qualified teachers to high-achieving schools. Moreover, Ingersoll (1998) stated that this is precisely why it is crucial to find solutions to the Out-of-Field teaching problem. Thus, it is argued that school administrators must hire quality teachers who are experts in their teaching in order to assist students in reaching their maximum potential.

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AUTHOR'S PROFILE



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The author, a 26-year-old, single, was born on January 5, 1998, in Davao City, Philippines. She currently resides in Purok 8 Tubod, Barangay Lumiad, Paquibato District, Davao City, where her school is located. She completed her bachelor's degree in Secondary Education, majoring in Biological Science, at the University of Southeastern Philippines, located on Iñigo Street, Bo. Obrero, Davao City, graduating with flying colors. Following her graduation, she successfully passed the Licensure Examination for Teachers in September 2019 with a very satisfactory rating. Subsequently, in the following year, she secured a position as a regular permanent employee with the Department of Education, Division of Davao City. Presently, she is pursuing a Master of Arts in Educational Management while serving as a secondary adviser for two grade levels, namely Grade 8 Mahogany and Grade 10 Hope, at her school. Additionally, she fulfills various roles including Reading and Pagbasa Coordinator, Brigada Eskwela Coordinator, English and Filipino Coordinator, Araling Panlipunan Coordinator, Barkada Kontra Droga Coordinator, DTR In-charge, School HRMO, and School Governance Council Secretary.