AN EDUCATOR’S ODYSSEY: A PHENOMENOLOGICAL ANALYSIS OF THE LIVED EXPERIENCE OF OUT-OF-FIELD TEACHERS

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ABSTRACT

The aim of this study is to uncover the complexities surrounding out-of-field teaching. Out-of-field teaching involves teachers teaching outside their eligibility field, which may be a particular discipline or stage or year level. Quality education is impacted by the availability of different tools to facilitate effective pedagogies. Hattie (2009) argues that educators remain the primary and most influential educational resource. Previous research in this area centered on the occurrence and effect of out-of-field teaching as a "whole" on school administration and professional growth but ignored the perspectives of those engaged in out-of-field teaching activities. The goal of the study is to resolve the need for an understanding of outside-of-field experience. The research question focuses on what happens when teachers are assigned to out-of-field roles, what are the
triumphs and issues of learning faced by the teachers and what coping strategies they practice. The study examines the interrelationships between experiences and out-of-field teaching and what it means for teacher structures, leadership methods, management of classroom and actions, awareness of pedagogical material and the broader culture of schools. The study highlights myths and misunderstandings, while new data has emerged to highlight policy and decision-making discrepancies in out-of-field teaching activities. The findings contend that non-educational graduate teachers frequently experience negative feelings such as lack of trust, stress, anxiety, dissatisfaction, and feelings of guilt because of a lack of content awareness and the required strategies and techniques to teach students about the subject assigned to be unqualified in their assigned field.

Keywords: Teachers, Educators, Out-of-Field Teaching, Lived Experience

I. INTRODUCTION:

Indubitably, one of the most pivotal elements in molding the learning and development of students is the caliber and quality of teaching a teacher provides to his learners. However, ensuring the classrooms are well equipped with qualified teachers remains to be a perpetual issue in many schools worldwide. One of the least recognized reasons of these current issues is the phenomenon where most non-education teachers are made to teach subjects which are out of their expertise and discipline. This bone of contention has long been recognized by most schools and universities in the country but the phenomenon continues to burgeon.

A study conducted in the US revealed that 17-22% of their educators are not graduates of education programs or even someone who doesn’t possess a subject-related degree or discipline. In the study of Ingersoll and Curall (2004) it disclosed that 1/5th of all public-school students enrolled in English classes in grades 5-12 or about 4.3 million were taught by teachers who were not English majors or who do not have at least a minor in Literature, Languages, Communication Arts, Journalism, Reading and the likes. This likely influence the learning of the students (United States Education Department, 2010)

In the Philippine setting, the reality of teachers who are not graduates of education is ubiquitous. This means that some of the subjects taught in the primary and secondary level are taught by teachers who do not follow their discipline per se. There were few researches done regarding the issue (Ingerson& Curran, 2004; Feng, 2005; McConney& Price, 2009) which takes into account the prevalence of mismatch or out-of-field teaching and it is somewhat astounding that there were no accurate reports and statistical data that uncovers how substantial the numbers of teachers who are teaching but not in their field of expertise. This prompts to leave the issue aside and giving them low-quality training program.

Haycock (2000) pointed out that school principals are not only responsible for deciding who is teaching which courses and programs, but also have an uncommon degree of discretion in these choices. While educators are subject to elaborate certification criteria to guarantee their fundamental skills and training, there has been little regulation of how teachers are employed and used once they are on the job. Teacher employment regulations are weak or rarely enforced and most towns routinely allow local school administrators to bypass even the restricted demands. The assignment of educators from their areas is a helpful and acceptable administrative practice in this context.

Prior study concentrated on matching the amount of education needed for the job with the years of education. This study will follow a different look at the problem by studying it in depth and capturing educators involved in this phenomenon’s different experiences, struggles and triumphs. An investigation of this phenomenon has the potential to influence policy transformation and education leaders’ decision-making about recruitment and support strategies while focusing on the needs of out-of-field teachers within the classrooms. Hence, this study offers new understanding about the teachers’ experiences in position with implications for the improvement of retention of teachers and the provision of quality education to students. Furthermore, the thesis answers to a need to understand these teachers’ experiences better to develop suitable support and management for these positions, keeping in mind that they are the resources who direct the outcome of learning.

II. PURPOSE OF THE STUDY:

The aim of this qualitative phenomenological research is to explore common topics from out-of-field teaching experiences of significant educators who teach at the secondary level. It also sought to reveal the complexity of this type of learning as the basic meanings of our experiences are still ignored. In addition, the study responds to
the need to better comprehend the experiences of these teachers in order to create appropriate assistance and leadership for these positions, bearing in mind that they are the resources that guide the learning outcome. Specifically, this study ought to answer the following questions:

1. What are the problems and triumphs of learning in government high schools by out-of-field educators?
2. What processes do the out-of-field educators use to cope with?
3. What insights can the informants share with their colleagues and the academe in particular?

III. METHODOLOGY:

The proponent utilized the qualitative research approach in the investigation taking the cue from Cohen, Kahn and Steeves (2011). The writers emphasized that Gadamer (1976) asserted phenomenological qualitative approaches, open the field to interpretive procedures. Phenomenology provides a qualitative inquiry technique that can be applied to a multitude of experiences. Phenomenology provides the capacity of the researcher on a large time scale to examine the distinct views of long experience respondents. Therefore, the data and insight gained from a phenomenology study can be invaluable. The research was attended by a total of 14 Senior High school teachers at two chosen schools in the Ormoc City Division. Participants in the research were chosen using purposive sampling technique, respondents were selected using this technique. The main methods in the information collection for this research were the in-depth interview and focus group conversation. A semi-structured interview was therefore used to respond to the study's research issues. An interview was used due to the qualitative type of the research. The respondents were designed to answer the questions in detail and fully describe their experiences with open-ended kinds of questions.

The recorded interviews were transcribed for coding in relation to the structured question responses after information collection (Berger, 2011). The transcription findings were sorted by theme. The investigator used coding as a means of treating the data. Creswell (2013) describes coding as the method of organizing the material in chunks or sections of documents before putting significance into categories for information, segmenting or pictures. Three steps were conducted following Leech's research (2012) during the official data analysis. The first step was data reduction by selecting, cutting, and organizing the trial version of the research software nvivo8 the data that materialized in the transcriptions. The second step was information display in which, as shown in Tables 2, 3 and 4 displayed the information table. The topics were presented by research question in order to categorize the information and were referred to as significant topics (Creswell, 2013). The key concepts from the participant’s responses were opposite to the main topics in the table. The third phase involved drawing conclusions and verification, that point in the research where, according to Berger (2011), the preliminary results concepts and patterns are created.

To ensure the data's trustworthiness, validity, consistency and credibility, the investigator initially invited participants to reflect on the topic-related situations and then had them describe a specific instance within one of these categories in detail. This ensured that opinions and ideas as suggested by Polkinghome (2005) are well grounded and well-supported throughout the study. Methods to ensure credibility in this research are adequately observed during information collection, particularly during interviews. All were based on factual information acquired from the respondents directly. The researchers specifically did this by recording tape and supplementing the interviews with method notes that I personally took during the interviews.

The study was approved & followed the procedures of the Institutional Review Board (IRB) as human topics engaged in this research. The investigator also informed the participants that the data and information shared by them would be anonymous and protected by the confidentiality code as stated in the letters of consent (Christians, 2011; Jones, 2011).

IV. RESULTS:

This research included seven main informants, five females and two male educators, all of whom are presently teaching at Ormoc City's public senior high school. They ranged from 2 to 20 years of teaching experience. They were selected on the grounds of their experiences as teaching in subjects out of their disciplines. These individuals' ideas have been used to resolve problems, perspectives and perceptions linked to this phenomenon. Participants were provided assumed names as shown in Table 1 for confidentiality reasons. There was one focus group discussion with seven participants, all of whom were female teachers from the same location and selected in the same way as the key informants. The focus group's teaching experiences ranged from 3 to 16 years. The
review was conducted to obtain new perspectives and principles on the problem of out-of-field teaching and to validate and check the findings. The use of the names of the respondents during the analysis of the focus group was prohibited for privacy purposes. They were listed in the discussion circle according to their number.

The analysis of the focus group was very interesting and challenging. The rich communication and sharing of ideas allowed the participants of the FGD to recall their experiences that they would likely not have remembered if the others had not discussed them. Perhaps it was the reason why some of those issues did not emerge during the in-depth interviews, despite slight variations.

The same set of questions were answered by both study groups. Meetings with the suggested informants coordinated by the colleagues of the researcher enabled rich knowledge collection. The proponent realized through this interaction that it brought in the element of trust necessary to get them to share sensitive and informative details on the controversial topic.

Table 1.0
Participant’s Information

<table>
<thead>
<tr>
<th>Assumed Name</th>
<th>Gender</th>
<th>Years of Experience</th>
<th>Degree</th>
<th>Trainings/Seminars Attended</th>
<th>Study Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>James</td>
<td>Male</td>
<td>28</td>
<td>AB Pol.Sci</td>
<td>Took up supplemental units in Education; Masters Degree Holder; DepEd Seminars an Trainings</td>
<td>Interview</td>
</tr>
<tr>
<td>Alex</td>
<td>Male</td>
<td>4 years</td>
<td>BS. Commerce major in Accounting</td>
<td>Took up supplemental units in Education; DepEd Seminars an Trainings</td>
<td>Interview</td>
</tr>
<tr>
<td>Christine</td>
<td>Female</td>
<td>8 years</td>
<td>BS. Nursing</td>
<td>Trainings like the K-12, action research</td>
<td>Interview</td>
</tr>
<tr>
<td>Janice</td>
<td>Female</td>
<td>3 years</td>
<td>BS Commerce major in Accounting</td>
<td>Educational units</td>
<td>Interview</td>
</tr>
<tr>
<td>Aubrey</td>
<td>Female</td>
<td>15 years</td>
<td>AB English</td>
<td>DepEd trainings</td>
<td>Interview</td>
</tr>
<tr>
<td>Kayla</td>
<td>Female</td>
<td>6 years</td>
<td>BS Commerce major in Accounting</td>
<td>DepEd trainings</td>
<td>FGD</td>
</tr>
<tr>
<td>Trixie</td>
<td>Female</td>
<td>12 years</td>
<td>AB English</td>
<td>Educational units</td>
<td>FGD</td>
</tr>
<tr>
<td>John</td>
<td>Female</td>
<td>21 years</td>
<td>AB English</td>
<td>Took up units in Secondary Education</td>
<td>FGD</td>
</tr>
<tr>
<td>Joy</td>
<td>Female</td>
<td>4 years</td>
<td>Bachelor of Arts major in English</td>
<td>DepEd trainings</td>
<td>FGD</td>
</tr>
<tr>
<td>Kristine</td>
<td>Male</td>
<td>7 years</td>
<td>BS Commerce major in Management</td>
<td>DepEd trainings</td>
<td>FGD</td>
</tr>
<tr>
<td>Anna</td>
<td>Female</td>
<td>3 years</td>
<td>BS Biology</td>
<td>DepEd trainings</td>
<td>FGD</td>
</tr>
</tbody>
</table>
The interviews took place in various classrooms as the researchers had to insert conducting interviews after their respective classes. As suggested by Boyce and Neale (2006), the researchers used a tape recorder along with a notebook to record notes from the interview. The informants were then asked to sign the informed consent and to seek their permission before each interview to have them audio taped. All of them accepted the request and understandably had only one demand: that their school will not be stated in the study apart from their identity.

### Problems and Triumphs of Out-Of-Field Teachers Teaching in Public Senior High School

During the in-depth interview and focus group discussion, participants were asked to describe their experiences when they first taught a class, during the first month, the fifth month, the first year, the current year, the major obstacles they encountered, and their strengths and weaknesses from their point of view.

Five main themes emerged from the data gathered on the study participants’ perspectives as illustrated in Table 2. Those principles helped to define what key ideas should be published. These themes are: 1–Dealing with insecurities and anxieties; 2–Lack of mastery of content; 3–Lack of teaching strategies and techniques; 4–being able to shape and advance; and 5–Having the individual and aptitude required. The first three themes answered their challenges question while the last two themes answered their triumphs question.

### Dealing with Insecurities and Anxieties

Nearly all of the key informants revealed a lot of insecurities and anxieties that included nervousness, stuttering, adjustment of difficulty, feeling of pressure, and self-doubt, which accounts for being classified as a general idea. The same applies to the participants in the focus group where many of them also had the same emotions during their first month of teaching. Informant James (not his real name) admitted that he was skittish and stammered a lot in class during his first years of teaching, particularly during the first month. His hands shook and said it was really hard to be a novice instructor."

Cristine (pseudonym), narrating her observations as a novice teacher back then, was quite intense:

*I found it difficult when I started teaching in Grade 11 because it was all skills. It was a difficult type because although I've earned educational units in TLE, we haven't been able to address how to actually do the right process. As I said, it was a general study and mostly the basic foundations of preparing food.*

One of the participants mentioned during the analysis of the focus group:

*I'm under pressure because it's my first teaching and I've been assigned to teach mathematics when my major was biology, so it's very different from what I know. So, the mismatch was apparent.*

Another student in the FGD said she felt really stressed because it was the first time she taught and she was entrusted to teach mathematics while her major was Biology. She felt it wasn't really matched with what she knew about and thinks there was a discrepancy on the assignment.

### Lack of Mastery of Material

The lack of content mastery was another trend that arose when asked about their experiences and the difficulties they faced in teaching non-education among their advertisement elementary learners.

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### Table 2

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Major</th>
<th>Training</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>James</td>
<td>Female</td>
<td>7</td>
<td>BS Commerce major in Accounting</td>
<td>DepEd trainings</td>
<td>FGD</td>
</tr>
<tr>
<td>Alice</td>
<td>Female</td>
<td>12</td>
<td>AB Literature</td>
<td>Took up units in Secondary Education</td>
<td>FGD</td>
</tr>
<tr>
<td>Emma</td>
<td>Female</td>
<td>10</td>
<td>AB Literature</td>
<td>Took up units in Secondary Education</td>
<td>FGD3</td>
</tr>
</tbody>
</table>
Janice (not her real name) commented that out-of-field teachers, as she had also observed to herself, do not require much of their students to because they also do not know much about the subject. The student’s awareness, as Janice mentioned, is "half-cooked." As one participant in the FGD said:

*I had trouble teaching the other subjects because it wasn't enough for I had to learn them all and my time is finite.*

The members of the FGD all agreed with this and said their lack of knowledge for them was their weakness. As mentioned by one informant:

**Major obstacles were a pupil's questions you can't answer. Of course, at some point you've felt shame on yourself...**

Christine (pseudonym) also discussed the scheduling of lessons as her major setback, apart from having a hard time understanding some of the topics she had to learn to be able to discuss them in school. Adding to the problem was the school's lack of resources to help them improve their learning. She said the following:

*Yes, comprehension. Then, particularly because we are in a public school, we lack the resources. Then, the scheduling of lessons was also a big challenge as it was not necessarily done during college.*

The FGD informants also agreed when one informant recounted the challenge she experienced related to her pupils’ conduct and their parents’ lack of cooperation. She said as follows:

*The biggest obstacles I faced were the students’ conduct and the parents' lack of cooperation. Nowadays, children seem to be different from the kids before. Kids seem to have more behavioral problems today. Nowadays, parents don't seem to follow up on their children's results at work. Unlike before in which parents were very concerned with their children, they don't keep in touch with us teachers and would really track how their children are doing. When it comes to teaching, I don't really have any problems at the moment, particularly as we have seminars and trainings.*

**Lack of Approaches and Methods in Teaching**

Most study informants also reported lack of teaching strategy and techniques as their main obstacle. This can be gleaned on this theme by their general responses. Accordingly, in teaching a topic not their profession, they find it difficult to learn the approaches. These are some of their tales about the lack of strategy and strategies back then:

*The biggest obstacle was the difficulty in teaching all the subjects how to read and learn because I had to teach them all. I also had a problem with some students who, despite my efforts to teach them, couldn't really read.*

Akoang weakness kay kung unsaon pagtudlosamga subjects ngadili related saakong 4-year course labi na ang music og math.

*My weakness is how to teach subjects not related to my four-year curriculum, especially music and mathematics.*

On the other hand, Sherry (pseudonym) cited another limitation at learning a good strategy or technique for teaching. Time management became her main hurdle for her. She explained, "it's a task... how I handle that's at the beginning of each month." Study participants reflected what paperwork and time management and organization difficulty are the biggest challenges they face in their professions. Participants described learning how to take their time as a key factor in cultivating their resilience and something that out-of-field teachers need to consider. At first, the FGD participants accepted that the methods and procedures were incomplete, but eventually learned about the months passed.

**Being Able to Shape and Shift**

When asked about their triumphs, participants usually recalled with satisfaction that they were able to shape and develop over time, despite the difficulties they faced and the problems they had to face. After a while, the
Some of the participants’ answers are listed below.

I felt very anxious in the first month but over the next few months, the feeling became manageable then after a few more months, I started to feel positive because I saw my students already learning from me and I realized I was becoming an effective teacher.

I’ve experienced a lot on my first day of school. There's that nervousness, stuttering, and shaking hands. But I've resolved all these a week or a month later.

Nervousness is a common feeling that they experienced during their first teaching, especially realizing that they are going to teach subjects that are not connected to their main field of study. Nervousness has been replaced by a sense of resolve to deal with and eagerness to step up to meet the demands of their current situation. To sum up, study participants all reported having challenges that influenced them as professionals and helped them to learn how to cope in a difficult field and be productive.

Getting the Requisite Attitude and Personality

This is another trend that arose when teachers are asked about their non-education teaching triumphs. They also considered their strength to have the requisite individual and attitude; this allowed them to overcome the challenges they faced. The importance of having the right attitude in the workplace to maintain balance in their dynamic professional lives was evident to study participants.

Alex (pseudonym) expanded on his experience of extending his patience as she was assigned to a certain level that requires it.

I was assigned by our principal in grade 12. It was hard but for this level I have this high level of patience.

Aubrey (not her real name) also said that she has an advantage as a teacher although she is not a graduate of education. As she used to say

Even though I'm not an Education graduate, because of the way I look, I was successful.

Coping Methods Employed by Out-Of-Field Teachers

Questions such as how they approach the challenge of teaching subjects outside their profession and the methods or approaches they used were some of the questions asked during the in-depth interview and focus group discussion to find out what tools the study participants used to deal with non-education teaching issues. From the data collected, four main themes emerged from the responses as shown on Table 3. Self-learning and Being Creative, Seeking Help, Openness and Acceptance, and Run-of-the-mill Instruction.

Self Learning and Being Creative

Self-learning and resourcefulness originated mainly from the participants' answers. Surfing the internet for study, reading intensively, and learning by doing are the various ways they did to learn on their own and cope with the teaching difficulties they faced at the time.

Trixie (pseudonym) said she had succeeded in learning or researching her own subject. With the help of the Internet, she was able to do it. According to her, after school surfing the internet, she would spend the rest of her time reading some of the subjects she was assigned to teach in her profession. She said as follows:

While I still find it difficult but the thing is, I can handle it by asking veteran teachers for help, doing your own research, and learning more. They are my tactics or methods for performing the task.

The FGD participants reinforced this perspective:
As I was charged with teaching subjects from my profession, I simply applied the techniques and methods that the DepEd has imparted to us during that training and seminar they administered to us. This helped me do all the lessons.

Essential Themes and Thematic Statement on Coping Mechanisms Employed by Non-education Teachers

Seeking Assistance

Participants in the study described the importance of peer support in managing their daily challenges. While each respondent had a specific personal experience of interacting with others, each demonstrated interactions with peers in general education and special education was essential to both their personal resilience and teacher performance.

Alice (pseudonym) talked about the importance of co-teacher support:

When asked specifically how co-teachers could support non-education teachers like them, Trixie shared, "We all have a mentor teacher we work with, or partner teachers they work with." Others explained the influence they had on their teaching practice from accomplished and trusted mentors. Throughout her 15-year career in the district, Christine said, "I was fortunate enough to have the mentors I had that really helped me become the educator I am today."

Study participants shared that their resilience was fostered by the understanding that they were not alone. As Alex has found out:

"Sure, the courage I see from other teachers and you get to see that with that monthly meeting. You see their disappointment with the impossible job, you see their relationships with the impossible job, you see their appreciation of what they're doing; and if they could, they wouldn't do anything else, but they stay and they do, and (um) you know they're there, they're there for a long haul, and that's been very good."

In addition to current teaching partners, study participants identified that while many of the mentors they worked with have retired early in their careers, they continue to seek their guidance and advice. They noted that these people offered a safe space where they could focus on their grievances and not be judged in an evaluative way.

Openness and Acceptance

All the participants in the study stressed the importance of accepting their job's real challenges, including being assigned to teach subjects outside their field. According to them, acceptance is really the key to being able to find ways to cope with the challenges because they say they will be stucked in the negative emotions they feel without acceptance, and it would not do them any good. As everyone agreed with the FGD participants, they also state that while the task may sometimes feel daunting and tiring, they enjoyed the job challenge, finding it fun to work and learn from the experience.

With a deep sigh, Janice's response was this:

"Of course, since I was given the task of teaching these subjects, I accepted it willingly. I've taken it as a challenge. Acceptation is the key to me. Then I will find ways of learning. I surf the internet and read some things I don't know about more resources. This is my main strategy. One technique is not going beyond my knowledge either. If I don't know that particular topic, I will only learn the basics and then leave those topics out of my background."

As all FGD participants agreed, out-of-field teachers like them who are attempting to effectively manage an unknown subject face a huge challenge and without acknowledging it, the duration of feelings of ineffectiveness may be longer. Through recognition, they will understand the need to adjust to their new teaching situation.

Lackluster Instruction

Because non-educational teachers are struggling to be educationally successful and be informed about the varied needs of learners, this trend, lackluster guidance has emerged. Many participants in the FGD recounted the benefits and disadvantages of being an out-of-field educator:
The positive for the learners is that, given the lack of teachers nowadays, they got an instructor. While their instructor may not be a that expert in education, the most important thing I think is that this educator is keen to help them learn the best way they can. The drawback is that sometimes, I must admit, they don't get answers to every question they ask.

To an FGD participant assigned to teach Research, She was shy to admit that she didn't really know the subject well, but then she was forced to do it because nobody really could take it. Consequently, she noticed that she did not benefit from her pupils.

The downside to the students, as I said, is that I don't really know how to teach research, so they can't really learn from me.

The study participants said they had to maintain an artificial distance from the learners as part of their attempt to protect their professional image. Sadly, this situation leaves the learners to be able to apply problem-solving strategies without the requisite in-depth knowledge of the subject.

Participant’s Insights on Out-of-Field Teachers in Senior High Schools

From the responses of the participants, four main themes emerged as shown on Table 4. These were: Intensive training for Out-of-Field (OFT) teachers is needed; Proper teacher placement is essential; Diligence can help; and Quality of instruction is just passable and unexceptional.

Intensive Trainings for Out-of-Field Teachers are needed

Another big trend has arisen as intensive training for out-of-field teachers. This showed that school administration does not help instructors who are caught up in the trend of the out-of-field phenomenon. "Teachers take responsibility for their own training and lean heavily on successful colleagues," as an FGD participant said.

The other FGD participants agreed and said that since most of them OFT teachers were reluctant to teach subjects rather than their main subjects, it would be better for the management to assist the teachers by offering seminars and training related to the subject being assigned. As they have already said:

If these schools are to recruit OFT instructors, they should really undergo training and workshops on the subjects they are assigned to teach.

Christine added:

With this trend, of course, it would be wise to suggest that DepEd provide more workshops and preparation to teachers, particularly those who are not trained, with the necessary knowledge to impart to the students or, better still, school administrators should not, as far as possible, assign teachers to subjects they are not really familiar with.

Table 4

<table>
<thead>
<tr>
<th>Essential Themes</th>
<th>Thematic Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Training for non-education teachers is needed.</td>
<td>For OFT (Out of Field Teachers), there should be more seminar and workshops</td>
</tr>
<tr>
<td></td>
<td>(OFT) should require training in the subjects they are teaching.</td>
</tr>
<tr>
<td></td>
<td>It is OK to employ OFT if proper training is provided to them</td>
</tr>
<tr>
<td></td>
<td>In order to prepare the OFT, school administrators should have further training and seminars.</td>
</tr>
<tr>
<td>Proper teacher placement is essential.</td>
<td>Provide additional workshops and training sessions to prepare instructors, in particular non-educational majors or the OFT.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>OFT subjects should be at least compatible with their field of study.</td>
</tr>
<tr>
<td></td>
<td>Mismatch should be assigned to subjects that are more relevant to them.</td>
</tr>
<tr>
<td></td>
<td>Administrators should not delegate educators to topics that they are not aware of.</td>
</tr>
<tr>
<td></td>
<td>I had to study another area and quit the one I had been studying for 4 years.</td>
</tr>
<tr>
<td>Diligence can help.</td>
<td>OFT had to double their time and effort because, in teaching, they were not honed.</td>
</tr>
<tr>
<td></td>
<td>We have to do our own study on those subjects because we have not been able to teach all the topics.</td>
</tr>
<tr>
<td></td>
<td>As we have to teach all the subjects, we need to spend additional time and effort equipping ourselves.</td>
</tr>
<tr>
<td></td>
<td>We weren't able to discuss much with our students.</td>
</tr>
<tr>
<td>Quality of Instruction is just passable and unexceptional.</td>
<td>In subjects that I find trouble addressing, the students often have issues.</td>
</tr>
<tr>
<td></td>
<td>As the teacher is constrained in terms of expertise, learners won't be able to get anything from the teacher.</td>
</tr>
<tr>
<td></td>
<td>They would have a teacher who is not that strict since most of the big teachers who are not trained are lenient.</td>
</tr>
<tr>
<td></td>
<td>Students often don't get answers to the questions that they pose.</td>
</tr>
<tr>
<td></td>
<td>Given the shortage of teachers today, they have a teacher.</td>
</tr>
</tbody>
</table>

**Proper Teacher Placement is Essential**

Another trend that arose was the proper placement of teachers centered on study participants’ perspectives. Christine shared the value of preventing mismatch when putting educators on the topics they need to teach. She remembered with apprehension:

Yeah, this is real. Like I've observed, physics teachers were forced to teach IT courses just because there's no one else to teach in that field when those teachers' skills don't suit the topic they've learned. In brief, there is a mismatch and the school administrators and DepEd officials should examine it.

**Diligence Can Help**

The trend which arose as teachers are questioned regarding their out-of-field teaching experiences is that persistence will aid. Teachers who are not trained can be misunderstood and anxious. Take for example Christine (pseudonym), a BS Nursing teacher who was appointed as the "Research Person" in her school in her first year of teaching and was expected to teach subjects related to research.

A confident and competent educator may be disastrous to be unexpectedly incompetent because he must teach the unfamiliar. Teachers may rely on conventional and inefficient teaching methods, such as using the
mathematics textbooks alone. Through their reading, they may be less able to help others. However, they can overcome the difficulties with the help of diligence quality and have tried very hard to strive.

It not only causes them to achieve their goals, but it also gives other people a favorable impression. In this way, the activity that was thought to be painful turns out to be fruitful.

**The Standard of Instruction is Mediocre and Typical**

Another insight from the participants in the study is that quality of instruction is only passable and mediocre. First and foremost, out-of-field educators may be worried about the negative impact of their instruction on student learning, such as lower scores of achievements. They have also shown frustration that they cannot explain content that is relevant to daily life. Their answers were as follows:

The downside of having non-education teachers to teach, I'd agree, is that learners won't be able to get much from the educator as the teacher's expertise is minimal. The advantage of having a non-education instructor for the students is that they will not have such a stringent educator because most of the non-education educators are lenient.

As the FGD informants also agreed, it was something they feel guilty about because they realize they are supposed to assist learners in integrating topic ideas and building new knowledge; but, in their case they can see that they are unable to do so themselves.

**V. DISCUSSION:**

**Problems and Triumphs of Out-Of-Field Teachers Teaching in Public Senior High School**

Based on the study participants' reactions, out-of-field teaching is faced with obstacles such as overcoming insecurities and anxieties, lack of mastery of text, and lack of teaching strategies and techniques. On the other side, the triumphs include being able to shape and step forward as well as getting the individual and personality that is desired.

**Dealing with Insecurities and Anxieties**

Based on the responses of the study participants, non-education teaching poses challenges such as addressing fear and depression, loss of language comprehension, and lack of instructional strategies and techniques. On the other hand, the triumphs include being able to shape and push on, as well as being able to achieve the ideal entity and personality.

The results are similar to the results of the Du Plessis report (2010) in which non-education educators have been reported to encounter emotional stress once they believe that they are not in charge of their teaching condition and it evolves into behavioural problems. As a result, the self-esteem of teachers suffers; they become over-critical of their own teaching, which in turn affects their ties with other stakeholders (Steyn & Du Plessis, 2007).

**Lack of Mastery of Material**

Teachers are ideally required to be highly qualified, serve as specialists in material, identify successful methods of teaching, and report success in each pupil (US Department of Education, 2010). Nevertheless, lack of material competence was also a major challenge or barrier for them based on the study participants' answers. This research verified the claim that non-educational educators were primarily dealing with this problem compared to other similar readings.

A dearth of subject mastery prevents students the sort of training they would undergo as described from different studies (Childs & 86McNicholl, 2007; Kind, 2009; Kind & Kind, 2011). This is also compatible with the generalizations that teachers had a wide knowledge base of the topic beyond their field of expertise, were more acquainted with the subject matter and were able to draw parallels between various areas of knowledge within the same subject discipline (Abell, 2008; Davis et al., 2007).

**Lack of Approaches and Methods in Teaching**

The study participants acknowledged that this culminated in the absence of teaching approach and methods due to the lack of the necessary knowledge of the material for the subject assigned to them. This is consistent with
studies showing that the extent of subject-matter awareness strongly affects how the topic is taught (Kind & Kind, 2011) and that "because educators have a greater understanding of subject matter, they are more likely to engage in advanced teaching practices" (Davis et al., 2007).

**Being Able to Shape and Shift**

Being able to shape up and progress is the common triumph of the teacher participants. They were thereby able to maintain equilibrium in teaching over the span of time and benefited from the experience.

Similar to Bourdieu's (1979) observations, he believes that most non-education teachers will eventually be able to cope. As he said, "audience" perceptions are strong and there will be future changes and omissions to build an intended room for change.

Nonetheless, Darling-Hammond (2010) disputes this assumption that educators in non-educational circumstances would benefit from their experiences and unsuitable teachers may not do "the right thing" from their experiences.

**Getting the Requisite Attitude and Personality**

Day et al. (2006) indicated that the essential self-reflection of educators who are experts in their professions has importance for their creation of identity. Hobbs (2013) explained how non-education graduate teaching influences the identities of teachers while focusing on their engagement and beliefs about their role as teachers.

Non-education graduate teachers have revealed that they are not "putting their hands up" with confidence, believing their opinion is not worthwhile. Freeman (2007) states that, depending on specific circumstances and times, provisions are more noticeable. Focus then turns to the environment and circumstances in which non-education graduate teachers work and at which stage of their teaching career they work in those positions.

**Coping Methods Employed by Out-Of-Field Teachers**

Based on the study participants ' answers, self-learning and being creative, seeking assistance, openness and acceptance, and lackluster instruction are among the coping mechanisms they engaged as non-education graduate educators.

**Self Learning and Being Creative**

Effective and competent teachers are constantly committed to the basic teaching principles while embracing pedagogies that support them in fulfilling the students ' specific needs in their classrooms (Sayeski, 2009).

The OECD Report ' Teachers Matter ' acknowledges that pressures on schools and teachers are becoming more diverse because society now requires schools to cope effectively with different languages and student backgrounds, to be responsive to cultural and gender issues, to promote tolerance and social cohesion, and to respond effectively to deprived students and students.

**Seeking Assistance**

Seeking help as a strategy of the participants includes teachers working together in classes or teams to enhance learning procedures and outcomes. This is in line with what (Steinert et al., 2006) referred to as cooperation and the achievement of common goals in the setting of education. According to him, achieving specific objectives such as education quality and school growth involves common goals and teamwork between workers to promote the integration of individual teachers’ expertise and approaches, as no educator can achieve these goals without at least some feedback from others.

Cooperation between workers often creates opportunities for social and emotional encouragement, ideas sharing, and practical advice. It can thus enhance self-efficacy and professionalism and avoid stress and "burnout" (e.g. Rosenholtz, 1989; Clement &Vandenberge, 2000)

**Openness and Acceptance**

Openness and acceptance as a valuable coping mechanism listed by the non-education graduate teachers consisted of gladly embracing the difficulties of the circumstance and proactively taking action to lighten the burden.
As Sachs (2005) said, at the heart of the teaching profession is the personal identification of educators. This provides educators with a platform to develop their own concepts about ‘how to be’, ‘how to behave’, and ‘how to interpret’ their jobs.

Both teachers readily accepted the challenge of out-of-field teaching because understanding the requisite curriculum and teaching methods are thought feasible. They extended their personality to include the new role after some initial anxiety and with encouragement, synchronization with boundary artifacts, and positive experiences.

Lackluster Instruction

Teachers put knowledge into perspective for students, teacher guides to make sense of the world around them and to understand their place in history. Teachers play a key role in student concept development (Hattie, 2009).

Excellent teachers’ impact on the level of learning and social interaction in classrooms has major implications for success of learners (Gillies & Boyle, 2011). Teachers’ influence area reaches beyond the school. The expertise, practices and disposition of teachers to transform classrooms into cooperative learning environments where individuals are at the center of their impact sphere in order to complement, support and stand together in achieving common goals (Gillies & Boyle, 2011; Lingard et al., 2003).

Participant’s Insights on Out-of-Field Teachers in Senior High Schools

Among the insights that study participants want to share with their peers and the academe in general are:

Intensive training is needed for out-of-field teachers; proper teacher placement is essential; diligence can help; and the standard training is mediocre and typical.

Intensive Training is Needed for Out-of-Field Teachers

The cause of out-of-field teaching is not the number of teachers in school, but the lack of alignment between the learning areas of educators and their teaching assignments.

Proper Teacher Placement is Essential

The essentiality of proper teacher placement is another theme which emerged as an insight into out-of-field teaching by the study participants. School principals are not only responsible for determining who is teaching which courses and services, but in these decisions they often have an extraordinary degree of discretion. While teachers are subject to elaborate qualification standards to guarantee their basic training and competence, once they are on the job, there has been little control of how teachers are hired and used. Regulations for teacher jobs are weak or rarely enforced, and most towns often encourage local school administrators to circumvent even the minimal criteria.

Diligence can Help

It is truly difficult to be assigned to teach subjects that are beyond one's expertise and the dedication alluded to by the study participants as the key attribute they exhibited during which they encountered so many qualities as teachers was impressive. The teachers were aware of their obligations and sought good results for themselves and their students, which served as the main driving force for them to take steps to strengthen their teaching through self-reflection (Yu, 2008).

Quality of Instruction is Just Passable and Unexceptional

The consistency of instruction has been shown to be central to student success. Scheerens and Bosker (2007) concluded that teaching characteristics have a greater impact on student achievement than those of the school setting while evaluating contemporary studies on school efficacy. The practice of out-of-field teaching is also argued to have the potential to have adverse and inequitable impacts on student results, particularly for students...
in disadvantaged communities and small, rural or remote schools (Darling- Hammond, 2000; Ingersoll, 2003; Ingersoll & Curran, 2004).

VI. CONCLUSION

The importance of this study was emphasized by the prospect of gaining a deeper understanding of the living experiences surrounding out-of-field teaching. The key findings of the study showed the barriers to non-educational graduate teachers, including lack of trust, lack of knowledge of content, and lack of teaching strategies and techniques. The findings contend that non-educational graduate teachers frequently experience negative feelings such as lack of trust, stress, anxiety, dissatisfaction, and feelings of guilt because of a lack of content awareness and the required strategies and techniques to teach students about the subject assigned to be unqualified in their assigned field. On the other side, when they were able to shape up and improve and are able to build the requisite persona and attitude over time, they felt they have triumphed.

In addition, it examined the multi-layered perspectives of living while emphasizing the "life-world" of non-educational graduate teachers. The thematic interpretation provided evidence for an in-depth understanding as a non-education graduate of the complexities surrounding teaching.

REFERENCES: