

## The Lived Experiences of Out-Of-Field Senior High School Teachers

Edzel N. Baras<sup>1</sup>  
Arlene V. Gillo<sup>2</sup>

*Visayas State University - Alangalang Campus<sup>1</sup>*  
*San Jose National High School Senior High School<sup>2</sup>*

### Abstract

This study explored the lived experiences of senior high school teachers tasked with teaching subjects outside their areas of expertise. Employing a qualitative hermeneutic phenomenological approach, the research aimed to uncover the challenges these educators face and the strategies they use to cope. Participants included teachers from a National Vocational High School in Leyte and a National High School in Tacloban City. The analysis identified six key themes: the struggle to achieve content mastery, low self-esteem in teaching unfamiliar subjects, the stress of cramming and its associated hassles, the time-consuming demands of lesson preparation, the overall difficulty of teaching out-of-field subjects, and the reliance on preparation, resource sharing, and activity-based teaching methods. The study concluded that these teachers grapple with significant challenges, including inadequate knowledge, low confidence, and time constraints. Nevertheless, they navigated these difficulties through meticulous preparation, collaboration, and the use of engaging, activity-oriented teaching strategies.

**Keywords:** *Content mastery, Coping strategies, Phenomenological research, Out-of-field teaching, Teacher challenges*

---

### Introduction

One of the significant features that helps in forming the learning and development of learners is the quality of teaching teachers deliver. Yet, to make sure that every classroom is furnished with skilled and competent teachers, this remains an issue in most schools around the world (Sen, 2010). One of the identified causes of these issues in the phenomenon is that non-education teachers or out-of-field teachers

are appointed to teach subjects in which they have little education, training, or background. This problem existed many years ago, however this has not been given emphasis in schools, specifically in education (Cobbold, 2010).

Teaching any subjects which are not one's major or minor educational training is considered as 'out-of-field' (Mc Cooney,

---

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

2009). Being assigned to handle subjects or courses not associated with one's field of specialization is deemed as out-of-field teaching. An example is when a teacher, who is majoring in English with a minor in Filipino, is assigned to teach other subjects like Science and Music, Arts and Physical Education and Health (MAPEH) for which he/she has no appropriate qualifications. Additionally, an elementary teacher teaches in a secondary or high school class when his/her training is at the elementary level.

In the United States of America, schools had between 17-22 percent of their main classes taught by a teacher who was not a graduate of any education course or even by someone who possesses a subject-related degree or certification. For example, in English, it showed one-fifth of all public-school students enrolled in English classes in grades 7-12, or about 4, 310, 000 of 20, 700, 000 students were trained by teachers who did not have at least a minor in English, Literature, Communications, Speech and the like (Ingersoll & Curran, 2004). Undeniably, this affects the learning conditions of the students (United States Education Department, 2010).

In another context, majority of the teachers in Australia are handling courses/subjects which they are not qualified to teach. The report of the Australian Council for Educational Research showed that twenty-six percent of the teachers who have been teaching Years 7-10 were teaching beyond their capacity or skill (Bayani & Guhao, 2017).

Similarly, Bayani and Guhao (2017) mentioned that there was a high level of out-of-field teaching in Washington, wherein teachers were appointed to teach subjects that do not fit to their preparation or education, regardless of the reality that the majority of the teachers possessed only basic qualifications. Evidently, these issues relative to out-of-field teaching have become somewhat worse in the present years, despite the numerous modifications focusing on the development, especially teacher quality.

In the Philippines, most of the teachers were assigned to teach subjects that are not their field of expertise, most especially in the secondary schools and higher education institutions. Due to scarcity in the number of qualified teachers, the immediate remedy of the school heads or supervisors was to designate teachers to teach subjects/courses that are not aligned to their specializations. As observed in the Division Training for Filipino Teachers, Education Program Supervisor in Filipino of Compostela Valley conveyed her opinions on the demand for teachers who are competent to educate the students of the 21<sup>st</sup> century. She underscored that there are still some schools, specifically small schools, whose teachers are assigned to teach subjects farther than their expertise as a result of lack of qualified Filipino teachers (Bayani & Guhao, 2017).

This has become a great challenge most especially to those teachers asked to teach subjects which are beyond their field of specialization. It is never a stress-free and painless situation for them, since they need to exert their effort in studying lessons and preparing instructional materials and constructing activities.

The present research could be considered an attempt, in line with the similar studies done in the context of other countries and other out-of-field teaching contexts, to find out the out-of-field teachers' experience and how they cope with their experiences.

The purpose of this phenomenological research was to explore the prevailing lived experiences of out-of-field senior high school teachers. Further, it aimed to better understand their difficulties and triumphs as out-of-field teachers and to discover the coping mechanisms they employed in teaching senior high school students.

### Literature Review

In the United States, consistent with the Elementary and Secondary School Act (2002) 'No Child Left Behind' (NCBL), the term out-of-field implies the teaching of an academic subject or a grade level wherein a teacher is neither 'highly qualified'. This means that a 'highly qualified' teacher is labeled as possessing a bachelor's degree; a regular state approved license or certificate and competency in each of the academic subjects he/she teaches. 'Competency' in a subject can be determined if the teacher holds an undergraduate or graduate major in the subject, can pass a test on the subject, possesses an advanced teaching certificate in the subject, or has passed other approved state evaluation for the subject (Department of Education Office of Postsecondary Education, 2005, p. 6).

Therefore, the meaning of out-of-field teaching used in this research suggests how the term is most commonly conceived in

the literature, such as teaching a subject or a field which is neither a teacher's major or minor tertiary (undergraduate) education requirement. Likewise, it means teaching at a level of schooling for which a teacher is not officially equipped (McConney & Price, 2009, p. 1).

In addition, issues on the impact of out-of-field teaching have led to compulsory requirements for schools to freely reveal to parents the number of students taught by incompetent and ill-equipped teachers under the NCLB legislation (Ingersoll, 2003). On the other hand, in some states in the USA, it is a prerequisite that out-of-field teachers are allowed to undergo a prescribed number of coursework hours per year toward the appropriate certification for their out-of-field assignment.

A report from the Staff in Australian Schools (SiAS) 2008, based on a comprehensive online survey among teachers and school leaders involved, investigated the degree of out-of-field teaching in Australia. This report showed that there is a considerable indication of out-of-field teaching in both primary and secondary sectors (DEEWR, 2008i, p. xiii).

SiAS noticed the occurrence of out-of-field teaching in the primary specialist fields of Languages Other Than English (LOTE) and Special Needs. It was also found out that in these areas only about half of the teachers had at least a one-year tertiary qualification in the field. Further, only 30-40% of LOTE and Special Needs teachers assessed had undertaken teaching methodology courses in these areas.

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

RESEARCH ARTICLE

A Referred Journal

In the secondary sector, the assessment concentrated on Mathematics, Physics, Chemistry and Information Technology (IT), in which in these areas the teachers reportedly had deficiencies. It was discovered that the vast majority with a range from 87-95% of those teaching in the senior secondary (Years 11 and 12) Math, Physics, and Chemistry had at least a one-year tertiary qualification in the mentioned subject areas and that at least three-quarters had finished teaching methodology training in the area.

The occurrence of out-of-field teaching was, however, found to be much more significant for IT teachers with only 60%, having completed at least one year of tertiary education and only 46% having any methodology preparation in the field. The frequencies of out-of-field teaching were found to be much higher in the lower secondary years (7/8-10). A report showed that 75% of the teachers teaching Mathematics obtained a one-year tertiary qualification in the subject and just 50% obtained a three-year Mathematics prerequisite. Then, less than half of those teaching IT had a one-year qualification in the field and only 24% had a three-year qualification in IT.

In a survey conducted to teachers at the end of their first year of teaching in the Australian state of Victoria, it was revealed that 13-20% of primary teachers were not qualified to teach at the year level at which they were employed (Ingvarson, Beavis & Kleinhenz, 2004). About 15% of Studies of Society and Environment (SOSE) and Science teachers at the secondary level were described as unqualified to teach in these areas. Moreover, in all other key learning

areas, 25 to 30% of teachers were identified teaching in an area wherein they were not qualified. These figures are supported by findings in the USA.

Ingersoll's study on the national US Schools and Staffing Surveys (SaSS), for instance, represented to what he considered to be "the high levels of out-of-field teaching" which were noted as the "key root of inept instruction in American schools" (2003, p. 5). Obviously, these results show indication for the existence of the out-of-field teaching both in Australia and the USA. Ingersoll (2003), however, also raises the idea that there is room for some doubts and disbelief relative to the public information about the out-of-field teaching due to its politically sensitive nature. He stated disagreement that the data gathered from school officials who do not wish the extent of out-of-field teaching be publicized is open to question. Like Ingersoll (2003), Thomas (2000) also recommends that revealing the extent of out-of-field teaching can cause issues because principals and school heads are in doubt to disclose to the public this issue for the reason that data might bear influence on the reputation of their schools.

Ingersoll (2003) also mentions issues about the validity and reliability of empirical research regarding out-of-field teaching because of the lack of consent on how to measure it. To describe the incidence of out-of-field teaching, Ingersoll (2003) states that there is a demand in adding a number of classes to a teacher bearing no specific undergraduate subject degree which is out-of-field teaching (2001, 2003; Ingersoll & Curran, 2004). For instance, a qualified mathematics teacher who is an undergraduate

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

Copyright: ©2024 by the Authors. The Journal of Education and Society is published by Leyte Normal University, Philippines. This open-access journal operates under the Creative Commons Attribution-Noncommercial guidelines. (CC BY-NC 4.0) license.

## RESEARCH ARTICLE

## A Referred Journal

major in mathematics and is assigned to teach mostly mathematics but takes one health class per week should be considered teaching out-of-field. Bearing such cases into consideration evidently intensifies the reported incidences of out-of-field teaching.

Ingersoll (2003) also promotes the demand to change how schools are supervised when teachers are on the job. He stresses that states and districts must reconsider how school staffing decisions are formulated and by whom. Ingersoll (2003) also recommends that rural schools need to assign roving specialists and consider greater practice of distance education and technology as well as administrative assistance on top of extra professional development and mentoring support for out-of-field teachers. The US-based Centre for the Future of Teaching and Learning (2007) promotes the institutions of accurate databases to grant policy makers with a well-defined picture of the extent of out-of-field teaching. Definitely, this would aid in ensuring particular schools and students are not inappropriately exposed to out-of-field teaching. The necessity for more precise databases on the teacher workforce in Australia is likewise a main suggestion of the recent DEEWR (2008ii) report on Teacher Workforce Data and Planning Processes.

Moreover, Thomas (2000) suggests a need to grant study leave to out-of-field secondary teachers teaching mathematics, claiming that they must not be expected to possess proper qualifications in their own time and at their personal expense. Instead, she recommends Commonwealth funding for tertiary places and state funding for leave. The Science Teachers' Association of

Victoria submission to DEST (2003) expressed similar recommendations for out-of-field teachers the need for well-planned professional learning, short courses, and mentoring from qualified teachers.

It is as well suggested by the Western Australian Department of Education and Training, Education Workforce Initiatives Report (DET 2008i) to employ ICT, flexible learning, and 'expert teachers' to support out-of-field teachers, specifically in regional and remote areas where staffing profiles limit the number of subject specialists a school can hire.

Consequently, in the Philippines, the concern on out-of-field teaching becomes an important, yet long not distinguished issue among schools and in education in a broader aspect. A number of challenges have given more consideration in the current times than giving emphasis in ensuring that the country's elementary and secondary education are well-staffed with competent teachers. For the past years, most of the studies, commissions, as well as, national issues have complained about the competencies and quality of our teachers. The chief concern which unfavorably affect our quest for quality education could be basically accredited to the vast number of teacher education graduates who are specialist or major in such course and to the number of teachers being hired to teach the subject/s which are not their field of specialization (Bayani & Guhao, 2017).

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

## Theoretical Framework

This study about out-of-field teachers provides the theoretical framework for this paper. Teachers of the secondary levels and higher education institutions must possess formal education as well as teacher training in the subject that they teach. It is important that by the time teachers are hired by the school, it is best to ensure that teachers should have the qualifications to teach the subject/s. It is believed that a teacher with appropriate qualifications in teaching the subjects commonly results in the improvement of students' performance. Teachers have the ability to make the teaching and learning environment interactive and lively. They usually employ teaching approaches which students could easily grasp learning. On the contrary, a vast number of teachers are assigned to teach subjects that do not fit their educational standard which may result in a negative effect. When teachers do not have the formal education in the subjects assigned to him/her, the tendency is that teachers easily get bored in teaching. Teachers also fail to employ teaching pedagogies that are effective, thus decreasing the performance of the students.

Another result in which this study is anchored is that having and keeping quality teachers may be associated with enhancement in the performance of the students. She emphasized that actions of teachers in the preparation and certification are certainly the toughest correlates of student improvement in the subject being taught in school. The attribute of teachers and teaching is undeniably one of the major factors that helped in molding the learning and development of students.

## Research Questions

Generally, this paper was undertaken to explore the prevailing lived experiences of out-of-field Senior High School Teachers.

Specifically, the study aimed to answer the following questions:

1. What are the difficulties and triumphs of out-of-field teachers in teaching senior high school students?
2. What coping mechanisms are employed by the out-of-field teachers in teaching senior high school students?

## Methodology

This section presents the research design, research participants, data collection/instruments, data analysis, ethical considerations, and reflexivity.

In this section, the researchers would like to share information as to what, where and how they gathered the data needed in order to provide answers to the research questions which they intended to investigate.

### Research Design

The research design used is phenomenology.

### Research Participants

The participants of the study were the Senior High School (SHS) teachers in a National High School in Leyte. This is for accessibility reasons and willingness of the participants.

RESEARCH ARTICLE

A Referred Journal

**Data Collection/Instruments**

The researchers sought permission from the Department Head and from the Principal by sending a request letter for the data gathering to be conducted in the school premises. After seeking permission from the authorities, consent forms were sent to the participants and a schedule for the interview was set. On the set schedule, an interview was done with each participant. While the interview was going on, a recorder was used to assure that the data were gathered and could be reviewed for transcription. After the interview, the data recorded were transcribed, coded, and analyzed by the researchers.

The researchers used an interview guide which comprised of four preliminary questions and nine main questions.

These preliminary questions were:

1. What is your degree and specialization?
2. What subjects have you handled or are you handling that are not in line with your specialization?
3. How did you react when you were given such subjects?
4. What reasons were presented for giving you such subjects?

Whereas, the main questions were:

1. What are your experiences in teaching subject/subjects which are not in line with your specialization?
3. What are your positive and

negative experiences in teaching such subjects?

3. How do you consider such experiences? Is it an advantage or a disadvantage to teach subjects which are not in line with your specialization? Why?
4. How did you/do you manage your teaching-learning process in the subjects?
5. How do your students interact with you?
6. What difference did you make among your students in handling the subjects?
7. How were you evaluated by your head?
8. What was the results of your evaluation?
9. What lessons have you learned in handling the subjects?

**Data Analysis**

This study performed both inductive and deductive analysis. The researchers read the data quite a few times until the themes emerged. The themes were then analyzed in order to understand the senior high school teachers' lived experiences as out-of-field. Then, the researchers tried to compare and contrast the study's findings with relevant research findings so that they could create situations to establish the new formulated date into prevailing data (Baxter & Jack, 2008).

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

Copyright: ©2024 by the Authors. The Journal of Education and Society is published by Leyte Normal University, Philippines. This open-access journal operates under the Creative Commons Attribution-Noncommercial guidelines. (CC BY-NC 4.0) license.

The conclusion of the study was derived from the discussion of the findings.

### Ethical Considerations

During the interaction with the participants of the study, the researchers ensured that they were guided and directed by Guillemin and Gillam's (2004) opinion that as researchers they must be ethically compelled to interact with the participants in a humane, just and not abusive manner, likewise being sensitive and tactful of their roles as researchers.

Moreover, the researchers also sought up-to-date consent from the participants to pay respect to their rights, privileges, wants, values, and aspirations. To avoid possible transgressions throughout the interview, the researchers oriented the participants with the purpose of the study.

The moment the participants signed the agreement, the researchers informed them of the devices which they used in recording the interview responses. Then, a copy of the transcribed responses and the results of the study was provided to each of the participant to verify the statements.

### Reflexivity

Based on the researchers' personal experiences, they were assigned to teach subjects/courses which were not aligned to their field of specialization. They were both BSEd major in English, but they were assigned to teach subjects/courses not associated with English, like Science, MAPEH, and Filipino.

Those experiences taught them a lot of lessons but challenged their skills, abilities, and even their capacity in dealing matters related to teaching out-of-field subjects/courses. It was very difficult on their part as English teachers because they needed to exert extra effort in studying their lessons, preparing instructional materials as well as in constructing their activities which would assess learning of their students. Such similar experiences motivated them to come up with research on the lived experiences of out-of-field senior high school teachers.

### Results and Discussion

This section presents the results and discussion of this paper on the lived-experiences of senior high school teachers in a National Vocational High School, and a National High School.

### Difficulties and Triumphs of Out-of-Field Teachers in Teaching Senior High School Students

The following themes were derived from the data collected in terms of the difficulties and triumphs of out-of-field teachers in teaching senior high school students:

**Difficulty due to lack of mastery.** Teachers claimed that it was difficult to deliver the lessons because they did not have enough background information about the subject. Majority of the research findings showed the lack of content knowledge and pedagogical content knowledge as the main challenge confronted in the out-of-field teaching phenomenon (Hobbs, 2012; Kola & Sunday, 2015; Hirsch, 2006). Insufficient of adequate and appropriate content knowledge positively has an effect on the quality of

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School



**RESEARCH ARTICLE****A Referred Journal**

teaching (Kola & Sunday, 2015; Hirsch, 2006). Being confronted with the challenges of inadequate content and pedagogical knowledge, out-of-field teachers employed varied approaches and utilized numerous resources to develop themselves (Seshea, 2017). Du Plessis (2015) claims out-of-field teachers intensify their time in preparation and learn the content by heart. She likewise asserts that out-of-field teachers depend on text books while teaching, and they neither give time or chances for students to deliberate concepts in a comprehensive manner. One participant, who is a Bachelor of Social Sciences, major in Psychology who handled 21st Century Literature when asked about her experience in handling the subject, said:

*“Honestly makuri, so kinurian ako kasi although I’ve had cognate subjects in college pero okay cognate man gud la waray ako foundation anay tigda la nga o sige you read this literature. Diri ako well-versed han mga literary pieces’ devices, yon so feeling ko kinukurian ako. I am just one page ahead of my students, so nag-cracramming ako actually. I think that’s the term nag-cracramming. {Honestly, it is difficult to handle because I only had cognate subjects. I am not that well-versed in the literary devices, so I felt a hard time in teaching. I was just a page ahead of my students so I experienced cramming. I think that’s the right term: cramming.}”*

Another participant who is a Bachelor of Home Arts major in Baking and Cooking who handled Statistics and Physical Science, when asked about her positive and negative experiences, said:

*Negative. Lack of knowledge lack of information baga’n kulang an akon background ha physical science; ha math mayda gad ako background, pero basic la. (Negative. Lack of knowledge and information. I felt that my knowledge was not enough. I just knew the basic information.)*

The other participants interviewed felt the same way as the others. They considered their knowledge not enough to be shared with students.

**Low self-esteem in teaching the subject.** Teachers claimed that they were not confident in teaching the subject. They felt that they were not supposed to handle the subject. Experiencing deficiency of content knowledge and pedagogical content knowledge reduced their self-worth and confidence as the latter is correlated with possessing adequate knowledge (Du Plessis, 2015; Darby-Hobbs, 2002). According to Bandura (1993), a teacher who has low self-worth has the tendency to evade teaching a topic that he or she considers as difficult or challenging. Aina (2016) mentions that a teacher will escape teaching an assigned task if he or she is not oriented and well-versed about it. One participant said:

*...para ha akon, especially the first year, pero feeling ko an kabataan an mas disadvantage kay kon unta hi ako is an expert or mayda mastery hito nga literature subject. I could have given more nga dapat unta para ha ira kuan man gud la siring pa man dida han first year I was just a page ahead of my students feeling ko nad-disadvantage an mga kabataan...{...for me especially the first year students were more disadvantaged because if only I was an expert or had mastery in the subject, I could have given more; they thought I was just a page ahead of them...}*

RESEARCH ARTICLE

A Referred Journal

**Cramming/ Full of Hassle.** Teacher-participants experienced cramming. They felt they were always running out of time in preparing for the assigned subject. They were always full of hassle. One participant revealed:

*“Negative, nag-cramping man gud ako ano, padisan pa kay waray libro, tapos waray libro ngan waray textbook nga available for that subject particularly even up to now, 4 years na kita in implementation in fairness mayda gad man kita activity sheets pero ito hiya good for one quarter la tapos diri hiya comprehensive; mayda la niya didto mga presented nga literature to utilize pero an subject matter nga imo ig-discuss waray dida, so magsesearch ka gud, that another problem kay the school has no internet connection {It was negative. I experienced cramming. Besides there were no books available even up to now, specifically textbooks. There are activity sheets but only good for one quarter and it was not comprehensive. It presents only the literature to be utilized, but the subject matter to be discussed was not indicated there. You really need to research. One problem is that the school has no internet connection.}*

**Preparation was time consuming.** Teacher-participants believed that it really required time to prepare for the lesson considering that the subject was not aligned

to their field of specialization. Aina (2016) asserts that a teacher who has low self-efficacy would usually resort to avoid teaching a certain topic which he or she finds difficult to understand and deliver to his or her students. Lingard, Hayes, Mills and Christie (2003) state that due to teachers’ lack of pedagogic content knowledge, they try to

omit the parts of the lesson which they find challenging. Deleting, evading or escaping some portions of the lesson was considered by some writers as coping mechanisms that out-of-field teachers employ. The out-of-field teacher who is assigned to teach a subject that is out of his or her field of specialization normally needs ample time to prepare and to organize his or her lessons, learning materials, and assessment activities to ensure students’ quality learning. They emphasized:

*Siyahan nakurian ako. Makuri hiya, since diri ko hiya major nga subject. Na-take hiya hin time nga dako kay siyempre ako kinahanglan ko mag-study kay waray man gud ako igtututdo hit mga bata kun diri ako magbasa. Makuri danay; makuri hiya intindihon labi na an physical science kay diri man gud ako science major, kinahanglan magbasa ka tapos an mga bata makuri gihap para ha ira an subject physical science ngan stat makuri gihap nira. {At first it was difficult, since I was not a science major. It takes much time for me since I really need to study or else I will have nothing to teach to my students. It was very hard most especially the Physical Science and Statistics.}*

Another participant pointed out:

*...I was at a disadvantage because I have to give more time preparing for it, and as in spell prepare; define preparation in 21st century literature, madugo para ha akon {...I was at a disadvantage because I have to give more time preparing for it, and as in spell prepare; define preparation in 21st century literature. It was a bloody one ...}*

Other themes formulated from the data:

One participant described the experience as a challenging one.

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

RESEARCH ARTICLE

A Referred Journal

**Challenging.** Teacher looked at it as an avenue for new learning where she can also grow. Borko (2004) mentions that learning happens in many varied contexts or settings, and it could be both an individual and a social process. According to Yates (2007), learning does not limit only in formal contexts but it also happens informally, and it could also be by accident or by chance. As one participant shared:

*very challenging pero para ha akon mas gusto ko hiya an akon personality. Diri ko gusto an commonality. I like being challenged. I like new things. I love exploring yon kasi ung personality ko. Having this subject, it gives me more reason to be excited everyday mag-enter ako ha classroom. Wow, it's a new day. What I'm gonna do? Ayoko kasi ng paulit-ulit pabalik-balik na topic. Ayoko ng ganon; mas nageenjoy ako. {It was very challenging for me because I like being challenged and that's my personality. I don't like commonality. I like new things. I love exploring. Having this subject gives me more reason to be excited everyday. I don't like routines.}*

### Coping Mechanisms Employed by the Out-of-Field Teachers in Teaching Senior High School Students

These are the themes formulated in terms of the coping mechanisms being employed by the out-of-field teachers (Preparation, Sharing, and Activity-based).

**Preparation.** Teachers claimed that since it was not their major, they had to study and prepare activities for the students in their assigned subject. They emphasized that they

should not enter the classroom without any preparation. Du Plessis (2015) claims that out-of-field teachers intensify their preparation time and gain knowledge by heart. This is true especially when lesson is quite difficult to be understood and a bit challenging to be taught. Consequently, out-of-field teachers have to exert more effort and time in reading and reviewing until they surely comprehend the challenging lesson. A participant shared:

*Amo gud iton maghahatag ka gud hin time to prepare. You devote time preparing for the lesson kasi if you don't prepare masasayang iton usa ka period. Kun masulod ka ha classroom, mag-aano kami, so kinahanglan talaga mag-prepare. I prepare.*

*I devote more time preparing for 21st century than I do with my other subjects... {That's it; you really have to devote time preparing for the lesson because if you don't prepare, one period will be wasted. I prepare. I devote more time preparing for 21st century than I do with my other subjects...}*

### Sharing.

Teacher-participants assigned topics to the students for research tasks and they themselves research about the topics as well. Then, before the lesson proper, they do brainstorming activities. Roberts and Pruitt (2009) claims that group effort occurs when teachers share teaching approaches and methodologies when they settle on instructional concerns and when they create ideas that assist the learning of all school community members. This takes place through collaboration with students, colleagues, and administrative officials, through communications and sharing

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

discussions, through observations and through shared learning task (Atwal, 2013).

One teacher-participant shared:  
*...nag-reresearch ako; nagpapa-research liwat ak ha ira tapos sharing nala kami hin ideas kon ano am nabasa. Gintatarampo ngstart na am discussion... {I did research. I assigned my students to do research, then we share our ideas from what we have read. The discussion starts...}*

**Activity-based.** Teacher-participants gave activities to the students. They make the teaching-and-learning process more engaging through activities than pure lecture. They involved their students in delivering the lesson more than having them sit and listen as passive learners. As one participant narrated:

*I do activity-based tapos reporting. My personality is incorporated in this subject, because I love ideas. I love hearing kakaiba na mga ideas from my students so diba understanding culture parang application lang siya ha aton kinabuhi so I am happy that I hear the opinion of my students. I discover more about them and about the topic na-cucurious na ako sa ibang topic na hindi ko pinapahalagan dati. I am challenged to learn more. { I do activity-based then reporting. My personality is incorporated in this subject because I love ideas. I love hearing different ideas from my students. It's just like understanding culture is an application in real life, so I am happy that I hear the opinion of my students. I discover more about them and about the topic. I am more curious now with the unfamiliar topics that I ignored before. I was challenged to learn.}*

### Summary of Findings

The following themes were formulated in the data collected in terms of the difficulties and triumphs of out-of-field teachers in teaching senior high school students:

**Difficulty due to lack of mastery.** Teachers claimed that it was difficult to deliver the lessons because they did not have enough background information about the subject. The other participants interviewed felt the same way with the others. They considered their knowledge as not enough to be shared to students.

**Low self-esteem in teaching the subject.** Teachers claimed that they were not confident in teaching the subject. They felt that they were not supposed to handle the subject.

**Cramming/ Full of Hassle.** Teacher-participants experienced cramming. They felt they were always running out of time in preparing for the subject. They were always full of hassle.

**Preparation was time consuming.** Teacher-participants believed that it really required time to prepare for the lesson considering that the subject was not aligned to their field of specialization.

Other themes formulated from the data were the following:

One participant described the experience as a challenging one.

\*Corresponding Author: Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

**Challenging.** The teacher looked at it as an avenue for new learning where she can also grow.

These are the themes derived in terms of the coping mechanisms being employed by the out-of-field teachers (Preparation, Sharing, and Activity-based).

**Preparation.** Teachers claimed that since it was not their major/field of specialization, they had to study and prepare activities for the students in their assigned subject. They emphasized that they should not enter the classroom without any preparation.

**Sharing.** Teacher-participants assigned topics to the students for research tasks and the teachers themselves researched about the topics as well. Then, before the lesson proper, they do a brainstorming

**Activity-based.** Teacher-participants gave activities to the students. They provided the students with activities more than giving pure lectures. They involved their students in delivering the lesson more than having them sit and listen as passive learners.

### Conclusions

1. The teacher-participants experienced difficulty in handling out-of-field subjects, such as lack of knowledge, low self-esteem, cramming or full of hassle, and time-consuming preparation of lessons.
2. The teacher-participants managed to handle out-of-field subjects through preparing lessons and activities, sharing materials for research, and giving activity-based strategies.

### Recommendations

1. The out-of-field teachers should not be assigned to teach subjects which are not in line with their specialization or major. If they are given such subjects, they should undergo a series of seminars or training that will equip them with necessary knowledge and skills necessary in handling such subjects.
2. The out-of-field teachers should be provided with instructional materials and internet connectivity for easier access of information for preparation, sharing, and activity-based strate

### References

- Aina, J.K. (2016). Employment of untrained graduate teachers in schools: The Nigerian case. *Journal of Studies in Social Sciences and Humanities*, 2(2), 34 – 44.
- Atwal, K. (2013). Theories of workplace learning in relation to teacher professional learning in UK primary schools. *Research in Teacher Education*, 3(2), 22 – 27.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning.

- Educational Psychologist*, 28(2), 117-148.
- Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544 – 559.
- Bayani, R. & Guhao, E. (2017). Out-of-Field teaching: Experiences of non-Filipino majors. *International Journal of Education, Development, Society and Technology*, 5(11), 91–127.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33 (8), 3 – 15.
- Cobbold, C. (2010). *Teacher retention in Ghana: perceptions of policy and practice*. Saarbrücken: Lambert Academic Publishing.
- Cochran-Smith, M., & Lytle, S. (2006). Troubling images of teaching in No Child Left Behind. *Harvard Educational Review*, 76(4), 668–726.
- Darby-Hobbs, L. (2012). Teaching out-of-field: Factors shaping identities of secondary science and mathematics. *Teaching Science*, 58 (1), 21 – 29.
- Du Plessis, A.E. (2015). Effective education: Conceptualizing the meaning of out-of-field teaching practices for teachers, teacher quality and school leaders. *International Journal of Educational Research*, 72, 89 – 102.
- Guillemin, M. & Gillam, L. (2004). Ethics, flexibility and ethically important moments in research. *Qualitative Inquiry*, 10 (2), 261 – 280.
- Hirsch, E. (2006). Recruiting and retaining teachers in Alabama. Center for Teaching Quality. Retrieved from: [http://scholar.google.co.za/scholar?hl=en&q=Hirsch+\(2006\).+Teacher+development.&submit3.x=20&submit3.y=21](http://scholar.google.co.za/scholar?hl=en&q=Hirsch+(2006).+Teacher+development.&submit3.x=20&submit3.y=21).
- Hobbs, L. (2012). Teaching out-of-field as a boundary event: Factors shaping teacher identity. *International Journal of Science and Mathematics Education*, 11 (2), 271 – 297.
- Ingersoll, R. (2003). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 37(3).
- Ingersoll, R. M. (2006). Who controls teachers' work? Power and accountability in America's schools. Cambridge, MA: Harvard University Press.
- Ingersoll, R. (2002). Misunderstanding the problem of out-of-field teaching. *Educational Researcher*, 30(1), 21- 22.
- Ingersoll, R. M., & Curran, B. K. (2004). Out-of-field teaching: The great obstacle to meeting the “highly qualified” teacher challenge. Washington, DC: National Governor's Association.
- Ingersoll, R. M. (2011). Teacher turnover and teacher shortage: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, M. R. (2003). Out-of-field teaching and the limits of teacher policy. A Research Report, Center for the Study of Teaching and Policy, University of Washington.
- Kola, J.A. & Sunday, O.S. (2015). A review of teacher self-efficacy, pedagogical content knowledge and out-of-field teaching: Focusing on Nigerian teachers. *International Journal of Elementary Education*, 4 (3), 80 – 85.
- Lingard, B., Hayes, D., Mills, M. & Christie, P. (2003). *Leading learning: Making hope practical in schools*. Philadelphia: Open University Press.
- McConney, A., & Price, A. (2009). Teaching out-of-field in western Australia. *Australian Journal of Teacher Education*, 34(6), 75-83.

- Roberts, M.S. & Pruitt, E.Z. (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development*. Thousand Oaks, CA: Crow Press
- Sen, A. (2010). Primary schooling in West Bengal. *Prospects quarterly review of comparative education*, 155(3), 311-320.
- Seshea, N. (2017). An exploration of out-of-field teacher learning experiences: A case study of secondary school social science teachers at Pholela Circuit, Kwazulu-Natal: University of KwaZulu-Natal Pietermaritzburg
- United States Education Department (2010). Elementary teachers' mathematics subject knowledge: The knowledge quartet and the case of Naomi. *Journal of Mathematics Teacher Education*, 8, 255-281.
- Yates, S.M. (2007). Teachers' perceptions of their professional learning activities. *International Education Journal*, 8 (2), 213 – 221.  
<https://www.studocu.com/en/document/university-of-mindanao/professional-education/other/thesis-out-of-field-teaching/3294441/view>

ISSN: 2619-7162 (print); 2619-7189 (online)

Volume 5 | Issue 1 | June 2024 | DOI: 10.5281/zenodo.13237627



JOURNAL OF EDUCATION AND SOCIETY

RESEARCH ARTICLE

A Referred Journal

---

**\*Corresponding Author:** Edzel N. Baras., Arlene V. Gillo  
Visayas State University, San Jose National High School  
Senior High School

Copyright: ©2024 by the Authors. The Journal of Education and Society is published by Leyte Normal University, Philippines. This open-access journal operates under the Creative Commons Attribution-Noncommercial guidelines. (CC BY-NC 4.0) license.