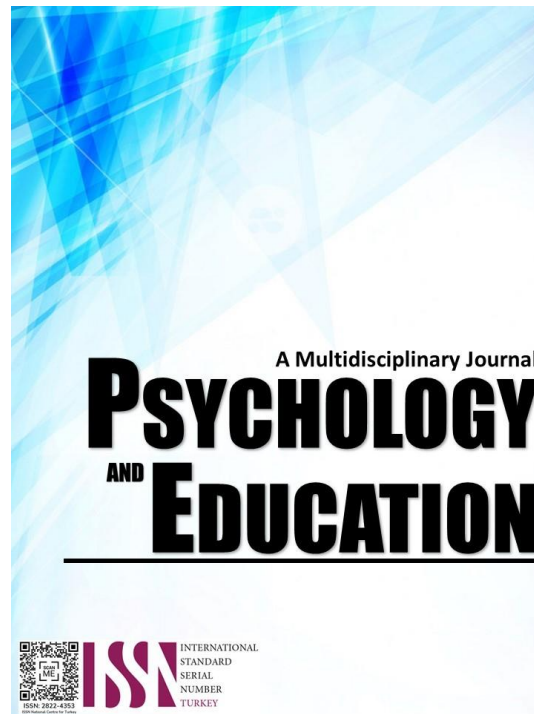


OUT-OF-FIELD TEACHING: LIVED EXPERIENCES OF HIGH SCHOOL TEACHERS AND STUDENTS IN MORONG, RIZAL



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Out-of-field Teaching: Lived Experiences of High School Teachers and Students in Morong, Rizal

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Abstract

With the growing incidence of out-of-field teaching in a high school in Morong, Rizal, this study sought to ascertain the teachers' and students' lived experiences. To be able to predict whether out-of-field teaching has had an effect on them, as well as to identify the influencing factors and propose approaches based on the outcomes of this study. A qualitative research methodology was used in the study to come up with themes and codes to help arrange the data gathered. Twenty (20) out-of-field teachers and forty (40) students that are handled by the teachers underwent interviews. They were selected through a sample survey and purposive sampling technique. The collected data that were transcribed underwent thematic analyses. The findings showed that teachers' lived experiences in out-of-field teaching revealed that they both encountered difficulties due to the medium of instruction and then subsequently enjoyed owing to being adjusted to the subject. Meanwhile, students have little to no difficulty learning from out-of-field teachers. According to the findings, teachers and students are able to adapt in out-of-field teaching, the initial challenges subsequently went on to be fine after being adjusted to the subject they are assigned in.

Keywords: *out-of-field teaching, learning, experience, performance, affect*

Introduction

Things do not seem to have better results whenever it is not what people wanted right from the very start. It is necessary for people to choose a specific thing they want to do or have. A proper decision-making process is what people need to choose the right one that suits them. This means that people must have the freedom to choose or select their desires in all situations. However, in some cases, things don't always go as planned. There are situations in which people do not end up with the job they studied for, and this is usually considered as being "out-of-field". In the Philippine educational system, out-of-field teaching is still a problem that is particularly noticeable in rural schools (Bajar J.T., Bajar M.A. & Alarcon, 2021).

Teachers find it hard to adapt to teaching outside of their subject area because they must study new information, which requires not only time and effort outside of their required teaching time but also a thorough understanding of the learning processes. In the long run, there are implications for teachers' sense of belonging, professional identities, self-efficacy, and understanding of what and how to teach. Out-of-field teaching has a negative impact on each stage of teacher education (Hobbs and Porsch, 2021). With the occurrence of out-of-field teaching, it violates the Republic Act No. 232, also known as the Education Act of 1982, Section 11 Special Rights and/or Privileges of Teaching or Academic, the action of

forcing teachers to teach a subject that is not inclined with their major which indicates the right to be free from compulsory assignments not related to their duties as defined in their appointments or employment contracts, unless compensated therefor, conformably to existing law, along with the SEC. 9 Right of Students in School: the right to receive, primarily through competent instruction.

In addition, the said action also breaches the DO 13, S. 1994 – Guidelines for Matching Specialization in Teaching Preparation with Teaching Assignments for Public School Teachers that emphasize that the following guidelines under this DO are issued to minimize the unnecessary academic mismatch between excessive specialization in teaching preparation and teaching assignments of public elementary and high school teachers. The ability to comprehend instruction varies depending on the student. Certain individuals are classified as fast or slow learners and slow learners in particular struggle with grasping lectures. It is difficult to be managed by an out-of-field teacher since certain topics may still be unfamiliar to them, resulting in inadequate delivery to students as a result of a lack of in-depth discussion. Moreover, the researchers are now also able to determine the lived experiences of students of High School in Morong, Rizal on the issue out-of-field to establish using qualitative research design whether on why or how this affects them. Out-of-field certainly does not only affect teachers but also students. Whereas the goals of the supposed inclined teachers

are to be able deliver the lessons to students not knowing being out-of-field may take on an effect on them.

Research Questions

The study aims to know the lived experiences of out-of-field teaching of teachers and students in Morong National High School. Specifically, it aims to answer the following questions:

1. What are the lived experiences of out-of-field teachers and their students?
2. What are the influencing factors resulting from out-of-field teaching?
3. How does out-of-field teaching affect teachers and students?
4. What interventions may be proposed anchored on the findings of the study?

Methodology

Research Design

This study utilized the qualitative research design to help interpret human behavior. The study is aimed to determine the lived experiences of teachers and students of High School in out-of-field teaching. It also helped to determine the effects and the influencing factors as on why out-of-field teaching occurred. With the gathered results being transcribed into making themes; thus, it is suitable research design in which the researcher can also construct interventions anchored with the findings of the study.

Population and Sampling

Twenty (20) Out-of-field teachers from a High School in Morong, Rizal and forty (40) students that are currently handled by the teachers were involved in the study. The following criteria were taken into account while choosing the respondents as a reliable source of information: 1) the major or course of the teacher must not be inclined with the subject they are currently handling; 2) the identified respondents for the out-of-field teachers must have at least 2 years of experience in handling the mismatched subject; 2) the respondent is handled by the identified out-of-field teacher. To assist the interviewee in answering the questions, the interview questions were provided in a separate copy. All interviews were recorded on audio, transcribed, and coded utilizing the thematic analysis method.

Instrument

Interviews were used to collect all of the necessary data for the study. To aid in the data collection process, interview questions were framed and centered on the statement of the problem, which was gathered through face-to-face encounters. This focused on developing a detailed grasp of the respondents' lived experiences in out-of-field teaching as they discussed with the researchers. With the consent of the respondents, the digital recordings will be later transcribed into making themes and for codings for the discussion of results.

Data Collection

In gathering the data, the researchers asked for the approval of the teachers and students for an interview with them. Safety protocols in regard to the pandemic were followed by both the researchers and the respondents. In order to collect data, the researchers requested permission from the teachers and students to conduct interviews with them. Both the researchers and the respondents followed pandemic-related safety precautions. The data collection was safely conducted through face-to-face meetings.

The acquired data was then gathered, examined, evaluated, and classified for similar concepts and topics. To determine the similarities among their responses, notable statements from students and teachers were emphasized. Thematic meanings were derived from the major responses. The researcher used this method to construct themes from the event, scenario, or experience in order to acquire a better understanding of the phenomenon. The researcher described the medium of instruction of teachers and students' experience in out-of-field teaching, the various factors identified for the occurrence of out-of-field teaching, teaching ability and professional development for teachers, and student academic performance.

Data Analysis

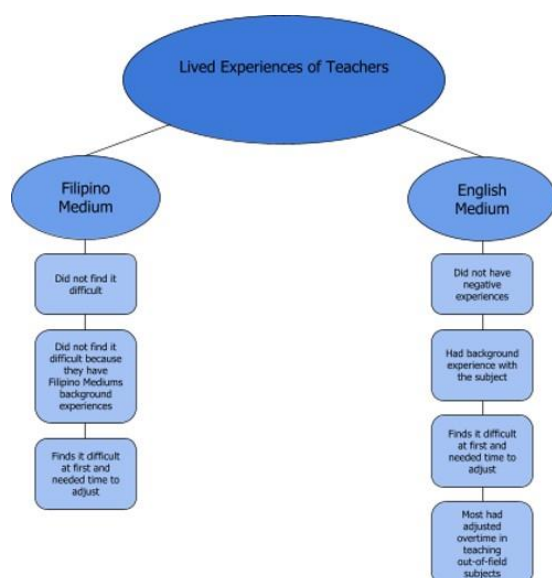
To answer the questions raised in the study, thematic analysis was utilized for the following: To what are the lived experiences of out-of-field teachers and their students; What are the influencing factors resulting in out-of-field teaching; and How does out-of-field teaching affect teachers and students. The data between the teachers and students are held separately for the thematic analysis, after completing the data

gathering thematic analysis has been used to identify the patterns or themes in between each result. Thematic analysis was used to sort and examine the results from the interview questions.

Result

The analyses and interpretation of the data gathered from the study's participants are presented in this section. The data is provided in themes with implications and interpretation. The presentation is structured according to the order of the problems stated in the problem statement.

1. Lived Experiences of Out-of-field Teachers



According to the data, the medium of instruction of the out-of-field teachers approaches identified based on the findings observed by the researchers were categorized into two themes namely: Filipino medium and English medium.

Filipino Medium

The majority of participants' responses categorized the Filipino Medium due to the fact that the responses gathered pointed out the shifting of the medium of instructions showed that Filipino medium teachers have similar experiences. The following are samples of transcription:

Teacher 1: It's a bit hard to adjust because I have to understand those deep terminologies in Tagalog and I

need to analyze the lessons well. So that was the challenge in the first place.

Teacher 2: I am fine with it and did not experience any hassles.

Teacher 3: Having difficulties because the terminologies that should be used there are supposed to be in English but are used forcefully in Tagalog and are more difficult to understand, also to the students.

Teacher 7: It was difficult at first because learning AP would be a big step for me since I am not in line with it. But I'm fine with it now that I've adjusted.

Teacher 11: I was teaching Earth Science, Biology, and Filipino, I enjoyed teaching Filipino more so I continued teaching Filipino. I was offered to transfer to the Science Department but since I am enjoying the

I rejected the offer and stayed as a Filipino teacher's target language. It hugely focuses on oral

communication. Hence, in an online class, there will be a great exchange of Q&A between the teacher and the student using the target language

English Medium

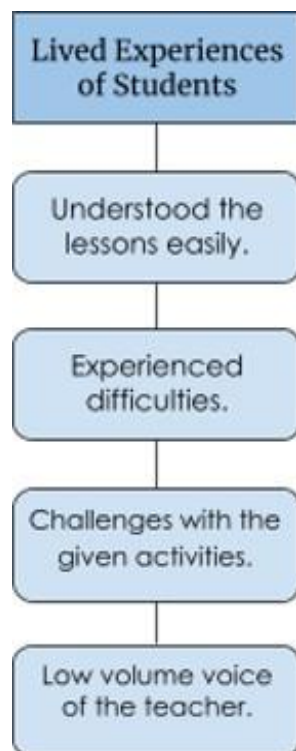
Another relevant English Medium also pointed out that teachers with an English medium of instruction showed similar experiences that emerged in the response of the e-Learners in the interview. The Humanistic approach is one of the strategies utilized by the language teachers in the online platform. Similarly the teachers teaching English Mediums had difficulties at first and needed time to adjust, the following is their statements:

Teacher 1: During the first and second months, I was adjusting Teacher 2: I have no negative experiences in teaching English.

Teacher 3: Of course, it was difficult at first because the medium/mode of instruction is English and I wasn't fluent in English

The data that have been collected show that the teachers had difficulties at first adjusting to their new respective areas but soon were able to adapt to the new areas. Some did not have difficulties teaching new areas, and some said they enjoyed it. This established a connection to the findings of the Napier et al. (2020) study, which revealed that out-of-field teachers are having difficulty in their first year.

2. Lived Experiences of Students in Out-of-field Teaching



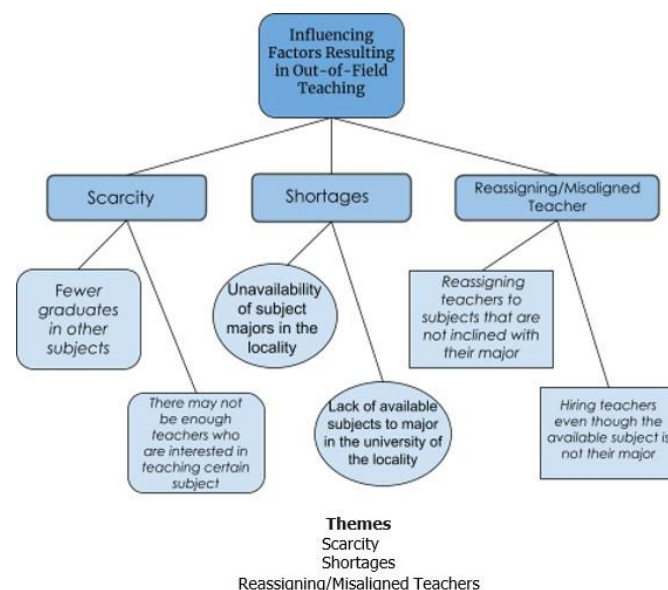
According to the data, it shows the lived experiences of students in out-of-field teaching in a high school in Morong, Rizal. The data show that the students are still able to understand the lessons easily with the teacher's guidance but still also struggle due to the difficulty of some lessons and activities given. Few stated that they sometimes find it difficult to grasp the lessons due to the teacher explaining in a low-volume voice. The following are their statements:

Student 1: I was able to understand the lessons easily. Student 2: Sometimes, I find the flow of the discussions difficult, depending on the lessons being taught by our teacher. Student 3: There are times when we struggle to answer the quizzes and activities given.

Student 4: Our teacher sometimes speaks in a low-volume voice that makes it hard for us to hear and understand what he says.

Other research has yet to identify the lived experiences of students in out-of-field instruction; this data may serve as a support for future studies that will follow the same path of the study. The data may aid in future research that will follow along the same path to be able to identify the experiences and also the effects of out-of-field teaching toward junior high school students.

3. Influencing Factors in Out-of-field Teaching



As to the factors on why out-of-field teaching occurs in Morong National High School the following themes were revealed: scarcity, shortages, and reassigning/misaligned teachers.

Scarcity

The teachers disclosed the influencing factors as to why they became out-of-field. One is that there are fewer graduates of the majors of the subjects and that there may not be enough teachers who are interested in teaching certain subjects. The following are samples of transcription:

Teacher 11: Based on my observation, there are only a few students/teachers that are interested in the subjects that are in need.

Teacher 2: One of the reasons is loading. For instance, there are only a few who chose to take the major.

Teacher 3: Because of the availability: the supply and

demand for teachers. There is no equal number of teachers who graduated in all learning areas.

Teacher 10: I think it is because there is a strong demand for a specific subject and the number of graduate teachers majoring in the subject is no longer enough.

Teacher 11: Because of the shortages of graduates in specific subjects/majors like Filipino, MAPEH, and Araling Panlipunan.

Teacher 12: I observed that only a few take the major Filipino.

Shortages

Shortages are one of the themes revealed by the participants during the investigation. Unavailability of the subject majors in the locality is usually pointed out. The following are samples of the transcription:

Teacher 14: It sometimes depends on the local passers for example only a few passes that majored in MAPEH.

Teacher 16: Before, there were only a few subjects available here to major in our local university for example TLE because of this a lot of students majored in the subject to the point that the number of graduates that majoring in a specific subject is too many and creates a shortage in other fields.

Reassigning/Misaligned Teachers

Another influencing factor that is identified by the respondents is reassigning/misaligned teachers. Below are the following samples of transcription:

Teacher 4: I think that the reason there are still out-of-field teachers is that, aside from the lack of teachers on DEPED, it is also because of mismatched skills.

Teacher 9: I believe the reason is the same: one subject already has more than enough teachers, so they are being reassigned to another subject that does not.

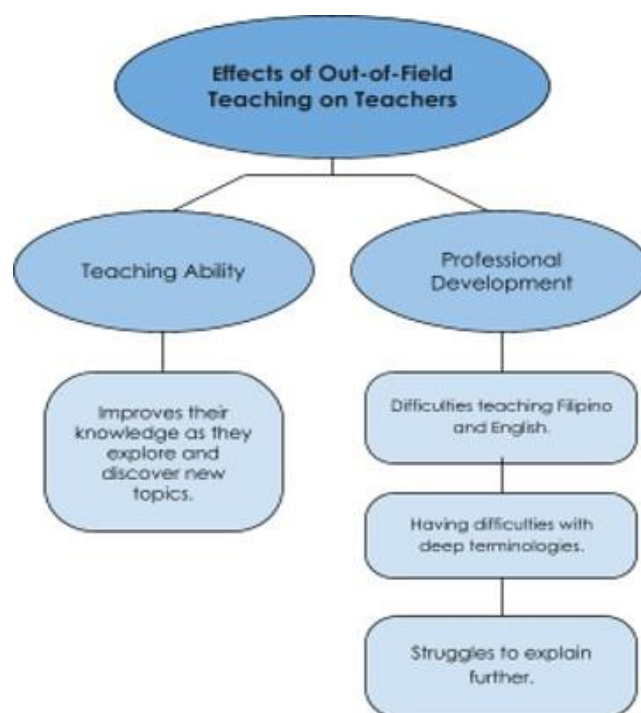
Teacher 11: I was assigned to the Filipino department because I taught Filipino before in a private school when I applied to this school they knew that I taught Filipino and exactly at that time there were shortages of Filipino teachers so that is why I am now a Filipino teacher.

Teacher 13: Because of the shortage of teachers being placed in a different field. Whenever there's a shortage in other fields some teachers are being put in to fill the shortage in that field even though the major of that teacher is not inclined with that field.

The three influencing factors identified from the gathered data are scarcity, shortages, and reassigning or misaligning teachers. Scarcity shows that there are

fewer graduates in other subjects that are needed in a school. Shortages show there are no subject majors available in the locality. Reassigning/Misaligned Teachers shows that due to the other factors mentioned, teachers are being reassigned to subjects, not in line with their major. This relates to the study of Prince and O'Connor (2018) that the main reason that we have teachers that do not correspond to the subjects taught in schools is that there is a lack of teachers in the system.

4. Effects of Out-of-Field Teaching on Teachers



It shows that out-of-field teaching has effects on MNHS junior teachers' teaching ability and professional development. Few teachers said that teaching a subject that is out of their field somehow positively affects their teaching ability as they discover new things about themselves and gain new knowledge from the lesson. Meanwhile, some teachers stated that out-of-field teaching negatively affects their professional development. The following are the sample transcripts:

Teacher 1: It's a bit hard to adjust because I have to understand those deep terminologies in Tagalog and I need to analyse the lessons well.

Teacher 6: Of course, it was difficult at first because the medium/mode of instruction is English and I wasn't fluent in English.

Teacher 7: Having difficulties because the terminologies that should be used there are supposed to be in English but are used forcefully in Tagalog and

are more difficult to understand.

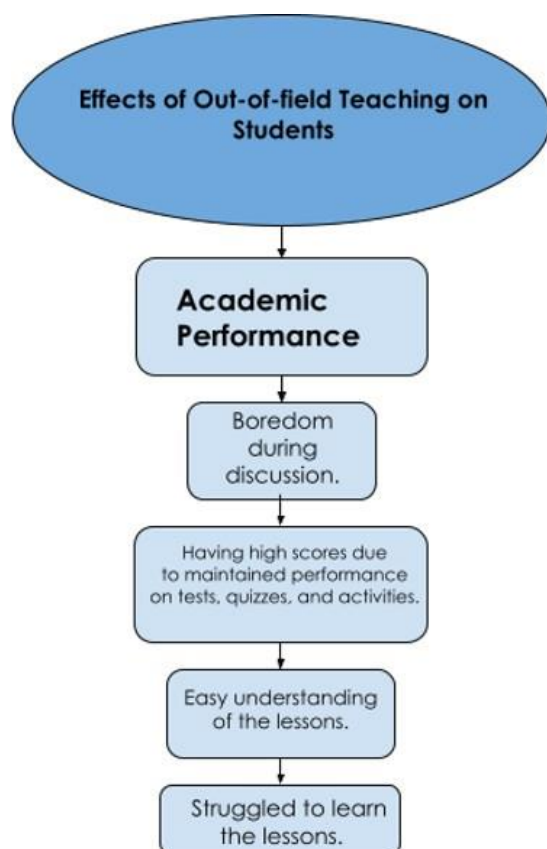
Teacher 16: There are some words that I unintentionally use in English when teaching Filipino subjects.

Teacher 19: There are words that are difficult to explain since Filipino is not my major, so I really find it difficult to teach Filipino.

The results indicated that teaching a subject that is out of their field has positive and negative effects on teachers, whereas it is somehow beneficial for them as they gain new knowledge. Conversely, some teachers were mostly having difficulties understanding the lesson in which Filipino-medium instruction teachers that originally took English-medium subjects and vice versa, are having difficulties with deep terminologies and struggling to explain the topic further as it requires them to put extra effort into understanding the topic. Caldis (2022) also discovered, the study participants' most frequent experience was being unprepared, which had a detrimental effect on their well-being, self-confidence, and professional aspiration.

Thus, these findings answer the question on how out-of-field teaching affects teachers.

5. Effects of Out-of-field Teaching on Students



Academic Performance

The majority of students' responses categorized the Academic Performance as it turned out that the effects of occurrence of out-of-field teaching in MNHS are mostly considered under the students academic performances. The following are the gathered responses:

Student 1: Sometimes it's boring, sometimes it's okay.

Student 2: Because he/she teaches well, we get high scores on our activities, tests, and quizzes. Student 3: I sometimes struggle understanding depending on the lesson and subject.

Student 4: I find it easy to understand the lesson.

Student 5: There are lessons that are easy to learn while there are also some that are difficult to understand.

The data show that most of the students learn the lessons easily and have high scores, some struggle upon understanding it while a few students experienced or felt bored during discussion. The finding relates to the study of Cruz et al. (2017), which shows the result of their study that the majority of pupils expressed satisfaction with the teachers teaching methods and lectures. And despite the fact that the supplied field was outside of the teachers' area of expertise, they were nonetheless able to impart sufficient knowledge to the students.

Interventions Proposed Anchored with the Findings

Based on the findings of the study, the following are proposed to enhance the skills of teachers that are affected by Out-of-Field Teaching in Morong National High School: (1) Help teachers improve their language and instructional techniques by establishing training sessions. (2) Conduct regular Department LAC Sessions to further enhance the teaching skill of the out-of-field teachers and to encourage them to collaborate with colleagues who have expertise in the subject area. This can include co-planning lessons, sharing resources, and co-teaching lessons. (3) Curriculum and instructional resources: Provide out-of-field teachers with high-quality curriculum materials and instructional resources that are aligned with the subject area they are teaching. These resources can help teachers to develop effective lesson plans and deliver instruction that meets the needs of their students.

Conclusion

The following results were disclosed after the data gathered were analyzed:

Most Filipino medium teachers experience difficulty in teaching because of the complexity of the terminologies of Filipino words, meanwhile, with English medium subject teachers are more likely to find it easier to adapt due to having more understandable terminologies. On the other hand, both still experienced difficulties especially with them starting being out-of-field teachers as it requires extra time and effort to learn another subject. Meanwhile, almost all students have little to no difficulties with out-of-field teaching due to the fact that teachers deliver lessons well with the applied effective learning strategies identified such as video lessons, game-based activities, etc. Identified influencing factors to out-of-field teaching given by teachers are mostly because of a scarcity of graduates/teachers in specific subjects/majors, shortage of majors of subjects in a locality, reassigning teachers to the subject that lacks teachers or either hiring teachers that are not inclined with the subject that is in need for teachers.

The effect of out-of-field teaching on teachers has both affected their teaching ability and professional development. In their teaching ability, it proved that while in the process of teaching, they learn new things that also help improve their knowledge of topics. On the other hand, being out-of-field had an impact on them because of how they struggled with the medium of instruction they were handling and the difficult terminologies which caused them to struggle to explain further. Having out-of-field teachers has little to no impact on students because they are still able to receive high scores on tests, quizzes, and activities.

Based on the conclusion and results, the recommendations for addressing out-of-field teaching are to hold the capacity-building for teachers to improve their language skills in both English and Filipino to help them understand different vocabularies and complicated terminologies, with learning strategies that will help the communication between student and teacher interaction and monitoring student progress; the school should monitor student progress closely to ensure that students are making adequate progress and learning the required content.

Based on the results and recommendations in addressing out-of-field teaching at Morong National High School, the researchers desire to submit a proposal to the principal and other school

administrators of MNHS. A brief information of the research may be presented highlighting the challenges encountered and their impact both by the out-of-field teachers and students along with the proposed interventions concerning the subject of the research.

With time, symposiums on the subject of the study could potentially be organized to enlighten teachers and administrators about the interventions suggested to improve the situation regarding the subject. The study can also be disseminated by having a research article published; this will help future researchers who want to perform a similar study by providing them with guidance. Due to the difficulties surrounding the topic, the research paper will be able to raise awareness and minimize problems for both teachers and students that are affected by out-of-field teaching. Campaigns amongst Grade 10 and Grade 12 learners who desire to take secondary education as their course to pursue may be persuaded to take majors that are lacking in most schools (Filipino, Araling Panlipunan, MAPEH, EsP). In this way, out-field teaching will somehow be prevented in the future. Considering this, they will have a greater opportunity to be hired easily since most schools are in need of the lacking subjects.

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