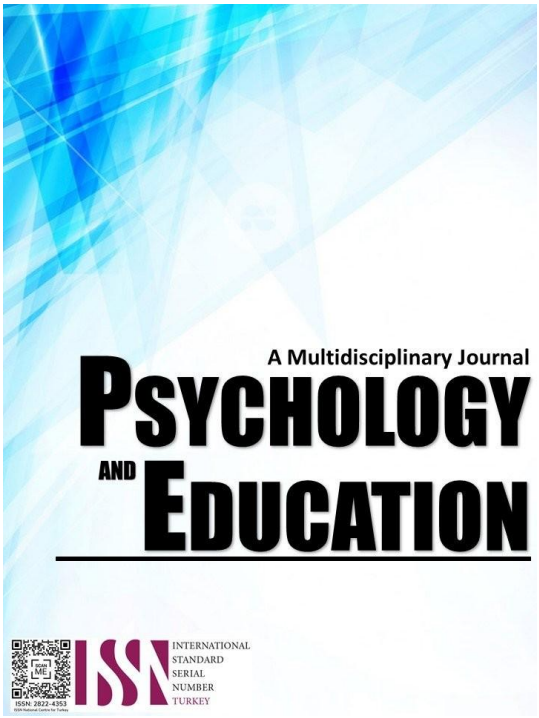
OUT-OF-FIELD TEACHING AND SELF-EFFICACY: ITS INFLUENCE TO TEACHERS' JOB SATISFACTION



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Research Article

Out-of-Field Teaching and Self-Efficacy: Its Influence to Teachers' Job Satisfaction

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Abstract

This study examined the impact of out-of-field teaching and teachers' self-efficacy on job satisfaction among public secondary school teachers in Iligan City, Philippines. Utilizing a descriptive-correlational research design, the study surveyed 108 Junior and Senior High School teachers from three selected public secondary schools. The research aimed to determine how teaching subjects beyond one's specialization influenced teachers' perceived competence and overall job satisfaction. Findings revealed that while teachers demonstrated high levels of classroom management and lesson planning capabilities, they expressed lower confidence in content mastery and assessment strategies related to out-of-field subjects. Most respondents occupied entry-level positions and held Bachelor's degrees, with limited professional advancement and specialization. Despite these challenges, participants reported generally high job satisfaction, attributed mainly to supportive colleagues and autonomy in instruction. Spearman's rho correlation analysis revealed significant positive relationships between job satisfaction and variables such as subject matter mastery, classroom management, student assessment, and self-efficacy dimensions, including self-confidence, teaching performance, and resource management. Linear regression further identified self-confidence and resource management as the strongest predictors of job satisfaction. Grounded in Maslow's Hierarchy of Needs, Bandura's Self-Efficacy Theory, and Herzberg's Two-Factor Theory, this study emphasized the need for institutional support, targeted professional development, and strategic policy interventions to empower teachers in out-of-field roles. The findings served as a foundation for crafting a responsive action plan that aimed at enhancing teacher efficacy, boosting morale, and ensuring quality education in public secondary schools.

Keywords: *out-of-field teaching, teacher self-efficacy, job satisfaction, secondary teachers*

Introduction

Teaching is a profession that requires not only expertise in subject matter but also proper preparation and training. However, in many schools today, teachers are frequently assigned to teach subjects outside their area of specialization. This practice can negatively impact their teaching performance as well as their self-efficacy. This phenomenon is particularly common in secondary schools.

One major problem faced by public high schools was the increasing number of teachers who taught subjects outside their area of training or expertise. This happened mostly because of the ongoing lack of teachers, and it was common not only in public schools but also in private schools. According to the Second Congressional Commission on Education (2024), 62% of teachers in the Philippines taught subjects they did not major in during college. In fact, 98% of those teaching Physical Sciences did not have a background in that subject, and 51% of science teachers were also teaching subjects different from their college courses. This situation affected not only the quality of teaching but also the well-being of the teachers.

Teaching subjects outside one's field had serious effects. Teachers found it challenging to deliver quality lessons because they lacked sufficient knowledge of the subject. This led to increased stress, lower confidence in their teaching ability, and decreased job satisfaction. Over time, this pressure could lead to burnout, less motivation, and poor results for both teachers and students. Problems like not having enough teaching materials, big class sizes, and too much work made things even harder for teachers and affected their performance.

Many researchers studied these issues. Ingersoll (1999) described out-of-field teaching as assigning teachers to subjects for which they were not trained. Caldis (2022) pointed out that this mostly affected new teachers and could cause them to quit early. Mizzi (2022) said that not knowing the subject well made it harder for teachers to improve their teaching methods. Aventura and Vina (2023) noted that although teaching outside one's field can make teachers more flexible and creative, it also causes significant stress and makes them feel less confident. Penuliar and Natividad (2025) noted that, although there were some benefits, the problems were more severe.

Although out-of-field teaching was common, there was a lack of research on how it affected teachers' confidence and job satisfaction. Most studies looked at general problems like teacher shortages and the overall quality of education. Few studies have looked closely at how teaching the wrong subject makes teachers feel or affects their work. The study aimed to fill that gap by exploring how out-of-field teaching affected the self-confidence and job satisfaction of secondary teachers in the Division of Iligan City, especially in Iligan City National High School, Iligan City East National High School, and Iligan City National School of Fisheries.

The research was conducted during the third quarter of the 2024–2025 School Year. It looked at the real-life experiences of teachers who were assigned to teach subjects they did not specialize in. The study focused on the problems they faced, how they dealt with those problems, and the methods they used to manage teaching outside their comfort zone. The goal was to share ideas that could help improve action plans, school policies, and support systems to enable teachers to perform better in such situations.

The researcher had five years of experience teaching subjects outside her specialization. This helped give a clear and honest view of the challenges faced by other teachers in the same situation. This experience made the study more reliable and helped in understanding and explaining the results more clearly.

Research Objectives

The study aimed to examine out-of-field teaching, teachers' self-efficacy, and its influence on the job satisfaction of secondary teachers in Iligan City. Specifically, this sought to achieve the following objectives:

1. To determine the profile of the respondents in terms of:
    1.1. age;
    1.2. sex;
    1.3. plantilla position;
    1.4. length of service (in years);
    1.5. salary grade;
    1.6. undergraduate degree;
    1.7. grade level taught; and
    1.8. highest educational attainment.
2. To determine the level of out-of-field teaching experience in terms of:
    2.1. subject matter mastery;
    2.2. classroom management; and
    2.3. assessing students.
3. To assess the respondents' level of self-efficacy in terms of:
    3.1. self-confidence;
    3.2. teaching performance; and
    3.3. resource management.
4. To determine the level of job satisfaction of respondents.
5. To correlate between job satisfaction, out of field teaching, and self-efficacy.
6. To determine which of the respondents' demographic profile, level of out of field experience, and level of self-efficacy significantly predict teachers' job satisfaction.
7. To formulate an action plan based on the findings of the study.

Methodology

Research Design

This study utilized a descriptive-correlational design. It was descriptive because it described the demographic profile, out-of-field teaching experience, and self-efficacy of the respondents. It was also correlational since the study aimed to examine the relationship between the respondents' level of out-of-field teaching, their self-efficacy, and job satisfaction.

Respondents

The respondents of this study were composed of one hundred eight (108) Junior High and Senior High School teachers who were teaching outside their specialization in three (3) major schools in the Iligan City Division, specifically: Iligan City National High School (ICNHS), Iligan City East National High School (ICENHS – Sta. Felomina), and Iligan City National School of Fisheries (ICNSF). The respondents are chosen through a total enumeration (take-all) approach. All of the respondents are currently teaching in public secondary schools and teaching subject/s outside their field of specialization.

Procedure

The researcher used a researcher-made questionnaire. The initial draft of the researcher-made questionnaire was developed based on an extensive review of related literature to ensure that all items were grounded in existing studies and relevant concepts. The researcher employed a systematic process in developing and validating a researcher-made questionnaire to ensure its reliability and validity.

To ensure content validity, the instrument was evaluated by a panel of three experts: one held a Doctor of Philosophy (PhD) in Language Studies, while the other two held Master of Arts degrees in English Language Studies. These experts assessed the questionnaire by using the survey instrument validation rating skill. After the validation, the questionnaire was found to be valid. Subsequently, the validated questionnaire was pilot-tested with a group of 31 out-of-field teachers from Dalipuga National High School in the Division of Iligan City. These respondents were excluded from the final sample to maintain the integrity of the main data set.

After the pilot testing, the responses were forwarded to the statistician for further analysis of clarity and reliability. The results confirmed that the survey questionnaire was both clear and reliable, making it suitable for full implementation in the main study. The questionnaire has three (4) parts. Part I contains the profiles of the respondents, including age, sex, plantilla position, length of service (in years), salary grade, undergraduate degree, grade level taught, and highest educational attainment. These demographic variables

were essential for describing the respondent population and for analyzing how individual backgrounds might influence perceptions of out-of-field teaching, self-efficacy, and job satisfaction. The respondents marked check (/) the appropriate box in providing the information.

Part II focused on the level of out-of-field teaching experience. This section assessed the teachers' experiences in three key areas: subject matter mastery, classroom management, and assessing students. Subject matter mastery assessed the respondents' perceived ability to explain concepts, answer student questions, develop lesson plans, and deliver content effectively despite teaching outside their trained field. Classroom management evaluated their capability to handle class behavior, manage disruptions, and engage students in subjects with which they were less familiar. Assessing students measured how well they designed assessments, graded fairly, and provided constructive feedback in subjects they had not specialized in.

Part III focused on the level of teachers' self-efficacy. This section aimed to evaluate the teachers' beliefs in their own effectiveness while handling out-of-field assignments. It was structured into three dimensions: self-confidence, teaching performance, and resource management. Self-confidence included statements related to the teachers' confidence in teaching unfamiliar content, handling challenges, and adapting their instruction. Teaching performance focused on how well teachers believed they met student needs and delivered effective instruction. Resource management looked at how they managed time, materials, and technology, as well as how they collaborated with colleagues. This part directly addressed the second variable of the study, teacher self-efficacy, and provided insight into how confident teachers were in performing their roles outside their areas of specialization.

Part IV measures the teachers' job satisfaction. The final part measured the teachers' level of job satisfaction while teaching out-of-field. The items included indicators such as satisfaction with teaching ability, instructional materials, classroom management, support from colleagues and administrators, work-life balance, and professional development opportunities. This section supported the third variable, job satisfaction, by offering measurable data on how teaching assignments impacted overall work contentment.

The instrument consisted of 40-item questions that measured the level of out-of-field teaching experience and the level of teachers' self-efficacy on a four-point Likert scale, where: 4 means strongly agree, 3 means agree, 2 means disagree, and 1 means strongly disagree.

The data gathering process for this study was conducted in several stages to ensure a systematic and ethical approach to collecting quantitative data. Initially, the researcher sought formal permission from the relevant school authorities, including the school division superintendent and school principals, by submitting a letter of permission. This letter outlined the purpose and significance of the study, its potential contributions to the field, and the methodology to be employed. Upon receiving approval from the school authorities, the researcher proceeded with the next steps in the data collection process.

After securing permission, the researcher distributed an informed consent form to all participating teachers. The informed consent form explained the study's purpose, the voluntary nature of participation, and the confidentiality of the responses. Teachers were informed that they can withdraw from the study at any time without consequence. Teachers were required to sign the consent form to confirm their agreement to participate.

Once the informed consent forms are signed, the researcher distributed the survey questionnaire to teachers who are currently teaching outside their field of specialization.

Once the data had been collected, the researcher carefully examined the survey responses. The survey data were coded and anonymized to protect the identities of the participants.

Data Analysis

In this study, the researcher employed a quantitative data analysis method to address the research questions. The analysis allowed for a comprehensive understanding of how out-of-field teaching and teachers' self-efficacy influence their job satisfaction.

The following are the statistical instruments used. For problem 1, the researcher applied frequency and percentage distribution. For problems 2-4, the researcher used the weighted mean. For problem 5, the researcher used Pearson's r Correlation, and for problem 6, the researcher used linear regression.

Ethical Considerations

To ensure the ethical integrity of the researcher, several measures were implemented in accordance with established research standards. First, the informed consent of all respondents was obtained prior to their involvement in the research. This consent process included a clear explanation of the study's purpose, procedures, potential risks and benefits, and the voluntary nature of participation. Respondents were informed that they could withdraw from the study at any time.

To protect the privacy and confidentiality of the respondents, all personal and identifiable information was securely stored and was not disclosed to unauthorized individuals. Data were anonymized or coded to ensure that responses could not be traced back to individual respondents.

Moreover, the researcher sought ethical considerations from the authorized committee prior to conducting the study. The research

proceeded only after receiving formal approval, ensuring that all ethical standards and guidelines for research involving the teachers as the respondents were strictly adhered to.

Results and Discussion

This section presents the data collected to address the study's research questions. It also analyzes and interprets the data collected by the researchers to solve the issues in the study.

Profile of the Respondents

Table 1. *Age*

Age	*Frequency*	*Percentage (%)*
29 years old and below	11	10.2
30 – 39 years old	41	38.0
40 – 49 years old	29	26.9
50 – 59 years old	19	17.6
60 – 65 years old	8	7.4
Total	108	100.0

Table 1 presents the age of the respondents. The majority belonged to the 30–39 years old group (38.0%), followed by the 40–49 years old group (26.9%), the 50–59 years old group (17.6%), the 29 years old and below group (10.2%), and the 60–65 years old group (7.4%). These findings indicated that most respondents were in their early to mid-career stages, typically characterized by active professional engagement and growing family responsibilities.

This demographic pattern suggested that the data and insights gathered are reflective of experiences from those in their most productive and contributory years. According to Tschannen-Moran and Hoy (2021), teacher self-efficacy increases with experience, but may plateau or decline near retirement. This is consistent with the dominance of mid-aged respondents who likely exhibit high self-efficacy.

Table 2. *Sex*

Sex	*Frequency*	*Percentage (%)*
Male	22	20.4
Female	86	79.6
Total	108	100.0

Table 2 displays the sex of the respondents. The results showed that out of 108 total respondents, 86 (79.6%) were female, while 22 (20.4%) were male. This showed a significant imbalance in participation, with females contributing the majority of responses. The data reflected a common trend in education, particularly at the primary and secondary levels, where female teachers significantly outnumbered males.

This may be due to societal perceptions of teaching as a nurturing role, traditionally associated with women. A low number of male teachers may result in a lack of male role models, especially for male students. This has been linked to impacts on classroom dynamics, disciplinary approaches, and student engagement. According to Cushman (2005), teaching, especially at the elementary and secondary levels, is often viewed as "women's work," leading to the underrepresentation of men in the field.

Table 3. *Plantilla Position*

Plantilla Position	*Frequency*	*Percentage (%)*
Teacher I	57	52.8
Teacher II	19	17.6
Teacher III	21	19.4
Master Teacher I	7	6.5
Master Teacher II	4	3.7
Total	108	100.0

Table 3 displays the respondents' plantilla position. The result presented that a majority of the teachers (52.8%) held the position of Teacher I, suggesting that most of the teaching staff are at the entry level of the career progression. This could imply a relatively young or newly hired workforce, which may affect the overall experience level and mentoring capacity within the institution.

The smaller proportions of teachers in higher positions, such as Master Teacher I (6.5%) and Master Teacher II (3.7%), suggest limited advancement opportunities or a competitive promotion process. This distribution highlighted the need for professional development programs and career advancement pathways to motivate and retain teachers by helping them move to higher plantilla positions.

Caldis (2022) emphasized that out-of-field teaching is particularly prevalent among early-career teachers as they transition from initial teacher education programs into full-time employment. This observation aligned with the current study's findings, where a significant majority (52.8%) of respondents occupied the Teacher I position—typically the entry point into the Philippine public school system. Teachers in this position were often the most vulnerable to being assigned subjects outside their area of expertise due to staffing

shortages and administrative flexibility in deployment.

Table 4. *Length of Service*

Length of Service	*Frequency*	*Percentage (%)*
Less than 1 year	7	6.5
1 – 10 years	61	56.5
11 – 20 years	22	20.4
21 – 30 years	12	11.1
31 years and above	6	5.6
Total	108	100.0

Table 4 displays the length of service of the respondents. The result presented that the majority of respondents (56.5%) had been in service for 1–10 years, followed by those with 11–20 years of service (20.4%). A smaller proportion of respondents fell within the 21–30 years (11.1%), less than 1-year (6.5%), and 31 years and above (5.6%) categories.

These findings indicated that a significant portion of the respondents are early to mid-career professionals, with a decreasing representation of those in later stages of their careers. This suggests that the teaching workforce in this study is dominated by relatively newer educators, reflecting national trends where a younger teaching population often assumes roles in public schools due to growing demands in the education sector.

The study of Bacus et al. (2024) surveyed 2,680 beginning teachers from the Department of Education across 16 regions in the Philippines. It aimed to determine the key personal, educational, and professional factors that influence teaching performance. The results highlighted the substantial presence of early-career teachers in the country's education system and emphasized the importance of providing targeted support and development initiatives to improve their effectiveness in the classroom.

Table 5. *Salary Grade*

Length of Service	*Frequency*	*Percentage (%)*
SG 11	54	50.0
SG 12	20	18.5
SG 13	23	21.3
SG 17	1	.9
SG 18	7	6.5
SG 19	3	2.8
Total	108	100.0

Table 5 displays the respondents' salary grade. The results showed that half of the teachers (50.0%) were receiving a Salary Grade (SG) 11, which typically corresponds to entry-level teaching positions. This suggested that the majority of the teaching staff were early in their salary progression, reflecting either a workforce with less tenure or limited opportunities for salary movement. Only a small percentage were in higher salary grades such as SG 18 (6.5%) and SG 19 (2.8%), highlighting a potential bottleneck in salary progression.

This distribution may impact employee morale and retention, particularly if opportunities for promotion and salary increases are perceived as limited. It underscores the importance of providing clear and transparent pathways for career progression and salary advancement in order to maintain motivation and reward long-term service. Supporting this view, Arviv-Elyashiv and Navon (2021) emphasized, in their study "Teacher Attrition: Human Capital and Terms of Employment – Do They Matter?", the significant role of job rewards in reducing teacher attrition. Among the various job rewards, salary emerged as the most salient factor influencing teachers' career decisions.

Table 6. *Undergraduate Degree*

Degree	*Frequency*	*Percentage (%)*
Bachelor of Secondary Education	45	41.7
Bachelor of Arts	26	24.1
Bachelor of Science	37	34.3
Total	108	100.0

Table 6 displays the respondents' undergraduate degrees. The results showed that a plurality of respondents held a Bachelor of Secondary Education degree (41.7%), followed by a Bachelor of Science (34.3%), and a Bachelor of Arts (24.1%).

The distribution indicated that a majority of the respondents held degrees aligned with the teaching profession. However, it was noteworthy that all of these educators, including those with Bachelor of Science and Bachelor of Arts degrees, were teaching subjects that fall outside their area of specialization.

These findings align with the existing literature, which emphasizes the importance of a teacher's academic background in influencing professional performance and career retention. Branzuela et al. (2023) conducted a study involving surveys and interviews with sixty respondents to explore their teaching experiences. The results showed that most teachers engaged in out-of-field teaching were non-

education graduates. This often led to challenges such as difficulty in mastering the subject matter, preparing scholarly learning materials, implementing effective classroom pedagogy and activities, and providing psychosocial guidance to students, particularly in college preparation. Additionally, out-of-field teaching was found to have implications on student outcomes, as inconsistencies in instructional quality and depth of subject knowledge may hinder students' academic performance and motivation.

Table 7. *Grade Level Taught*

Grade Level Taught	*Frequency*	*Percentage (%)*
Grade 7	20	18.5
Grade 8	15	13.9
Grade 9	23	21.3
Grade 10	18	16.7
Senior High School	32	29.6
Total	108	100.0

Table 7 displays the respondents' grade level taught. The results showed that Senior High School accounts for the largest share (29.6%), followed by Grade 9 (21.3%), Grade 7 (18.5%), Grade 10 (16.7%), and Grade 8 (13.9%).

The study by Baras and Gillo (2025) shed light on the lived experiences of out-of-field Senior High School teachers in Carigara National Vocational High School and San Jose National High School. Their research revealed that SHS teachers often face the challenge of teaching subjects outside their specialization due to the scarcity of qualified personnel in emerging strands such as STEM, ABM, and TVL.

The high percentage of SHS teachers in this dataset may indicate a greater exposure to these challenges and thus a pressing need for targeted interventions at this grade level. Addressing these issues is crucial not only for teacher retention and well-being but also for ensuring the success of the K to 12 curriculum implementations.

Table 8. *Highest Educational Attainment*

Educational Attainment	*Frequency*	*Percentage (%)*
Bachelor's Degree	71	65.7
Master's Degree	36	33.3
Doctoral Degree	1	.9
Total	108	100.0

Table 8 displays the respondents' highest educational attainment. The results showed that the majority of the teachers (65.7%) had attained only a Bachelor's Degree, while a significant portion (33.3%) had pursued a Master's Degree, and only one individual (0.9%) held a Doctoral Degree.

This distribution suggested that while many teachers met the minimum educational requirement, a relatively smaller group had pursued advanced studies. The limited number of teachers with postgraduate degrees may affect the institution's capacity to offer specialized programs, conduct advanced research, and mentor junior staff. These results highlighted the need to encourage and support further graduate education among teachers to enhance professional expertise, instructional quality, and opportunities for promotion within the organization.

A study by Opina et al. (2024) examined the correlation between teachers' qualifications and their teaching performance. The research found a highly significant relationship, indicating that higher educational attainment is strongly associated with improved teaching performance. Teachers with advanced degrees or specialized certifications demonstrated enhanced skills and overall teaching quality, suggesting that pursuing further education can lead to better instructional outcomes.

Respondents' Level of Out-of-Field Teaching Experience

Table 9. Subject Matter Mastery

Indicators	*Mean*	*Description*
1. I feel confident in explaining key concepts in the subject I am teaching.	3.41	Strongly Agree
2. I have sufficient knowledge to answer students' questions accurately in this subject.	3.48	Strongly Agree
3. I can effectively develop lesson plans without needing extensive research.	3.71	Strongly Agree
4. I am familiar with the curriculum and learning competencies of this subject.	2.79	Agree
5. I am comfortable using various teaching strategies to deliver lessons in this subject.	3.32	Strongly Agree
Weighted Mean	3.34	Strongly Agree

Legend: *3.25–4.00 = Strongly Agree; 2.50–3.24 = Agree; 1.75–2.49 = Disagree; 1.00–1.74 = Strongly Disagree.*

Table 9 shows the respondents' level of out-of-field teaching experience in terms of subject matter mastery. The result showed that the indicator with the highest mean score was "I can effectively develop lesson plans without needing extensive research," with a mean of 3.71, which falls under the descriptive equivalent of Strongly Agree. This result suggested that teachers perceived themselves as highly capable in constructing lesson plans efficiently and with confidence.

Conversely, the indicator with the lowest mean score was "I am familiar with the curriculum and learning competencies of this subject",

which obtained a mean of 2.79 and corresponded to the descriptive equivalent of Agree. While the rating still denoted a positive response, it also revealed a relatively lower level of confidence in terms of familiarity with the curriculum and prescribed competencies.

Teachers who are assigned to teach subjects outside their expertise often experience difficulty in delivering content effectively, leading to a reduction in confidence in their abilities (Hodge & Thorpe, 2021). Studies indicated that this lack of subject knowledge can impact teachers' sense of competence, creating stress and dissatisfaction (Johnson, 2022).

Moreover, experience stress and self-doubt, especially when they lack the confidence to address students' questions in their subject area (Barkley & O'Hara, 2020). The feelings of inadequacy are amplified when teachers are expected to perform at a high level despite their limited expertise, which may lead to decreased motivation and performance (Schmidt & Long, 2021).

These emotional and professional strains can result in increased teacher turnover, particularly in hard-to-staff subject areas. Additionally, students may receive inconsistent or shallow instruction, which could hinder their academic development and interest in certain subjects.

Table 10. *Classroom Management*

Indicators	*Mean*	*Description*
1. I manage my class well, even in unfamiliar subjects.	3.48	Strongly Agree
2. I handle disruptions effectively, even in new subjects.	3.36	Strongly Agree
3. I build good student-teacher relationships.	3.64	Strongly Agree
4. I can manage students when teaching new content.	3.58	Strongly Agree
5. I engage my students in classroom activities.	3.73	Strongly Agree
Weighted Mean	3.56	Strongly Agree

Legend: *3.25–4.00 = Strongly Agree; 2.50–3.24 = Agree; 1.75–2.49 = Disagree; 1.00–1.74 = Strongly Disagree.*

Table 10 presents the respondents' level of out-of-field teaching experience in terms of classroom management. The highest mean score was recorded for the indicator "I engage my students in classroom activities" with a mean of 3.73, indicating that teachers highly prioritized active student engagement. This result underscored the belief that engagement is a crucial classroom management strategy, especially in out-of-field contexts. Teachers likely viewed student involvement as a proactive approach to maintaining classroom order and interest, even when teaching subjects they are less familiar with. Engagement helps to reduce behavioral issues, fosters rapport, and can compensate for content gaps by focusing on participation and interaction.

In contrast, the lowest mean score was found in the indicator "I handle disruptions effectively, even in new subjects", with a mean of 3.36. While this still fell under the "Strongly Agree" category, it pointed to a relatively lower confidence in managing student misbehavior in unfamiliar content areas. This may suggest that while teachers generally maintain classroom control, subject-specific classroom management strategies, such as anticipating typical student difficulties or questions, may be more challenging to implement when teaching outside one's field.

According to Klimoski and Jones (2020), out-of-field teachers are more vulnerable to challenges in classroom management because they may lack the pedagogical content knowledge necessary to anticipate and prevent off-task behavior effectively. This can lead to increased stress, diminished self-efficacy, and ultimately contribute to job dissatisfaction and burnout. The slight dip in confidence in handling disruptions supports this, revealing an area where out-of-field teachers might benefit from targeted professional development focused on classroom management in specific content areas. Furthermore, the inability to maintain a conducive learning environment could erode trust and respect between students and teachers, making it more difficult to foster meaningful learning experiences. Long-term, this may contribute to higher attrition rates among out-of-field teachers and widen equity gaps in educational outcomes.

Table 11. *Assessing Students*

Indicators	*Mean*	*Description*
1. I can design assessments that effectively measure student learning in this subject.	3.68	Strongly Agree
2. I feel confident in grading student work accurately and fairly.	3.59	Strongly Agree
3. I can identify students' misconceptions and provide appropriate feedback.	3.01	Agree
4. I am knowledgeable about different assessment methods suited for this subject.	2.66	Agree
5. I can provide constructive feedback to help students improve their understanding of this subject.	3.49	Strongly Agree
Weighted Mean	3.29	Strongly Agree

Legend: *3.25–4.00 = Strongly Agree; 2.50–3.24 = Agree; 1.75–2.49 = Disagree; 1.00–1.74 = Strongly Disagree.*

Table 11 displays the respondents' level of out-of-field teaching experience in terms of assessing students. The result showed that the highest mean score was recorded for the indicator "I can design assessments that effectively measure student learning in this subject," which received a mean of 3.68, corresponding to the descriptive equivalent of Strongly Agree. This suggests that teachers feel highly confident in their ability to create assessment tools that align with learning objectives and accurately evaluate student performance. Conversely, the lowest mean score was found in the indicator "I am knowledgeable about different assessment methods suited for this subject," with a mean of 2.66, which falls under the descriptive category of Agree. This result indicated a relative weakness in teachers' familiarity with diverse assessment strategies, despite overall confidence in their general ability to assess student learning.

Teaching subjects outside one's field of expertise often leads to increased stress, anxiety, and frustration, particularly if the teacher feels unprepared or overwhelmed. These negative physiological and emotional states can directly impact a teacher's performance and job satisfaction. The emotional strain of teaching unfamiliar content could decrease their motivation and diminish their belief in their ability to manage the classroom or assess students effectively (Bandura, 1977).

Respondents' Level of Self-efficacy

Table 12. *Self-Confidence*

Indicators	*Mean*	*Description*
1. I feel confident teaching unfamiliar subjects.	2.84	Agree
2. I trust my judgment when teaching outside my field.	3.07	Agree
3. I handle challenges well, even in new subjects.	3.24	Agree
4. I adjust my teaching to fit student needs.	3.55	Strongly Agree
5. I am nervous in teaching subjects I'm not trained in.	2.72	Agree
Weighted Mean	3.09	Agree

Legend: *3.25–4.00 = Strongly Agree; 2.50–3.24 = Agree; 1.75–2.49 = Disagree; 1.00–1.74 = Strongly Disagree.*

Table 12 shows the respondents' level of self-efficacy in terms of self-confidence. The result showed that the highest mean score among the indicators of self-confidence is observed in Indicator 4: "I adjust my teaching to fit student needs", with a mean of 3.55, interpreted as Strongly Agree. This finding indicated that teachers feel highly confident in their ability to adapt their teaching strategies to accommodate the diverse learning styles, abilities, and needs of their students. Conversely, the lowest mean score was found in Indicator 5: "I am nervous in teaching subjects I'm not trained in", with a mean of 2.72, which still falls under the Agree category. This suggests that while teachers may generally feel self-assured, a notable level of anxiety or reduced confidence arises when they are required to teach outside their field of specialization.

Out-of-field teaching has been shown to create significant challenges in terms of subject matter mastery, teacher confidence, and job satisfaction. Teachers who are assigned to teach subjects outside their expertise often experience difficulty in delivering content effectively, leading to reduced confidence in their abilities (Hodge & Thorpe, 2021). The feelings of inadequacy are amplified when teachers are expected to perform at a high level despite their limited expertise, which may lead to decreased motivation and performance (Schmidt & Long, 2021). Teachers may also experience anxiety related to the perception of being unqualified, which negatively affects their emotional well-being and overall teaching effectiveness.

Table 13. *Teaching Performance*

Indicators	*Mean*	*Description*
1. I adjust my teaching methods to meet students' needs.	3.55	Strongly Agree
2. I meet my students' expectations in the classroom.	3.39	Strongly Agree
3. I design engaging lessons which are easily understood.	3.56	Strongly Agree
4. I explain the assigned homework and projects.	3.57	Strongly Agree
5. I perform less when teaching outside my specialization.	2.70	Agree
Weighted Mean	3.36	Strongly Agree

Legend: *3.25–4.00 = Strongly Agree; 2.50–3.24 = Agree; 1.75–2.49 = Disagree; 1.00–1.74 = Strongly Disagree.*

Table 13 presents the respondents' level of self-efficacy in terms of teaching performance. The results showed that the highest mean was observed in Indicator 4: "I explain the assigned homework and projects," with a score of 3.57, classified as Strongly Agree. This indicated that teachers feel highly confident and effective in providing clear, structured, and meaningful explanations for homework and projects. This strength can serve as a stabilizing factor, helping students understand expectations and complete tasks successfully, even when the content is outside the teacher's expertise. It also reflects a core aspect of teaching efficacy: the ability to guide students through the learning process using organized instructions and structured support.

In contrast, the lowest mean is seen in Indicator 5: "I perform less when teaching outside my specialization", which has a score of 2.70, falling under the Agree category. Although teachers acknowledge a decline in performance, they still moderately agree that they can manage teaching outside their expertise. In the context of out-of-field teaching, self-efficacy becomes crucial. Teachers assigned to teach subjects outside their areas of specialization may experience a decrease in confidence and teaching effectiveness, which can negatively impact their performance and the quality of their students' learning experiences (McDonald & Williams, 2020). However, fostering self-efficacy in these teachers can be pivotal in improving their classroom management, teaching performance, and the quality of assessments.

Table 14 presents the respondents' level of self-efficacy in resource management. The results showed that the highest mean was found in Indicator 5: "I find and use extra materials to help students learn", with a score of 3.62, classified as "Strongly Agree". This suggests that teachers are highly proactive in supplementing their instruction with additional learning resources to enhance student understanding. On the other hand, the lowest mean is recorded in Indicator 3: "I manage time well to cover lessons" with a score of 3.50, though still interpreted as Strongly Agree. Despite the overall positive rating, this comparatively lower score may indicate minor challenges in time management, a critical skill in ensuring curriculum coverage without compromising instructional quality.

Table 14. *Resource Management*

Indicators	*Mean*	*Description*
1. I adjust materials to meet student needs.	3.56	Strongly Agree
2. I use technology and tools effectively.	3.56	Strongly Agree
3. I manage time well to cover lessons.	3.50	Strongly Agree
4. I seek advice from colleagues when needed.	3.59	Strongly Agree
5. I find and use extra materials to help students learn.	3.62	Strongly Agree
Weighted Mean	3.57	Strongly Agree

Legend: *3.25–4.00 = Strongly Agree; 2.50–3.24 = Agree; 1.75–2.49 = Disagree; 1.00–1.74 = Strongly Disagree.*

According to Lazarides and Warner (2020), teachers with high levels of self-efficacy are more open to new teaching methods, set themselves more challenging goals, exhibit a greater level of planning and organization, direct their efforts at solving problems, seek assistance, and adjust their teaching strategies when faced with difficulties. These efforts pay off for self-efficacious teachers themselves, who are less affected by burnout and are more satisfied in their jobs. They also benefit their students, who exhibit greater motivation, academic adjustment, and achievement.

Level of Job Satisfaction of the Respondents

Table 15. *Job Satisfaction*

Indicators	*Mean*	*Description*
1. I am satisfied in my ability to teach these subjects.	3.41	Strongly Agree
2. I am satisfied with the instructional materials that I use.	3.36	Strongly Agree
3. I am satisfied with classroom organization skills.	3.39	Strongly Agree
4. I am satisfied with the support I get from my colleagues.	3.52	Strongly Agree
5. I am satisfied with the support I get from my heads.	3.51	Strongly Agree
6. I am satisfied in the autonomy I have over the lessons.	3.44	Strongly Agree
7. I am satisfied in the work-life balance that I have.	3.42	Strongly Agree
8. I am satisfied by the cooperation from my students.	3.46	Strongly Agree
9. I am satisfied with the relevant trainings I attended.	3.38	Strongly Agree
10. I am satisfied by the feedback I received from parents.	3.46	Strongly Agree
Weighted Mean	3.43	Strongly Agree

Legend: *3.25–4.00 = Strongly Agree; 2.50–3.24 = Agree; 1.75–2.49 = Disagree; 1.00–1.74 = Strongly Disagree.*

Table 15 presents the level of job satisfaction of the respondents. The result showed that the highest mean score was recorded for the indicator "I am satisfied with the support I get from my colleagues", which received a mean of 3.52, corresponding to the descriptive equivalent of Strongly Agree. This result suggested that collegial support significantly contributes to the respondents' overall job satisfaction. The presence of a collaborative and supportive work environment has been consistently recognized in the literature as a key determinant of teacher satisfaction and retention. In contrast, the lowest mean score was obtained for the indicator "I am satisfied with the instructional materials that I use," which recorded a mean of 3.36, though still within the Strongly Agree category. This comparatively lower rating indicated that while teachers are generally content, there may be slight concerns regarding the adequacy, relevance, or accessibility of instructional materials.

According to Bandura (1977), self-efficacy—the belief in one's ability to perform tasks effectively—plays a critical role in shaping motivation, behavior, and performance. For teachers working outside their area of specialization, self-efficacy can be significantly affected, leading to reduced motivation, lower job satisfaction, and diminished teaching effectiveness.

Herzberg's Two-Factor Theory provides a relevant theoretical framework for understanding the dynamics of job satisfaction and self-efficacy among out-of-field teachers in the present study. This theory identifies two key sets of factors influencing job satisfaction: hygiene factors and motivators. Hygiene factors, such as salary, working conditions, and administrative support, while not directly enhancing motivation, can lead to dissatisfaction when inadequate. For out-of-field teachers, inadequate compensation, lack of institutional support, and overwhelming workloads can create a stressful environment, indirectly eroding their self-efficacy by diminishing morale and their sense of competence.

Relationship Between the Respondents' Job Satisfaction, Level of Out-of-field Teaching Experience, and Level of Self-efficacy

Table 16 presents the Spearman's rho correlation coefficients between job satisfaction, out-of-field teaching experience (measured through dimensions such as subject matter mastery, classroom management, and student assessment), and teacher self-efficacy (measured through self-confidence, teaching performance, and resource management).

The results showed that all correlations are positive and statistically significant at the $p < 0.001$ level, indicating strong evidence of association between these variables. Specifically, subject matter mastery yielded a moderate correlation with job satisfaction ($r = 0.313$***), suggesting that even in out-of-field contexts, teachers who perceive themselves as knowledgeable or capable in delivering unfamiliar content tend to be more satisfied with their job. This highlighted the importance of content-related professional development in helping teachers cope with assignments beyond their specialization.

Table 16. *Respondents' Job Satisfaction, Level of Out-of-Field Teaching Experience, and Level of Self-efficacy*

Variables	*Job Satisfaction*		*Remarks*	*Decision*
	r-value	*p-value*		
Out-of-Field Teaching Experience				
Subject matter mastery	0.313***	<0.001	Significant	Reject Ho
Classroom management	0.548***	<0.001	Significant	Reject Ho
Assessing students	0.452***	<0.001	Significant	Reject Ho
Self-Efficacy				
Self-confidence	0.607***	<0.001	Significant	Reject Ho
Teaching performance	0.633***	<0.001	Significant	Reject Ho
Resource management	0.647***	<0.001	Significant	Reject Ho

Legend: *1 = based on Spearman's rho Correlation; ns = P > 0.05; * = P < 0.05; ** = P < 0.01; *** = P < 0.001.*

Classroom management exhibited a stronger correlation (r = 0.548***), implying that the ability to manage student behavior and maintain an orderly learning environment effectively contributes significantly to a teacher's job satisfaction, even when they are not teaching within their area of expertise. This suggested that training in classroom management techniques may be a crucial support strategy for out-of-field teachers.

Assessment of students also showed a moderate-to-strong positive correlation (r = 0.452***), indicating that competency in evaluating student performance is an important factor in a teacher's sense of satisfaction. This further underscores the need for ongoing assessment training tailored to unfamiliar subject areas.

In terms of self-efficacy, all three indicators revealed strong positive correlations with job satisfaction. Self-confidence (r = 0.607***), teaching performance (r = 0.633***), and resource management (r = 0.647***) were all significantly associated with higher levels of job satisfaction. These findings suggested that when teachers believe in their capabilities, perform well in the classroom, and effectively utilize available teaching resources, they are more likely to experience job fulfillment, regardless of whether they are teaching in-field or out-of-field. The results implied that out-of-field teaching, while generally considered a professional challenge, does not necessarily lead to job dissatisfaction if teachers are adequately supported in building key competencies. The significant positive correlations between job satisfaction and various aspects of out-of-field teaching experience, such as subject matter mastery, classroom management, and assessment skills, suggest that targeted professional development can play a critical role in enhancing teacher satisfaction. Baras and Gillo (2025) observed that teachers often struggled with self-esteem and workload due to a lack of mastery in assigned subjects. However, they also demonstrated adaptability through collaborative lesson planning and practical teaching methods.

Likewise, the strong relationships between self-efficacy indicators, namely self-confidence, teaching performance, and resource management, and job satisfaction emphasize the importance of fostering teachers' belief in their capabilities. According to Hussain and Ali Khan (2022), teachers with high self-efficacy are more resilient, goal-oriented, and confident, while those with low self-efficacy tend to avoid challenges and are more vulnerable to stress and negative outcomes. Interventions such as content-area training, classroom management workshops, assessment literacy programs, and self-efficacy-building measures, including mentoring, peer collaboration, and access to appropriate teaching resources, can significantly improve job satisfaction, even among those teaching outside their field of specialization.

These findings underscore the need for school leaders and policymakers to create supportive environments that empower teachers, build their confidence, and provide them with the necessary tools to succeed. Ultimately, enhancing both the professional competencies and self-beliefs of out-of-field teachers can mitigate the negative impacts of misaligned teaching assignments, thereby promoting higher levels of job satisfaction and contributing to greater teacher retention.

A lack of social support can affect teachers' sense of belonging, further eroding their confidence and self-efficacy. Struggles to maintain self-esteem in the face of criticism and challenges can further diminish teachers' belief in their abilities. Ultimately, without opportunities for professional growth, out-of-field teachers may find it difficult to reach their full potential, impacting both their self-efficacy and effectiveness. This framework underscores the importance of addressing these needs to support out-of-field teachers and enhance their performance and satisfaction (Maslow, 1943).

Teachers with high self-efficacy are more likely to employ effective teaching strategies, persist through difficulties, and seek continuous improvement, which positively impacts both their professional growth and student outcomes. Conversely, low self-efficacy may result in diminished effort and resilience, further highlighting the need for targeted interventions to support out-of-field teachers. This theoretical lens emphasizes the importance of fostering self-efficacy to improve teaching quality and satisfaction in the face of role mismatches (Bandura,1977).

Regression Between the Respondents' Job Satisfaction, Profile, Level of Out-of-field Teaching Experience, and the Level of Self-efficacy

Table 17 presents the variables that best predict respondents' job satisfaction. The respondents' job satisfaction was affected by self-confidence with $\beta = 0.279$, $t = 2.759$ $p = 0.007$, and resource management with $\beta = 0.336$, $t = 3.061$, $p = 0.003$. This implied that among the variables, self-confidence and resource management affect the job satisfaction of the respondents.

Table 17. *Variables[1] that Best Predict Respondents' Job Satisfaction*

Indicator	*Unstandardized Coefficients*		*Standardized Coefficients*		
	B	*Std. Error*	*Beta*	*t*	*Sig.*
(Constant)	.416	.464		.896	.372
Age	.027	.039	.064	.690	.492
Sex	-.076	.083	-.066	-.919	.360
Plantilla position	-.002	.096	-.005	-.023	.982
Length of service	.073	.049	.152	1.494	.139
Salary grade	-.043	.081	-.123	-.528	.598
Undergraduate degree	-.034	.038	-.063	-.882	.380
Grade level taught	.027	.029	.064	.945	.347
Highest educational attainment	.002	.072	.002	.021	.983
Subject matter mastery	-.059	.116	-.048	-.512	.610
Classroom management	.025	.112	.022	.219	.827
Assessing students	.087	.099	.084	.884	.379
Self-confidence	.292	.106	.279	2.759	.007**
Teaching performance	.178	.127	.161	1.403	.164
Resource management	.367	.120	.336	3.061	.003**
R = 0.762	R2 =0.580	F = 9.181	Sig. = <0.001***		

Legend: *1 = based on Linear Regression; ns = P > 0.05; * = P < 0.05; ** = P < 0.01; *** = P < 0.001*

This suggested that teachers who possessed a high level of confidence in their abilities are more likely to experience satisfaction in their roles. When teachers believe in their competence to deliver lessons, manage classrooms, and address various teaching challenges, they develop a strong sense of control over their professional responsibilities. This perceived competence fosters a sense of accomplishment and reduces feelings of helplessness, which are often sources of work-related stress. Furthermore, self-confidence contributes to greater motivation and enthusiasm in teaching. Teachers who are confident are typically more engaged, proactive, and resilient, which enhances their overall teaching experience. A strong sense of professional identity and self-worth also emerges from self-confidence, reinforcing their feeling of being respected and valued within the educational environment—both of which are key contributors to job satisfaction.

Effective resource management includes the strategic use of time, instructional materials, technological tools, and physical resources to support teaching and learning. When teachers can manage these resources effectively, they are better able to meet the demands of their profession with less frustration and more efficiency. This leads to higher productivity and reduces the likelihood of burnout. Moreover, the ability to access and utilize appropriate resources enhances the quality of instruction and student engagement, which in turn contributes to a more rewarding teaching experience. Good resource management also supports a healthier work-life balance, as teachers can better organize their tasks and responsibilities. Importantly, effective resource management often reflects the level of administrative and institutional support that teachers receive. When teachers perceive that their schools provide sufficient and equitable resources, they feel supported and valued by the organization, which significantly boosts morale and job satisfaction.

The R2 value of 0.580 implied that 58.0% of the variance in the respondents' job satisfaction can be explained by the level of out-of-field teaching experience and the level of self-efficacy. Hence, 42.0% of the respondents' job satisfaction difference can be attributed to other variables not included in the regression model.

The regression analysis is significant, with an F-value of 9.181 and a p-value of <0.001. Therefore, the null hypothesis stating that "the respondents' job satisfaction did not predict the profile, level of out-of-field teaching experience, and the level of self-efficacy" was rejected.

Herzberg's Two-Factor Theory provided a relevant theoretical framework for understanding the dynamics of job satisfaction and self-efficacy among out-of-field teachers in the present study. This theory identified two key sets of factors influencing job satisfaction: hygiene factors and motivators. Hygiene factors, such as salary, working conditions, and administrative support, while not directly enhancing motivation, can lead to dissatisfaction when inadequate. For out-of-field teachers, inadequate compensation, lack of institutional support, and overwhelming workloads can create a stressful environment, indirectly eroding their self-efficacy by diminishing morale and their sense of competence.

Conclusions

Based on the results of the study, the following conclusions are drawn:

This study investigated the relationship between out-of-field teaching, teachers' self-efficacy, and job satisfaction among secondary school teachers in Iligan City. The findings revealed that while most teachers demonstrate strong subject matter mastery, classroom management, and assessment skills despite teaching outside their specialization, challenges remain, particularly in their familiarity with specific curricula and diverse assessment strategies.

The respondents generally exhibited a moderate to high level of self-efficacy, particularly in teaching performance and resource

management. However, certain areas, such as confidence when handling unfamiliar subjects, revealed underlying anxieties and stress, which could potentially impact teaching quality and overall job satisfaction.

The level of job satisfaction among the teachers was found to be relatively high, with collegial support emerging as a key factor contributing to positive professional experiences. Despite their out-of-field assignments, teachers reported being satisfied with their teaching roles, instructional materials, classroom organization, and work-life balance. However, minor concerns regarding the adequacy of instructional resources were noted.

Statistical analyses confirmed significant positive relationships between teachers' self-efficacy, their out-of-field teaching experiences, and job satisfaction. Furthermore, regression analysis identified self-confidence and resource management as significant predictors of job satisfaction.

In sum, while out-of-field teaching presents inherent challenges, the presence of high self-efficacy, effective resource management, and strong collegial support enables teachers to sustain job satisfaction. The study underscores the critical need for targeted professional development programs, institutional support, and policy reforms to enhance teachers' experiences and performance, ultimately improving educational outcomes for students.

In light of the findings mentioned above and the conclusions drawn, the following recommendations are offered: It is recommended that continuous professional development programs be designed specifically for out-of-field teachers. These programs should focus on strengthening curriculum mastery, enhancing knowledge of diverse assessment methods, and improving classroom management skills to better equip teachers for their assignments. Schools may institutionalize mentorship programs wherein out-of-field teachers are paired with in-field mentors. Additionally, peer learning communities should be promoted to facilitate the sharing of best practices, teaching resources, and emotional support among teachers. School administrations are encouraged to allocate sufficient budgets for the acquisition of updated, subject-specific instructional materials and for establishing centralized resource hubs, both physical and digital. Policymakers and educational leaders may prioritize the proper alignment of teachers' specialization with their teaching assignments. Recruitment efforts should also be intensified for subjects with persistent teacher shortages to reduce the prevalence of out-of-field teaching.

Given that self-confidence and resource management were found to significantly influence job satisfaction, workshops aimed at enhancing these competencies should be regularly offered. These workshops should include training on time management, resource optimization, and effective use of technology. Future studies should explore the long-term impacts of out-of-field teaching on teachers' career growth, retention rates, and student outcomes. Additionally, research on the role of emotional intelligence in mitigating the effects of out-of-field teaching on teachers' well-being is highly encouraged.

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