Non-Specialized Teachers Handling Major Subjects: A Grounded Theory

Niña Jean J. Barbadillo [1]

[1] Quiot National High School, Quiot, Cebu City, Philippines

ABSTRACT

Providing quality education is always the goal of every educational institution all around the world and teachers play an important role in carrying this goal. With no strict and unified guidelines in assigning teachers' teaching load, out of field teaching arises which in turn became a global problem. The purpose of this study is to describe the experiences of public-school teachers handling major subjects that are outside their field of specialization in Junior High School. This helps in assessing the teachers' viewpoint and performance who are practicing out of field teaching. This study makes use of the qualitative grounded theory design wherein the respondents undergo in-depth individual interview with the researcher. One-on-one virtual interview was conducted via google meet. The findings show the root cause on why teachers are made to handle subjects that are outside their specialization; challenges that these teachers encounter in the process, personal interventions that they usually do in coping with these challenges and the professional interventions that they need from educational institution they belong to. In describing the live experience of the teachers handling major subjects which are outside their field of specialization, a "Model" is presented. It shows that the existence of non-specialized teachers in schools can affect the quality of education. It can be concluded that the teaching quality and teaching experience of the teachers are greatly affected if they are made to teach subjects outside their field of specialization.

Introduction

Rationale

The rise of digital world making all information accessible became a worldwide phenomenon. This phenomenon also gave rise to the increase of fake information over the internet. With this, the importance of teachers who can assess the validity of the information became not just a want but a need in every educational institution to guide the learners. Teachers indeed play a fundamental role in addressing challenges faced by secondary education (Atagi, 2011). In the classroom, learners gave so much trust on their teachers that they may provide proper training and guidance on the lessons that they will be learning which they can use for their job later. Thus, hiring qualified teachers should be a priority in education. But the reality of giving quality education through qualified teachers became a rising problem in the country and a longstanding problem across the globe.

Hiring unqualified teachers in the institution seems to be common practice and only few institutions are providing solutions. These teachers are called unqualified because there is a mismatch between their qualifications and their teaching assignment in schools. This mismatch is commonly referred to as out-of-field-teaching (Seastrom, Gruber, Henke, McGrath, & Cohen, 2002). As what the founder of United Federation of Teachers in the United States said, out-of-field teaching clearly shows an act of betrayal to the meaning of education (Hechinger, 1985).

Internationally, surveys were conducted for teachers. One of which is the Teaching and Learning International Survey - 2018. The result of TALIS 2018 addresses enduring themes and priorities related to professional characteristics and pedagogical practices at the institutional and individual levels: teachers' educational background and initial preparation; their professional development, instructional and professional practices; self-efficacy and job satisfaction; and issues of school leadership, feedback systems, and school climate (Ainley & Carstens, 2018). Even in Australia, a detailed picture within the Australian teacher workforce was given priority by their government. The Australian Government Department of Education commissioned the Australian Council Education Research (ACER) to conduct a survey entitled Staff in Australia's School. The SiAS 2018 result shows that 37% of teachers teaching in Years 7-10 for 1 to 2 years are under out-of-field teaching

(McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014). In the same survey, (Weldon, 2016) stated that many teachers who are out-of-field have nonetheless been teaching in that subject area for many years. The result of the study was used by the government to gather information to assist in future planning of the workforce (McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014). In the comparative study conducted by (Zhou, 2012) countries such as Hungary, Lithuania, and Poland have extremely rare out-of-field teacher consisting of fewer than 3 percent of the entire teaching force while countries such as Brazil, Estonia, and Turkey deploy larger numbers of out-of-field teachers, with over 10 percent of their teaching force being out-of-field.

In Malaysia, a study was initiated and coordinated by the Education Policy and Reform (EPR) unit at UNESCO Bangkok regarding the secondary teacher policy and management. Result shows that more than 20% of teachers belong to out of field teaching across all subjects. To solve such problem, the ministry of Education in Thailand provides various in-service teacher training programs to address out-of-field teaching, especially in science, mathematics, and English (Atagi, 2011).

In the analysis of the study conducted by (Cortes, Pineda, & Jugar, 2019) it was found out that the current teacher education curriculum and the hiring process of Senior High School here in the Philippines can be a factor in the increase of out-of-field teaching because the teacher education curriculum is not aligned to the need of SHS strands in four tracks (academic, sports, arts and design, as well as TVL). As what (Pacaña, Ramos, Catarata, & Inocian, 2019) mentioned in their study regarding the out of field teachers in Social Studies here in the Philippines, that out-of-field teachers elicits lack of depth and interest which can greatly affect the quality of the instructional process. Which was affirmed by the study conducted by (Attia, 2017) that out of field teaching became a problem because teachers' comfort level drops while teaching a subject that they lack its content knowledge, which affects their enthusiasm teaching. On the other hand, result from the Programme for International Student Assessment (PISA, 2018) shows that students in the Philippines scored higher in

reading when they perceived their teacher as more enthusiastic and interested in the subject.

It is indeed proven through different studies and surveys that out-of-field teaching exists globally and that Philippines is not spare with such practice. It is sad to know that highly qualified teachers may become highly unqualified when they teach subjects for which they have little background (Ingersoll, 2001).

With these studies, the researcher was motivated to conduct a study on how teachers would feel if they are asked to teach subjects that they lack proper training of. This will explore their lived experience under out-of-field teaching here in the Philippines and what solution can we provide to help these teachers. This study will also be sought to understand perceptions of out-of-field teachers and how they make meaning of their experiences as teachers who are assigned to teach courses for which they are not certified or are underqualified (Coleman, 2018).

Literature Review

(Plessis, 2013) explores the interrelationships between lived experiences and out-of-field teaching and what it means for teacher dispositions, leadership strategies, classroom and behaviour management, pedagogical content knowledge and the wider school community. In this study, result shows that school leaders need to develop an in-depth understanding of the lived meaning of out-of-field teaching for teachers' dispositions which can influence it has on teacher behaviour and classroom management. This study reveals that three of the 13 out-of-field teachers opted to leave the teaching profession directly because of their unpleasant lived experiences in out-of-field positions.

In the study conducted by (Coleman, 2018), wherein he interviewed out-of-field teachers based on their beliefs on their perceptions of training, time allotted to implement instructional strategies, as well as support provided by the school district, administrators, and mentor teachers. Result shows that the professional development efforts provided by their schools happens to be ineffective. Teachers indicated that building level professional development, was often too short and there was not enough time to address questions and concerns. They believed that these brief training sessions which were often no more than an hour in length, were not extensive enough for them to

consider themselves properly trained. In addition, they indicated a need for more specific training and professional development in the subjects which they were assigned to teach.

In the study conducted by (McConney & Price, 2009) it was surprisingly found out that a large proportion of teachers engaged in out-of-field teaching have at least 20 years teaching experience and that out-of-field assignments was simply the fact of relief teaching.

In the result of (Attia, 2017) it was found out that limited content knowledge affects their way of teaching on certain topics. Teachers specified that time is a barrier that they encounter when they are preparing lessons with limited knowledge about the topic. For these out of field teachers, struggling themselves in certain subjects can help provide insight that help them develop expertise in teaching those subjects.

In the study conducted by (Arnold, 2018) to out-of-field teachers teaching wind instruments even if they specialized in strings, shows that these teachers struggled to teach embouchure when they began teaching winds. But this does not stop them in continuing their career. For them, the most effective method that they used was collaborating with colleagues for help with instrument technique and literature selection – may it be talking to a wind player at a staff meeting or asking for help form a local professional musician. Reaching out to others seemed to be a critical component to success for these teachers. In addition to collaborating with colleagues and referring to knowledge gained in methods classes during conferences, some teachers found value in taking private lessons, referring to internet resources, referring to printed materials and practicing secondary instruments.

In the study conducted by (Pacaña, Ramos, Catarata, & Inocian, 2019) here in the Philippines, result shows that in the delivery of the lessons, non-social studies teacher's face a hard time explaining the subject because of its broad scope, and the content knowledge which they do not possess. This out-of-field teaching triggers incompetence and lack of self-confidence. School's remedy to such practice is that these teachers were sent to different seminars on teaching of social studies to encourage further growth. For the teachers, harmonious working relationships among colleagues as an essential solution to this issue. Numerous out-of-field

teachers also observe peer teaching. They often tap the shoulders of the seasoned teachers and expert social studies teachers whenever they are confused or need assistance. In this study, Culture-based Bayle Teaching Model (BTM) was introduced wherein it takes the teacher and the school heads or subject area specialized teachers to find the best remedy to improve the learning performance of learners and make this more sustainable.

Indeed, there is a need to support these out-of-field teachers. As what (Shah, et al., 2019) emphasized that efforts to support those teachers, whether in-field or out-of-field, who are already in our nation's classrooms is crucial. They further explained that discipline-specific professional development and mentoring may help to strengthen the subject-matter competence and pedagogical content knowledge needed to improve their teaching and, subsequently, student learning.

An inductive approach based on empirical data of out-of-field teachers will be utilized in this study with a main goal of creating a theory on the live experience and effectiveness of out-of-field teachers.

Statement of Objectives

The aim of this study was to generate a theory on the live experience and effectiveness of teachers teaching not their major subjects in secondary education which can shed light on:

1. How do teachers end up teaching not their major subjects?
2. What are the feelings of teachers in teaching not their major subjects?
3. How do teachers prepare their lessons in the subjects that are not their major?
4. How confident are the teachers in teaching not their major subject?
5. What kind of assistance do these teachers need?

Research Design: Grounded Theory
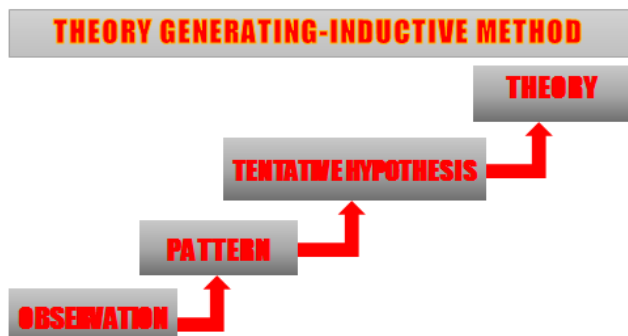
Figure 1: Research Process for Theory Generation

Inductive Reasoning approach will be employed in this study to investigate the phenomenon of interest in this preliminary study to generate the theory on the live experience and effectiveness of teachers teaching not their major subjects in secondary education. To develop general conclusions or theories, specific observations and measures will be used to detect patterns and regularities to formulate tentative hypotheses (Abadiano, Bonotan, & Makiling, 2014). These hypotheses will then be used to generate a theory.

Research Environment

This study is conducted within the jurisdiction of Schools Division of Cebu City, specifically at Quiot National High School in Bogo, Quiot, Cebu City. This is a public school which belongs to South District II. The school only caters Junior High School both for Day and Night sessions.
This study specifically focused on the teachers who are handling subjects that are outside their field of specialization.

Research Participants/Informants

The researcher uses purposive sampling in this study. Eight (8) teachers who were teaching at Quiot National High School for the School Year 2019-2020 were tapped to be the participants. Among the eight (8) participants, six (6) are females and two (2) are males.
The selection criteria were as follows: (a) the teacher should be teaching subjects that are not aligned with his bachelor's degree major; (b) teacher should be a regular/permanent teacher; and (c) the teacher should be a junior high school teacher.

Research Sampling

The researcher utilized purposive sampling in gathering the eight (8) informants. Purposive sampling is intentional selection of informants based on their ability to explain a specific theme, concept, or phenomenon.

Research Instrument

The research utilizes a semi-structured interview schedule consisting of two parts – Part A, demographic information and Part B, semi-structured questions. Since the respondents are all teachers, the interview guide was constructed in English. Content validity of the constructed interview questions was assessed by the experts, adviser, subject expert, and the research expert.

Data Gathering
Data Collection: The researcher conducts a semi-structured interview with the eight (8) junior high school teachers of Quiot National High School virtually via google meet. All the participants are briefed about the study and written informed consents are solicited for their participation and the use of audio/video recorders to record the interview more accurately. Based on their answers and feedback, the researcher revises, fine tunes her guide questions etc.

Coding and Categorizing Data: In this stage, the researcher listened to all the recording via google meet several times before the transcription to be more immersed and be able to capture the meanings the participants wanted to convey. This stage was done immediately after the initial interview with the participants was from line-by-line readings. Maximum codes were constructed about concepts related to the live experience and effectiveness of teachers teaching not their major subjects, where some concepts were like others while others were not. Themes were formulated through the progress of line-by-line codings and integration of sub-categories through constant comparison, modification, and analysis of concepts.

Theoretical Sampling, Constant Comparison. In this stage, the interview was guided based on developed concepts and sub-categories from the findings of preliminary gathered data of the live experience and effectiveness of teachers teaching not their major subjects. Participant sampling was

directed by emerging constructs and categories. Throughout the data gathering and analysis period, emerging categories or themes were constantly compared with each other, similar concepts were integrated and contrasting categories were further explored to identify the solid concepts related to the study topic.

Memo Writing: The researcher starts to write memo, reflections, analysis of the initial interview and continued until the theory generation period. She jotted down her analysis on relationship, variation, links between basic concepts, codes, and categories as well as observations, the investigator's own logic, critical analysis, and reflection on categories the process of integrating the concepts, emerging theoretical categories and core category in the memo. Memo writing is important in grounded theory where the investigator will express her observations, remarks, reflections, her own ideas, rationale, evaluation, and reflection on the phenomena during the study period. If the investigator missed this step and jammed to theoretical writing, then it was missed out and some doubts or question on the validity would naturally surface.

In the present study, the investigator used memos as reference to the concepts that emerged from coding and constant comparative analysis of data, selection of number of participants for theoretical sample, development of a focused interview questionnaire for the theoretical sampling, matching of sub-categories and contrast categories to develop theoretical categories and core category, and validate these categories of the study phenomena.

Theoretical Sensitivity: It was assumed in this preliminary theory generation process that the study of the phenomenon was presented by empirical evidence through interview and observations directly from study participants. Data were analyzed, coded, categorized into emerging themes, using field notes, and memoing of the live experience and effectiveness of teachers teaching not their major subjects throughout the data collection process and through the review of related literature.

Ethical Considerations: The researcher gathers the informed participants and assured the consenting participants of strict confidentiality,

following the ethical principles during the study period to formulate a preliminary theory on the dynamics of netizens" information sharing behavior in social media. The researcher likewise asked for their consent to record the interview session via google meet recording.

Data Analysis – Thematic Approach

The google meet recordings of the participants' responses on the live experience and effectiveness of teachers teaching not their major subjects are used as basis for the detailed analysis of the results.

A careful and thorough examination of the materials are conducted by the researcher. Participants experiences, challenges and feelings were revealed based on the questionnaire and virtual interview. Their answers were analyzed and categorized leading the creation of several themes, topics, and patters that appeared repeatedly. The results are then used to uncover the experiences of non-specialized teachers.

THEORY GENERATION PROCESS

(Abadiano, Bonotan, & Makiling, 2014) stated that the opposite of traditional research method is the Grounded Theory. This study follows the steps of Grounded Theory wherein data collection is the first step using one-on-one interview instead of starting with hypothesis. Coding will be used to come up with important points which are obtained from the texts. To make the work easier, similar concepts are categorized into themes and these themes will be used to create a theory.

Results and Discussion of Preliminary Study for Theory Development

The results of preliminary study for theory development were presented as follows: demographic profile of participants, findings of the live experience of the teachers teaching not their major subjects in secondary education presented in Theoretical Themes or Categories.

Demographic information: As shown in Table 1, the total study participants consisted of eight (8) public-school teachers. There are six (6) females and two (2) males. These teachers are teaching in Quiot National High School for the school year

2019-2020. All of them are license secondary teachers.

Demographic information

Table 1: Demographic information of preliminary study participants

Participant	Age	Sex	Years of teaching in public school	Undergraduate Degree	Subjects Taught for the past years in QNHS
1	28	F	3	Bachelor of Science in Tourism Management (with DPE)	• Araling Panlipunan • Music, Arts, Physical Education and Health
2	35	M	3	Bachelor of Secondary Education – English	• English • Music, Arts, Physical Education and Health
3	43	F	17	Bachelor of Secondary Education -TLE (handicraft)	• Technology and Livelihood Education • Music, Arts, Physical Education and Health • Edukasyon Sa Pagpapakatao
4	57	F	11	Bachelor of Science in Education - Library Science	• Edukasyon Sa Pagpapakatao
5	35	F	3	Bachelor of Science in Hotel and Restaurant Management (with DPE)	• Araling Panlipunan • Edukasyon Sa Pagpapakatao • Music, Arts, Physical Education and Health
6	26	F	3	Bachelor of Secondary Education – Filipino	• Filipino • Edukasyon Sa Pagpapakatao
7	25	F	3	Bachelor of Secondary Education – Math	• Math • Science
8	26	M	3	Bachelor of Secondary Education - Biological Science	• Science • Edukasyon Sa Pagpapakatao

Teaching subjects outside the field of specialization – Feelings and Experience

The participants expressed their feelings and experience in teaching major subjects that are not their field of specialization. Varied answers surface after a one-on-one virtual interview was done.

The following comments were used in formulating and categorizing codes of the study.

Participant 1:

"Teaching MAPEH is challenging and difficult." (P1)

Participant 2:

"I am not confident up to this time; I can still feel that there is something lacking when I teach." (P2)

Participant 3:

"I had difficulty in teaching because I am still adjusting with the new K-12 curriculum. I had greater difficulty especially in teaching Music because I need to sing some songs then I don't

have the voice and I don't know how to read the notes." (P3)

Participant 4:
"As of now, I am not that nervous anymore especially in Grade 7 and Grade 8 topics because I was able to master them. It is also because of the longer time I've been teaching the same subject and the ideas that I got from the seminar." (P4)

Participant 5:
"I was corrected by my students. They are more knowledgeable than me. It cannot give me fulfillment as a teacher because even if I search topics online there is still lacking in my teaching. There are some terms that are new to me and I still need to think of the activities for the students that can give an impact in their life and the lessons are too long." (P5)

Participant 6:
"I am really not confident during that time because I was in culture shock and still adjusting. I even ask myself if I am teaching correctly if I used an effective teaching strategy." (P6)

Participant 7:
"I have limited knowledge in the subject matter." (P7)

Participant 8:
"To be honest, I am not that confident because I am only two or three chapters ahead from my students in terms of knowing the content." (P8)

Categorizing, Coding and Themes
A descriptive analysis of transcripts revealed that seven (7) major themes characterized the participants' responses in handling major subjects that are not their filed of specialization. The seven major themes were labeled using direct quotations from the participants; this was done to express the original idea conveyed by the participants.

Themes, however, are not to be interpreted as independent from each other but as complementary aspects of a unified pattern. The seven (7) themes as deduced from the transcripts of the participants are:

Theme 1: Root Cause
Theme 2: Feelings
Theme 3: Teaching Experience
Theme 4: Challenges
Theme 5: Lack of Confidence
Theme 6: Familiarity over time
Theme 7: Personal Interventions
Theme 8: The need for Trainings and Seminars

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Theme 1: Root Cause
All participants shared the reasons why they end up teaching major subjects that are outside their field of specialization. Two reasons arise from their sharing:

   a.   Lack of Teachers
"Based on what I know, we lack teachers." (P1)
"We lack teachers in our school because there are only 2 MAPEH major teachers in the Day department then they need 2-3 more teachers that is why I am included." (P2)
"The school lack Edukasyon Sa Pagpapakatao (ESP) teacher, so they gave me an ESP subject." (P6)
"The Science department in our school lacks teacher, since I am the last one to enter which was around June, so they gave me a Science subject." (P7)
"We have limited number of teachers in our school." (P8)

   b.   Lack of Teaching Load
"Since my teaching load is lacking with few hours then the number of hours for MAPEH subject perfectly fits my lacking hours, so they gave me MAPEH." (P1)
"I will be underload if I will not accept it, so MAPEH was added to my teaching load." (P2)
"Since my teaching load is lacking, that is why they gave me 2 loads for MAPEH to complete my teaching load." (P3)
"The school gave me other subject which is outside my area of specialization so that I will not to be underload." (P5)

Theme 2: Feelings
All participants shared their feelings and emotions when they teach major subjects that are outside their field of specialization. Most of the participants described their feelings in the following terms:
"Teaching MAPEH is challenging and difficult." (P1)
"When I teach MAPEH I taught it was easy but to be honest, I it is difficult." (P2)
"I had difficulty in teaching because I am still adjusting with the new K-12 curriculum. I had greater difficulty especially in teaching Music because I need to sing some songs then I don't have the voice and I don't know how to read the notes." (P3)

"MAPEH is very difficult to teach. I really don't like MAPEH. Teachers who will be teaching MAPEH should be talented because the students will be pitiful. The topics of Grade 7 MAPEH do not start from the basic so I really had a hard experience. It Is really difficult." (P5)

"For the first time I taught Edukasyon Sa Pagpapakatao, I really find it hard and difficult." (P6)

"It was very challenging that is why I seek different references. I go back to the private school where I worked before to get some references." (P7)

Theme 3: Teaching Experience

The participants shared that most of them based their teaching by the book and that they tend to skip lessons that are hard for them. The following statements were given by the participants:

　　a.　Teaching by the book

"I based my teaching on the discussion of the book." (P1)

"I only based my teaching using MAPEH books." (P2)

"I depend on the book." (P4)

　　b.　Skipping Lessons

"If in Physical Education (PE) there is a demonstration, I will just give them a video presentation. If worst comes to worst, I will skip the demonstration and find some which is closely related to it." (P1)

"I do skip a lot of topics especially in the reading of notes in Music. If I do not know how to teach it, then I will skip it. I will just go directly to singing a song." (P2)

"If I find it very hard to explain and gave proper activity for that certain topic, then I will skip it." (P3)

"I do skip a lot of topics. If I find that the topic is very hard, I will give them a different activity." (P5)

"Sometimes I skipped topic not because it is hard but because of the lack of time." (P6)

"I do skip topics a lot of times most especially if the quarterly assessment is fast approaching and I cannot teach all the given topics. Mostly, the topics that I skipped are those of the last part in the book." (P7)

Theme 4: Challenges

Three challenges arose from the sharing: first, most of the participants are having a hard time in comprehending terminologies that are new and unfamiliar to them; second, limited content knowledge and lastly, finding the effective strategies appropriate for the discussion. The following terms were given by the participants:

"For two years, I had difficulty with the terminology of the subject since it is not familiar." (P1)

"Even if I read books, I still find it hard to understand some topics." (P2)

"I find it hard to comprehend some terminologies, signs and symbols. You just cannot give what you do not have." (P3)

"I really don't have an experience in teaching." (P4)

"I was corrected by my students. They are more knowledgeable than me. It cannot give me fulfillment as a teacher because even if I search topics online there is still lacking in my teaching. There are some terms that are new to me and I still need to think of the activities for the students that can give an impact in their life and the lessons are too long." (P5)

"I am concern with the effectivity of the teaching strategies that I used during my discussion and the topics are long." (P6)

"I have limited knowledge in the subject matter." (P7)

"Error in the content sometimes especially when there are advanced questions from the class that I am not confident to answer because I might give wrong answer." (P8)

Theme 5: Lack of Confidence

The participants were asked on how confident they are in teaching subjects that are outside their field of specialization. The responses are shown below:

"In my third year of teaching MAPEH, I am still not 100 percent confident." (P1)

"I am not confident up to this time; I can still feel that there is something lacking when I teach." (P2)

"I am still not confident especially in teaching Music." (P3)

"I really don't have confidence in teaching MAPEH. Since I am their MAPEH and AP teacher, I will just regain my teaching in AP since it is my specialization." (P5)

"I am really not confident during that time because I was in culture shock and still adjusting. I even ask myself if I am teaching correctly if I used an effective teaching strategy." (P6)

"During my first year, I am not that confident. I really need to study and recall the topics." (P7)

"To be honest, I am not that confident because I am only two or three chapters ahead from my students in terms of knowing the content." (P8)

Theme 6: Familiarity over time

The participants shared that they became familiar with the topics or lessons over time but still not fully. The responses are shown below:

"After 2 years, I was able to adjust then it became easier for Physical Education (PE) but not for Music and Arts, I am still confused." (P1)

"For now, if I can see that the topic is similar before, I find it easier but still not totally." (P2)

"As of now, I am not that nervous anymore especially in Grade 7 and Grade 8 topics because I was able to master them. It is also because of the longer time I've been teaching the same subject and the ideas that I got from the seminar." (P4)

"During my second year of teaching, I was able to adjust because I found specific teaching approaches and strategies that can help students learn easily." (P6)

"In my second year, I was able to adjust because I already gather Instructional Materials that I can used to present the topics to my students but still it is challenging because I still lack some materials." (P7)

"Well, eventually over time I guess the nervousness and awkwardness gradually decrease because I am more familiar with the subject content." (P8)

Theme 7: Personal Intervention

Most of the participants do their own intervention to carry on with classroom discussion on the subjects that they do not specialize. Two consistent interventions were being mentioned by the participants which are relying on internet sources and asking help from the experts who are the subject area coordinators and their co-teachers. The following statements were given by the participants:

a. Relying on Internet Sources

"Mostly, I will search the difficult words or terms on the internet. I will find a PDF file that is related to the topic or I watch videos from YouTube." (P1)

"During my MAPEH class I will make sure that I have a mobile data so that when they asked questions, I will just show them videos from YouTube." (P2)

"I will also watch videos from YouTube so that I can answer some of my students queries." (P3)

"If I am confused with the topic, I will study it first then if I still do not understand that is the time, I will search it on the internet. If still I am confused, I will ask the opinion and suggestions of my ESP friends who are already in the teaching field before me." (P4)

"I will search first the topic that I am confused then if I cannot find what I am looking for then I will ask the help of my coordinator." (P5)

"I will search first the topic that I am confused with in the internet the I will a teacher who is majoring the subject I am teaching." (P7)

b. Asking Help from the experts

"My MAPEH Coordinator is a great help especially if I cannot get any answer to my own queries on the internet or even in the books. I will always go to her. It is really of great help if there is someone who could help me personally not just thru web or pdf file." (P1)

"I will ask my coordinator or other MAPEH major teacher regarding the topic that I am confused. I go to them because they know the topic." (P3)

"If I cannot understand the topic that I am studying, I will go to my ESP teachers group the ask them on what to do. I will ask possible ideas on the things/strategies that I need to use so that the students will understand." (P4)

"I seek help from my coordinator, and I ask for advice on what to do regarding my concerns in the subject." (P6)

"In times when I cannot understand the videos from YouTube or from the books, that's the time I will ask my Science Coordinator." (P7)

Theme 8: The need for Trainings and Seminars

Most of the non-specialized teachers aired out that they need trainings and seminars in teaching subjects that are outside their field of specialization. The responses are shown below.

"Trainings should be done. If I can learn just by asking my coordinators how much more if I am properly trained?" (P2)

"Before they will give subjects to the teachers who are not specializing it, teachers should be sent first to seminars, trainings, and workshops so that it would be easier for them to teach. They will know the subject matter and they will have confidence in teaching." (P3)

"Trainings can be a great help especially to those teachers who don't have teaching experience and they are required to teach not their major subject. The learnings from the seminars will be used to give to the students." (P4)

"If ever teachers will be made to teach subjects that are not their specialization, they should be sent to trainings to help them. The trainings will be effective because we can find ways on how to teach. It should be made sure that trainings are focus on the skills and content of the subject." (P5)

"If I will be sent to seminar, then I will know the specific content of ESP that should be taught to the students then I will not anymore be confused with a lot of terms in the book." (P6)

"I was able to join the seminar for non-specialized teachers and it is very helpful because I was able to learn different teaching strategies in the subject. I was able to use it to my students. The DepEd should continue such similar seminars." (P7)

Hypotheses Derived from the Results:
Sub-categories and the theoretical category of the teaching experiences of the non-specialized teachers handling major subjects were considered. Going into narrative interview analysis, the researcher was able to generate the following hypotheses to explore the ideas as explanations about the teaching experiences of non-specialized teachers. In grounded theory, hypothesis generation was always derived from the empirical data. The main method of forming a hypothesis in this study involved interviews with the purposive participants. This means forming questions appropriate to the study. In each hypothesis generation, the investigator asked one central interview question and a few guided questions which are described below.

Generation of hypothesis 1: The study participants were asked to share the reasons why they end up teaching subjects outside their field of specializations. The root causes that emerged are lack of teachers and lack of teaching load.

This was extracted from the first theme below.
Theme 1: Root Cause
"We lack teachers in our school because there are only 2 MAPEH major teachers in the Day department then they need 2-3 more teachers that is why I am included." (P2)

"The school gave me other subject which is outside my area of specialization so that I will not to be underload." (P5)

Hypothesis 1: If the school lack teachers, then teachers who are underload will be given subjects that are outside their specialization.

Proposition 1: Underload teachers are made to handle subjects outside there area of specialization due to lack of teachers.

Generation of hypothesis 2: The study asked the participants to share their feelings in teaching subjects that are not their field of specialization. Interview findings were challenging, difficult and hard.

This was extracted from the second theme below:
Theme 2: Feelings
"MAPEH is very difficult to teach. I really don't like MAPEH. Teachers who will be teaching MAPEH should be talented because the students will be pitiful. The topics of Grade 7 MAPEH don't start from the basic so I really had a challenging experience. It Is really difficult." (P5)

Hypothesis 2: If the teachers will be teaching subjects that are outside their field of specialization, then they will find it difficult and challenging to teach.

Proposition 2: Teaching subjects that are outside their field of specialization are hard and challenging.

Generation of hypothesis 3 Theoretical categories in the experience of teachers during their preparations and classroom discussions with the subject that are outside their field of specialization. Most of the participants tend to teach by the book, skip hard lessons and admit that they have limited knowledge in the subject.

These were extracted from the themes below.
Theme 3: Teaching Experience
"I based my teaching on the discussion of the book." (P1)

"If I find it very hard to explain and gave proper activity for that certain topic, then I will skip it." (P3)

Theme 4: Challenges
"I have limited knowledge in the subject matter." (P7)

Hypothesis 3: If the teachers have limited content knowledge of the subject, then they only teach by the book and skip lessons.
Proposition 3: Teachers who are teaching by the book and skipping lessons are due to limited content knowledge of the subject.

Generation of hypothesis 4: Theoretical categories on the confidence among teachers in teaching subjects that are outside their field of specialization. Most of the participants are not confident when they teach the subject up to now but due to familiarity of some topics it became less hard.
These were extracted from the themes below.
Theme 5: Lack of Confidence
"I am not confident up to this time; I can still feel that there is something lacking when I teach." (P2)
Theme 6: Familiarity over time
"Well, eventually over time I guess the nervousness and awkwardness gradually decrease because I am more familiar with the subject content." (P8)
Hypothesis 4: If the teachers became familiar with the topic, their confidence would increase.
Proposition 4: Being familiar with the topic adds confidence to the teachers.

Generation of hypothesis 5: Theoretical categories of the means that teachers need in teaching subjects that are outside their field of specialization. Most of the participants need trainings and seminars to cope with the different challenges. To address the everyday concerns of the teachers, 2 personal interventions arise which are relying on the internet sources and asking the help of the experts.

Theme 7: Personal Interventions
"If I am confused with the topic, I will study it first then if I still do not understand that is the time, I will search it on the internet. If still I am confused, I will ask the opinion and suggestions of my ESP friends who are already in the teaching field before me." (P4)

Theme 8: The need for Trainings and Seminars
"If I will be sent to seminar, then I will know the specific content of ESP that should be taught to the students then I will not anymore be confused with a lot of terms in the book." (P6)
Hypothesis 5: In addressing the concerns of the non-specialized teachers teaching subjects that are outside their field of specialization, then searching the internet, asking the experts and proper training of the subject matters are needed.
Proposition 5: Searching the internet, asking the experts and proper trainings are the needs of the teacher in teaching subjects that are outside their field of specialization.

Generated Grounded Theory:
The live experienced and effectiveness of teachers teaching not their major subjects in secondary education which is captured by the following features:
Teachers who are teaching major subjects that are outside their field of specialization exist in schools due to 2 main reasons: lack of teachers and lack of teaching load (theme 1).
Problems in teaching lessons that they do not specialize makes it difficult and challenging for teachers to carry out their day-to-day lessons (Theme 2).
These problems are the following: (a) teachers' limited content knowledge (Theme 4) and lack of trainings and seminars (Theme 8). These problems lead teachers to teach by the book and skip hard lessons (Theme 3).
Teachers confidence level in teaching are affected in the process. Low confidence level is given on their first few years of teaching (Them 5) and being familiar with the topics increases their confidence (Theme 6).
To address the problems of teachers handling major subjects that are outside their field of specialization, proper training and seminar of the subject matter must be given (Theme 8). They find searching answers from the internet and asking the experts helpful in their experience (Theme 7).
Teachers' teaching quality and teaching experience are negatively affected if they are made to teach subjects that are outside their field of specialization.
Teaching major subjects that are outside teachers' area of specialization are not their personal choice. These subjects are given to them to

complete their teaching load which is 30 hours per week. Carelessly giving any teachers teaching loads or subjects without proper assessment on their skills and capabilities create problems in the quality of teaching and teaching experience.

These problems negatively affect the professional and personal growth of the teacher. Professionally, they were not given trainings and seminars ahead of time for them to be prepared so they teach based on what they get from their sources and what they think is correct. This in turn greatly affect the quality of the of education they provide to their students. Teachers must be knowledgeable enough of the content to give proper learning to the students, but these teachers admit that they lack knowledge of the subject matter. They are also affected personally because their confidence level in teaching is low and that they are not effective as a teacher. Even though their familiarity of the topics increases their confidence level, but there is no assurance if they are teaching correctly.

More so, they need to do additional tasks like searching unfamiliar topics over the internet, reading more books/pdf files to gain more ideas, and asking other teachers on what to do. These should have been avoided if these teachers were given assignments based on their field of specialization.

With the ongoing practice in school of assigning major subjects to teachers that are outside their field of specialization, the experience of non-specialized teachers is negatively affected and the quality of education is at risk.

Hypotheses for validation:

The main purpose of the study is to describe the live experience and effectiveness of teachers teaching not their major subjects in secondary education below are the hypotheses that need to be validated in the next chapters of the study:

1. If the school lack teachers, then teachers who are underload will be given subjects that are outside their specialization.
2. If the teachers will be teaching subjects that are outside their field of specialization, then they will find it difficult and challenging to teach.
3. If the teachers have limited content knowledge of the subject, then they only teach by the book and skip lessons.

4. If the teachers became familiar with the topic, their confidence would increase.
5. In addressing the concerns of the non-specialized teachers teaching subjects that are outside their field of specialization, then searching the internet, asking the experts and proper training of the subject matters are needed.

BARBADILLO'S OUT OF FIELD TEACHING THEORY
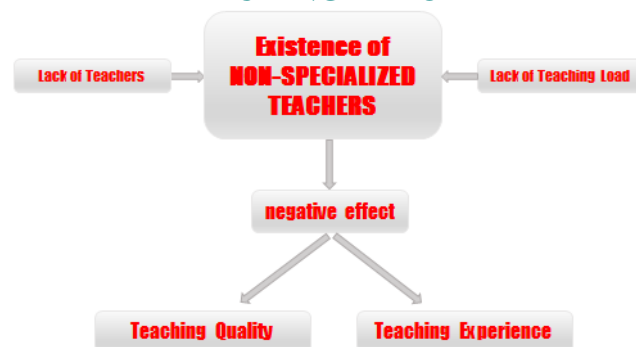
Figure 1: Conceptual Model of Barbadillo's Out of Field Teaching Theory

"Teachers' teaching quality and teaching experience are negatively affected if they are made to teach subjects that are outside their field of specialization."

Figure 1 above shows the live experience of teachers handing major subjects that are outside their field of specialization wherein the teaching quality and teaching experience are negatively affected.

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