

Out-of-field Teaching: The Stories of Novice Educators in Teaching Social Studies

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Abstract

Social Studies (Araling Panlipunan) is the most subject considered as significant to the progress of a nation and is recognized as an instrument to instill the sense of nationalism and the spirit of patriotism. In fact, there were two issues occurred in teaching Social Studies. One of this is the need to have enough teachers for the Social Studies' subjects. Since there were a shortage number of Social Studies education graduates to cover this demand, teachers unqualified in handling Social Studies have to be assigned into Social Sciences. The novice educators with an area of specialization begin the profession with different expertise, training, and preparation. Teaching Social Studies for which one has little background is challenging which is detrimental to the educative process. The purpose of this study was to explore the experiences and challenges of the novice educators assigned in out-of-field teaching Social Studies. The approach used was qualitative-phenomenology consisted of fourteen (14) novice educators from seven (7) in-depth interviews and seven (7) participants in focus group discussion. They have less than five (5) years of teaching experiences who were not major in Social Studies. They came from public school and private institution. There were fifteen (15) themes emerged. The results showed that novice educators met difficulties in out-of-field teaching, yet they were able to cope up by employing pedagogical strategies. Lastly, they viewed that out-of-field teaching was an opportunity to learn things for them to grow professionally.

Keywords: Social Studies, Novice Educators, Out-of-field Teaching, Teaching Social Studies, Phenomenology, Philippines

INTRODUCTION

Social Studies (Araling Panlipunan) education is an essential component of the K-12 curriculum which ensures that all learners manifest civic competence and functional literacy as well as promotes nationalism and patriotism. To the novice educators, starting a teaching profession is truly challenging. Novice educators in high schools with an area of specialization often assigned in the profession with different conditions of expertise, training, and preparation. Teaching Social Studies for which one is not major in this field is challenging which can face difficulties to the process of teaching and learning (Zhou, 2012).

Out-of-field teaching pertains to educators "teaching outside their subject areas". It refers to the exercise of teachers involved in teaching subjects not their fields of expertise or areas of specialization. It is described as a mismatch between teachers' college minor and majority subject that they teach in particular school. It is the exercise of assigning or permitting teachers to instruct subjects that they have no formal qualifications and that do not suit their fields of preparation (Hobbs, 2013).

Filipinos treats education important to all people. The phenomenon out-of-field teaching is significant, but unrecognized, problem at schools and in education in general particularly in Malabon National High School, Malabon City. Also, many students in high schools of Tagum City are often taught by novice educators' core academic subjects without enough educational knowledge in the fields they were designated to teach specifically in Social Studies subjects. The novice out-of-field educators have been posed difficulties in teaching Social Studies which eventually challenge them. They struggled with teaching subjects not their area of specialization in part due to a lack of field preparation (Du Plessis, 2013; Cruz, et al. 2017).

Teachers are the important source in education. Previous researches emphasized in the existence as well as relationship of the out-of-field teaching in the management of school of the experienced teachers, but ignored the novice educators' crucial experiences engaged in out-of-field teaching situation. This research emphasized on the challenges, teaching Social Studies that is not their major. It is expected to give light to their unheard voices and assist their needs for their professional development that could lead to the quality education in the Philippine educational system.

METHOD

Research design

To fully understand and to have a clearer picture of the in-depth analysis of the challenges, insights, and experiences of novice educators assigned in out-of-field teaching Social Studies in Tagum City secondary schools, the researcher decided to have a qualitative research design which seemed suited. It allowed for precise collection of the answers of novice educators as well as their coping mechanisms as experienced by them. The researcher explored the teaching experiences through interviews and focus group discussion (Creswell, 2014).

Specifically, the research was anchored on the theories in addition to the situation of out-of-field teaching in La Filipina National High School and University of Mindanao, Tagum College, High School Department. Considering the specific circumstances such as availability of limited time of the informants and participants having collected during their vacant hours, the one-on-one interview research technique was selected. In this way, precious answers and feedback could be obtained from every teacher in a relatively long period of time.

In addition, the researcher used the phenomenological research to describe the lived experiences of novice educators assigned in teaching Social Studies subjects but not their subject specialization. She was able to explore the idea about out-of-field teaching into more complex descriptions based on "what and how" they experienced the phenomenon. This typically involved conducting interviews (Creswell, 2014).

Data Collection

Data collection involved spending extensive amount of time, immersing oneself in the setting under study, and gathering relevant information. The researcher was determined to find out what contributed to the understanding and collection of the data in this study, which have the pattern of four (4) steps namely: obtaining permission to conduct the purposefully selecting informants and participants to fully understand the phenomenon; identifying data from various sources like meeting with the principal and head teachers; administering and receiving data like interview protocols as well as group discussion; and administrating the data collection. Qualitative interviews were also the highlight in this study wherein the researcher conducted

face-to-face interviews and engaged in focus group discussion with the participants. The interviews generally included open-ended questions which were few in number for the purpose of sharing their views and opinions (Creswell, 2014).

It is important that the researcher gained the confidence, trust, and support from each of the informants and participants. The permission to conduct the study was attained primarily from them. Information was initially contacted personally through school or home visitation to inform them of the purpose, procedures and nature of the study. Upon consent, each of them was given an informed letter of explanation about the study before the interview began. Unfortunately, before the actual interviews, reschedule was done many times since they were busy attending seminars or meetings.

First, each novice teacher was informed that the whole course of the interview was recorded. They were given a copy of full transcript and translation for their personal checking list that consisted parts they wish not to be included in the data analysis. The second step in the selection was determining the appropriate sites that would best help the researchers to understand the phenomenon. In this research, informants and participants were only those novice teachers who have struggles in Social Studies subjects. Each of them was given the choice to set the most convenient day and time of interview in the suitable place, free from noise and unnecessary distractions. Thirdly, the researcher used an interview protocol that was developed for asking questions and recording answers during interview. They recorded the whole duration of the interview and by making handwritten notes, audio-taping or by recording. Lastly, the informants and participants answered all the research questions. For the purpose of their views, research questions used were less structured and open-ended. Furthermore, in-depth interviews and focus group discussion approach using an interview guide were presented and asked to them. According to Creswell, data recording protocol must be used by the researchers to record information during observation and interviews (Creswell, 2014).

RESULTS

Presented in this chapter are the difficulties, experiences, coping mechanisms as well as the insights of the novice educators as the informants and participants of this study with the following research questions:

1. What are the experiences of the novice educators in out-of field teaching Social Studies?
2. How do they cope up with the challenges facing in out-of-field teaching Social Studies?
3. What are their insights and perspectives in teaching Social Studies that is not their area of specialization?

Research Question No. 1: What are the experiences of the novice educators in out-of-field teaching Social Studies?

During the in-depth interview and focus group discussion, the following questions were asked in order to generate an open-ended discussion for the above research problem. What difficulties have you encountered in teaching Social Studies subjects which is not your area of specialization? What are the areas in Social Studies that are quite hard or impossible to teach by a teacher which is expert in other subject? Do you think you are accountable knowing that your students do not understand the lesson when you teach the Social Studies subjects which is not your area of expertise? Why? How do you feel when students get low grade or rating in your subjects? Do you think you are responsible for it? Why do you say so? What are your experiences when there are unexpected questions raised by the students that are unfamiliar to your pedagogical knowledge in Social Studies which is not your area of expertise?

There were five major themes emerged from the data collected on the experiences of the study participants namely: (1) Lack of competence in: speaking Filipino and using strategies of teaching, (2) First is Economics then Philosophy, (3) Teachers' accountability and responsibility, (4) Yes, responsible being the teacher but no, for students are also accountable for their grades, (5) Give the questions back to the students for research as presented in Table 1.

Table 1. Essential Themes and Core Ideas on the Experiences of the Novice Educators in Out-of-Field Teaching Social Studies.

Essential Themes	Core Ideas
Lack of competence in: speaking Filipino and using strategies of teaching	<ul style="list-style-type: none"> • Novice educators are not competitive enough in using Filipino which is the national language in teaching Social Studies subjects. • Difficulty is the usage of language Filipino when discussing. It is much easier to express ideas in English language. • The same in the other teachers teaching Social Studies that really need more effort to study. • The bottom line is the mastery of the subject matter that novice educators need to study ahead of time.
First is Economics then Philosophy	<ul style="list-style-type: none"> • Economics. As an English teacher, it is difficult to discuss Math and Statistics. • Philosophy
Teachers' accountability and responsibility	<ul style="list-style-type: none"> • Yes. I am accountable if my students do not understand my lesson because as a teacher, you should know your subject very well and maybe because of my limited knowledge about Social Studies subjects. • Learning is a two-way process. It is between the teacher and the student, whatever happens, both are accountable. • Yes, the fact that teachers accepted the subject means they agree they can do it.

Yes, responsible being the teacher but no, for students are also accountable for their grades

- Yes, because it may reflect to my capability in teaching the subject.
- Yes, I am partly accountable; no, it is also of the students. It really depends on the motivation factor of students.
- Novice educators experience the feeling of challenge and a little proud for students. The students learn from the teacher and the teacher also learns from the student.

Give the questions back to the students for research

- Novice educators just tell students that they do not know the answer yet.
- Novice educators ask and collect ideas from my students. They get some information and concept then also, research to follow up.

Lack of competence in: speaking Filipino and in using strategies of teaching

Most of the key informants as well as the FGD participants who were novice educators revealed their difficulties in teaching out-of-field subjects. They felt uneasy handling Social Studies subjects not their field of specialization due to their lack of competence in speaking the Filipino language and employing strategies in teaching the subjects. According to Riordain, educators perceive themselves as somewhat confident in the teaching content (Riordain, 2017).

Ate_Neo Year (not her real name), who was an English teacher, had difficulties in teaching the Social Studies subjects because she had to use Filipino as the medium of instruction as well as employ strategies for effective teaching in the classroom for the AP subjects.

“First, the terminologies specifically use in Social Studies. Second, the language used which is Filipino. I am not competitive enough to use our national language.” (IDI_1-Q1)

Tinker Bell (pseudonym) said that her difficulty in teaching Social Studies is also the medium of instruction to be used in handling the subjects.

“My difficulty is the usage of language which is Filipino when discussing. It is much easier for me to express ideas in English language.” (IDI_2-Q1)

Fairy Goddess (not her real name) emphasized that her difficulty was the terms used in the Social Studies because she had to study more in advance.

“The same in the other teachers teaching Social Studies which is not their major is the terminologies. I really need more effort to study.” (IDI_3-Q1)

Julzy (pseudonym) said that the mastery of the subject is the main problem in handling Social Studies because she was assigned to teach the subject not her area of expertise.

“The bottom line is the mastery of the subject matter of course, I need to study ahead of time, render time to study because it is not your specialization.” (IDI_4-Q4)

First is Economics then Philosophy

Teaching Economics and Philosophy were the areas in Social Studies that were quite hard to teach by the novice educators who were expert in other specialization like majoring in English.

Rina Gurl (pseudonym) said that Economics was the subject in Social Studies was difficult to handle.

“Economics. As an English teacher, it is difficult for me to discuss Math and Statistics.” (IDI_5-Q1)

Sakura (not her real name) stated that aside from Economics, teaching Philosophy was the other area in Social Studies that was difficult to handle.

“Economics is the main subject that I was struggling to handle. Also, Philosophy was the second difficult subject to teach in the Social Studies.” (IDI_6-Q1)

Teachers' accountability and responsibility

According to the novice educators, they were accountable and responsible when students did not understand the lesson when they teach the Social Studies subjects which was not their area of specialization.

Elektra (pseudonym) stated that as a teacher, she was accountable when students did not learn from the discussion because of her little knowledge about the subject which was not her area of expertise.

“Yes. I am accountable if my students do not understand my lesson because as a teacher, you should know your subject very well. In addition, maybe because of my limited knowledge about Social Studies subjects and since it is not my chosen field of expertise.” (IDI_7-Q1)

Dinosaur Man (not his real name) expressed that the teacher and the student were both accountable and responsible in the teaching-and-learning process.

“Yes. Learning is a two-way process. It is between the teacher and the student, whatever happens, both are accountable.” (FGD_1-Q1)

Mr. Right (pseudonym) said that upon taking the load of handling the Social Studies subjects, he firmly stated that he was responsible for the learning of his students.

“Yes, the fact that you accepted the subject means you agree you can do it.” (FGD_2-Q1)

Yes, responsible being the teacher but no, for students are also accountable for their grades

Princess (not her real name) expressed that as a teacher, she felt disappointed and frustrated when students got low grade or even did not understand the lesson effectively.

“Yes, because it may reflect to my capability in teaching the subject. I actually feel disappointed and frustrated. I might usually ask myself that maybe they do not understand my discussion. Maybe because I have not use the correct teaching strategies. So I need to contemplate and check my teaching strategy.” (FGD_3-Q1)

Miss Eloquent stated that in the teaching-and-learning process, both the teachers as well as the students are accountable.

“Somehow, it bothers me and makes me feel sad but I cannot put the blame on myself alone. Yes, I am partly accountable; no, it is also of the students. Reasons can be due to their performance. It really depends on their motivation factor. It depends on them.” (FGD_4-Q2)

Give the questions back to the students for research

Both the key informants and FGD participants expressed that they had experienced the difficulty in the out-of-field teaching Social Studies especially when there were unexpected questions raised by the students that were unfamiliar to their pedagogical knowledge in Social Studies.

Sexy Gorgeous (not her real name) stated that she had to research the question and made it an assignment or research activity for all learners, at the same time asked them if they know the answer.

“At first, it will alarm me. If I do not know the answer, I will really tell the truth and that would be an assignment for the students if I could not answer the question. Then, I’ll do some research to answer their questions on the next day. I will also ask them if they know the answer. In addition, I would consider it as a research activity for everyone, and then add a little content that strongly relates to such question. When the question is concluded, I give appreciation to whoever first raises the question.” (FGD_5-Q1)

Cutie Girl (pseudonym) expressed that she experienced sense of challenge and proudness when learners raised unexpected questions that were unfamiliar to her pedagogical knowledge in Social Studies.

“When there are questions raised that are unfamiliar to my pedagogical knowledge, I experience the feeling of challenge and a little proud for my students because I believe that teaching is a give-and-take learning process. The students learn from the teacher and the teacher

also learns from the student.” (FGD_6-Q1)

Daisy Girl (not her real name) said that she would do her best to answer. Also, consult the dictionary or other reference regarding the question unfamiliar to her pedagogical knowledge.

“I answer it as much as I could, or refer to the dictionary or any learning material.” (FGD_7-Q1)

Mr. Right (pseudonym) also answered the question in general or play-safe manner.

“I honestly answer their questions. I always see to it that before going to the classroom, I had already mastered the lesson. Moreover, sometimes, I will just answer it in general way and somehow; I would do it in a play-safe manner.” (FGD_2-Q1)

Elektra (not her real name) expressed that he would answer the question at the same time research about it.

“Whenever it happens, I just tell them that I do not know the answer yet. I want them to understand that I do not know everything. Just like them, I am teaching and still learning at the same time. I always make sure that as much as possible, I can answer all the questions and if I cannot, I tell them I would research about it, then clarify the information after like day or by next meeting.” (IDI_7-Q1)

Princess (pseudonym) expressed that she would just employ techniques in dealing the situation like collecting ideas from the students and research to follow up.

“It is a matter of a teacher as well as how would you stretch your mind to ensure and satisfy the students’ question. I ask and collect ideas from my students. I get some information and concept then. Instead of giving an answer, just get the ideas and give them another idea. Also, research to follow up.” (FGD_3-Q1)

Research Question No. 2: How do they cope up with the challenges facing in out-of-field teaching Social Studies?

The following questions were asked during the in-depth interviews and focus group discussion to find out the coping mechanisms of novice educators handling out-of-field teaching Social Studies both in public and private schools: How do you deal with the unexpected ideas given by the students which are not known to you in out-of-field teaching Social Studies? What are your strategies and initiatives when you handle Social Studies topics that are difficult to deal with? How would you manage a problem that exists or has developed because of out-of-field teaching Social Studies? How would you manage your situation and the influence the out-of-field teaching has on it? When there are students who get low grades in your subject, how do you deal with it? What are the alternative activities have you done?

From the data collected using the above questions, five essential themes came out from the responses. These were (1) Graceful excuse as brainstorming for the answer and giving it as an assignment, (2)

Give the topic first to the students for research and using interactive discussion, (3) Consult the expert of the field and exert extra effort and focus, (4) Being positive and ask help from the experts and advance study and focus, and (5) Remedial class and cooperative learning as shown in Table 2.

Table 2. Essential Themes and Core Ideas on the Coping Mechanisms of the Novice Educators in Out-of-Field Teaching Social Studies

Essential Themes	Core Ideas
Graceful excuse as brainstorming for answer and giving it as an assignment	<ul style="list-style-type: none"> • I deal with it by citing examples for them to understand clearly the idea. Also, give some activities like brainstorming. • Appreciate students' participation and ask other students if the idea is agreeable or not. • I answer them directly if I know the answer and then if I don't, as what I have said a while ago, if I don't know, I told them or usually tell them that it would be an assignment and we will be discussing more about that tomorrow or our next meeting.
Give the topic first to the student for research and using interactive discussion	<ul style="list-style-type: none"> • I'll give an agreement to my student about the next topic so that they have knowledge already for the lessons to be discussed, with that, they can also share their ideas during class discussion. • There should be a student teacher interaction, exchanges of thoughts and ideas. • I make personal studies.
Consult the experts of the field and exert extra effort and focus	<ul style="list-style-type: none"> • If ever there are topics that we can't understand, we could have consultation and it's better to ask somebody who knows the subject. • If you have any problem, first you share that to your master teacher, he/she will help you. Second, you need to solve it by following the advice of your master teacher and other co-teacher expert in Social Studies.

Being positive and asking help from the experts and focus

- I study, I exert extra effort about it and enjoy and love it.
- I think the best step is consolidate or consult with more experienced mentor or those who have enough maturity with regards to the subject matter. Definitely, consult the experts.
- I manage it by meeting the influence positively. Moreover, I wholeheartedly embrace it and focus on doing my best on it instead of complaining.

Remedial class and cooperative learning

- Remedial class was being conducted especially to all slow learner students.
- If they do get low grades, mostly, I do remediation and at the same time, another type of quiz, another type of assessment will be done and conducted.
- I employed cooperative learning.

Graceful excuse as brainstorming for answer and giving it as an assignment

Almost all the key informants and FGD participants utilized brainstorming and assignment as their coping mechanisms in dealing with the unexpected ideas given by the students which were not known to them in out-of-field teaching Social Studies.

Ate_Neo Year (not her real name) expressed that she was happy and appreciate students when they raise ideas that were known to her in out-of-field teaching Social Studies. She also gave activities such as brainstorming and assignment.

“I’ll be happy because it’s a sign that they had an interest with the subject for doing some readings and research. I will really give appreciation to my student and eventually I deal with it by citing examples for them to understand clearly the idea. Moreover, I give some activities like brainstorming and assignment.” (IDI_1-Q2)

Tinker Bell (pseudonym) stated that she also praised students when they shared information related to the subject matter and eventually asked other students about it.

“Appreciate students’ participation and ask other students if the idea is agreeable or not, then find out their reasons why. Also, I always praise them if they shared current information or issues related to the subject matter.” (IDI_2-Q2)

Dinosaur Man (not his real name) suggested that he would do it as an assignment if he did not know about the unexpected ideas or questions given by the students.

“For me if ever they will raise questions that I don’t have an idea or I can’t really answer them subjectively especially my subject is kind of technical, I will tell them I would get back to them tomorrow than giving them the wrong information. Furthermore, I would answer them directly if I know the answer and then if I don’t know, I usually tell them that it would be an assignment and we will be discussing more about that tomorrow or by our next meeting.” (FGD_1-Q2)

Give the topic first to the student for research and using interactive discussion

Despite of having difficulties in out-of-field teaching, novice educators found ways in order to handle the out-of-field situations. They had coping mechanisms such as strategies and initiatives when they handle Social Studies topics that were difficult to deal with.

Mr. Right (pseudonym) said that he made an agreement to the students and consequently incorporated activities in the class.

“I’ll give an agreement to my student about the next topic so that they have knowledge already for the lessons to be discussed, with that, they can also share their ideas during class discussion. I incorporated interactive discussion, panel discussion, fish bowl activity and role-playing.” (FGD_2-Q2)

Fairy Goddess (not her real name) expressed that there should have interaction between the teacher and the students. Also, have research activity in order for the students to have an idea about the topic.

“There should have a student teacher interaction, exchanges of thoughts and ideas. Allow students to research first regarding with the topic to have an idea.” (IDI_3-Q2)

Elektra (pseudonym) suggested that she studied and made personal studies when she handled Social Studies topics that were difficult to deal with.

“A first initiative is you really have to study the topic. You can’t say that, I am a teacher; I will do whatever I do. All of the things that you are going to do inside the class should be in-line into the curriculum guide, the teaching guide and then most of your inputs will be taken from the learner’s module. Thus, as a teacher, you have to do the initiative of researching your study. Definitely, I make personal studies.” (IDI_7-Q2)

Rina Gurl (not her real name) expressed that she consulted somebody who knew the subject specifically those teachers major in Social Studies.

“If ever there are topics that we can’t understand, we could

have consultation and it's better to ask somebody who knows the subject than to pretend that you know the subject." (IDI_5-Q2)

Consult the experts of the field and exert extra effort and focus

Significantly, the novice out-of-field educators handling Social Studies subjects consulted the experts in the said field and eventually exerted more effort and concentration in the subjects.

Sexy Gorgeous (pseudonym) stated that she solved it by following the master teacher's advice and co-teacher expert in Social Studies.

"If you have any problem, first you share that to your master teacher, he/she will help you. Second, you need to solve it by following the advice of your master teacher and other co-teacher expert in Social Studies." (FGD_5-Q2)

Princess (not her real name) also said that she exerted more effort about the subjects in out-of-field teaching Social Studies.

"I study, I exert extra effort about it and enjoy and love it. I focus also." (FGD_3-Q2)

Being positive and ask help from the experts and focus

Handling out-of-field subjects in teaching Social Studies is indeed difficult. Thus, the novice educators asked help from the experts, be positive, advance study as well as focus in their task.

Cutie Girl (not her real name) stated that she consulted the experts in the field of Social Studies.

"I love learning. I didn't find it too difficult to manage my situation. I am just thankful because my co-teachers in Social Studies never leave me with doubts and questions in my mind when I asked them about the subject or lesson. In other words, I think the best step is consolidate or consult with more experienced mentor or those who have enough maturity with regards to the subject matter. Definitely, consult the experts." (FGD_6-Q2)

Julzy (pseudonym) added that she managed her teaching situation by embracing and focusing wholeheartedly the subjects rather than complaining.

"I adapt all the learning and adjust my teaching strategies that would fit to students need. I manage it by meeting the influence positively. Moreover, I wholeheartedly embrace it and focus on doing my best on it instead of complaining." (IDI_4-Q2)

Remedial class and cooperative learning

In out-of-field teaching Social Studies, there would students who got low grades. By dealing with it, the novice educators employed alternatives and activities.

Daisy girl (not her real name) suggested that remedial class was conducted when there were learners who got low grades in her subject.

“Remedial class was being conducted especially to all slow learner students. Also, there would be provision of activities that will enhance more of what students learned about the subject.” (FGD_7-Q2)

Miss Eloquent (pseudonym) also added that remediation in addition to quiz will be given to students if they got low grades or did not understand the lesson.

“If they do get low grades, mostly, I do remediation and at the same time, another type of quiz, another type of assessment will be done and conducted.” (FGD_4-Q2)

Julzy (not her real name) emphasized that cooperative learning would be very helpful in the out-of-field teaching situation when the students got low grade or rating in the subject.

“I guess cooperative learning will be very helpful because they are confident sharing their ideas, ask questions to their classmates, the more they could also express themselves. At the same time, they can be answered by their co-students.” (IDI_4-Q2)

Research Question No. 3: What are their insights in teaching Social Studies that is not their area of specialization?

In order to grasp fully the social meanings of the teachers handling out-of-field teaching Social Studies both in public and private schools, here were five questions being asked during in-depth interviews and focus group discussion, namely: What are your insights in out-of-field teaching Social Studies? How do you view out-of-field teaching Social Studies? What is the meaning of out-of-field teaching has for you? What are your personal concerns and fears as far as out-of-field teaching is concerned? Why do you think out-of-field teaching practice needs attention?

From responses of participants as presented on Table 4, there were five major themes emerged, to mention: (1) An opportunity to learn things which are interesting and challenging, (2) Challenging, (3) Teaching a subject which is not your area of expertise, (4) Not to give quality teaching, and (5) Since the teachers need more time for preparation.

Table 3. Essential Themes and Core Ideas on the Insights of the Novice Educators in Out-of-Field Teaching Social Studies

Essential Themes	Core Ideas
An opportunity to learn things which are interesting and challenging	<ul style="list-style-type: none"> • It's interesting. It makes me flexible and humble to ask for help and admit that I don't know everything. It might be difficult at first, but it also trying to help you to become more resourceful, trying to challenge yourself. • Out-of-field teaching Social Studies is an opportunity for me. There are rooms for improvement. It is an area for me where I can grow more and love more. Its makes me feel bright because there are things that you didn't know when you're student before, then you learn more now because of it. • It is challenging field that will awaken your curiosity. It will also expand your knowledge and not just focus on your major. • Teaching a particular discipline, field or subject beyond your academic major.
Challenging	<ul style="list-style-type: none"> • Out-of-field teaching is teaching a subject that is not related to your field. It is handling a particular field of study beyond your academic major.
Teaching a subject which is not your area of expertise	<ul style="list-style-type: none"> • Students will not easily understand the way novice educators discuss the lesson and they will find the subject boring and not interesting. • Do not consider it as a fear because if teachers are really trying to become better, they try to study and update themselves. • If I couldn't satisfy my students from the first period of my class until the end of the term, meaning there's no development in my part during the
Not to give quality teaching	

period that I am studying the subject.

- Teachers need to do some extra effort to understand the lesson.
- Teachers need to prepare ahead of time.

Since the teachers need more time for preparation

An opportunity to learn things which are interesting and challenging

The teachers handling out-of-field-teaching Social studies found ways in order to learn things, have more opportunities and met challenges in teaching Social Studies that was not their area of expertise.

The following responses of the key informants and FGD displayed their dedication in handling out-of-field-teaching Social Studies both private and public schools. Here are some responses:

Tinker bell (not her real name) positively shared her experiences how interesting for her to teach a subject that is not area of specialization.

“It’s interesting. It makes me flexible and humble to ask for help and admit that I don’t know everything. It might be difficult at first, but it also trying to help you to become more resourceful again, at the same time, trying to challenge yourself also and yet I felt delight because it contains ideas which we can relate in reality”. (IDI_2-Q3)

Ms. Eloquent (pseudonym) stated that out-of-field teaching is an opportunity to learn more things and having more interactions between the students.

“Out-of-field teaching Social Studies is an opportunity for me. There are rooms for improvement and I believe those rooms are already improved because I already soaked myself in it and it’s an interesting because I really love Social Studies. It is an area for me where I can grow more and love more it makes me feel bright because there are things that you didn’t know when you’re student before, then you learn more now because of it”. (FGD_4-Q3)

Princess (not her real name) expressed that handling a subject that is not your area of specialization would be a pleasure though it’s difficult but it was a great experience to all the novice educators.

“However, it would be nice if the teachers are going to teach particular subjects they should be, should have the same major or same field, for example, you are English major, so it would be English for you to at least practice your field, your master. It’s difficult, but fight because that is part of life”. (FGD_3-Q3)

Challenging

Handling out-of-field teaching Social Studies was the biggest challenges facing for the novice teachers but an opportunity for them to deal with different task in teaching-and-learning process.

Julzy (pseudonym) described that out-of-field teaching was very interesting and challenging in which it could teach different subjects also it could help her to become more knowledgeable in a particular subjects.

“It is challenging field that will awaken your curiosity about history, economic status, etc. Aside from that, it will also expand your knowledge and not just focus on your major and I find it challenging and interesting. It is teaching a particular discipline, field or subject beyond your academic major”. (IDI_4-Q3)

Teaching a subject which is not your area of expertise

All the key informants and FGD participants experienced teaching a particular subject that was not their area of expertise. They expressed the difficulty of being out-of-field teachers but they found ways on how to handle the situations.

Cutie Girl (not her real name) stated that being a teacher which handling a subject that was not their area of expertise would be a difficult one, but as a teacher it was a challenge and interesting to teach beyond your academic major.

“Out-of-field teaching is teaching a subject that is not related to your field, handling a particular field of study beyond your academic major. For me, it’s accepting the fact that we don’t know everything and taking it as a challenge for us as educator”. (FGD_6-Q3)

Not to give quality teaching

In out-of-field teaching Social Studies, it was important to give quality teaching to students in order for them to understand the lesson.

Mr. Right (pseudonym) expressed his intensifying experiences as an out-field-teacher in Philosophy with little fears if his students would not easily understand his lesson.

“My personal concerns and fears are: First is that the students will not easily understand the way I discuss the lesson, second, the students will find the subject boring and not interesting”. (FGD_2-Q3)

Fairy Goddess (not her real name) stated that having fears to teach subjects in teaching would not be considered as fears, because that fears would bring you to become a better teacher to your students.

“My fear for me is that, there’s nothing to be. Actually, don’t consider it as a fear or whatsoever; because if you are really trying to become a better teacher, you try to study, you update yourself”. (IDI_3-Q3)

Rina Gurl (pseudonym) emphasized that having this situation needed more focus in order to reach the quality teaching for the learners.

“If I couldn’t satisfy my students from the first period of my class until the end of the term, meaning there’s no development in my part during the period that I am studying the subject”. (IDI_5-Q3)

Since the teachers need more time for preparation

Novice Educators in out-of-field teaching Social Studies need more time for preparation, especially in adjusting the condition and influences of the students’ characteristic and teaching situation.

Sakura (not her real name) stated that teaching a subject which is not your area of expertise as an educators, you need more extra efforts, and time of preparation, because you are a teacher, a role model for everyone, you should be really competent in teaching a subject even that is not your area of specialization.

“Since it is not your area of expertise, you need to do some extra effort to understand the lesson. To be really competent in teaching the subject, you can also earn units in Social Studies because you have to continuously learn and study more about the terminologies, the ideas and the type of discussion you have to incorporate”. (IDI_6-Q3)

Ate_Neo Year (pseudonym) mentioned that being a teachers should always be prepared because everything happened in our lives would be unpredictable.

“As a teacher, we have to prepare ahead of time. For us, teachers, we cannot really draw our day ahead of time because everything is really unpredictable. Also, teachers having a subject which is not his/her area of expertise will eventually die”. (IDI_1-Q3)

DISCUSSION

Experiences of Novice Educators assigned in Out-of-field Teaching Social Studies. Based on the results of the study, newly hired educators with less than five years of teaching experiences experienced difficulties and challenges in their situation. On their experiences, five essential themes emerged:

As the results of this study revealed, novice educators assigned in out-of-field teaching Social Studies experienced **lack of competence in: speaking Filipino and using strategies of teaching**. Even though they were in the field of education teaching a particular subject, still they encountered difficulties in handling out-of-field subjects in using Filipino as the medium of instruction in Social Studies (Araling Panlipunan) subjects. In addition, they encountered hardships in selecting and employing the effective strategies in teaching the out-of-field subjects since they were new in the service as well as in the subject. Pedagogically, the limited sense-making about good teaching prevent learning which consequently contribute to demoralization, eroded professional identity as well as professional competence of teachers (Bradford, 2018).

Considering the experience of Ate_Neo Year (not her real name), who was an English teacher, she had difficulties in teaching the Social Studies subjects because she had to use Filipino as the medium of instruction as well as employ strategies for effective teaching in the classroom for the AP subjects. She experienced the **lack of competence in speaking** Filipino during teaching since she was deeply engaged in English language in discussion of her own field of specialization. She thought she was not competitive enough using Filipino. Accordingly, novice educators feel insecurity plus ineffectiveness, loss of idealism and lack of social stature often referred as lack of competence as they grow older (Herbert, Worthy & Birkeland, 2003 as cited by Michel, 2013).

Same to Ate_Neo Year, Tinker Bell (pseudonyms) said that her difficulty in teaching Social Studies was also the medium of instruction to be used in handling the subjects. To her, it was easier to use English than Filipino as the medium of instruction and expressed ideas during instruction in the class. Hence, she absolutely experienced **lack of competence** in the out-of-field subject of Social Studies.

Economics is the study of mankind in the life's ordinary business. It scrutinizes that part of human and social action that is most nearly connected with the attainment and utilization of material requisites of well-being. **Philosophy** is a science that discovers the real nature of supernatural elements and the criticism of cognition. **First is Economics then Philosophy** were the certain areas in Social Studies that were quite difficult to handle by the novice educators with less than five years of teaching experiences. The novice educators handling Economics and Philosophies subjects struggled in teaching the said subjects mainly because they were not expert in the particular areas in Social Studies (Reza, 2014).

Considering the experience of Rina Gurl (pseudonym) when she said that Economics was the subject in Social Studies that was quite difficult to handle. To her, being an English teacher has difficulty in discussing Math and Statistics specifically in Economics. Supported by Sakura (not her real name), she stated that aside from Economics, teaching Philosophy was the other area in Social Studies that was difficult to handle. She stated that Economics was the main subject that she was struggling to handle. Also, Philosophy was the second difficult subject to teach in the Social Studies. Novice educators encounter many challenges in the classroom. However, they still cope up by employing variety of teaching strategies that meet difficulties in the classroom (Michel, 2013).

Teachers' accountability and responsibility was a crucial concern in out-of-field teaching. Pedagogically speaking, accountability defined as the way educators teach and students learn. It should be designed with care as well as with equity principles and inclusion in mind. It is indispensable in attaining quality education and could be achieved if educators with adequate resources, motivation, and information to fulfill their responsibilities have strong commitment. Moreover, school leaders have the main responsibility and accountability to lead out-of-field educators into success (Redman, 2017; Du Plessis, 2016).

The novice educators thought that they were accountable knowing when students did not understand the lesson when they taught the Social Studies subjects which were not their area of specialization. Elektra (pseudonym) stated that as a teacher, she was accountable when students did not learn from the discussion because of her limited knowledge about the subject which was not her area of expertise. She further stated that she was accountable if students did not understand the lesson because a teacher should know his/her subject very well. Moreover, Dinosaur Man (not his real name) expressed that the teacher and the student were both accountable and responsible in the teaching-and-learning process. He added that since learning is a two-way process, it is between the teacher and the student, whatever happens, both are accountable. This issue was also supported by Mr. Right (pseudonym) when he said that upon taking the load of handling the Social Studies subjects, he firmly stated that he was responsible for the learning of his students. For him, the fact that

teachers accepted the subject meant they agreed they can do it. For effective teaching-and-learning to take place, teachers should be the one to be the main accountable and responsible in the teaching-learning process. Hence, accountability plus responsibility starts the way educators teach and students learn (Redman, 2017).

Taking into consideration the different experiences of other novice educators in out-of-field teaching Social Studies, when the students got low grades or rating in their subjects handled, they thought that they were partially responsible and accountable in the teaching-and-learning process. **Yes, responsible being the teacher but no, for students are also accountable for their grades.** In the learning process, it should be a social endeavor that requires meaningful interaction among humans in an environment which involves collaboration. It is constructed via people through their social and physical environment. Both the teacher and the learners should actively involved in the learning process. Learners should learn from educators and work independently at the same time collaboratively with them (Echazarra et al., 2016).

Further, the phenomenon was supported by Miss Eloquent (not her real name), she emphasized that in the teaching-and-learning process, both the teachers as well as the students were accountable. She was somehow bothered and felt sad but according to her, she cannot put the blame on herself alone. Yes, she was partly accountable; no, it was also of the students. So, the occurrence of out-of-field teaching when learners got low rating would not solely blamed the teachers, but also the students as well since both must be active participants in the teaching-and-learning process. Research indicates that both teacher and student actively involved in the learning process suggests that there will be more opportunity for learners to have a voice, the more for positive relationships which in turn, may potentially lead to more academic teaching-learning process (Barile, 2012).

Teaching strategies play an important role in the classroom. **Give the questions back to the students for research** was one of the strategies of novice educators when they experienced unexpected questions raised by the students that were quite unfamiliar to their pedagogical knowledge in Social Studies since it was not their area of specialization. How learners learn and teachers teach has a strong influence on student outcomes, that is why this strategy is considered effective in this situation (Echazarra et al., 2016).

Sexy Gorgeous (not her real name) said that she had to research the question and made it an assignment or research activity for all learners, at the same time asked them if they know the answer. She narrated that at first, it would alarm her. If she did not know the answer, that would be an assignment for the students if she could not answer the question. Then, she would do some research to answer their questions on the next day. In addition, she would consider it as a research activity for everyone, and then add few contents related to such question.

Furthermore, most of the novice educators were positive and absolutely employed other strategies in this case. Cutie Girl (pseudonym) expressed that when there were questions raised that were unfamiliar to her, she experienced the feeling of challenge and a little proud for her students. Students would learn from the teacher and the teacher also learns from the student. This occurrence is connected with developing teaching skills in multiple ways such as **giving the questions back to the students for research** that might base from their fellow teachers' expert in the field or more experienced counterparts (Michel, 2013).

Coping Mechanisms and Strategies of Novice Educators Assigned in Out-of-Field Teaching Social Studies. Based on the results of the study, newly hired educators with less than five years of teaching experiences coped up with the difficulties and challenges in their teaching situation. On their experiences, five essential themes emerged:

In dealing the out-of-field teaching situation in Social Studies, **graceful excuse as brainstorming for answer and giving it as an assignment** were utilized in order to cope up in teaching. **Brainstorming** refers to a unique strategy in which a group of individuals generates a set of ideas in order to seek the solution to a certain problem. It is also a technique found to be more effective to simultaneously enhance student learning. It aids learners to relate what they learned in the classroom to a real-world application thus, sustain interest in learning. Group collaborative brainstorming is effective than individuals working individually in generating ideas in difficult topics. Also, **assignment** is an excellent assessment tool for cognitive development of students (Larey & Paulus, 2012 as cited by Fang, 2013; Williams et al., 2013).

Considering Ate_Neo Year (not her real name), she expressed that she was happy and appreciated students when they raised ideas that were unknown to her in out-of-field teaching Social Studies. She gave activities such as brainstorming and assignment. Likewise, Tinker Bell (pseudonym) stated that she also praised students when they shared information related to the subject matter and eventually asked other students about it. Dinosaur Man (not his real name) suggested that he would do it as an assignment if he did not know about the unexpected ideas or questions given by the students. Pedagogically, **brainstorming for answer and giving it as an assignment** is an excellent assessment tool and considered as one of the best strategy in the out-of-field teaching for cognitive development of students (Williams et al., 2013).

Despite of having difficulties in out-of-field teaching, novice educators found ways in order to handle the out-of-field situations through employing other strategies like **giving the topic first to the student for research and using interactive discussion**. Teaching and learning strategies have significant relationship to student performance. Employing variety of teaching strategies such as direct instruction and interactive discussion helps to lessen difficulties in the classroom. Such practices have an effect to students' academic achievement (Echazarra, et al., 2016; Enugu, 2016; Pippen, 2016).

As for Mr. Right (pseudonym), he said that he made an agreement to the students and consequently incorporated activities in the class. He would give an agreement to his students about the next topic so that they have knowledge already for the lessons to be discussed. Thus, they could also share their ideas during class discussion. And he incorporated interactive discussion, panel discussion, fish bowl activity and role-playing. Moreover, Fairy Goddess (not her real name) mentioned that there should have interaction between the teacher and the students. There should have a student-teacher interaction plus exchanges of thoughts and ideas. Also, allow students to research first regarding the topic to have an idea. Teachers' choice of method and strategies such as **giving the topic first to the student for research and using interactive discussion** contribute to students' learning and academic achievement. Additionally, **research** indicates progress in learning. **Giving the topic first to the student for research and using interactive discussion** were the practices that have an effect to students' academic achievement and are considered as effective in the learning process (Barile, 2012; White, 2016; Echazarra, et al., 2016).

Significantly, the novice out-of-field educators handling Social Studies subjects managed a problem that existed or has developed by **consulting the experts of the field and exerting extra effort and focus**. Field (expert) teachers do vital role in carving the novice educators' career of teaching. In turn, the novice educators learned from them. Through consulting the experts, there would eventually support coming from them. When teaching is supported, it promotes academic achievement between teacher and student (Enugu, 2016; Possel et al., 2013).

Sexy Gorgeous (pseudonym) stated that by following the master teacher's advice and co-teacher expert in Social Studies, it would help her and consequently lessened the difficult tasks in the teaching situation. Field (expert) teachers do vital role in carving the novice educators' career of teaching in which they

learned from them (Enugu, 2016).

According to Princess (not her real name), she said that she exerted more effort about the subjects in out-of-field teaching Social Studies. She studied ahead of time and focused more on her work as well as consulted the expert teacher in Social Studies. Reciprocally, field (expert) teachers do significant tasks in shaping the teaching experiences of new educators (Enugu, 2016).

Being positive and asking help from the experts was another strategy that the novice educators utilized when managing their situation and the influence the out-of-field teaching practice has on it. Consulting the expert in the field or often associated to co-teaching was very helpful. Educators and experienced teachers remain collectively involved when co-teaching. Having consultation and co-teaching might lead to learning how to develop adaptive teaching expertise and strategies (Soslau, 2018).

Moreover, Cutie Girl (not her real name) stated that she consulted the experts in the field of Social Studies. According to her, she thought that the best step was consolidating or consulting with more experienced mentor or those who have enough maturity with regards to the subject matter. Similarly, Julzy (pseudonym) added that she managed her teaching situation by embracing and focusing wholeheartedly the subjects rather than complaining. She managed it by positively meeting its influence and focused on doing the best on it instead of complaining.

In out-of-field teaching Social Studies, there would students who got low grades. By dealing with it, the novice educators employed alternatives and activities through **remedial class and cooperative learning**. Novice educators make use of alternative activities like **remedial teaching** in order to bring students who needed pedagogical assistance and who were considered as lagging behind up to the higher average level of academic achievement. Also, educators could make use of advantages of **cooperative learning** as well as peer tutoring that would result to positive learning experiences for all students (Jangid & Inda, 2016; Alrayah, 2018).

Considering Daisy girl (not her real name), she suggested that remedial class was conducted when there were learners who got low grades in her subject. Remedial class was being conducted especially to all slow learner students. Also, there would be provision of activities that would enhance more of what students learned about the subject. Miss Eloquent (pseudonym) also added that remediation in addition to quiz would be given to students if they got low grades or did not understand the lesson. Interventions such as **remedial class** were found to be fairly strong to learners' abilities. Remedial teaching method refers to an innovative teaching strategy that is designed to develop learning. It could lead to remarkable changes in learners' cognitive abilities. It enhanced higher levels of retention of concepts learned. Also, classroom peers are said to impact learning through teaching each other in **cooperative learning** (Echazarra et al., 2016; Jangid & Inda, 2016; Kimbrough et al., 2017).

Julzy (not her real name) emphasized that **cooperative learning** would be very helpful in the out-of-field teaching situation when the students got low grade or rating in the subject. She guessed that cooperative learning would be very helpful because learners were confident sharing their ideas and asking questions to their classmates. Pedagogically, collaborative and **cooperative learning** gives positive effects to students in the learning process. Educators could make use of advantages of cooperative learning as well as peer tutoring that result to positive learning experiences for all students. When learners interact with other, other learners become excited about knowledge and make essential gains as they expose to the learning and work of their fellow learners (Echazarra et al., 2016; Alrayah, 2018).

Insights of Novice Educators assigned in Out-of-field Teaching Social Studies. Based on the results of the study, newly hired educators with less than five years of teaching experiences have different views about their experiences, difficulties and challenges in out-of-field teaching. On their experiences, five essential themes emerged:

The novice teachers considered out-of-field-teaching Social Studies as **an opportunity to learn things which are interesting and challenging**. Out-of-field teachers lived experiences' influenced their professional development and shaped their self-esteem. Out-of-field teaching practices, and situations potentially turned into positive professional challenges and opportunities in the teaching-and-learning process (Du Plessis, 2014; Du Plessis, Carroll & Gillies, 2015; Du Plessis, 2016).

Tinker bell (not her real name) positively shared her experiences on how interesting to teach a subject that is not her area of specialization. For her, out-of-field teaching made her flexible and humble to ask for help and admit that she still did not know everything. It might be difficult at first, but it was trying to help her to become more resourceful, at the same time, challenge herself. Pedagogically, her experience during out-of-field teaching signifies an interesting journey of a challenging profession (Du Plessis, 2013).

Similarly, Ms. Eloquent (pseudonym) stated that out-of-field teaching was an opportunity to learn more things and made her to interact positively between the students. According to her, there were rooms for improvement. It was an area where she grew more. In the same manner, Princess (not her real name) expressed that there would be pleasure though it was difficult, yet it was indeed a great experience. To support their answers, according to Du Plessis, Carroll & Gillies, the out-of-field teaching practices, experiences, and situations have the potential to change into positive professional challenges and opportunities in the teaching-and-learning process (Du Plessis, Carroll & Gillies, 2015; Du Plessis, 2016).

Handling out-of-field teaching Social Studies have quite difficulty yet it was **challenging** to deal with in the teaching-and-learning process. Julzy (pseudonym) described that out-of-field teaching was a challenging field. Challenging in the sense that she was teaching not in her expertise. The out-of-field beginning teachers struggled with teaching subjects not their area of specialization in part due to a lack of field preparation. Moreover, teaching outside of specialization may affect the preparation of teachers to teach the subject. Also, the disarray in the field may have been a function of disorder in the realm of education and in the schools (Du Plessis, 2013; Jacobs, 2013).

The meaning of out-of-field teaching for the novice educators was **teaching a subject which is not your area of expertise**. Cutie Girl (not her real name) stated that being a teacher which handling subjects that was not their area of expertise would be a difficult one. To her, it is teaching a subject that is not related to your field. Technically, out-of-field teaching entails teachers teaching outside their field of qualification, this field might be a specific subject and educators who are teaching outside their subject areas (Hobbs, 2013).

Pedagogically, there were personal concerns and fears as far as out-of-field teaching is concerned by the novice teachers in the teaching-and-learning process which is **not to give quality teaching**. Academic achievement becomes school and teachers' challenge. In fact, the out-of-field teaching phenomenon has an impact on quality education. There were negatives that could limit teachers due to lack of support and limited resources which could result to impediment in teaching. The novice educators lived experiences influence their teaching quality and effectiveness. Succinctly, teaching outside areas of expertise or field of specialization has an effect to the quality of teaching (Johnson, 2014; Nordlof et al., 2017; Du Plessis, 2015; Du Plessis, 2016).

Considering Mr. Right (pseudonym) when he expressed his intensifying experiences with little fears if his students would not easily understand the lesson and students would found the subject boring and uninteresting. His teaching experience is associated to the notion that it influenced his teaching quality and effectiveness since he was teaching not his area of expertise. It could meant that it would surely had an impact during the course of his class (Du Plessis, 2015).

Novice Educators needed more time for preparation, especially in adjusting the condition and influences of the out-of-field teaching Social Studies. They thought out-of-field teaching practice needs attention **since the teachers need more time for preparation**. The lack of time was an issue since the teachers need more time for preparing ahead of the class. To address this issue, there should have an importance in making the suitable professional development programs in education specifically in the said phenomenon (Johnson, 2014; Riordain, 2017).

Sakura (not her real name) stated that teaching a subject which was not area of expertise required more extra efforts, and time of preparation in order to be competent in teaching a subject even that was not her area of specialization. In her case, she really need to extend more time in preparing the lesson, instructional materials as well as diligently study the subject since it was not her specialization. Similarly, Ate_Neo Year (pseudonym) mentioned that being a teacher should always be prepared because everything happened in our lives would be unpredictable. Definitely, the lack of time was an issue since they should have more time for preparation in teaching and handling the out-of-field subjects in Social Studies (Johnson, 2014).

CONCLUSION

From the result of the study, we can say that handling out-of-field teaching Social Studies gives difficult experiences to the teachers particularly to the novice ones with less than five years of teaching experiences but at the same time challenge them. The most concerned of stakeholders in reaching the gap of achieving effective and quality teaching-and-learning process is in addressing issues and problems in educational system. This includes out-of-field teaching specifically commonly occurring in secondary schools but unfortunately, lacks attention. That is why we focused the spotlight in that direction.

From the findings of the study, we have felt happy at the same time, sad due to the experiences of the novice teachers handling a subject which is not there area of specialization. The lack of competence plus the difficulties that the novice teachers experienced in out-of-field teaching were not that easy. Through their self-efficacy in teaching, they adapted in out-of-field teaching through employing strategies such as brainstorming for an answer on unexpected ideas or questions unknown to their pedagogical knowledge and giving them as an assignment as well as cooperative learning. Moreover, they were positive in the teaching and asked help or consulted the expert in the field of Social Studies when managing with their teaching situation. In addition, they were challenged and considered out-of-field teaching as an opportunity to learn things which are interesting and challenging.

The contribution of the result of the study lies in the novice educators' responses, views and insights in addition to their challenges and experiences that they were facing in out-of-field teaching Social Studies both from private and public schools. It also opens opportunities for future research related to handling out-of-field subjects in out-of-field teaching of either novice or veteran teachers not just in Social Studies but in other areas as well.

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