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## Research Article

### Teaching Outside the Box: Senior High School Teaching Experiences, Challenges, and Windows of Innovations of Non-Social Science Majors

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#### ABSTRACT

Teaching outside one field of specialization has been a challenge in education. This happens when teachers are assigned to teach a subject not aligned with their expertise. This phenomenon caused challenges in education such as teacher confidence and student achievements. This research explored the experiences of non-social science majors in teaching social sciences in senior high school. It utilized a mixed-method approach. Particularly, descriptive analysis and case study was employed in this study. Frequency counts, mean, standard deviation, and percentages were used to describe the profile and experiences of the respondents. Thematic analysis was employed to identify the challenges experienced by the participants. Sixty respondents from public and private senior high schools in the Division of Nueva Ecija and Cabanatuan City took the survey to identify their teaching experiences. Five out-of-field social science teachers who were severely challenged were invited to an interview. Results revealed that more female teachers were engaged in out-of-field teaching. Moreover, teachers aged 26-30 are more likely to be assigned to out-of-field teaching. Also, both public and private schools experience the challenge of out-of-field teaching. Most of the teachers engaged in this scenario were non-education graduates. Core subjects under social sciences are the common subjects taught by non-social science majors. The survey revealed the experiences of non-social science majors in their mastery of the subject handled, ability to prepare scholarly learning material, classroom pedagogy/classroom activity, and psychosocial guidance to students for college preparations. It is discovered that non-social science majors always adhere to the challenges posed by out-of-field teaching. However, psychosocial guidance to students for college preparation was the domain that makes it challenging for non-social science majors to overcome. Five themes emerged based on this study; out-of-field teaching experiences, challenges of non-social science majors, coping mechanisms employed by non-social science majors, perception of non-social majors, and roles of school administrators. The COPE

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approach was devised to aid teachers, school administrators, and the Department of Education to mitigate the challenges posed by out-of-field teaching experiences.

**Keywords:** *Out-of-field teaching, Non-social science majors, Mixed method, Senior high school*

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## Introduction

In accordance with the provisions of the Republic Act No. 10533, otherwise known as the “Enhanced Basic Education Curriculum Act of 2013,” an additional two years in high school should be adopted and mandated by the Department of Education. Consequently, the Senior High School curriculum as a preparatory level for tertiary education was established. The program requires students to choose a track to pursue. These tracks include Academic, Arts and Design, Sports, and Technical-Vocational Livelihood.

With the abrupt changes in the educational system, teachers were obliged to teach subjects beyond their field of expertise, hence, out-of-field teaching becomes prevalent. Out-of-field educating has been a worldwide concern (Du Plessis, 2019). It occurs when teachers are assigned to teach a year level, a subject, or a field beyond their expertise (Rahayu & Osman, 2019). Ingersoll (2019) added that out-of-field teaching happens if teachers are tasked to handle subjects in which they are not specialized. The occurrence of out-of-field teaching has been a worldwide concern (Du Plessis, 2019). Out-of-field teaching has always been and continues to be a significant concern in public schools, based on the National Education Association (2019). This issue can be linked to specific teacher shortages as well as teacher misplacement. It has been an educational battle that was encountered by countries in different parts of the world, such as Australia and Europe – which involves countries of Indonesia and South Africa.

Teacher shortages, incongruence in specialization, teacher turnover, recruitment necessities, and controlling management were all issues that led to teachers teaching outside their areas of expertise (Du Plessis, 2019). Due to a shortage of trained teachers, more teachers are handling subjects beyond their expertise, weakening a conventional deed that has gone

unaddressed (Kim, as cited by Co, Abella, & De Jesus, 2021). The findings of a study on teacher supply and demand show how difficult it is to attract and retain teachers. As a result, teacher attrition rises to the point where they are forced to teach subjects outside of their specialization. The shortage of teachers is not the only reason for the misalignment of subject assignments; it is also attributable to what means of appointing, supervising, and arranging were handled by the institutions (Ingersoll, 2019).

The Philippines is also a victim of this widespread educational challenge. It is revealed that out-of-field teaching is a crucial issue that the government must address; however, this seems to be an invisible problem that is often neglected and hidden. The challenge to ensure that the country’s elementary and secondary schools are equipped with suitable and qualified teachers is due to other educational concerns that the Philippines encountered. Despite numerous research, commissions, and reports being provided, this is still an unending concern. The problem that negatively impacts the pursuit of quality education could be greatly correlated to a large number of education graduates who undergo academic training in their respective fields of specialization but are employed and tasked to teach fields that they are not suitable with.

Despite the fact that various studies have been conducted on out-of-field teaching, none have explored the incidents of teachers from senior high school, particularly those who have been teaching social sciences. This research was necessary to acquire a deeper grasp of these teachers’ experiences in out-of-field teaching. Therefore, the researcher desired to discover and further understand the teachers’ experiences in teaching social science subjects in senior high school. This research will aid the government, particularly the Department of Education (DepEd), in scrutinizing these seemingly micro issues and addressing the root

causes. School administrators will also benefit from this study by revising, altering, and or improving their system of assigning subjects to the teachers. It will also be a guide for teachers who will face similar situations in the future, as it will guide them toward the practice of teaching Social Sciences. Hence, the researcher looked into the senior high school teaching experiences of non-social science majors.

### **Objectives of the Study**

This research aimed to provide a deeper understanding of the senior high school teaching experiences of non-social science majors. Specifically, it sought to:

1. describe the profile of the respondents in terms of;
  - 1.1. age;
  - 1.2. sex;
  - 1.3. type of school;
  - 1.4. field of specialization; and
  - 1.5. social science subjects handled
2. describe the experiences of non-social science majors in teaching social sciences for senior high school in terms of:
  - 2.1. mastery of the subject handled;
  - 2.2. ability to prepare scholarly learning materials;
  - 2.3. classroom pedagogy/classroom activities; and
  - 2.4. psychosocial guidance to students for college preparation
3. determine the challenges experienced by non-social science majors in teaching social science subjects for senior high in terms of the following aspects:
  - 3.1 concrete experiences;
  - 3.2 reflective observation;
  - 3.3 abstract conceptualization;
  - 3.4 active experimentation;
  - 3.5. work correspondence; and
  - 3.6. work needs
4. propose an action plan based on the findings of this study.

## **Methods**

### **Research Design**

This study utilized a mixed-method research approach. It combines quantitative and qualitative research components. Since it incorporates the benefits of both quantitative

and qualitative research, mixed methods research can give a more comprehensive picture than a single quantitative or qualitative study (George, 2021). Specifically, this research employed descriptive for the quantitative part and a case study for the qualitative nature of the research. Descriptive research attempts to characterize a population, condition, or phenomenon (McCombes, 2019) accurately and methodically. Similarly, the researcher selected a qualitative case study research approach since it is the best way to describe and investigate senior high school teaching experiences of non-social science majors. Furthermore, the study attempted to give a rich and thorough account of an event based on the information provided by participants. A case study is a comprehensive examination of a single subject, such as a person, group, location, event, organization, or phenomenon. Case studies are often utilized in social, academic, medicinal, and commercial studies (McCombes, 2019).

### **Sample and Sampling Procedures**

Purposive sampling was used in this study. The purposive sampling approach involves picking samples from the entire sample size depending on the survey taker's or researcher's assessment. Moreover, a purposive sample is collected based on the needs of the test, survey, or study for which it will be utilized (Vijayamohan, 2022).

### **Respondents of the Study**

Respondents of this study were sixty (60) non-social science majors who are; (1) secondary education graduates or professional education unit earners with any field of specialization and; (2) who have experience teaching senior high school social science subjects. Upon answering the survey made by the researcher, five (5) participants who have severe experiences were invited to participate in an interview.

### **Scope and Delimitation**

This research focuses on the experiences encountered by non-social science majors in teaching social sciences in senior high school. Respondents were non-social science majors

who experienced teaching social science subjects and are currently employed in public and private senior high schools in the Division of Nueva Ecija and Cabanatuan City.

### **Research Instrument**

This study employed a survey to identify the experiences of non-social science majors and semi-structured interview questions to allow in-depth discussions and flexibility of responses. The two sets of research instruments were devised and crafted by the researcher with the help of experts.

### **Validity Test**

The validity of the questionnaire was analyzed through content validation. The researcher seek aid from the experts in the field nature of this study. To establish the validity of

the survey instrument, pilot testing was administered and the results were analyzed using Cronbach Alpha ( $\alpha = .907$ ).

### **Data Analysis**

In this study, the researcher used descriptive statistics and thematic analysis to elaborate and analyze the collected data from the participants.

1. Frequency counts, mean, standard deviation, and percentages were used to describe the profile of the respondents as well as their experiences in teaching social sciences for senior high school.
2. Thematic analysis was employed to seek the challenges experienced by non-social science majors in teaching social science subjects for senior high school.

## **Results and Discussion**

### **Profile of the respondents**

*Table 1.1 Sex*

| <b>Sex</b>   | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------|-------------------|
| Female       | 39               | 65.00             |
| Male         | 21               | 35.00             |
| <b>Total</b> | <b>60</b>        | <b>100.00</b>     |

Table 1.1 presents the sex of the out-of-field teacher respondents. Sixty-five percent (65%) or 39 respondents are female teachers. Meanwhile, 35 percent or 21 respondents are male. This illustrates that the majority of the out-of-

field teacher respondents were female. This suggests that more female teachers were engaged in teaching subjects that are not aligned with their field of specialization.

*Table 1.2. Age*

| <b>Age</b>   | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------|-------------------|
| 21-25        | 19               | 31.60             |
| 26-30        | 29               | 48.30             |
| 31-35        | 7                | 11.67             |
| 36-40        | 1                | 1.67              |
| 41-45        | 1                | 1.67              |
| 46-50        | 3                | 5.00              |
| <b>Total</b> | <b>60</b>        | <b>100.00</b>     |

**Mean: 28.60; Standard Dev: 5.68**

From the provided data in Table 1.2, the average age of the respondents is 28.60 with 5.68 as its standard deviation, which indicates that the age of the respondents is spread out. Twenty-nine respondents or 48.30 percent

aged 26-30. Also, there are 19 respondents whose age ranges from 21-25. It constitutes 31.60 percent. Moreover, 7 respondents aged 31-35 or 11.67 percent. Meanwhile, there are 3 respondents or 5 percent whose age ranges

from 46-50. Lastly, there is 1 respondent whose age ranges from 36-40 and 41-45 or 1.67 percent. These data indicate that younger

teachers tend to be assigned subjects out of their specialization as compared to those teachers who longer experience in teaching.

*Table 1.3. Type of School*

| Type of School | Frequency | Percentage    |
|----------------|-----------|---------------|
| Public         | 37        | 61.67         |
| Private        | 23        | 38.33         |
| <b>Total</b>   | <b>60</b> | <b>100.00</b> |

Table 1.3 shows the type of school wherein out-of-field teachers are employed. This indicates that 37 respondents or 71.67 percent came from public schools. On the hand, there are 23 out-of-field teachers or 38.33 percent

teaching in private schools. This shows that both public and private schools have encountered out-of-field teaching; the only difference is that public schools have a higher rate of this scenario compared to private schools.

*Table 1.4. Field of Specialization*

| Field of Specialization                          | Frequency | Percentage    |
|--|-----------|---------------|
| Non-Education Graduate (Information Technology)  | 6         | 10.00         |
| Non-Education Graduate (Political Science)       | 2         | 3.33          |
| Non-Education Graduate (Social Sciences)         | 2         | 3.33          |
| Non-Education Graduate (Psychology)              | 1         | 1.67          |
| Non-Education Graduate (Language and Literature) | 1         | 1.67          |
| Non-Education Graduate (Business Administration) | 1         | 1.67          |
| English  | 13        | 21.67         |
| Mathematics                                      | 10        | 16.67         |
| Biological Sciences                              | 7         | 11.67         |
| Music, Arts, Physical Education, & Health        | 4         | 6.67          |
| Technology & Livelihood Education                | 4         | 6.67          |
| General Sciences                                 | 3         | 5.00          |
| Filipino   | 3         | 5.00          |
| Physical Sciences                                | 2         | 3.33          |
| Physical Education                               | 1         | 1.67          |
| <b>Total</b>                                     | <b>60</b> | <b>100.00</b> |

Table 1.4 shows the field of specialization of the respondents. Thirteen respondents constituting 21.67 percent are non-education graduates. Six among these are graduates of Bachelor of Science in Information Technology; both 2 from Bachelor of Arts in Political Science and Bachelor of Arts in Social Sciences; and 1 each from Bachelor of Arts in Psychology, Bachelor of Arts in Language & Literature, and Bachelor of Science in Business Administration. Another 13 respondents or 21.67 percent are secondary education graduates with English as their field of specialization. Ten respondents or 16.67 percent are Mathematics majors. There are also 7 respondents or 11.67 percent with Biological

Sciences as their major field of specialization. Meanwhile, there are both 4 respondents, or 6.67 percent who specialized in Music, Arts, Physical Education, & Health (MAPEH) and Technology & Livelihood Education (TLE). Moreover, a total of both 3 respondents, or 5.00 percent majored in General Sciences and Filipino. Two respondents or 3.33 percent are Physical Science majors. Lastly, there is 1 respondent who specialized in Physical Education (PE). This demonstrates that teachers with a diverse field of specialization experience out-of-field teaching. It also suggests that non-education graduates also experience this phenomenon. Those with degrees

in information technology are greater in number as compared to other non-education degrees.

*Table 1.5. Social Science Subjects Handled*

| Social Science Subjects Handled   | Responses  |               | Percent of Cases |
|---|------------|---------------|------------------|
|   | N          | Percent       |                  |
| Understanding Culture, Society, and Politics                            | 30         | 21.43         | 50.00            |
| Personal Development  | 29         | 20.71         | 48.33            |
| Introduction to the Philosophy of the Human Person                      | 20         | 14.29         | 33.33            |
| Trends, Networks, and Critical Thinking in the 21 <sup>st</sup> Century | 14         | 10.00         | 23.33            |
| Disciplines and Ideas in Social Sciences                                | 12         | 8.57          | 20.00            |
| Applied Economics   | 9          | 6.43          | 15.00            |
| Philippine Politics and Governance                                      | 9          | 6.43          | 15.00            |
| Disciplines and Ideas in the Applied Social Sciences                    | 7          | 5.00          | 11.67            |
| Community Engagement, Solidarity, and Citizenship                       | 5          | 3.57          | 8.33             |
| Introduction to World Religions and Belief Systems                      | 5          | 3.57          | 8.33             |
| <b>Total</b>  | <b>140</b> | <b>100.00</b> | <b>233.33</b>    |

Table 1.5 illustrates the social science subjects handled by out-of-field teachers. It came from the multiple responses from teachers. Understanding Culture, Society, & Politics constitutes the highest rate of 21.34 percent among the respondents with 30 teachers handling. Personal Development comes next with 20.71 percent or 29 respondents. Meanwhile, Introduction to the Philosophy of the Human Person receives 14.29 percent or 20 responses. Also, Trends, Networks, & Critical Thinking in the 21<sup>st</sup> Century have 14 responses or 10.00 percent. Disciplines & Ideas in Social Sciences

placed fifth with 12 teachers or 8.57 percent teaching it. Applied Economics and Philippine Politics and Governance placed next with both 9 teachers' responses or 6.43 percent. The second to last in terms of frequency is the Disciplines & Ideas in the Applied Social Sciences with 7 teachers or 5.00 percent handling it. Lastly, Community Engagement, Solidarity, & Citizenship and Introduction to World Religions & Belief Systems both constitute 3.57 percent with 5 teachers each handling the subjects.

### ***Experiences of non-social science majors in teaching social sciences for senior high school***

*Table 2.1. Mastery of the subject handled*

| Mastery of the subject handled   | Weighted Mean | Standard Deviation | Verbal Description |
|--|---------------|--------------------|--------------------|
| 1. I am able to relate real-life situations to the contents of the lesson.             | 3.53          | 0.54               | Always             |
| 2. I can provide up-to-date information about the contents of the lesson.              | 3.48          | 0.60               | Always             |
| 3. I am able to provide in-depth information about the contents of the lesson.         | 3.28          | 0.56               | Always             |
| 4. I am able to deliver factual and accurate details about the contents of the lesson. | 3.43          | 0.53               | Always             |
| 5. I can provide examples that are useful and relevant to the contents of the lesson.  | 3.63          | 0.49               | Always             |
| <b>Overall</b>   | <b>3.47</b>   | <b>0.38</b>        | <b>Always</b>      |

*Legend: 1.00 to 1.74 Never; 1.75 to 2.49 Sometimes; 2.50 to 3.24 Most of the Times; 3.25 to 4.00 Always*

The experiences of non-social science majors in teaching social sciences in terms of mastery of the subjects handled obtained an overall weighted mean of 3.47 (SD=0.38) which was verbally described as “always.” The highest mean in this indicator was “I can provide examples that are useful and relevant to the contents of the lesson” with a mean of 3.63 (SD=0.49) translated as “always,” while the lowest mean was “I am able to provide in-depth information about the contents of the lesson,” with a mean of 3.28 (SD=0.56) which was verbally described as “always. The responses in each item are homogeneous based on the standard deviation. This is supported by the findings that respondents “always” in all item statements based on the weighted mean of the scores. This indicates that though non-social science majors can provide relevant information on topics

relating to social science, they still struggle to provide deeper knowledge about the lesson contents.

The content mastery of the teacher is the core upon which teacher education is founded. Stronge (2018) believed that while experience is related to the natural features that educators acquire at the start of their careers, it is imperative for teachers to develop and improve their mastery through self-evaluation. Competent teachers have a solid understanding of their careers. This involves a thorough understanding of the material they are teaching, teaching techniques, and how learning occurs best in their specific content area. Additionally, competent educators have the capacity to communicate this knowledge simply and concisely to their learners in to deepen their comprehension (Stronge, 2018).

*Table 2.1. Ability to prepare scholarly learning materials.*

| <b>Ability to prepare scholarly learning materials</b>   | <b>Weighted Mean</b> | <b>Standard Deviation</b> | <b>Verbal Description</b> |
|--|----------------------|---------------------------|---------------------------|
| 1. I prepare learning materials for every lesson.  | 3.42                 | 0.56                      | Always                    |
| 2. I utilize local materials in creating my learning materials.                                    | 3.27                 | 0.69                      | Always                    |
| 3. I consider the nature of my students in creating learning materials.                            | 3.53                 | 0.50                      | Always                    |
| 4. I can easily identify what learning materials will be suitable for the lesson.                  | 3.30                 | 0.59                      | Always                    |
| 5. I am well aware of the importance of using learning materials to achieve the lesson objectives. | 3.55                 | 0.53                      | Always                    |
| <b>Overall</b>   | <b>3.42</b>          | <b>0.40</b>               | <b>Always</b>             |

The experiences of non-social science majors in teaching social sciences in terms of ability to prepare scholarly learning materials obtained an overall weighted mean of 3.42 (SD=0.40) which was verbally described as “always.” The highest mean in this indicator was “I am well aware of the importance of using learning materials to achieve the lesson objectives” with a mean of 3.55 (SD=0.53) translated as “always,” while the lowest mean was “I utilize local materials in creating my learning materials” with a mean of 3.27 (SD=0.69) which was verbally described as “always. The responses in each item are homogeneous based

on the standard deviation. This is supported by the findings that respondents “always” in all item statements based on the weighted mean of the scores. This indicates that non-social science majors are aware of the significance of using learning materials to achieve the objectives of the lessons, however, it is their challenge to create localized materials to use in the classroom.

The application of learning resources is critical in the process of teaching and learning. However, it does not ensure the attainment of lesson objectives rather these are factors to be considered (Dhakal, 2020).

Table 2.3. Classroom pedagogy/classroom activities

| Classroom pedagogy/<br>classroom activities  | Weighted<br>Mean | Standard<br>Deviation | Verbal<br>Description |
|--|------------------|-----------------------|-----------------------|
| 1. I assess whether the subject matter has been understood by asking questions.  | 3.62             | 0.52                  | Always                |
| 2. I urge my students to prepare an essay in which they must describe their reasoning or think in detail.                          | 3.38             | 0.61                  | Always                |
| 3. I assign alternative tasks to students who have difficulty learning and/or who can advance more quickly.                        | 3.25             | 0.65                  | Always                |
| 4. I require my students to participate in a debate and argue for a point of view that is not necessarily their own.               | 3.25             | 0.68                  | Always                |
| 5. I encouraged my students to work independently with the textbook or work-sheets to practice the material they had just learned. | 3.37             | 0.58                  | Always                |
| <b>Overall</b>   | <b>3.37</b>      | <b>0.38</b>           | <b>Always</b>         |

The experiences of non-social science majors in teaching social sciences in terms of classroom pedagogy/classroom activities obtained an overall weighted mean of 3.37 (SD=0.38) which was verbally described as “always.” The highest mean in this indicator was “I assess whether the subject matter has been understood by asking questions” with a mean of 3.62 (SD=0.52) translated as “always,” while the lowest means were “I assign alternative tasks to students who have difficulty learning and/or who can advance more quickly” with a mean of 3.25 (SD=0.65) and “I require my students to participate in a debate and argue for a point of view that is not necessarily their own” with a mean of 3.25 (SD=0.68) which were verbally described as “always. The responses in each item are homogeneous based on the standard deviation. This is supported by the

findings that respondents “always” in all item statements based on the weighted mean of the scores. This indicates that non-social science majors tend to utilize the Socratic method than employing individualized learning tasks and debates.

Several methods of instruction assist students in mastering course information and learning how to apply course knowledge in specific circumstances. Teachers must choose whether instructional approaches will best promote a certain learning result. Its efficacy is contingent on this alignment. An instructor should consider learning goals, student needs, and the learning environment while making the best decision (Teaching Methods - Office of Curriculum, Assessment and Teaching Transformation - University at Buffalo, 2023).

| Psychosocial guidance to students for college preparation                                 | Weighted<br>Mean | Standard<br>Deviation | Verbal<br>Description |
|---|------------------|-----------------------|-----------------------|
| 1. I deliver sessions about career guidance during class discussions.                     | 3.05             | 0.70                  | Most of the Times     |
| 2. I endorse my deserving students to scholarship programs I am familiar with.            | 2.87             | 0.85                  | Most of the Times     |
| 3. I contextualize my lesson based on the strands and career paths of my students.        | 3.35             | 0.58                  | Always                |
| 4. I help my students build their study habits which may be useful in their college life. | 3.45             | 0.59                  | Always                |



| Psychosocial guidance to students for college preparation                                | Weighted Mean | Standard Deviation | Verbal Description       |
|--|---------------|--------------------|--------------------------|
| 5. I provide review sessions for students who would like to take college entrance exams. | 2.87          | 0.99               | Most of the Times        |
| <b>Overall</b>   | <b>3.12</b>   | <b>0.51</b>        | <b>Most of the Times</b> |

The experiences of non-social science majors in teaching social sciences in terms of psychosocial guidance to students for college preparation obtained an overall weighted mean of 3.12 (SD=0.51) which was verbally described as “most of the times”. The highest mean in this indicator was “I help my students build their study habits which may be useful in their college life” with a mean of 3.45 (SD=0.59) translated as “always,” while the lowest mean was “I provide review sessions for students who would like to take college entrance exams” with a mean of 2.87 (SD=0.85) which was verbally described as “most of the times”. The responses in each item are homogeneous based on the standard deviation. This is supported by the findings that respondents “most of the times” in most item statements based on the weighted mean of the scores. This indicates that non-social science majors provide their supports for senior high school by building and honing their study habits for their college education. Moreover, non-social science majors tend to have lack of student support in terms of preparing the students for college entrance exams.

Education has placed a greater emphasis on preparing learners for university and professional life. Students must be supported by schools. Academic support has been described in numerous ways, including advising, tutoring, mentorship, and engagement with teachers (Garcia, Tiberio, & Yeaton-Hromada, & Katie. (2019). It provides chances for students to interact, communicate, and learn with fellow students (Baleria, 2019) as well as adaptability with responsibilities and targets. They were also made available through formal institutions like tutoring and teacher work hours, as well as informal means like peer relationships in class and study groups. Lastly, necessary abilities are required to manage institutional procedures such as college degree selection, admissions, and financial support.

### ***Challenges experienced by non-social science majors in teaching social science subjects for senior high school***

Upon analyzing the interview transcript five themes emerged from the data. These are;

#### **THEME 1: Out-of-field teaching experiences**

Participants in this study revealed that the unavailability of specialized teachers was one of the causes of this phenomenon. Co, Abella, and De Jesus (2021) also found that the fundamental cause for out-of-field instruction is a lack of specialized teachers. This is owing to the school's low enrollment, which prevented the school from hiring enough teachers to teach the various disciplines. Schools change each semester and are distributed to available teachers evenly. Additionally, teachers have diverse sentiments and students have different feedbacks with this as well. The out-of-field phenomenon causes numerous unpleasant experiences for teachers. These teachers experience anxiety, tension, misplacement, overload, and inadequacy. They were dissatisfied with the job they did, which appeared to a diminished self-esteem, powerlessness, and a low feeling of self-worth. (Du Plessis, 2019). Furthermore, these challenges brought new learning opportunities for teachers. and motivation to learn more about social sciences. It was supported by Du Plessis (2020) that out-of-field teachers are also interested in their teaching. They also perceive the chance to learn new things and feel that teaching a topic they have not mastered would benefit their career as a teacher.

#### **THEME 2: Challenges of Non-Social Science Majors**

Common challenges experienced by non-social science majors include lack of content mastery, identification of appropriate learning pedagogy, and inadequacy of self-efficacy. Du Plessis (2019) stated that teachers who teach a topic in which they lack significant competence

are anxious that the knowledge they share with learners is not going to be enough to influence their future. It is challenging for non-social science majors to employ effective teaching pedagogy. Arendain and Limpot (2022) confirmed this and stated that out-of-field teachers had a hard time selecting suitable teaching methods. Moreover, Du Plessis (2020) argued that the inadequacy of an effective teaching strategy influences teachers' self-esteem and efficacy. Moreover, Pacana, Ramos, Catarata, and Inocain (2019), out-of-field teaching causes inefficiency and a lack of self-confidence. It is claimed that the performance of out-of-field teachers was harmed since they could only explain a topic ambiguously. When students questioned them during lessons, these teachers were put under a lot of strain, and they could not satisfy them due to their lack of in-depth expertise and their reliance on textbook information. Teachers as well were unsure whether students learned enough from them.

### **THEME 3: Coping Mechanisms Employed by Non-Social Science Majors**

Constant reliance on provided teaching materials and curriculum guides as well as the initiative to learn become the primary coping mechanisms of non-social science majors. Pacana et. al. (2019) supported this and stated that the difficulty of out-of-field teaching may also be overcome by ongoing reading and continuous learning. Initiative and unwavering knowledge are also essential to meet the demands of out-of-field teaching. Another coping method used by out-of-field teaching is the use of technology. Most teachers rely on internet access granted by their institution. It has been found that Google helps teachers endure their regular teaching tasks. They can get hundreds of solutions to their inquiries with this search engine. Teachers can download and watch YouTube tutorials and look for articles or news clips to help them understand the various lessons. Technology surely alleviates the strain on these teachers (Pacana et. al., 2019). Lastly, to surpass the challenges of out-of-field teaching, non-social science majors employ different teaching techniques with the aid of technology. Out-of-field teachers revealed that their adaptability and creativity had helped them

become good teachers to deal with the weight of these challenges (Bayani and Guhao as cited Bugwak, 2021).

### **THEME 4: Perceptions of Non-Social Science Majors**

Participants shared their insights and revealed that social sciences are significant in our every life, flexibility and open-mindedness is a must for teachers, and co-teacher support is essential for them. Çal Pektaş, Ülkü & Demirkaya, Hilmi (2020) revealed that students' awareness of society and adaptation to social life was greatly facilitated by the study of social sciences. Teachers believe that social sciences helped students increase verbal intelligence and socialization, build entrepreneurial and leadership abilities, be inquisitive, and get a multidimensional perspective. Moreover, whichever subject is handed to the teacher, he should make an effort to handle it successfully by taking the subject as if he is an expert in this. Flexibility and versatility are linked with innovative and creative instructional delivery (Bayani and Guhao as cited by Bugwak, 2021). Furthermore, Du Plessis (2020) stated that working with other teachers in the school was extremely beneficial. Teachers cooperate and share their expertise with other teachers, while on the other side, they rectify inappropriate teaching approaches.

### **THEME 5: Roles of School Administrators**

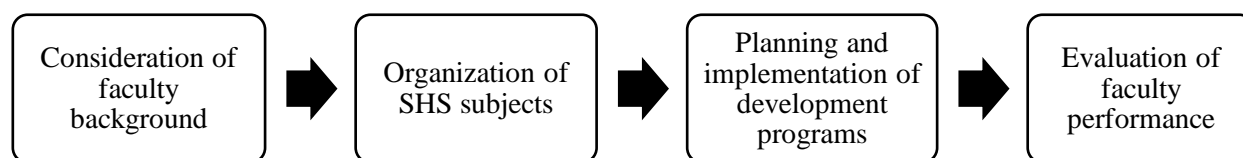
Participants enumerated that school administrators must be aware of their faculties before assigning a subject. Bugwak (2021) agreed with this conclusion and remarked that allocating teachers to their field of specialization may be difficult. To mitigate the difficulty, institutions should investigate and fully examine these teachers' capabilities and abilities before assigning them to their subjects. Additionally, teachers shared that providing ready-made teaching materials will be helpful for them. Naisianoi, Monicah & Koome, Peter & Marima, and Esther (2020) found that the accessibility of teaching and learning tools is crucial to students' academic advancement. The availability of effective teaching and learning resources allows teachers and students to engage easily both within and outside the

classroom. Moreover, conducting development programs for out-of-field teachers may also be done. Bugwak (2021) agreed with the findings and indicated that to address their issues as

out-of-field teachers, they participate in professional development to supplement the knowledge and abilities they lack.

### **Proposed Action Plan**

In line with the finding of this study, the researcher devised an action plan.



*Figure 1. The COPE Approach*

To mitigate the challenges brought by out-of-field teaching, the researcher devised an action plan called the “COPE Approach” which can be seen in Figure 1. The first phase must be done to be familiar with the background of out-of-field teachers. This will be followed by the organization of SHS subjects to identify what SHS social science subjects are suitable for out-of-field teachers. Next will be the planning and implementation of development programs which will be done to devise seminars, training, and other valuable aids for out-of-field teachers. Lastly, the evaluation of faculty performance will be the final stage to determine the effectiveness of applied development programs.

### **Conclusion**

Out-of-field teaching of social science is prevalent both in public and private senior high schools and the common root is the unavailability of specialized teachers. Most of the out-of-field teachers are non-education graduates such as those with a degree in Information Technology, Psychology, Political Science, Language and Literature, and Business Administration. Other secondary education graduates also experience out-of-field teaching. Common teachers who teach social sciences have expertise in the fields of English, Filipino, Sciences, Mathematics, MAPEH, TLE, and Physical Education. Most of the out-of-field teachers taught core subjects in the disciplines of social sciences such as Understanding Culture, Society,

& Politics, Personal Development, and Introduction to the Philosophy of the Human Person.

Non-social science majors can provide relevant information on topics relating to social science, they still struggle to provide deeper knowledge about the lesson contents. They are aware of the significance of using learning materials to achieve the objectives of the lessons, however, it is their challenge to create localized materials to use in the classroom. Additionally, tend to utilize the Socratic method than employing individualized learning tasks and debates. Moreover, these teachers provide their support for senior high school by building and honing their study habits for their college education. Furthermore, among the identified experiences of non-social science majors, psychosocial guidance to students for college preparation was the most challenging experience. Out-of-field teaching experiences of non-social science majors include the unavailability of specialized teachers, diverse sentiments and learners’ feedback, and new learning opportunities.

The common challenges experienced by non-social science majors are lack of content mastery, identification of appropriate teaching pedagogy, and inadequacy of self-efficacy. To cope with the challenges posed by out-of-field teaching, non-social science majors employed several coping mechanisms such as going back to basics, responding to technology and digitalization, and employing innovative teaching practices. Non-social sciences perceive that social sciences are significant in education,

flexibility and open-mindedness are relevant in out-of-field teaching, and having support from co-teachers is vital to lessen the burden. School administrators must be familiar with the backgrounds of the faculty, provide ready-made teaching materials, and conduct development programs for non-social science majors. The COPE approach should be adopted to aid faculty and school officials to reduce the negative implications of the prevalence of out-of-field teaching.

To cope with the out-of-field issue, school administrators and teachers may collaborate. They may hold discussions on the out-of-field phenomena, and meetings may be arranged to prepare teachers who teach outside their field of competence.

Headteachers can act as learning facilitators by being aware of the out-of-field phenomena and their repercussions. They should be aware of the demands of teachers teaching beyond their specialization and be involved in support programs.

Since non-social science majors were challenged by the phenomenon, school administrators may provide professional development programs that highlight new methods and concepts related to teaching social sciences. School administrators may work with the Division Office to evaluate recruiting practices and prevent the spread of out-of-field phenomena at their schools. To further validate and explore the rampancy of out-of-field teaching, other research may also be conducted such as learners' and school administrators' perception of non-majors teaching subjects beyond their mastery, JHS and SHS out-of-field and cross-teaching, and out-of-field teaching in other areas of the discipline.

## Recommendation

To cope with the out-of-field issue, school administrators and teachers may collaborate. They may hold discussions on the out-of-field phenomena, and meetings may be arranged to prepare teachers who teach outside their field of competence.

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