Research Article

Out-of-Field Teaching: Impact on Teachers' Self-Efficacy and Motivation

Mark A. Castro[1]*, Rowena A. Asignado[2], Reynald Alfred A. Recede[3]

[1]Senior High School Department Pamantasan ng Lungsod ng Marikina Marikina City, The Philippines
[2]Junior High School Department Marikina High School Marikina City, The Philippines
[3]Senior High School Department Marikina High School Marikina City, The Philippines

ABSTRACT

The study aimed to determine the impact of having teaching loads assigned to teachers which are not aligned with their preservice training. The research utilized a descriptive research design and involved 12 senior high school teachers who are teaching in a public national high school in Marikina City, the Philippines for the school year 2019-2020. The study also made use of the qualitative data gathered through focus group discussion to have an in-depth analysis of the perceptions of the teachers regarding their situation on teaching a subject that is not part of their expertise. The study revealed that teachers who are assigned teaching loads which are not part of their preservice training showed some confidence that they can teach their students well. This was shown on the question how confident they were in teaching their students to become critical thinkers and 8 or (66.67 %) of the total number of the teacher participants said that they exerted moderate effort in encouraging students to become critical thinkers. In addition, 5 or (41.67 %) of the teachers shared that they can do so much to help students improve in his failing grade. Surprisingly, 7 or (58.33%) of the total number of the teacher participants said that they can only exert moderate effort to help students who are having difficulty with the subject. Based from the findings of the study, the researchers thought that the perennial problem of teachers being assigned teaching loads that are not in line with their area of expertise should be given enough training and technical assistance coming from the school administration. This will help improve teachers in their pedagogical techniques and the type of assessment they employ in their classes.

***Keywords**: Motivation, Out of field teaching, Teacher training, Self-efficacy*

Introduction

Educators in the Philippines are facing many challenges that are difficult to address. Some of these problems are lack of enough and quality instructional materials, large class size, and too much teaching load. Among the three aforementioned reasons, the excessive teaching load is what makes the lives of teachers really hard and unbearable. In addition to these, a good number of teachers in the public school system are given teaching loads which are not in line with their professional qualification. Özdemir (2000) suggests that teachers are one of the most important factors in promoting innovative acts in education, school development, and effective school management. Hattie (2009) reasoned that teachers remain the core and most significant resource in education. Teacher quality is often indicated by their academic preparation, certification type, and length of service, among others (Goldhaber & Anthony 2003). Darling-Hammond (2000) argued that teachers who are deemed effective in classrooms and produce students with high achievements are those with sufficient academic preparation. Educators with enough academic training and experience are seen to be competent in subject matter and pedagogical skills. Hawk et al. (1985) also determined that teachers who passed the licensure examination are also considered to be effective because licensing usually requires prospective educators to be college degree holders in pedagogy and in the subject they desired to teach (Goldhaber & Anthony 2003).

The qualifications of teachers that are found to be associated with student learning have become the priority target for teacher education reform. Some of these reforms demand for the professionalization of teacher education in a way that it will be longer, upgraded to graduate programs, and be regulated through mechanism of certification, licensure, and promotions in alignment with standards (Darling-Hammond, 2000; Darling-Hammond et al., 2001; Darling-Hammond et al., 2002).

Considering the growing population of teachers who actively pursue advanced degrees and continuing professional education opportunities, an assessment is needed to evaluate how these advancement programs benefit the teacher through strengthening their efficacy as a teacher.

With the changing demographics of the teaching workforce, it is recommended that more careful analysis of how teaching experience affects teachers' self-efficacy is necessary (Klassen & Chiu, 2010). Majority of the existing studies and literature on teacher efficacy has perceived teaching experience simply as the number of years an educator has spent teaching. It has always been overlooked, but teacher efficacy and teacher motivation are affected by out-of-field teaching practices because they are painted as incompetent teachers.

The Purpose of the Study

The purpose of this study is to examine the impact of out-of field teaching experience on teachers' efficacy and motivation in the workplace. Specifically, it seeks to answer the following questions:
1. What is the impact of out-of field teaching experience on teacher efficacy?
2. What are the effects of out-of field teaching experience on teachers' motivation and job satisfaction in the workplace?

Literature Review

Hobbs (2013 p. 271) defines out-of-field teaching as teachers "teaching outside their subject scope". The definition of out-of-field teaching used in the survey conducted in the year 2008 for Western Australian College of Teaching (WACOT) was clarified by McConney and Price (2009). They considered how the out-of-field terminology is most commonly understood as the teaching of subjects and learning areas in which a teacher has neither a major nor minor tertiary teaching qualification and experience. More often, out-of-field teachers are thought of as under-qualified teachers. Out-of-field teachers are automatically associated with a negative influence on student learning, though the evidence for such claims has never been clear.

Wood and Bandura (1989) described self-efficacy as the people's beliefs about their ability to activate motivation, cognitive resources, and action series needed for ensuring control over the events in their lives. Bandura proposed the concept of self-efficacy which

commonly consists of teachers' beliefs about dealing with students who lack interest in learning (Guskey, 1987; Lewandowski, 2005; Yılmaz & Çokluk Bökeoğlu, 2008). Bitto and Butler (2010) emphasized that apart from being a good indicator of teachers' effectiveness, teachers' self-efficacy is essential for an effective school and academic program. The process of restructuring schools and establishing effective schools are believed to be determined by the teachers' self-efficacy which is deemed to be an important variable that has to be considered (Hoy & Woolfolk, 1993; Pajares & Miller, 1994; Ross, 1994).

Sinclair (2008) defined teacher motivation in terms of retention, attraction, and concentration as something that determines what fascinates individuals to pursue teaching, the deep engagement with their academic courses and teaching profession, and their persistence to remain in their initial teacher education courses. Comparably the motivation of educators is a significant factor to enhance classroom effectiveness and teachers efficiency (Carson & Chase, 2009).

Methods

The study utilized a mixed methods research design. A total of 12 teachers who are currently employed in Marikina High School Senior High School Department participated in this study. Each teacher was given a maximum of 5 teaching loads or subjects that are not in line with their pre service training.

Research Instrument

Teachers Sense of Efficacy Scale (TSES), developed by Tschannen-Moran and Woolfolk Hoy (2001), is composed of three subscales: Instructional Strategies, Student Engagement, and Classroom Management. A total of twenty-four items are rated on a 9-point Likert scale, one indicating nothing and nine indicating a great deal. The instrument has been widely used in the education field to assess teacher competence of using a variety of instructional and assessment strategies in their teaching contexts. The Teacher Motivation and Job Satisfaction Survey (TMJSS) will be used to determine the motivation and job satisfaction of teachers before and after the semester. Permission to use the instrument will be sought from the authors. Once the permission to use the research instrument was secured, the researchers asked experts in the field to have the survey questionnaire validated.

Prior to being assigned to a subject the teacher was not trained for, the participants will be asked to fill out the teacher efficacy scale, TSES and TMJSS. Post survey will be sent out for them to fill out upon completion of the entire semester. For the teacher efficacy self-analysis, participants will be asked to write down their self-analysis of efficacy change by comparing their pre and post questionnaire responses. The following instruction will be given to all participants at the end of the semester where they taught the subject in which they have less training.

Statistical Treatment

The study will last for the whole first semester of the whole school year 2018-2019. Teachers were given teaching loads which do not match their pre service training. The research instruments were given after each teacher participant completed a full semester of teaching the subject assigned to them.

Statistical Analysis

Data are gathered through the questionnaire which was then subjected to frequency counts. In addition to this, the participants' responses for each individual question were added together to find the highest frequency of occurrence (i.e. the number of times that a particular response occurs). These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in tabular form. The researcher uses tables containing a variable and in some cases, combines two or more variables in a single table.

Results and Discussions

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis and

interpretation of data is carried out in two phases. The first part, which is based on the results of the questionnaire, deals with a quantitative analysis of data. The second, which is based on the results of the interview and focus group discussions, is a qualitative interpretation.

Quantitative Interpretation of Results

Analysis of the Responses to Teachers' Sense of Efficacy Scale of a total of 12 questionnaires distributed, all disseminated questionnaires were the base for computing the results. These were used to interpret the results.

1. How much can you do to get through to the most difficult students?

Table 1: Teachers' Response to How Much They Can Do to Get Through the Most Difficult Students

	Frequency	Percentage
Very Much	4	33.33
Quite a Bit	7	58.33
Very Little	1	8.3
Nothing	0	0
	12	100

Table 1 shows that only 4 or (33.33%) of the teachers expressed that they can do so much to get through difficult students. On the other hand, 7 or (58.33%) of the total number of the teacher participants said that they have a moderate effort exerted to get through the most difficult students in certain situations. Surprisingly, only 1 or 8.3 % of the total number of teacher participants expressed that he can do so little when it comes to dealing with difficult students.

2. How much can you do to help your students think critically?

Table 2. Teachers' Response to How Much They Can Do to Help Their Students Think Critically

	Frequency	Percentage
Very Much	4	33.33
Quite a Bit	8	66.67
Very Little	0	0
Nothing	0	0
	12	100

Table 2 shows that only 4 or (33.33%) of the teachers expressed that they can do so much to motivate their students to think critically. On the other hand, 8 or (66.67 %) of the total number of the teacher participants said that they have a moderate effort exerted in encouraging students to become critical thinkers.

3. How much can you do to control disruptive behavior in the classroom?

Table 3. Teachers' Response to How Much They Can Do to Control Disruptive Behavior in the Classroom

	Frequency	Percentage
Very Much	7	58.33
Quite a Bit	4	33.33
Very Little	1	8.3
Nothing	0	0
	12	100

Table 3 shows that only 7 or (58.33%) of the teachers expressed that they can do so much to prevent students' disruptive behaviour inside the classroom. On the other hand, 4 or (33.33 %) of the total number of the teacher participants said that they have a moderate effort exerted to get students act according to what is expected of them. However, only 1 or 8.3 % of the total number of teacher participants expressed that he can do so little when it comes to dealing with controlling students' behavior.

4. How much can you do to motivate students who show low interest in school work?

Table 4. Teachers' Response to How Much They Can Do to Motivate Students Who Show Low Interest in School Work

	Frequency	Percentage
Very Much	5	41.67
Quite a Bit	7	58.33
Very Little	0	0
Nothing	0	0
	12	100

Table 4 shows that only 5 or (41.67%) of the teachers expressed that they can exert a lot of effort to motivate students who show low interest in doing school work. In addition to this, 7 or (58.33 %) of the total number of the teacher participants said that they employ moderate effort in motivating students who show low interest in school work.

5. To what extent can you make your expectations clear about student behavior?

Table 5. Teachers' Response to what extent can they make their expectations clear about student behavior

	Frequency	Percentage
Very Much	6	50
Quite a Bit	6	50
Very Little	0	0
Nothing	0	0
	12	100

Table 5 shows that only 6 or (50%) of the teachers expressed that they can very much extend their expectations about student behavior. Similarly, also 6 or (50 %) of the total number of the teacher participants said that they can put quite an effort in extending their expectations clearly about student behavior.

6. How much can you do to get students to believe they can do well in school work?

Table 6. Teachers' Response to how much they can do to get students to believe they can do well in school work

	Frequency	Percentage
Very Much	8	66.67
Quite a Bit	4	33.33
Very Little	0	0
Nothing	0	0
	12	100

Table 6 shows that only 8 or (66.67%) of the teachers stated that they can very much get their students to believe they can do well in school work. In addition to this, 4 or (33.33 %) of the total number of the teacher participants said that they can exert moderate effort helping students believe they can do well in school work.

7. How well can you respond to difficult questions from your students?
Table 7. Teachers' Response to how well they can respond to difficult questions from their students

	FREQUENCY	PERCENTAGE
Very Much	6	50
Quite a Bit	6	50
Very Little	0	0
Nothing	0	0
	12	100

Table 7 shows that only 6 or (50%) of the teachers indicated that they can very much respond well to difficult questions from their students. In addition to this, 6 or (50 %) of the total number of the teacher participants said that they can respond quite well respond to difficult questions from their students.

8. How well can you establish routines to keep activities running smoothly?
Table 8. Teachers' Response to how well they can establish routines to keep activities running smoothly

	Frequency	Percentage
Very Much	7	58.33
Quite a Bit	5	41.67
Very Little	0	0
Nothing	0	0
	12	100

Table 8 shows that only 7 or (58.33%) of the teachers expressed that they consider themselves very good in establishing routines to keep activities running smoothly. In addition to this, 5 or (41.67 %) of the total number of the teacher participants said that they are good in establishing routines to keep activities running smoothly.

9. How much can you do to help your students value learning?
Table 9. Teachers' Response to how much they can do to help their students value learning

	Frequency	Percentage
Very Much	8	66.67
Quite a Bit	3	25
Very Little	1	8.33
Nothing	0	0
	12	100

Table 9 shows that 8 or (66.67%) of the teachers said that they can very much involved in helping their students value learning. Further, 3 or (25 %) of the total number of the teacher participants said that they have a moderate involvement in helping their students learn the value of learning. However, only 1 or 8.33% of the total number of teacher participants shared that they only do very little in helping their students learn their value of learning.

10. How much can you gauge student comprehension of what you have taught?

Table 10. Teachers' Response to how much they can gauge their students' comprehension of what they have taught

	Frequency	Percentage
Very Much	6	50
Quite a Bit	5	41.67
Very Little	1	8.33
Nothing	0	0
	12	100

Table 10 shows that 6 or (50%) of the teachers said that they can very much determine their students' comprehension of what they have taught. In addition to this, 5 or (41.67 %) of the total number of the teacher participants said that they can somehow gauge their students' comprehension of what they have taught. However, only 1 or (8.33%) of the total number of teacher participants shared that they only do very little in gauging their students' comprehension of what they have taught.

11. To what extent can you craft good questions for your students?

Table 11. Teachers' Response to what extent can you craft good questions for your students

	Frequency	Percentage
Very Much	5	41.67
Quite a Bit	5	41.67
Very Little	2	16.67
Nothing	0	0
	12	100

Table 11 shows that 5 or (41.67%) of the teachers said that they are confident in crafting good questions for their students. Similarly 5 or (41.67 %) of the total number of the teacher participants said that they are quite confident in crafting good questions for their students. However, only 2 or (16.67%) of the total number of teacher participants shared that they only do very little confidence that they can construct good questions for their students.

12. How much can you do to foster student creativity?

Table 12. Teachers' Response to how much can you do to foster student creativity

	Frequency	Percentage
Very Much	7	58.33
Quite a Bit	5	41.67
Very Little	0	0
Nothing	0	0
	12	100

Table 12 shows that 7 or (58.33%) of the teachers expressed that they can contribute so much in fostering students' creativity. On the other hand, 5 or (41.67 %) of the total number of the teacher participants said that they are quite confident that they can contribute to fostering students' creativity very little confidence that they can construct good questions for their students.

13. How much can you do to get students to follow classroom rules?

Table 13. Teachers' Response to how much can you do to get students to follow classroom rules

	FREQUENCY	PERCENTAGE
Very Much	7	58.33
Quite a Bit	5	41.67
Very Little	0	0
Nothing	0	0
	12	100

Table 13 shows that 7 or (58.33%) of the teachers expressed that they can very much make the students obey the classroom rules. On the other hand, 5 or (41.67 %) of the total number of the teacher participants said that they have reservations if they can fully get their students to follow classroom rules.

14. How much can you do to improve the understanding of a student who is failing?

Table 14. Teachers' Response to how much can they do to improve the understanding of a student who is failing

	Frequency	Percentage
Very Much	5	41.67
Quite a Bit	7	58.33
Very Little	0	0
Nothing	0	0
	12	100

Table 14 shows that 5 or (41.67 %) of the teachers shared that they can do so much to help students improve in his failing grade. Surprisingly, 7 or (58.33%) of the total number of the teacher participants said that they can only exert moderate effort to help students who are having difficulty with the subject.

15. How much can you do to calm a student who is disruptive or noisy?

Table 15. Teachers' Response to much can you do to calm a student who is disruptive or noisy

	Frequency	Percentage
Very Much	8	66.67
Quite a Bit	4	33.33

	Frequency	Percentage
Very Little	0	0
Nothing	0	0
	12	100

Table 15 shows that 8 or (66.67%) of the teachers noted that they can do so much to calm a student who is disruptive or noisy. On the other hand, 4 or (33.33%) of the total number of the teacher participants said that they can only exert quite an effort to discipline students who are disruptive or noisy in class.

16. How well can you establish a classroom management system with each group of students?

Table 16. Teachers' Response to how well can the teacher establish a classroom management system with each group of students

	Frequency	Percentage
Very Much	7	58.33
Quite a Bit	5	41.67
Very Little	0	0
Nothing	0	0
	12	100

Table 16 shows that 7 or (58.33%) of the teachers expressed that they can definitely establish a classroom management system within each group of students. On the other hand, 5 or (41.67%) of the total number of the teacher participants said that they are quite confident that they can create a classroom management system within each group of students.

17. How much can you do to adjust your lessons to the proper level for individual students?

Table 17. Teachers' Response to how much can the teacher do to adjust your lessons to the proper level for individual students

	FREQUENCY	PERCENTAGE
Very Much	6	50
Quite a Bit	5	41.67
Very Little	1	8.33
Nothing	0	0
	12	100

Table 17 shows that 6 or (50%) of the teachers indicated that they can adjust your lessons to the proper level for individual students. Similarly 5 or (41.67 %) of the total number of the teacher participants shared that they can somehow adjust your lessons to the proper level for individual students. However, only 1 or (8.33%) of the total number of teacher participants shared that they only do very little ability to adjust your lessons to the proper level for individual students.

18. How much can you use a variety of assessment strategies?

Table 18. Teachers' Response to how much can the teacher use a variety of assessment strategies

	Frequency	Percentage
Very Much	3	25
Quite a Bit	8	66.67
Very Little	1	8.33
Nothing	0	0
	12	100

Table 18 shows that only 3 or (25%) of the teachers indicated that they are very much confident that they can use a variety of assessment strategies. In addition to this 8 or (66.67 %) of the total number of the teacher participants shared that they can somehow use a variety of assessment strategies. Yet, only 1 or (8.33%) of the total number of teacher participants shared that they only use a limited variety of assessment strategies.

19. How well can you keep a few problem students from ruining an entire lesson?

Table 19. Teachers' Response to how well can you keep few problem students form ruining an entire lesson

	FREQUENCY	PERCENTAGE
Very Much	8	66.67
Quite a Bit	3	25
Very Little	1	8.33
Nothing	0	0
	12	100

Table 19 shows that only 8 or (66.67%) of the teachers expressed that they are very much confident that they can keep a few problem students from ruining an entire lesson. On the other hand, 3 or (25 %) of the total number of the teacher participants shared that they can somehow keep a few problem students from ruining an entire lesson. Yet, only 1 or (8.33%) of the total number of teacher participants lamented that he cannot keep a few problems students from ruining an entire lesson.

20. To what extent can you provide an alternative explanation or example when students are confused?

Table 20. Teachers' Response to what extent can he provide an alternative explanation or example when students are confused.

	Frequency	Percentage
Very Much	8	66.67
Quite a Bit	4	33.33
Very Little	0	0
Nothing	0	0
	12	100

Table 20 shows that 8 or (66.67%) of the teachers shared that they can definitely provide alternative explanations when their students are having difficulty grasping the concepts. In addition to this, 4 or (33.33%) of the total number of the teacher participants said that they are quite confident in providing alternative examples when students are confused on a certain lesson.

21. How well can you respond to defiant students?
Table 21. Teachers' Response to how well they can respond to defiant students.

	Frequency	Percentage
Very Much	9	75
Quite a Bit	2	16.67
Very Little	1	8.33
Nothing	0	0
	12	100

Table 21 shows that 9 or (75%) of the teachers noted that they are doing very well in dealing with defiant students. On the other hand, 2 or (16.67 %) of the total number of the teacher participants shared that they can somehow deal with defiant students. Yet, only 1 or (8.33%) of the total number of teacher participants are having difficulty in handling defiant students.

22. How much can you assist families in helping their children do well in school?
Table 19. Teachers' Response to how much they can assist families in helping their children do well in school

	Frequency	Percentage
Very Much	6	50
Quite a Bit	3	25
Very Little	3	25
Nothing	0	0
	12	100

Table 22 shows that 6 or (50%) of the teachers expressed that they are very much involved in assisting families in helping their children do well in school. On the other hand, 3 or (25 %) of the total number of the teacher participants shared that they can somehow give help in assisting families in helping their children perform well in school. Similarly, only 3 or (25%) of the total number of teacher participants said that they can only provide little time in assisting families and guiding their children.

23. How well can you implement alternative strategies in your classroom?
Table 23. Teachers' Response to how well they can implement alternative strategies in their classroom

	Frequency	Percentage
Very Much	7	58.33
Quite a Bit	4	33.33
Very Little	1	8.3
Nothing	0	0
	12	100

Table 23 shows that 7 or (58.33%) of the teachers expressed that they are very much confident that they can implement alternative strategies in their classroom. In addition to this, 4 or (33.33 %) of the total number of the teacher participants shared that they can somehow implement alternative strategies in

their classroom. Surprisingly, only 1 or (8.3%) of the total number of teacher participants said

that they have very little alternative strategies that they can use in classroom teaching.

24. How well can you provide appropriate challenges for very capable students?
Table 24. Teachers' Response to how well they provide appropriate challenges for very capable students

	Frequency	Percentage
Very Much	7	58.33
Quite a Bit	5	41.67
Very Little	0	0
Nothing	0	0
	12	100

Table 24 shows that 7 or (58.33%) of the teachers are highly confident that they can provide appropriate challenges for very capable students In addition to this, 5 or (41.67%) of the total number of the teacher participants said that they are quite confident in providing appropriate challenges for very capable students.

Qualitative Analysis of the Answers to Interview Questions On Teacher Motivation

To investigate further on how teaching outside their field of expertise affects the motivation of teachers at work, teacher participants were interviewed. The following are representative answers to some questions from both groups.

Question: *What is your overall level of satisfaction with your job as a teacher this school year while handling subjects that you are not very much familiar with?*

Teacher 1:
Yeah uhhhmmm sabi ko nga parang fulfilling na maging contemporary arts teacher. Yung sa dance yung sa art na before ginagawa ko kase when I was in college (*I think it is fulfilling to become a Contemporary Arts teacher. In the dance and the Art part, I did them before in college*).

Teacher 2:
No hindi ako pamilyar sa subject ko eh eto nga yung year na nag struggle nga ako kase nga hindi ko alam hindi ko alam gagawin ko. So hindi ako satisfied. *(No, I am not familiar with*

my subject and this year I am struggling because I do not know what to do. So I am not satisfied)

Question: Generally speaking, do you believe that the teachers with whom you work with are motivated?

Teacher 2. I believe so but there is always ano parang restriction esp when the subj that is given to you is talagang hindi mo line o hindi o forte. I heard yung ibang teacher like yung kasama ko she's teaching understanding society. And until now she is trying to ano discover what the subj is all about she is uhm experiencing being question by students na hindi nya talaga alam. *(I believe so but there is always a restriction when the subject assigned to you is out of your expertise. (I heard the others like the one teaching Understanding Society. And until now she is trying to discover what the subject is all about, she experienced to be questioned by the student and fail to provide an answer.)*

Question: How many teachers that you know or work with would you classify as unmotivated because of the same situation that you are experiencing now?

Teacher: Actually this morning di naman sila nagrarant kaya lang parang since they are dealing with the academic students uhm there are questions really that will be thrown to them na beyond their knowledge kasi nga Filipino teacher tas hahandle ng ibang subj I just heard it with the uhhm my ano colleague then na hindi naman sila nagrereklamo kaya lang a test of character and a test of patience. *(Actually this morning, it is not because a teacher is ranting*

but since they are dealing with academic students, there are really questions that will be thrown at them which answer is beyond their knowledge. I have a colleague who is not complaining but it is really a test of character and patience.)

Question: **Do you think the amount of workload given to you in this subject that you are not allowed to teach demotivates you in doing your work?**

Teacher: Yes. Yung ahhh yung mag-aaral ka ulit kase parang another time na naman yung sspend mo for the whereas yung mga napag-aralan mo na hindi mo naman hindi mo magagamit for the meantime. (Yes. The thing is that you will have to study again because you need to spend more time whereas you will not be able to use what you have learned from your bachelor's degree.

Question: **Do you think your sense of accountability in teaching a subject outside of your expertise affects your motivation to give your best in every day's work?**

Teacher: Yes. Yung ahh parang yung parang ahh resulta nung pagtuturo nila sa klase niya tapos yung resulta nung pagtuturo ko sa klase ko na parang hindi ganun ka ayos. *(Yes, like the result of my colleagues' teaching and the result of my teaching in my class that it seems they are really that appropriate.)*

Question: **Do you think your potential professional advancement is highly affected by the type of work you do right now?**

Teacher: Actually nakaka challenge. Kase hindi mo ano eh kung baga wala sa forte mo eh no.Kung baga naggain ka rin ng professional advancement in a way. *(Actually it is challenging. It is like it is not really your field of expertise but you are still gaining professional growth and advancement.)*

Question: Do you still feel a sense of achievement despite the fact that you are teaching a subject that you are not trained to teach?

Teacher: Pag nakita mo na at the end of the sem na nakasalubong mo mga estudyante mo't may binabanggit silang lesson na nelesson niyo. Na sayo lang nila natutunan at naunawaan achievement yun kase out of your specialization or major nakapagsalin ka ng ng kaalaman sa mga bata natandaan nila at nagustuhan nila malaking achievement yun para sa akin. Natutunan nila yung mga lesson na yun. *(When you see that at the end of the semester and you encounter your student and they are mentioning a lesson that you have taught in class which they have only learned and understood from you that is already an achievement because out of your specialization or majorship, you were able to transfer learning to the children and they liked it, for me that is already a big achievement.)*

Conclusion

The study revealed that teachers who assigned teaching loads which are not part of their preservice training showed some confidence that they can teach their students well. This was shown on the question how confident they were in teaching their students to become critical thinkers and 8 or (66.67 %) of the total number of the teacher participants said that they have a moderate effort exerted in encouraging students to become critical thinkers. This is because of the fact that they themselves are not even sure of themselves that they are knowledgeable of the subject that they are teaching at the moment. This is also confirmed by the answers of the participants based on the qualitative questions asked of them that they are not motivated since they still need to study the new discipline assigned to them. In relation to the findings of Hobbs and Porsch (2021), the result of out of field teaching promotes learning opportunities and the experience of educators teaching the subject for multiple times caused increase in educators' perceived capacity. Experience leads to improved confidence among

out of field educators. This result is also congruent with the findings of Kini and Podolsky (2016) wherein it showed that as educators gain experience, their students not only learn more, students are also more likely to do better on school attendance. And revealed that a supportive and collegial working environment increases teachers' effectiveness. In addition, 5 or (41.67 %) of the teachers shared that they can do so much to help students improve in his failing grade. Surprisingly, 7 or (58.33%) of the total number of the teacher participants said that they can only exert moderate effort to help students who are having difficulty with the subject. Despite the difficulty that they themselves are also new to the subject they are teaching, teachers are very much dedicated to ensuring quality education by doing their best to help students in learning and understanding even the most difficult lessons of the subject. This is further supported by the study of Co et al. (2021) stating that a teacher's attitude with regards to teaching subjects outside their specialization is vital for effective teaching. It was also revealed that there is a significant relationship between teaching quality and student success. Many teachers show willingness to accommodate teaching loads outside their area of specialization and make the subject more enjoyable (Panisoara, 2014). The commitment of teachers encompasses their enthusiasm to accept the challenge of teaching subjects outside of their specialization (Co et al., 2021). This was also supported by the teachers' response when they shared that despite the challenges they have, they feel a sense of achievement if the students tell them how grateful they are of the lesson learned from their subject.

Recommendations

Based on the findings of the study, the researchers thought that the perennial problem of teachers being assigned teaching loads that are not in line with their area of expertise should be given enough training coming from the school administration. In addition to this, technical assistance coming from school supervisors should be given to teachers so that they will improve in their teaching strategies and the type of assessment they employ in their classes.

References

Carson, R. L., & Chase, M. A. (2009). An examination of physical education teacher motivation from a self-determination theoretical framework. *Physical Education and Sport Pedagogy,* 14, 335–353. http://dx.doi.org/10.1080/17408980802301866

Co, A. G., Abella, C. R., & De Jesus, F. (2021). Teaching Outside Specialization from the Perspective of Science Teachers https://doi.org/10.4236/oalib.1107725

Darling-Hammond, L. (2000) "Teacher Quality and Student Achievement: A Review of State Policy Evidence", *Educational Policy Analysis Archives,* 8(1) <http://epaa.asu.edu/epaa/v8n1/

Darling-Hammond, L., Berry, B., & Thorenson, A. (2001). Does teacher certification matter? *Evaluating the evidence. Educational Evaluation and Policy Analysis*, 23 (1) 57-77.

Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education,* 53 (4), 286-302.

Goldhaber, D., Brewer, D. & Anderson, D. (1999) A three-way error components analysis of educational productivity, *Education Economics,* vol. 7, no. 3, pp. 199-208.

Goldhaber, D. & Anthony, E. (2003) "Teacher quality and student achievement", ERIC Clearinghouse on Urban Education Urban Diversity Series, Retrieved: June 9, 2004.

Guskey, T. R. (1987). Context variables that affect measures of teacher efficacy. *Journal of Educational Research*, 81 (1), 41-47.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge

Hawk, P., Coble, C.R. & Swanson, M. (1985) Certification: It does matter, *Journal of Teacher Education*, vol. 36, no. 3, pp. 13-15. Hobbs, L. (2013). Teaching 'out-of-field' as a boundary-crossing event: Factors shaping teacher identity. *International Journal of Science and Mathematics Education*, 2013(11), 271–297.

Hobbs, L., & Porsch, R. (2021). Teaching out-of-field: challenges for teacher education. https://doi.org/10.1080/02619768.2021.1985280

Kini, T., & Podolsky, A. (2016). Does Teaching Experience Increases Teacher Effectiveness? A Review of the Research. https://learningpolicyinstitute.org/product/does-teaching-experience-increase-teacher-effectiveness-review-research

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachersí self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology,* 102, 741ñ756. https://doi.org/10.1037/a0019237

Özdemir, S. (2000). Eğitimde örgütsel yenileşme (5. bs). Ankara: Pegem A. Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36, 79–104. http://dx.doi.org/10.1080/13598660801971658

Panisoara, I.O., Duta, N., Panisoara, G., & Tomoaica, E. (2014). Teacher Profile in Romania: Defining Features and Priorities of the Training Programs in Teaching Career. Procedia-Social and Behavioral Sciences, 140, 396-400. https://doi.org/10.1016/j.sbspro.2014.04.441

Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management Review,* 14 (3), 361-384.