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## A TALE OF EXPERIENCE: TEACHING NON-SPECIALIZED SUBJECTS

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### Abstract

*Teaching non-specialized subjects, also known as out-of-field teaching, is when teachers teach subjects outside of their area of expertise or qualifications. Thus, the purpose of this study is to reveal the experiences of teachers who teach non-specialized subjects. They conducted individual interviews and group discussions with qualified and valid informants using a phenomenological research design. Participants' responses revealed the negative experiences teachers had when teaching non-specialized subjects. They also presented the mechanisms the teachers used to continue teaching well despite the hardships they faced. Teachers face challenges that make them dread going to class every day. The teachers' narratives revealed that people underestimated their capacity to instruct in subjects outside their expertise. From teaching non-specialized subjects, the teachers developed flexibility, learned to accept unexpected assignments from the leader, approached experts in the subject they taught, and became resourceful and generous by spending their own money to fill the shortage of teaching materials.*

**Keywords:** teaching non-specialized, subjects, observations, challenges, experiences, phenomenological and teaching tools

### INTRODUCTION

Teaching out-of-field refers to assigning teachers to teach subjects for which they lack the necessary training and qualifications (Price & Vale, 2019). This could relate to teaching subjects, year levels, or school types that lack the required credentials, certification, or specialty. In parallel, Hobbs and Whannell (2020) found that out-of-field teaching is the practice of sending teachers to teaching roles for which they lack the appropriate qualifications or relevant knowledge, whether in a specific subject area or grade level. In addition, out-of-field teaching occurs when teachers teach a subject

in which they lack expertise. According to Co, Abella, & De Jesus (2021), out-of-field instructors are individuals who possess training in one field but instruct in another.

The global education system frequently assigns teachers to teach outside of their areas of expertise without the necessary training or standards, despite the expectation that educators should be effective in fostering adequate learning and knowledge building (Hermosa, 2022). It is a phenomenon in which teachers teach

beyond their knowledge or qualifications. According to Villano- ac (2024) study, the efforts and experience of teachers in their respective fields significantly contribute to the acquisition of knowledge, skills, and attitudes among learners, fostering national growth by preparing them to become internationally competitive individuals with 21st-century abilities. Every student deserves nothing less than high-quality, free education at all levels.

Education is important in our lives because it allows us to improve our lifestyles. To accomplish this, we require assistance from our teachers. It is the teacher's primary responsibility to impart knowledge and motivate students to learn more through experience. Teaching is quite laborious Leonin (2024) supports the multifaceted task of teaching as the noblest of all professions, as it lays the foundation for any discipline they desire. Bayani & Guhao (2019). Therefore, people highly value their efforts to ensure pupils receive the quality education they require. Aside from teachers' behaviors, their educational background is also an essential component for effective instruction. It is believed that a teacher is required to demonstrate expertise in the subjects he or she is teaching. However, this is not the case.

Quality education is the heart of sustainable development and a potent catalyst for creating more just, humane, and egalitarian communities. Thus, in many countries that are rapidly increasing enrollment to achieve Education for All, the importance of quality education has become paramount. Education systems have recently been under duress, but the premise that there is a trade-off between access and quality is incorrect. Furthermore, in resource-constrained nations, successful efforts to extend access to elementary education have frequently resulted in worse educational quality (Chand, 2024). Thus, teacher quality is a frequently discussed topic in education. One issue that caught my attention was teachers teaching outside of their area of expertise, along with mismatched topic assignments at the elementary, secondary, and tertiary levels. People often overlook the issue of teachers teaching subjects outside their field, where they lack the necessary educational background or expert knowledge (Bangura, Turay, 2024).

The Municipality of Monkayo, facing a shortage of specialized teachers, implements the DO. No. 13 s. 1994 Guidelines for Matching Specialization in Teaching Preparation with Teaching Assignments for Public School. Teachers will assign teachers with an interest in that specific subject to teach, regardless of their subject mastery. According to the opinions of some teachers in the municipality of Monkayo, Davao de Oro, this forced predilection to subjects outside of their major has resulted in a mismatch between teaching load and subject mastery. As a result, the majority of the professors included in the study come from outside of their field. These teachers claimed that they face numerous issues.

## THEORETICAL BACKGROUND

The researcher connected the issue to Walter Shewhart's Total Quality Management theory (TQM), a concept that numerous scholars have since expanded upon. This part investigates the significance of the overall quality management theory as the foundation of the framework for improving educational quality while providing free education (Gyoshev & Veleva, 2008). Thus, the Teaching Quality Management Center seeks to implement a TQM-based system for monitoring and improving teaching quality.

Edwards Deming developed Total Quality Management (TQM), an

effective management philosophy, in the late 1950s to improve the quality of educational services. TQM empowers educational institutions to initiate a shift towards a quality culture, aiming to enhance both the actual and perceived quality of services (Sallis, 2006). Herman and Herman (199) attempted to explain the philosophy, aim, and procedure of Total Quality Management (TQM) in education. Total Quality Management (TQM) can help improve educational quality. Several studies have primarily addressed the challenges of Total Quality Management (TQM) in education, with a focus on enhancing customer satisfaction through high-quality and continuous improvement. Furthermore, a study by Dahil and Karabulut (2013) analyzes the impact of TQM on the education system, and the results reveal that TQM affected improved communication between students and teachers.

### Research Objectives

To validate these sentiments, the researcher is motivated to conduct a study that exposes the various feelings, experiences, challenges, and coping mechanisms of teachers involved in this particular phenomenon. Based on the previously mentioned problems, this study aims to address the following questions:

1. What are the experiences of teachers who teach non-specialized subjects?
2. What are the teaching mechanisms used to deal with the challenges of teaching non-specialized subjects?
3. What have the teachers learned from their experience teaching a non-specialized subject?

## METHODS

### Research Design

This study used a qualitative design that featured a phenomenological approach. Phenomenology is the study of the structures of consciousness experienced from a person's perspective. An experience's intention, whether directed at it or not, forms its central structure. The main purpose of qualitative research is to comprehend the underlying reasons, opinions, and motivations. It provides insights into problems or helps to develop ideas or theories for potential research. Phenomenology studies entities from all angles and perspectives to obtain a coherent vision of reality or experience, focusing on wholeness. Empirical phenomenological research draws on experience to generate thorough descriptions that serve as the foundation for a reflective structural analysis to capture the core of the phenomena (Ntara & Odongo, 2024).

This method seeks to discover the meaning of an experience for the individual who has lived it and provides a detailed account. Individual descriptions can yield general or universal meanings—the essences or structures of the experience. Appearances and essences generate meanings, and intuition and reflection on conscious acts of experience lead to ideas, conceptions, judgments, and comprehension (Emiliussen, Christiansen & Klausen, 2021). Therefore, this method can be considered superior to other research methods as it enables the researcher to understand intricate processes or occurrences. As a result, the researcher can better understand how participants interpret their experiences and behaviors.

### Location of Study

This study focuses on the Municipality of Monkayo, Davao de Oro, which encompasses two districts: the east and the west. The researcher chose to collaborate with the District School to facilitate the administration of the study based on the participants' responses.

### Research Instruments

In contrast to the predetermined set of answer options used in this study, open-ended questions allow respondents to respond in their own terms. I asked my research participants about their experiences, mechanisms, and learnings from teaching a non-specialized subject, using interview guide questions. During the interview, the researcher took notes on the participants' comments, and I used a voice recorder to record the entire conversation, subject to participant agreement. In addition, the researcher formulated the interview guide questions for this study, which received expert validation. This approach involves the interviewer attempting to facilitate a natural conversation by posing open-ended questions related to the study topic. This strategy is appropriate for studies in which the researcher possesses insufficient information about the phenomenon. I designed the interview questions to elicit the feelings of teachers teaching outside their field.

### Research Respondents

In carrying out this study, I chose to use purposive sampling to identify and select participants who can provide meaningful information. This entails diversifying in terms of age, gender, ethnicity, number of years in teaching, and concentration in the discipline to gain diverse perspectives on various issues and problems (Pradhan, Shaheen, & Ranajje, 2019). Thus, the teachers involved in this study are those who teach non-specialized subjects with two years or more of service from Monkayo High School, Olaycon Integrated School, Pasian High School, Tubo-Tubo High School, and Union National High School.

### Research Procedure

The data collection steps include setting the boundaries of the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing a protocol for recording information. Thus, before conducting the study, the researcher sought permission from the school division superintendent of Davao de Oro, and also gave formal letters of consent to the principals of the schools involved in this research and letters of invitation to the teachers who teach non-specialized subjects.

The participants understood the process and knew their participation was voluntary. I also let them know that I had changed their real names and used a code to protect their identity. I also guaranteed the confidentiality of any responses they provided during the interview. I conducted in-depth and detailed individual interviews for the study of teachers teaching non-specialized subjects, using questions validated by experts in the field. The researcher also used an audio recorder for one-on-one interviews and a video recorder for group interviews with the selected participants in the study. Furthermore, the researcher meticulously analyzed the data gathered from individual and group interviews, ensuring no errors, accurate presentation of results, and validation of the research's success.

### Data Analysis

This study used thematic analysis of informant and participant responses. Thematic analysis is a method of identifying, analyzing, and reporting patterns or themes found in the data collected (Naeem & Ozuem, 2023). Thus, the purpose of qualitative analysis is to interpret the data and resulting themes to better understand the studied events. These ideas represent the informants' responses to the questions posed during the in-depth interview. In addition, because of the large and dense amount of information obtained, not

all of it was used in qualified research; therefore, the researcher carefully selected and examined the data. They explain that it is a process of focusing on certain data points while dismissing others that are less significant. They describe the impact of this technique as combining similar details to generate a few themes, typically five to seven.

## RESULTS AND DISCUSSION

The researcher carefully transcribed the collected data from individual and group interviews with the participants, and then passed it to the analyst to study and develop the main theme and thoughts. This study presents the collected data and participant responses from the conducted interview, which serves as the primary information source. On the other hand, teachers are obliged to teach beyond their area of expertise because of the shortage of the teaching staff. Known as "out-of-field teaching," this global issue in the field of education has major consequences on the learning process as well as the teaching technique.

The first theme was teachers' 'shortage and underload. As the participants shared their feelings and thoughts;

### The experiences of teachers who teach non-specialized subjects

This section contains the responses from informants and participants to the first moderated question, "What are the experiences of teachers who teach non-specialized subjects?" Each response is presented after it has been translated based on the language used by the participants in the interview, with an equivalent translation in the Filipino language for better understanding by anyone who can read. I derived the themes from the responses to each specific question. I deliberately changed each participant's name and assigned a corresponding code in accordance with the ethical considerations of the research.

### Participants' Reactions to Seeing a Subject Teacher Outside of Their Expertise

The responses in this section pertain to the specific question 1.1, which asks, "What was your reaction when you found out that you will be teaching a subject outside your expertise?" I conducted an in-depth interview to understand the teachers' reaction upon learning they would be teaching a subject beyond their expertise, focusing on the reliable findings of the study. Based on the responses, I developed the following themes: The themes that emerged were sadness, shock, positive reception, disturbance, excitement, and challenge.

**Sad.** One of teachers' first reactions to teaching non-specialized subjects is to feel sad. They know that a big thing is on their shoulders, and teaching other subjects is a big burden for them. They are also greatly concerned about thoroughly studying new lessons.

According to Jules, Initially, I was disheartened by the fact that you would have to relearn this subject, as it falls outside of your area of expertise. It appears that I will have to restudy this subject without access to the necessary teaching materials. Where can I get a book? Of course, I am a TLE teacher, but I also teach math and social studies.

Deanna said, "My initial thought was, is it something I can teach?" I believe my sadness stemmed from the thought of how I would instruct the children. What would be the distance? Because it appears that the subject's absence will lengthen the adjustment.

Timothy expressed his disappointment upon learning that the

MAPEH department would be my new home. This was due to my deep-seated desire to train my teacher.

**Shock:** The acceptance of the new subject they will teach is shocking and unexpected. Teachers who teach non-specialized subjects can't help but be surprised by the responsibility they bear for their students. Maddie said, (My reaction to that was that I was genuinely shocked!).

"This is not easy because you need your coordinator or explorer to make you understand," was Rachelle's response. Even if you claim that MAPEH is easy, it actually isn't.

Marck response mirrors that of Maddie and Rachelle when they encounter a subject that diverges from their college coursework. Despite dedicating four years or more to their college studies, they were unprepared. Marck mentioned;

—Of course, I was shocked because I didn't expect that to be given to me, and it was different from what I studied in college. I was really shocked!

Gwenn concurred with this statement: —I was winded! This was particularly accurate, given that it was the fourth marking

**Positive Reception:** Contrary to other participants' reactions, there were also teachers involved in this study who indicated a positive response to accepting the role of teaching a subject outside their discipline. Mavelle stated; No! I expect the barangay's teachers to eventually specialize in teaching other subjects, as it's a reasonable expectation. expected.

Althea said, —However, I sincerely desire to be present in my field. In any case, I just accepted Edukasyon sa Pagpapakatao (ESP).

Timothy said, "After a while, it was okay with me."

**Disturbance:** Teachers who teach non-specialized subjects also resigned from their positions due to personal challenges. Teachers face serious problems when they lack knowledge about the subjects they teach; their ability to impart knowledge to students is crucial. This is Joanna's statement: The first thing I thought about was how to approach the lessons, given that MAPEH and my senior high school subjects are not my areas of specialization. I focused on media information literacy (MIL) first, followed by subjects related to personality development.

According to Erich, —It is challenging for me because the information I provide to the children may not always be accurate.

Olivia mentioned, (It's confusing! What do I teach? How is it? It's like that.)

Althea continued, "My first reaction, especially since I'm in the Alternative Learning System, is that it's really difficult because we're multitasking and there's still elementary school." Some people struggle with reading and writing.

Timothy honestly admitted that his primary concern is how to develop his skills in MAPEH. However, I find it particularly challenging to assign marks, particularly when it comes to terminology that I don't have a strong understanding of.

**Excited:** The reaction of other participants to answering the first specific question was also unique. Even though the subject being taught is outside of their expertise, they still experience the feeling of an exam in a unique way. Joanna expressed her feelings in her response.

"It's nice to experience excitement, as there's a wealth of new knowledge and things to discover."

Deanna agreed to this: I was extremely excited about how I would present it to the kids.

Olivia added, I am excited.

**Challenge:** Assigning teachers, a subject they have not memorized also challenges their ability to demonstrate their talent and competence in imparting basic knowledge to young people. Erich expresses his attitude here: Initially, I find it challenging because it is not your area of expertise.

Olivia's response: Their experiences also challenged me. I genuinely asserted that teachers can enhance their intelligence by immersing themselves in diverse fields, as it leads to genuine learning.

### **Experiences in Teaching Non-Specialized Subjects**

The results in this section stem from specific question 1.2, which asks, "What are your experiences in teaching a subject that you do not specialize in?" Two themes emerged from the responses of teachers who teach non-specialized subjects: difficulty and the importance of thorough preparation.

**Difficult:** Forced to teach subjects they don't know much about; teachers inevitably face teaching challenges. If you don't know much about something, you have nothing to share or give, even after years of service. Jules himself articulated this feeling,

"Despite having been a teacher for two years, I still face challenges because it's not my field." your field. It's tiring, but of course you have to cultivate what you've learned. You'll find someone, I don't have an AP seminar, so I can't do homework.

Moreover, said Mark —The math 8 subject is particularly challenging due to its algebraic nature. At first, I had a really hard time preparing the homework because I needed a copy of its format, so I searched for it to be my guide. For strategy, adapting to structured K–12 curricula and your students' needs can be difficult.

Mavelle explained, "First, I need to conduct research because it's not within my area of expertise." Then, if it's within my budget, I'll personally load it onto the internet. After that, I'll conduct research, which is actually more difficult than your average task because you can obtain the information yourself.

Allotment of Thorough Preparation. Interview-based data analysis led to the emergence of this theme. The need for thorough preparation further increases the burden on teachers teaching non-specialized subjects. This is one of the grievances that teacher Marck conveyed:

This is related to Mavelle's statement.

Is it truly something that requires your energy? Therefore, you cannot engage in activities that do not align with your expertise. I struggle with subjects, particularly music; however, I find art to be somewhat more engaging. The music in grade 8 is from East Asia, such as China and Japan. The book then instructs me to conduct research, download the content, and watch it on YouTube. The signal is weak at this location; where should I go? If you need to conduct research, you should load the page.

### **Negative Experiences in Teaching Non-Specialized Subjects**

Listed below are the teachers' responses to question 1.3, 'What are

your negative experiences in teaching non-specialized subjects?'. After intensive interviews with the participants, they expressed the negative experiences of teaching non-specialized subjects as follows: Personal Cost; Lack of Teaching Materials; Compromises Student Learning; Opportunities are Few; and Underestimate Ability. These challenges not only hinder the effectiveness of instruction but also contribute to a sense of frustration among educators. Many teachers perceive underutilization of their expertise, which results in disengagement and a diminished enthusiasm for teaching these subjects.

**Personal Expenses.** The teaching of the subject outside of their expertise caused severe headaches for the participants, not only in preparation. They also cannot avoid stealing from their own funds to finance other needs, especially teaching materials. This incident demonstrates to Jules that research is indeed a legitimate endeavor. Besides that, you will spend money personally because there is no book; you have to produce a copy to give to the students because they have nothing to study.l.

Mavele confirmed that I primarily conduct research on the topics mentioned in the book, especially those that necessitate online searches for images and videos. After covering your personal expenses, you will need those resources. You cannot seek assistance from MOOE or the PTA due to the school's financial constraints.

Rachelle said, "You don't own a gadget or internet; it's your expense."

**Lack of Teaching Materials.** One theme of this research was a lack of teaching materials. This posed a significant challenge for teachers, particularly in the barangay high schools that were part of this study. Mavelle stressed the importance of conducting extensive research. Besides that, you will spend money personally because there is no book; you have to produce a copy to give to the students because they have nothing to study.

Jules affirmed that I conduct thorough research on the topics mentioned in the book, particularly those that require internet searches for images and videos. You need those items to cover your personal expenses. The school's financial constraints prevent you from seeking assistance from MOOE or the PTA.

**Student Learning is Compromised.** The conducted research also uncovered this theme. Forced teachers, who teach non-specialized subjects, honestly express a great deal of doubt about the content they are teaching their students, which ultimately compromises their learning. It causes great anxiety for them as teachers who have never thought of teaching another subject. They sadly recounted their grievances. Deanna narrated, "If the child asks a question, particularly in Filipino, is the depth of the terms correct?" Yes, you can sometimes communicate with him in English, just in case the Filipino language is significantly different. There is a chance you will really wonder, "Is this my answer correct? Correct: Is it suitable for children? I doubt if they are correct.

According to Joann, explaining terminology from a basic book presents a challenge for me. Without knowing the language, you won't have any training. It's really difficult for you. It's challenging to teach music in MAPEH, particularly the non-Filipino music you will be teaching. The music in MAPEH differs greatly from that of other countries in Asia. Because the terminologies are different.tl.

Moreover, this was also Rachelle's complaint: —That had a negative effect on me, as it distracted me from the subject I was supposed to

be teaching. Of course, it also diminished your motivation to study with your teacher.

**Opportunities are few.** A painful truth emerges from this theme. Teachers placed in departments not aligned with their expertise face a sad reality, with little chance or opportunity to attend trainings. Rachelle has revealed the following sad truth:

—Only once have I attended a MAPEH seminar because they don't send you if you don't measure, even if you've taught. I attended about five days, but that was all

**Underestimate Ability.** Teachers, who strive to fulfill their responsibilities, feel compelled to accept the challenge of teaching a non-specialized subject, like a dagger thrust into their chest. Furthermore, the visible underestimate. Furthermore, they may not directly witness the visible underestimation of their abilities, but they undoubtedly feel it deeply. One can infer a sense of discouragement, particularly given that the participants are aware of their efforts to Rachelle, a participant, directly admitted this incident;

—Despite their negativity and lack of knowledge, our vast knowledge enables us to stay competitive.

Timothy, who experienced the alleged underestimation of his abilities, agreed on this statement. He weeps to confess;

—To me, first of all, there is the low view of you; even if you say that you have been teaching MAPEH for a long time, there are still your colleagues, and the children can compare you to the real average in MAPEH. Second, you are viewed as a scumbag within the department; you are merely a piece of paper. For example, MAPEH won't assign you activities because you're not a teacher, and you'll be told that you can't, especially during the seminar. At that time, I begged you to allow me to attend the seminar, but he refused, citing my lack of MAPEH status. Then I can't be a trainer because I'm not a MAPEH either. That's the negative!

#### **Past Problems in Teaching Non-Specialized Subjects**

Listed below are the teachers' responses to Question Number 1.4 'What are the problems you have experienced in teaching non-specialized subjects?'. From the interviews conducted, different themes emerged based on the responses:

Lack of Reference; Time Fit and Compromise Student Learning.

**Lack of reference.** Teachers' lack of reference leads to their inability to share their knowledge with the students. Furthermore, this theme has had a detrimental effect on teachers who instruct without the necessary qualifications. That's why Timothy said without flinching:

—First on the part of the children, he became negative because the other MAPEH teachers had styles that they did not share with our non-major when they attended trainings. Really research MAPEH. The link to find more online has many examples, but we don't have any, so he's negative to me.

Jules said, I'm also confused as to who should be my reference there. In addition to the manual book, it's really better that you have something to refer to that is really average in math. Initially, there was no such resource, but now there is one. It's better to have something." That's the problem. If you don't comprehend the material in the book, who should you consult? The math teacher?

Maddie agreed; the issue lies in the fact that your videos often consist solely of music, despite the abundance of them.

**Time fit.** Allocating more time to study non-memorized subjects will also be difficult for the teachers involved in this research. They are extremely concerned about the numerous subjects they need to finish, as each one has a set session that students are expected to attend. This simply means that the teachers will attempt to fit their teaching time into the prescribed number of sessions that have been allocated to the class. Timothy informed that;

—My program has a predetermined number of scheduled sessions. MAPEH consists of four components, which presents a significant challenge because it can only be taught in class for two weeks. However, what if there are three or five days without classes? There's only one week left to complete it. Finding the time is a major challenge.

### **The teaching mechanisms used to deal with the challenges of teaching non-specialized subjects**

This section neatly records the teachers' responses to Question Number 2, "What are the mechanisms used by the teachers to deal with the challenges of teaching non-specialized subjects?" We addressed this question by asking a supplementary question about the methods teachers employed to address the challenges posed by teaching a non-specialized subject.

### **Mechanisms Used to Face Challenges**

The following questions document the teachers' responses to Question Number 2.1, which asks, 'What are the mechanisms you used to deal with the challenges of teaching non-specialized subjects?' In the interviews conducted, the following themes emerged: Learn to accept; prepare and research before attending class; and ask subject specialists.

**Learn to accept:** The phrase "in order not to torture yourself too much, you have to learn to accept whatever is given to you because it is part of the job" is the phrase that is always learned to obey in the mind and heart of teachers who teach non-specialized subjects. This was planted in the mind of Jules when he said,

Of course, just love the subject. Whether you like it or not, accept it, You must prepare yourself before accepting the subject. Before you enter the classroom to teach a subject that is not your area of expertise, you must have read it, understand the terminology, and know how to explain it to the students. Then, also browse the internet. I will conduct a search on the internet to gain an understanding of how others have accomplished similar tasks.

Mavelle advised, "You have to study, really study, every night. You also need to research, study, and create visual aids and instructional materials because it's difficult without them."

Mark added, "You can't just relax. It is crucial that you have a thorough understanding of the subject you will be teaching before entering the classroom.

**Ask a subject specialist.** Teachers find it challenging to teach a subject they are unfamiliar with, even when they switch subjects. Some of the participants in this research possessed the positive trait of asking questions. Maddie made an effort to scrutinize one of the mechanisms she established.

I refer to what oy! At that time, Ma'am Verola was still present, and I was seeking her guidance. Ma'am Verola immediately began teaching me, and before Rhea arrived, Ma'am Bisnar, also a MAPEH, was present. So ma'am Bisnar also taught me because she had not yet his knee was hurting then. When Rhea arrived, I asked

her, "Reng, could you explain this dynamic?" What are these timings? I'm genuinely unfamiliar with certain terms in music. Despite my research, I still struggle to understand these music-related terms. Hey! It's hard. Despite my research, music continued to emerge, so I sought advice from Rhea.

Rachelle also practiced this method with his fellow teacher and cooperating teacher, so it's important to know how to approach them.

Olivia also mentions a similar method that also mentions that the mechanism is your teacher himself. We reached out to Ma'am Lalay and Sir Gumban for assistance. He helped.)

### **Attended Seminars Related to the specialized subject being taught**

The following statements are the teachers' responses to Question Number 2.2, 'What are the seminars or workshops you attended related to the non-specialized subject you teach?'. What impact does this have on your teaching strategies? After analyzing the responses, the following themes emerged: There is no opportunity to attend national training or regional training.

**No opportunity to attend.** Regardless of their discipline, teachers should have the opportunity to participate in various seminars and trainings related to teaching non-specialized subjects; however, this opportunity is currently unavailable. Jules has stated that, as of now, there appears to be no significant program. Ma'am Mitch Pacheco sent someone else in my place, despite my scheduled attendance. Ma'am Mitch Pacheco sent someone else.

Joanna also expressed her dissatisfaction that I never received any training. When our division initiates a training program, it will focus on the actual major.

Gwenn confirmed that attendance at the training is based on the average. That's why I didn't attend any training during my transition period.

**National Training.** The teachers hold the belief that attending seminars and trainings is crucial for developing their teaching abilities and talents beyond their qualifications, particularly at the national level. According to Erich, there is a national training program in music, but the problem is that it only lasts for two days, leaving little time for music-related activities.

**Regional Training.** The teachers gained insight into the significance and assistance provided by participating in various seminars and trainings, particularly large-scale events like regional seminars. Olivia enthusiastically recounted her participation in a regional seminar. "I participated in the AP regional seminar because the content changed in Grade 10 in AP, addressing contemporary issues." She was a great help to me, as she taught me the strategies to use in the revised curriculum, which are not only easier to understand but also more similar to DLP. It helped a lot to increase the information, especially in the suggested activities to encourage the children.

### **How did you overcome the difficulties of teaching a non-specialized subject?**

This section presents the teachers' responses to Question Number 2.3, which asked, 'How did you overcome the difficulties in teaching a non-specialized subject?' This question was addressed through a supplementary question about the ways in which teachers overcome the difficulties encountered in teaching non-specialized subjects. Here are the themes developed: Always study

or read; accept until you practice; and seek advice from a subject specialist.

### **Method Made to Overcome Difficulties**

Here are some strategies that teachers of non-specialized subjects have implemented to overcome the challenges of teaching other subjects. The theme emphasizes the importance of constant study and reading, the importance of practice, and the importance of seeking advice from a subject specialist. Specialist.

**Always study/read.** The process of retrieving and understanding some form of stored or written information and making sense of it is of enormous help to teachers who struggle to consistently teach challenging subject matter; it is the primary coping mechanism they have created. Jules noted that it's a tremendous help when you're free. Printing materials is a necessary piece of equipment, and it's important to read them before attending class.

Mark said, I really study.

**Accept it until you become accustomed to it.** Accepting the teaching of a non-specialized subject until getting used to it is one of the positive ways teachers see to overcome the difficulty. Although it wasn't an easy task, Rachelle urged me to embrace my new role. Accept your current position with all your heart and refrain from complaining about your inability or desire. 't want it. Do everything you can.

Deanna's proof was through constant practice. I realized that I loved him more than my teacher.

Ask a subject specialist. Teachers use the technique of asking fellow teachers for help in teaching a non-specialized subject. The interview revealed that the teacher sought guidance from a specialist in the subject they were teaching. Mark stated;

According to Joanne, I will always consult with my fellow MAPEH major.

This section presents the results of Question Number 2.4: 'What are the alternative ways you have done it so that you can still teach well despite the difficulties you have experienced?'. The purpose of this section is to address the participant's inquiry about how teachers continue to fulfill their responsibilities effectively, despite facing challenges in their assigned tasks. The data analyst translated all responses verbatim, which informed the content analysis and led to the development of two themes: Research and Consult Subject Specialists.

**Do some research.** In the current era of widespread modern technology, the internet has made a significant contribution, not only to the youth but also to teachers. This is the primary theme that arises from teachers grappling with their subject-specific responsibilities. Most participating teachers said this was their first attempt to reduce teaching loads. Mark saMark has pointed out that there are numerous resources available for our use. You are not a teacher; you will find ways that you can apply in class. Do research and use other references as well.

Joanna responded, "The alternative method I always use involves conducting research on the internet and preparing accordingly."

Olivia concurs with Joanna's assertion that my intention is to download videos directly from YouTube. Be really resourceful. Deped Tambayan also has it.

Besides research, it has been a great relief for teachers who teach non-specialized subjects to ask questions and seek various advice

and help shared by their fellow teachers. Here is Jules' story. I ask other AP teachers. That's what I did. No one else taught AP. We also didn't have an AP teacher. I sought assistance from a teacher at another school, to whom I asked, "What did you do here, here, here?" To help me. You should really ask questions so you can teach the children something exciting.

Deanna mentioned that I occasionally consult with teachers who have a mediator, particularly in challenging situations. We have a Filipino mediator here, so I have a question to ask.

### **The teachers learned in their experience with teaching a non-specialized subject**

This section's content stems from the third main question, which is titled "What have the teachers learned in their experience in teaching non-specialized subjects?" This is the last question for all participants. We addressed this question by asking a supplementary question about what teachers learned while teaching non-specialized subjects.

### **Lessons Learned in Teaching Non-Specialized Subjects**

The notes below detail the teachers' responses to Question Number 3.1, 'What have you learned from your experience teaching a non-specialized subject?' In the interviews conducted, the following themes emerged from their responses: Increased knowledge: A teacher becomes flexible in teaching, and the teacher should be aligned with their specialized subject.

**Knowledge increased.** Teachers who teach non-specialized subjects consider it an advantage for them because they have increased knowledge of learning, self-preparedness whenever there is a class, and honed their ability to teach other subjects. Jules's statement that I can relate to the topics resonates with me.

Mavelle stated, "I have expanded my knowledge in the field of MAPHE. Previously, I was unfamiliar with the elements of music, but now I understand them." In ESP, I understand the subject matter, thereby expanding my knowledge.

A participant shared that in addition to the knowledge he gained from teaching other subjects, he also honed his communicative skills, particularly in speaking the English language, which is the medium of instruction in the subject he taught.

Joanna agreed with Mavelle's statement that, as teachers, we should be versatile. We must demonstrate flexibility in all our tasks. Let's not think that it's not our line. Because you're a teacher, right? Every class, students don't care about your major. They just expect that you can explain things clearly and that they will understand what you're saying.

Maddie shared, "I already like MAPEH, especially in dance because I like to dance, and in arts because I like to paint."

**The teacher should align with their specialized subject. The participant's interview revealed that assigning subjects to teachers who are experts in their respective fields is crucial. This is to prevent any misunderstanding among the children who absorb the teacher's knowledge.**

Gwenn asserted that this also affects the teacher's performance. If I were to compare my performance as an AP student with that of a Filipino student, it would be evident that the AP student performs better, right? I hope we can assign the teacher's major to him, as inspiration and love for your subject lead to changes in your output.

Jules's statement, I learned, is that it is very difficult to accept a

subject that you are not proficient at.

### **Would like to recommend to fellow teachers who teach non-specialized subjects**

This section contains the teachers' responses to Question Number 3.2, 'What would you like to suggest to teachers who teach non-specialized subjects?'. When they were asked about their proposal, the following themes emerged immediately based on their answers: Learn to Accept and Love Subjects and Prepare and Study Before Entering Class.

**Learn to accept and love the subject.** It is believed that the key to making the job of teachers teaching unlearned subjects easier is accepting and loving the subjects assigned to you. This is the first theme that emerged that the teachers involved in this study wanted to share. Jules suggests that you should embrace the diverse subjects your principal assigns you. This is because, as educators, we must adhere to our principal's instructions and persist in our work, even if it's not our area of expertise. Therefore, we should strive to enhance our teaching skills, even if it's not our primary focus.

Deanna's statement, which I wish to share or suggest, emphasizes the importance of having a great deal of patience.

**Prepare and study before entering class.** A diligent teacher does not enter class unprepared. It's crucial to prepare, particularly when you lack sufficient knowledge about the subject you're teaching. This is a valuable lesson that teachers wish to impart to their peers who have also assumed similar roles. Mark's advice is that I simply disregard subjects that indicate your lack of readiness. We must diligently study to avoid falling behind in class and embarrassment when some students inquire.

### **Message to the Principal about Teachers Teaching non-specialized Subjects**

The answer to specific question number 3.3 is, 'What would you like to say to your principal about teachers who teach non-specialized subjects?'. From the responses, the following results were identified: Send teachers to training; align the teachers with the subjects they specialize in and have good communication.

**Send teachers to trainings.** The teachers who teach other disciplines want to convey a plea to their principals. They are aware that their knowledge is limited, and they need additional input through seminars and workshops. Mavelle responded to this by saying, "I hope we will have the opportunity to attend seminars." This is true even if the Department of Education is not bearing the expenses. There are seminars like that. We used to get support. It's challenging to impart the knowledge that you will be the one to bear the expenses.

Joanna likes to say, —If only the school heads could help the teachers who teach non-specialized subjects to have training, special training to acknowledge knowledge, because we really lack knowledge. half-baked. half-baked!

Deanna exclaimed, "I would beg the school head to send me to training." If there is a training relevant to the subject I teach, I aspire to attend it to enhance my knowledge

The unique participant shared his thoughts and candidly stated that he is prepared to transition into a different field until retirement, provided he has the opportunity to participate in seminars at least once in his lifetime.

**Align the teachers with the subjects they specialize in.** The

participants emphasized the importance of aligning teachers with their areas of specialization. This would provide the teachers with the appropriate subject matter to enhance the teaching-learning process. Mark's request is

If it is possible to give a suggestion, it is possible to give the teachers their really mediocre subject because it is difficult to teach other subjects. If it is possible... that would be it.)

Deanna added

My only request is that the next time we are given a subject load, they give the teachers a chance to teach their subject medium. It's not just that; sometimes I struggle to understand my subject matter.

Rachelle shared, —I would like to ask my principal that the time will come when I can really go back to teaching my teacher because that is not easy. I studied and passed the board exam. They should take us and send us back to where our meter is.

**Have excellent communication.** One of the reasons a participant found for not being able to attend the trainings was communication in the memoranda being sent. He insisted that the memos about some seminars did not actually reach their school. He boldly confessed;

There were many Araling Panlipunan seminars in previous years, but we couldn't understand why no one attended. Why did other schools participate?

### **Message to DepEd officials about Experience in Teaching non-specialized Subjects**

The themes generated for this part were revealed from the responses to the specific question number 3.4, 'What would you like to convey to DepEd officials about your experience in teaching non-specialized subjects?'. We aim to highlight the most significant feedback that teachers have for DepEd. The themes developed are conducting trainings or seminars, increasing teaching materials, reducing memorandums in favor of children, and ensuring equality among subjects.

**Conduct trainings or seminars.** Having a solid education requires teachers who are proficient at imparting a quality education. This relies on the teachers refining their abilities, talents, and skills through participation in various seminars and training programs. Everyone emphasized that this is the main need of the teacher who teaches a non-specialized subject. The teachers confirmed their answers to this question. Their responses are lined up below, including Jules's:

Mark recommended that there should be supervision during the training. in. I hope that those teachers who are not measuring send them to seminars in whatever subject they teach so that they do not only know up to the book but that they really come from the training they attended!

Joanna said that they need to set up trainings for non-major teachers.

**Increase teaching materials.** The teachers are also requesting an increase in teaching materials to enhance the children's learning experience. Students will learn more when they have something to read and use. This is one of their responses when asked about what they want to convey to the DepEd officer in relation to the teaching of non-specialized subjects. Joanna stated, "I would also like to request an increase in teaching equipment due to its scarcity; currently, only the teacher possesses it, and not everyone will



receive it."

Maddie mentioned that having books in DepEd would be acceptable. We should add more learning materials as the current ones are insufficient. It is particularly challenging for children, as they are likely to stumble without the aid of books. Working with children who have books is different because they have tasks and terms to learn. Besides, they will be able to read MAPEH, right?

**Reduce memoranda in favor of students.** This participant's response is truly unique. He viewed this issue through the lens of his teaching experiences. He boldly expressed his attitude towards the unfavorable policies of the DepEd, which, according to him, favor Timothy's way of expressing his disgust. I think a reduction in the memorandums would be beneficial. The primary issue facing the teachers is their lack of effort.

Equality among subjects. One participant identified the unequal appreciation of DepEd personnel in the eight subjects as a problem. During certain periods, English, math, and science subjects gained priority. Consequently, this approach led to the admission of numerous teachers. Timothy felt that the value of other subjects had been overlooked, so he boldly stated, "I hope they will strive to eliminate the bias in English, Mathematics, and Science and assert that these subjects alone should be given priority." They genuinely assert that these subjects hold utmost importance globally. All subjects should receive equal treatment, eliminating any disparity.

All the participants expressed their intention to address their challenges in teaching subjects outside their area of expertise. One of their ideals is to value and have equal appreciation for all subjects.

## CONCLUSION

The qualitative research reveals the importance of a teacher possessing the necessary teaching qualities. Teachers need to be experts in the subject they teach so that they can successfully carry out the task of imparting knowledge that students will absorb in their lives. They should also be able to attend trainings so that they can further hone and develop their talent in sharing modern teaching methods, especially since not only technology but also students are developing in the way they learn. It is only appropriate for a teacher to be prepared for their lessons, as they are the ones who impart knowledge to their students.

## Recommendation

Based on the available evidence, the researcher comes to the following recommendations :

Teachers of non-specialized subjects, you deserve our appreciation. It is a huge challenge to face the situation you are in; I hope this research will be a way to fulfill your dreams. This research will serve as a catalyst for the school administration to recognize the importance of providing adequate attention and competent seminars and workshops to teachers who teach outside their discipline, with the goal of enhancing their teaching skills. in the future. In the Division of Compostela Valley, it should be a guide in providing activities that will help teachers teaching non-specialized subjects to raise the reach of a quality education. Based on the research results, I recommend that the department allocate additional funds for the administration of exercises, seminars, and training; address the critical shortage of teaching materials; and increase the salary and additional benefits for all teachers. This will enable them to effectively perform their duties and carry out

classroom activities.

## CONSENT

As per international standards or universities standard, respondents' signed consent was the author(s) collected and preserved the materials.

## ETHICAL APPROVAL

The researchers followed and adhered to all of the criteria for conducting the study, including the assessment methodology and standardized criteria. Voluntary participation, privacy, confidentiality, and permission. The Assumption College of Nabunturan Ethics Review Committee's requirements for organizational/location and technology issues were strictly adhered to. The researchers gained certification for carrying out the investigation.

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