RESEARCH ARTICLE   OPEN ACCESS

Crossing the Bridge of Teaching: The Plight of Out-of-Field Senior High School Teachers in Career Shift

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Abstract:

This qualitative research employed a phenomenological research design pursued to investigate the plight of out-of-field Senior High School teachers in career shift as they crossed the bridge of teaching through perceived experiences. The following themes were generated from purposively selected key informants befitted with the research inclusion criteria: First was the challenges that out-of-field teachers experienced with sub-themes of poor pedagogical approaches as experienced with lack of teaching strategies and poor lesson planning; lack of teaching and learning resources having lack of books and lack of facilities; and instructional workload with diversified and overload teaching assignments. The second theme was their coping mechanisms with two (2) sub-themes, self-efficacy through self-learning and time management; and support system through peer mentoring and school head guided supervision. The third theme was the perceived opportunities through financial security of landing permanent job position; and professional growth through scholarship grants & trainings and upskilling.

Keywords — **senior high school teachers, out-of-field, plight, career shift**

I.   INTRODUCTION

A. Rationale

Teachers play a pivotal role in producing quality and competent graduates that are equipped with knowledge, attitude and skills ready to compete in highly demanding world. Hence, it is imperative that teachers must also be proficient in the delivery of teaching-learning inside the classrooms. The concern of out-of-field teachers has paused threat in the delivery of quality learning and attainment of ultimate goal of basic education. Ngada in Fajonyomi (2007) emphasized that the success or failure of any educational programme rests majorly on the adequate availability of qualified and competent professionals. However, the challenge of out-of-field teachers having limited knowledge and teaching strategies on the subject assignments not vertically aligned with their specialization brought gaps in producing a well-rounded and competent learner.

The result of varied Philippines national tests showing students' weak mastery both in Mathematics and Science, and the result of comparative ranked among ASEAN countries in 2014 revealed that though the country was top 3 in terms of current mean years of schooling (8.9) but ranked fell four notches below, at 7th place in 2015 (SEAMEO, 2012) which resulted in the increase of number of years in basic education. Republic Act 10533 "The 2013 Enhanced Basic Education Act" re-enacted compulsory kindergarten and two (2) additional years for senior high school program. Along with the implementation of new educational system of the country was the massive hiring of senior high school teachers that are mostly non-education bachelor's degree holder but an education unit-earners just to meet the hiring guidelines of Department of Education.

According to the Bro. Armin Luistro's DepED memorandum dated February, 2016, a total of 36, 150 new teachers were opened for such purpose. Along with the massive hiring in the

department, many of the newly hired SHS teachers were out-of-field teachers. According to study of Brillantes, K et al (2019) that teachers in SHS faced challenges due to mismatch of teaching qualification and subject taught and poor foundation in pedagogical aspects as most of them came from different non-education career.

The challenges faced is also common concern among the secondary schools offering Senior High School program in the district of New Bataan, Division of Davao de Oro. Sixty-eight percent (68%) of the total SHS teachers are non-education bachelor degree but a unit-earner or a National Certificate holder.

With first hand experienced being an Assistant School Principal assigned in SHS prompted me to conduct study that delineated the plight of Out-of-field Senior High School Teachers in career shift as they crossed the bridge of teaching as basis in crafting policy brief or intervention program to answer the current needs.

B. Purpose of the Study

The main purpose of this research study is to determine the subsisted plight of out-of-field senior high school teachers teaching in the implementation of K to 12 curricula. Explicitly, to understand substantial experiences of non-education SHS teachers of New Bataan district through understanding their challenges and management strategies or coping mechanisms at the same time their perceived opportunities in the ground of Senior High School Program. Findings and result of this research endeavors will be the basis of crafting a Sustainable Strategic Implementation Plan for the upskilling and reskilling of out-of-field SHS teachers through statutory procedures that would address the lope holes for the betterment of the learners.

C. Guiding Research Questions

The research answered the three fundamental and interrelated questions where each was subdivided into more specific and probing questions to guide data collection process and analysis. Consequently, the study bid to investigate into specific research questions, to wit:

1. What are the experiences of out-of-filled Senior High School teachers' implementation of K to 12 curriculum?

2. What are the coping mechanisms of out-of-filled Senior High School teachers in the implementation of SHS Program in K to 12 curriculum?

3. What are the opportunities out-of-filled Senior High School teachers perceived in the implementation in the SHS Program in K to 12 Curriculum?

D. Scope and Limitation

This research was confined to the plight of out-of-field senior high school teachers as they crossed the bridge of teaching in the implementation senior high school program as perceived by non-education SHS teachers for the SY 2021-2022 of New Bataan District. Participants were purposively selected and considered to have a rich knowledge and experiences of the program. Further, willingness to participate as informant of the research was also valued.

E. Definition of Terms

The following terminologies were operationally defined based from the purpose of the study:

1. *Out-of-field* — the word out-of-filed is define as field teaching lay in the lack of fit between teachers' fields of training and their teaching assignments. Teachers who are assigned to teach courses in fields that did not match their formal background preparation (Choy et al. 1993; Ingersoll 1995a; Blank and Gruebel 1993; National Science Foundation 1992). In this study, this refers specifically to non-education senior high school teachers who preferred to become a classroom teacher and leaved previous non-teaching job.

2. *Plight* — the word plight in this study refers to the perceived thoughts and feelings based from

the experiences of senior high school teachers along the implementation of senior high school program.

II. METHODOLOGY

A. *Research Design*

This qualitative research employed a Phenomenological Research Design. According to Husserl (1970) as cited by Gupeteo (2014), phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions. Phenomenology begins with a condition or an experience and, through participants' narration; of either a shared single incident or shared condition, investigates the effects and perceptions of that experience. "Phenomenologists distinguish phenomena (the perceptions or appearances from the point of view of a human) from noumena (what things really are)"(Willis, 2007).

B. *Sampling of Research Participants/ Respondents/ Subjects*

Inclusion Criteria

Inclusion criteria are a set of predefined characteristics used to identify subjects who will be included in a research study. Inclusion criteria, along with exclusion criteria, make up the selection or eligibility criteria used to rule in or out the target population. A proper selection of inclusion criteria will optimize the external and internal validity of the study, improve its feasibility, lower its costs, and minimize ethical concerns; specifically, it will ensure the homogeneity of the sample population, reduce confounding, and increase the likelihood of finding a true association between exposure/intervention and outcomes (Salkind, 2010)

In this study, the predetermined characteristics in selecting subject of the was participants should objectively meet the utmost purpose of the research to determine the plight of out-of-field SHS teachers in the implementation of the SHS program. Specifically, participants should

be non-education SHS teachers in the public secondary schools of New Bataan District for SY 2021-2022.

Selection of Informants

Guided by Burmeister & Aitken (2012) , I will chose a sample size that has the best opportunity to reach data saturation. Data saturation is not about the numbers per se, but about the depth of the data. Dibley (2011) emphasized that researchers should think of data in terms of rich and thick rather than the size of the sample.

Thus, in this manner, a total of ten(10) participants, 5 participants from IDI and 5 participants from FGD, considered to be eligible and feasible to befit the purpose of the study. According to Creswell (1998) that in phenomenological studies 5 to 25 participants suit the standard in such particular design.

. Further, a purposeful sampling was also utilized in the selection of the participants. According to Patton (2012) as cited by Duhaylungsod (2015), purposeful sampling is a non-random method of sampling where the researcher selects information-rich cases for study. He added that it is the most common sampling strategy in qualitative research and seeks cases rich in information which can be studied in great deal about issues of central importance to the purpose of the research. Purposeful sampling takes place when the researcher selects a sample from which the most can be learned (Merriam, 1998).

Locale of the Study/ Context

The study was conducted in the four (4) public secondary schools of New Bataan located geographically at the first district of Davao de Oro who offers senior high school program.

Research Instrument

A researcher-made interview guide sheet was utilized in the gathering of data from all participants. The research instrument contained open – ended questions to explore the experiences of the participants. Pilot testing on the research questions was done through Focused-Group Discussion to identify further the needed relevant

questions and to meet content validity which was validated by three (3) experts.

The research instrument was composed of three (3) guide questions which aimed to determine the plight of out-of-field senior high school teachers in career shift in the implementation of K to 12 Curriculum through their experiences, challenges and coping mechanisms.

Data Collection

A letter of permission was submitted to the Office of Schools Division Superintendent asking for the approval to conduct the study. An endorsement from the later was forwarded to the school heads of identified schools for the affirmation to conduct research.

I personally conducted in-depth Interviews (IDI) and the Focused Group Discussion (FGD). In adherence to ethical considerations, informants were also oriented with the purpose of the study. Consent form was secured as manifestation of willingness to participate in such act. During audio-taping, taking notes were crucial to highlight points of the interview. The collected audio-taping and notes taken during the IDI and FGD were converted into transcription data for content analysis.

Formulated meanings were compared with original meaning maintaining the consistency of the narrative. Validation of the findings was sought from the informants through member's checking to associate the researcher's descriptive results with their responses.

Ethical Issues

The importance of strictly enforced ethical principles for those who wish to undertake research on human subjects has been recognized for many years. Punch (2005) emphasized the need to protect the research participants; trust must be developed and research integrity is promoted (Israel and Hay , 2007)

Halai (2006) mentioned four common key ethical principles: informed and voluntary consent; confidentiality of information shared; anonymity of research participant's; and beneficence or no harm to participants which will be valued before I embarked on field conduct interview.

In addition, information shared by the participants remains to be disclosed without permission to uphold confidentiality (Kaiser, 2009). Moreover, to address anonymity, pseudonyms were instead of reflecting names or other personal information. To ensure safety of the participants, interviews and discussions were conducted in the convenient place where the participants preferred to choose.

III. RESULTS AND DISCUSSION

Major Findings on the Plight of Out-of-filled Senior High School Teachers in Career Shift as They Crossed the Bridge of Teaching

Based from the investigation among key informants of the study, it shows that there were rich of experiences encountered by SHS out-of-filled teachers as they shifted career from non-teaching work to teaching profession.

After the conduct of In-depth Interview and Focus Group Discussion, verbatim transcript followed. Then, responses where translated and analyzed with the emergence of major categorical themes. On the account of proper data analysis, the following steps undertaken: First, the data were reviewed, reduced, and organized based on the needed information of the study through comprehensive assessment.

Data were then presented in figure form, with data categorization, and themes were presented in accordance with the research questions; which referred to as the major themes. The emerging of themes achieved from the extreme review of information set a course for identifying, reviewing, and reporting of findings. The section below discusses the themes and subthemes generated out from responses of the research informants.

Challenges of Out-of-Field Senior High School Teachers in Career Shift

Based from core concern of the study, the first major area of focus was the challenges of SHS out-of-filled teachers. As an answer to research question number 1, Figure 1 presents the challenges

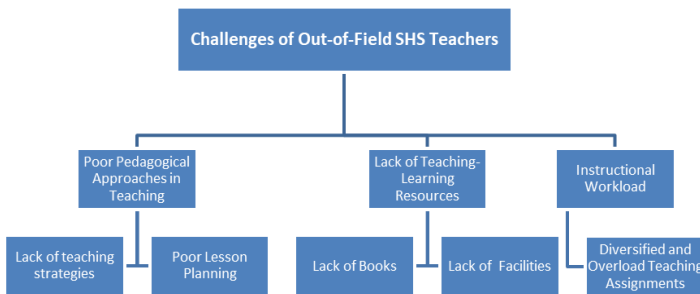experienced of teacher career- migrants in the secondary school of New Bataan District.

Fig. 1 Challenges of Experienced of Out-of-Filled SHS Teachers

Poor Pedagogical Approaches in Teaching

Teachers are expected to provide varied teaching-learning strategies in the delivery of the lesson. The approaches utilize in the class greatly affect the acquisition of learning among students. Out-of-field teacher as unit earners find themselves lack pedagogical approaches in teaching and in preparation of lesson plan.

Lack of Teaching Strategies. Out-of-filled teachers who worked previously in private industries or in non-education institution whose experienced were clerical struggled to provide varied teaching strategies inside the class. Oftentimes, a traditional chalk-talk approach was commonly observed practice in the delivery of their lesson. According to Raba (2017) what determines the kind of learning outcomes is the appropriate knowledge given to the students by a variety of pedagogies. From here, immerges the role of the teacher in selecting the best strategies and directing learners to the best trusted sources of knowledge.

Informant 2 of In-depth Interview and Informant 8 in Focus Group Discussion both agree that lack of teaching strategies accounted to less thorough exposure in the education filled. Since, most of them gained non-education bachelor's degree, core subjects about pedagogical approaches was not deliberately learned while earning the units.

The pedagogical approaches have been selected as they are based on evidence and involves putting into practice the high-impact teaching strategies. This is apparent that there are differences in these approaches. The educators feel encouraged to apply them, when they are teaching students. These approaches need to be applied in the learning areas. Selecting from approaches that range from thinking strategies to integration of technology in an effective manner is an important aspect that needs to be recognized. The instructors are vested with the job authority and responsibility of designing the learning experiences. The students and the instructors need to possess the required confidence in the implementation of job duties in an efficacious manner (PedagogicalApproaches, 2014)

According Ruyembre, C. (2019) that poor pedagogy or outdated teacher education and *teacher's ability or passion* (as an individual) to adapt teaching profession strategies or practices have let down young people in the pursuit of attaining quality education.

Poor Lesson Planning. It has been said that lesson plan is the bread and butter of a teacher. This serves as blueprint in of how teaching and learning transitioned accompanied with strategies that fit to the expected learning outcomes that must be attained at the end of the required time. The lesson plan translates the curriculum into clear daily goals for student learning that include a description of the objective and a way to measure the student's attainment of it. Student success and good behavior are more likely when your pupils are actively engaged in classwork. A thoroughly planned lesson facilitates that desirable state by considering unique student educational needs (Importance of Lesson Planning in Students ,2022). However, as lamented by SHS out-of-filled teachers, they experienced weakness in preparing an effective lesson plan.

Meador (2019) stressed that preparation and planning are a critical component of effective teaching. Lack thereof will lead to failure. Good teachers are almost in a continuous state of preparation and planning. They are always thinking about the next lesson. The impact of preparation and planning is tremendous on student learning. He added that teaching is not something

you can do effectively on the fly. It requires a healthy blend of content knowledge, instructional strategies, and classroom management tactics. Preparation and planning play a critical role in the development of these things.

Lack of Teaching-Learning Resources

Learning would be at par with the presence of a quality teaching-learning practices inside through effective instructions accompanied by sufficient learning resources such as books, manipulative laboratory equipment/materials and even access to E-world containing vast array of information.

Teaching materials or learning resources are designed to support teaching and learning in different contexts. The major purpose of learning and teaching resources is to provide a source of learning experience that is effective enough to invoke interaction among students and teachers in the learning or teaching process (Savery, 2015).

Lack of Books. The lack of books and laboratory facilities in the implementation of SHS program has been a common concern not only among teachers but also among students. I fact this insufficiency has already been identified in my previous research. Change.org appealed through online petition to the Department of Education for one book one students policy among senior high school as During class discussion, only the teachers have the books and it is also limited. Students have nothing to read or look for instead they have to produce or provide by means of printing their own materials which is such a waste of time and money for the students.

According to DFID (2007), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost-effective input affecting student performance. In this context adequate supply is usually assumed to be a minimum of one textbook per three students, and at primary level enough reading books so that every child has the opportunity to read.

Savery (2006) stressed that textbooks are primary learning resource that provides the learners core elements of learning the subjects. It is a tool that help students to develop the critical and creative perspective with other generic skills through activities and information provided. Experts have opined that quality textbooks have the ability to assist the teachers by providing a one stop shop for the aiding materials that are helpful in planning the scope and sequence of their teaching. Insufficiency of books affect quality of learning. Mwiria (1985) noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones.

Lack of Facilities. The inadequacy of learning resources such as physical facilities interferes with the learning process and which, calls for their development, maintenance, and allocation by all efforts of all stakeholders (DFID, 2007). But as shared by the informants during the FGD, problem on lack of facilities like laboratories challenge them to deliver quality learning among students.

The experienced lamented by two informants 5 & 10 depicted how challenging on their part as teachers of meeting the standards and scarcity of learning resources. They both understood that attainment of the learning competence is non-negotiable but learning is compromise because of failure to provide the needed facilities that would assist the students to put into practice the knowledge learned.

Ajayi and Ayodele (2001), emphasized that the availability of physical facilities is important to achieve effectiveness in instructional delivery and supervision in the school system. They further buttressed the fact that non-availability of basic facilities such as workshops, laboratories, libraries and other physical facilities et cetera which is being experienced in secondary schools is a perfect reflection of what obtains in the university system. Also, in support of this Chandan (1999), claimed that for effective teaching to take place in any educational setting there must be provision of adequate and quality physical facilities. If these resources are not meet, educational goals in providing quality education becomes unsuccessful.

Teaching and learning resources are indeed vital factors to attain learning standards. The participants both in in-depth interview and focus group discussion had unified understanding about the consequences of poor TL resources in school. Whether academic tract or in TVL, the necessity of reference materials like books and physical facilities like laboratories and/or working station are highly required as this affect academic performance of students. Lyons, I. M., & Beilock, S. L. (2012) posited learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands.

Instructional Workload

Workload is one of the most recent concerns among organizations in industries and much more in education. This has brought several issues as it affects productivity of a working individual and even machines. Much more among teachers who are expected to not only to teach but also perform ancillary services.

According to ministerial task force report (2003) on Education in Scotland, workload ranks among the problems currently facing teachers. Aspects of instructional workload that have become most burdensome in recent years include, the number of bits of paper which teachers have to deal with and have nothing directly to do with teaching in classroom , constant curriculum reorganization based on bureaucratic guidelines from local authorities , varied teaching loads assignments in different disciplines , extra-curricular activities and other ancillary works (Wakoli, 2016). Informants of the study identified instructional workload as another challenging area that they experienced as SHS teachers specifically on diversified and overloaded teaching assignments.

Diversified and Overloaded Teaching Assignments. As Basic Education Act 0f 2013 through Republic Act 10533 commenced, required number of subjects in SHS program was enumerated. Since the two years in senior high school are supposedly the subjects in the two-ladder year college, subjects are classified under the later.

For the students to graduate in the SHS program, he/she must pass the 31 subjects, 15 core and 16 track/specialized subjects. Diversified teaching loads as informed by participants 6, 8 & 10 in FGD and IDI informant 4 has challenge them in the delivery of the lessons since they need to study several subjects to be taught every day. Most of them had 3 to 4 lesson preparations a day where they need prepare lesson plans , teaching aids like power presentation, assessment and the like.

Informants of the study contended that multiple TL preparations affect their performance and so do among students. Workload has direct impact on students' academic achievement. Overworked teachers are less likely to bring the energy, insights and resilience, positive and caring relationships that effective teaching requires in the classroom (Grenata, 2014). These prevailing conditions would definitely show a negative influence on the instructional quality in schools, which may translate into poor attitudes and values, and low academic performance of students.

Ayeni, A & Amanekwe, A. (2018) supported that teachers' instructional workload is faced with serious challenges which among others include shortage of teachers, lack of instructional materials, students' over-enrolment, high number of teaching periods per week, lack of well-equipped laboratories and large class size without instructional technology affect students' academic performance in secondary schools. These challenges need to be professionally addressed by principals and other stakeholders in education. The later idea of the role of the school head cannot be deny. Other participants lamented that the school leaders must learned their struggles in this concern. Teachers must be assigned based from their area of specialization to expect a more productive educational outcome.

In the Philippine educational system, the workload of the teachers is a pressing issue. On top of the main job as facilitator of learning, the teacher also has different tasks to fulfill as part of the workload. The Philippine Institute for Developmental Studies (PIDS) recommended that the Department of Education (DepEd) needs to reassess their human resources so as to address the

issues on teacher workloads which is a major step towards quality education (David, C; Albert, J; & Vizmanos, J., 2019). Sugden (2010) added that teachers' workloads influence their motivation to be efficient in their job. Teachers are most likely to be less motivated and leave the profession early if the workload becomes burdensome.

Coping Mechanism of Out-of-Field Senior High School Teachers in Career Shift

The second major area of concern in this study is the coping mechanisms of out-of- filled Senior High School teachers in career shift as they crossed the bridge of teaching. Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations (Folkman S, Moskowitz JT, 2004). The analyzed and thematized responses of question number 2 showed personal-drive with sub-themes of Self-learning & Tme-management; and Support System with sub-themes such as Peer Mentoring and School Head Guided Supervision.

Figure 2 depicts the coping mechanisms of out-of- filled Senior High School teachers in career shift of New Bataan District
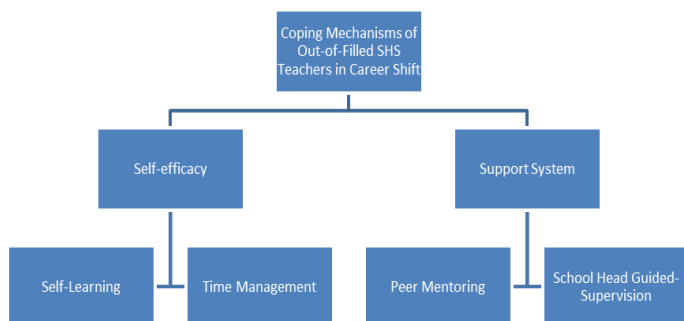

Fig. 2 Coping Mechanisms of Out-of-Filled SHS Teachers

Self-efficacy

One of the most significant responses to cope with the challenges faced is the personal well of the person to overcome and look for a brighter side. Personal drive of a teachers to help bridge the gaps in the implementation of education programs has become an alleviating factor. With the challenges of out-of-filled teachers in terms of poor pedagogical approaches in teaching, lack of teaching and learning resources, and diversified and overload teaching assignments, personal drive through self-learning and time management becomes their management strategies to cope with the situation.

Self-learning . The will to be part of the solution than to be part of the problem is common among the participants of the study. They preferred that despite the problem encountered they have the personal initiative to self-learn.

Self-learning is an approach to learning where the individual makes the effort to identify their own learning needs, set learning goals, find the necessary resources, and evaluate their own knowledge. As opposed to the traditional learning methods, the outcome of self-learning is not measured by any test results, rather it will contribute to improving your skills or knowledge in a particular area, and apply them practically to solve problems, perform tasks, etc. (The Easy Guide to Self-Learning for Remote Learning Students, 2021).

The focus group discussion results of informants 6 to 10 adhere to personally develop own self to acquire and enrich knowledge in pedagogical approaches in teaching. As they valued their significant role in providing quality and relevant learning among their students, they optimistically relearn concepts that they missed as out-of-filled teachers.

To address lack of facilities, SHS teachers become resourceful in handling their classes. They looked for other alternatives just to perform the required tasks. If materials or equipment are not enough, they created sets/batches of students to alternately do the performance tasks. Teachers even brought personally

own materials and equipment to help students acquire the necessary skills.

Part of teacher initiative is to be resourceful. Since the school lack facilities, they personally looked for effective alternatives or options to carry out the required tasks. Resourcefulness is the capacity to source for knowledge and use available resources in achieving set goals (Okoye, 2013). Resourcefulness will require a teacher to apply knowledge of problem solving to new situations. Resourcefulness will also require a worker to be versatile, smart, articulate, knowledgeable and possess cutting edge skills in his/her area of specialization (MacLeod and Clarke, 2009).

Time Management. With the heavy workloads of teachers, it is essential to manage time properly. The challenges on poor pedagogical approaches which needs ample time for teacher to do personal research on teaching-learning strategies, lack of facilities that need proper scheduling to ensure every student participate in learning tasks and diversified and overload teaching assignments exemplify that importance of time management. has been a long gaps in the department which is due to lack of teacher plantilla item. Time is a very precious thing; it has wings and as such is passing very fast. Time Management "is a set of principles, practices, skills, tools and systems that help us use time to accomplish what we want. It refers to the techniques, and strategies that individuals use in utilizing and maximizing the work that they do. Managing time effectively helps to develop a better personality in an organization (Abban, 2012).

Valuing time management as shared by the respondents has become their management strategies in coping with the challenges. It is radical to understand that prioritizing work based from urgency and importance are factors to consider to properly schedule daily responsibilities. The personal drive of out-of-filled teacher living

the norms of teaching profession build bridges to lessen lope holes in the implementation of SHS program.

Support System

Another theme that emerge in coping mechanism of out-of-filled SHS teachers is support system with sub-themes of peer mentoring and school head guided supervision.

Peer Mentoring. School-based peer mentoring programs as professional development have played a prominent role in supporting the initial preparation and professional development of beginning teachers in many parts of the world since 1980 (Hobson et al., 2009; Richter et.al., 2013). The Department of Education upon the issuance of DepED order no. 23 s. 2016 "The learning action cell (LAC) as a k to 12 basic education Program school-based continuing professional development Strategy for the improvement of teaching and learning" strengthen continuing professional development of teachers through Learning Action Cell that also promotes peer mentoring. Key informants in IDI and FGD shared how peer mentoring through their LAC sessions assist them in improving teaching practices and even in conducting alternatives or interventions in the absence of learning resources.

Hudson (2013) accentuated that there was a positive impact on personal and professional development of the experienced teachers involved in mentoring. They improved their teaching styles and strategies, enhanced their knowledge and use of Information Communication and Technologies (ICT), improved self-reflective skills, built leadership skills, became more confident and understood more about their mentoring roles (Hobson et al., 2009; Hudson, 2013). Hence, it is important that schools must institutionalize peer mentoring through LAC sessions because aside from being cost-effective it

also build school-based communities that are positive, caring, and safe spaces. In Learning Action Cell, group of teachers engage in collaborative learning sessions to solve shared challenges encountered.

School Head Guided-Supervision. School head being the instructional leader and fiscal manager in school serves a vital rule in addressing professional growth of the teachers. Technical assistance is one of the key professional activities, geared toward giving them support and guidance in identifying problems and finding the right solutions for a more effective organization. Republic Act No. 9155, or the "Governance of Basic Education Act of 2001", decentralized education governance, and made "the school as the heart of the formal education system" and shifted the focus of education management to School-Based Management (SBM).

The in-depth discussion among participants of the study divulged the imperative impact of the school head in guided supervision among teachers specially those out-of-filled. The conduct of clinical supervision where teachers are guided to attain learning standards through undergoing the phases of pre and post conference guide teachers in employing effective student-centered teaching-learning strategies.

Guided-supervision of school heads through technical assistance are undeniably important. It does not only help teachers for professional development but also promotes quality instruction provided in every classroom. Gupton (2003) states that instructional leadership consists of direct or indirect behaviors that significantly guide and affect teacher instruction and, as a result, student learning. The school principal must keep abreast of the school curriculum. Without expertise in this respect, he or she cannot control and monitor the performance of both the educators and the learners. Van Deventer and Kruger (2003) suggest that the school principal should communicate and constantly guide a system of instructional standards to the educators, and co-ordinate the school curriculum and instruction.

Opportunities of Out-of-Filled SHS Teachers in Career Shift

The third major area of concern was perceived opportunities of out-of-filled SHS teachers in career shift as they crossed the bridge of teaching.

As responses to research question 3, there were two themes emerged during the discussions with the participants of the study. These includes job security with sub-theme of permanent job position and professional growth with sub-themes scholarship grants and training & upskilling activities.

Figure 3 presents the major them and sub-themes of perceived opportunities of out-of-filled SHS teachers in the implementation of SHS program.
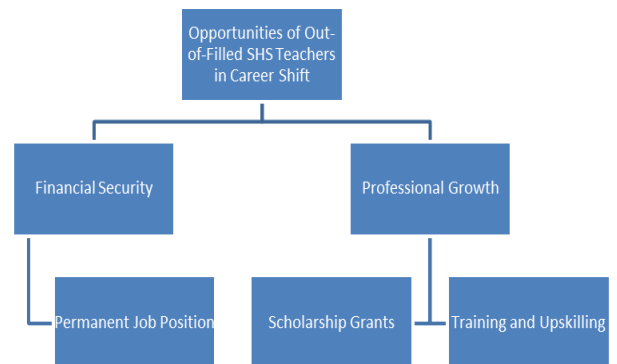

Fig. Opportunities of Out-of-Filled SHS Teachers in Career Shift

FINANCIAL SECURITY

Permanent Job Position. Along with the implementation of SHS program was increased in plantilla of vacant teaching positions, permanent and probationary status of appointment. Unlike applying in junior high school and in elementary level that the entrance level is Teacher I , SHS has different hiring guidelines. In DepED order

no. 3 s. 2016 re: Hiring Guidelines of Senior High School Teaching Positions Effective SY 2016-2017, SHS teacher may land an entrance level of Teacher II as long as the teacher meets the qualification standards based from the track that the teacher is applying for, academic or Technical Vocational & Livelihood (TVL). Because of the opportunity for financial stability due to permanent position offered, key informants of the study settled to be a SHS teachers.

The desire for financial security through landing a permanent teaching positions motivated the SHS out-of-filled teachers to become a teacher. They considered also that being hired permanent will help them sustain the family needs. They considered also the salary of the SHS teacher is in reasonable rate. Aside from the additional claims like bonuses and allowances, the retirement benefits are enticing compare to private companies/industries.

According to Dixie Somers in his article published at US Daily Review that finding employment stability is the most important benefit that a job applicant wants to secure financial needs. The second most important reason is the government sector security in tenure. He quoted from his article "Well, it really is not technically "tenure". However, once you get a government post, it is yours until you either leave or die. While this may sound morbid, it is a fact. Aside from the tenure-like system, another benefit is the low to no lay-off factor experienced as a government employee".

Professional Growth

Scholarship Grants. Continuing professional growth is very essential among teachers. The concepts learn today may not applicable for tomorrow. Being a teacher, it is radical to learn trends of education. In Senior High School Program specifically under the Technical Vocational and Livelihood (TVL) that teachers acquire the updated competency standards of the specific specialization since TVL students are expected to acquire a National Certificate Level before they will graduate.

The respondents of this research considered scholarship programs of the Department of Education in partnership with the Technical Education and Skills Development Authority (TESDA) an opportunity for them for professional growth. The short courses they enrolled through scholarship program helped them not only in acquiring relevant knowledge but also skills through upgrading or acquiring National Certificates for the benefit of themselves and more for the

TESDA, as part of the Curriculum Consultative Committee, as identified in Section 6 of Republic Act 10533 or the Enhanced Basic Education Act of 2013, contributes to the continuing implementation of the K-to-12 program through DepEd's Technical-Vocational-Livelihood (TVL) specialization track for the Senior High School level. Thus, partnership of the department to other agencies does not only forge opportunities among teachers but more among students.

Upskilling and Reskilling. The phenomenon of out-of-field teaching--teachers teaching subjects for which they have little education or training--has long been a crucial but relatively unrecognized problem in schools (Robinson, 1985). In fact, one of the identified challenges that the out-of-filled teachers is poor pedagogical approach in teaching. The key informants lamented that as unit-earners, they lack exposure in preservice trainings resulting to lack of experience in the classroom teaching and learning context. Despite these challenges, they found upskilling and reskilling as one of the opportunities for them for professional growth through attending seminars, trainings and workshops.

Ingersoll (2000) in his study described that out-of-field teaching is a problem of poorly educated teachers and can be remedied by more rigorous standards for teacher education and training. Typically, those subscribing to this view assume that the source of the problem lies in a lack of academic coursework on the part of teachers that can be remedied by requiring prospective teachers to complete a "real" undergraduate major in an academic discipline or specialty.

Studies have shown that subject-specific training of teachers is responsible for more effective teaching resulting in higher student proficiency (Porsch, R & Whannell,R, 2019). Teaching out-of-field occurs mainly because we do not have the teachers in the system that match the subjects taught in schools. The first response to this must be to increase the supply of the teachers we need and ensure they are distributed fairly. Prince, G. & O'Connor, M. , (2018) stated that teachers in the system need support and substantial opportunities for learning. However, teaching out-of-field presents a challenge for teachers because of the need for them to learn new content, which requires not only time and effort during their teaching requirements but also a profound knowledge of learning strategies (Hobb, L & Porch, R., 2021).

Discussion of Research Innovation/ Policy Brief

As offshoot of the study and based from the research findings, the researcher formulated Project Re-T.E.A.C.H "Recalibrating Teachers through Enhanced and Active Change" a Sustainable Strategic Intervention Program of Out-of-field Senior High School teachers. The research innovation material reflects the problem, findings and recommendations of the study as well as the action plans as guide

in the implementation of the research innovation.

The challenge brought by poor pedagogical approaches in teaching give rise to lack of teaching strategies and poor lesson planning of out-of-field teachers. They accounted these from having poor foundation in theories/ philosophies of education and classroom-based experience being a unit-earner of the degree. The above stated concerns brought hitches in the delivery of quality classroom instructions which are expected to be dynamic employing different teaching strategies that will address the multiple intelligences of the learners.

To address these challenges, strengthening Learning Action Cell (LAC) sessions would be a great opportunity for out-of-field teachers to acquire new teaching techniques and also in terms of preparation of lessons plans. Moreover, DepED order no. 35 s. 2016 sets policy on Learning Action Cell (LAC) as a K to 12 Basic Education Program school-based continuing professional development strategy for the improvement of teaching and learning. According to the aforementioned memoranda that organizing professional learning communities will aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching and learning. This would also help teachers to reflect own practices and evaluate delivery of instruction based on the context of the learners' needs. LAC sessions does not only promote professional growth but also it encourages a culture of caring, sharing and collaboration among teachers through mentoring and coaching practices.

In addition, conducting and sending teachers in In-Service Trainings and Workshops that focus on pedagogical approaches would be another avenue to assist the SHS out-of-field teachers in

enhancing teaching-learning strategies as well as effective preparation of lesson plans. Inviting seasoned and expert teachers to share effective and best classroom teaching practices would pave way to better understand that teaching strategies also evolved through time. And being a teacher, it is always part of the process that teaching-learning changes in order to adapt the needs of the topmost priorities of education, the learners. On the other hand, workshops like return demonstrations and simulations countercheck how the training contents will be delivered appropriately. In this manner, out-of-field teachers will not only gain new knowledge but also confidence in handling the classes.

The emergence of insufficiency of teaching and learning resources such as lack of books or references and lack of facilities fetched another challenge among SHS out-of-field teachers. This concern affects the delivery of teaching-learning since teachers needs additional time to conduct researches to afford the required competencies of the subjects. More so, the lack of facilities had tremendous challenge among teachers under Technical Vocational and Livelihood (TVL) track since specialized subjects have high requisites in terms of attainment of performance standards. The lack of facilities like laboratories and working stations affect the proper conveyance of the lessons and with greater problem on the attainment of quality learning among students.

In order to bridge the abovementioned gap, school heads must strengthen the functions of the School Planning Team (SPT) and School Monitoring and Evaluation Team (SMET) . These two (2) main groups have great role in order to recognize the current urgent curriculum needs of the school. Factual results of the monitoring and evaluation would result to a viable, realistic and strategic plans that would include the accurate priorities of the school in terms

procurement of teaching-learning resources such as equipment and materials and even in prioritizing projects for repairs of laboratories and working station facilities. By these proactive practices, SHS teachers specially those out-of-field will gain more confidence that they offer the required competencies of the assigned subjects.

Another foresighted plight of out-of-field SHS teachers is instructional workloads in which this refers to diversified and overload teaching assignments. Due to the spread of core and specialized subjects in SHS , it is inevitable that teachers have a diversified subjects resulting to eclectic lesson preparations. Instead of having only at least two (2) preparations, most of the key informants had three (3) to four (4) lesson preparations a day. In addition, teachers also had an overload teaching assignments with more than six(6) a hours workloads per day. This is ambiguous with DepED order no. 291 s. 2008 where teachers should allot only a maximum of six (6) hours for actual classroom teaching per day while the remaining two (2) hours to be spent in teaching-related activities.

To shed light with this concern, part of the project Re-TEACh is to ensure that teachers' assignment must be aligned with their specialization. If not inevitable, minimize the misalignment through conducting teaching load consolation among teachers. In this manner, even the teachers will be assigned to other subjects not of their specialization but they will be given opportunity to choose preferred subjects which they are interested to.

As a whole, Project Re-T.E.A.C.h "Recalibrating Teachers through Enhanced and Active Change" a Sustainable Strategic Intervention Program of Out-of-field Senior High School teachers shall be the offshoot of this research endeavors.

IV. CONCLUSION AND RECOMMENDATIONS

Conclusions/Significant Findings

The final chapter presents the conclusion and summary, implications and recommendations of the study "Crossing the Bridge of Teaching: The Plight of Out-of-Field Senior High School Teachers in Career Shift" to address the challenges they experienced, shed light on their perceived coping mechanisms and determine perceived opportunities in senior high school program.

The research employed a qualitative research design using phenomenological approach. Purposive sampling was utilized in choosing ten (10) key informants from four(4) secondary schools of New Bataan district.

Grounded from the shared responses of the participants of the study, the following conclusions and recommendations are presented:

Utilizing the researcher-made questionnaire which were validated and reviewed by three(3) experts, below were the generated themes: The first theme was the challenges of out-of-field teachers with sub-themes of poor pedagogical approaches in teaching resulting to lack of teaching strategies and poor lesson planning, lack of teaching-learning resources with underlying themes of lack of books and lack of facilities ,and instructional workloads cause by diversified and overload teaching assignments. The subsequent theme was the coping mechanisms of out-of-field SHS teachers with sub-themes of personal drive which refers to self-learning and time management, and support system through peer mentoring and school head guided-supervision. The third major theme was the perceived opportunities with sub-themes of financial security having permanent job position and professional growth through scholarship grants, & trainings and upskilling activities.

Recommendations/Implication for Practice

Based from the research findings, the following recommendations are presented to address the of SHS out-of-field teachers as they crossed the bridge of teaching.

- Strengthen Learning Action Cell (LAC) sessions in school to promote caring, sharing and collaboration among teachers focusing on the enhancement of pedagogical approaches in teaching and learning practices.
- Conduct school-based In-service trainings ang workshops that allows highly proficient teachers share effective and best classroom practices as basis of self-reflection or evaluation of out-of-field teachers for acquisition and curriculum advancement through of effective planning and delivery of quality instructions.
- Institutionalized functional School Planning Team (SPT) and School Management and Evaluation Team (SMET) to carry monitoring and evaluation on school effectiveness and efficiency resulting to a strategic and proactive plan that would precisely address the instructional and physical facility needs of the school and ensure provision of the needed intervention.
- Conduct teachers' loading consultation. This is to ensure that teachers are vertically aligned with their teaching loads. In inevitable cases, teachers will have alternative to choose preferred subject of their interest.
- Implement Project Re-T.E.A.C.H "Recalibrating Teachers through Enhanced and Active Change" a Sustainable Strategic Intervention Program of Out-of-field Senior High School teachers

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