Out-of-Field Teaching: Experiences of Non-Filipino Majors

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ABSTRACT:
The purpose of this study was to describe the experiences of non-Filipino majors on out-of-field teaching. Employing phenomenological research design, in-depth interview and focus group discussion, this study revealed that out-of-field teaching is present among all schools. The findings revealed that out-of-field teachers had diverse experiences such as: compliance and submission, lack of aptitude for the language, lack of administrative and logistics support, inability to muster enthusiasm and establish rapport, and frustration and insecurity. In order to cope with the challenges posed by out-of-field teaching, the participants employed different mechanisms: being resourceful and creative, being diligent and conscientious, making instruction stimulating for students, and being calm and collected. It was found out that proper teacher placement is essential to counter problems with out-of-field teaching. Student learning can be seriously compromised with out-of-field teaching. However, teaching the subject out of expertise broadened the horizon of teachers. When assigned to teach in a school, teachers have a calling to be flexible and versatile.
Keywords: educational management, out-of-field teaching, non-Filipino majors, student learning, Philippines

INTRODUCTION
1. Rationale
Out-of-field educating has been a worldwide concern [1, 2]. In Australia, there are lots of teachers who are teaching subjects they are not fitted to teach. In view of a report of the Australian Council for Educational Research, twenty six percent of the educators who have been teaching Years 7–10 are teaching outside their aptitude [3].

There are likewise high levels of out-of-field teaching in Washington, teachers assigned to teach subjects that do not match their training or education, despite the fact that almost all of them hold at least basic qualifications. Also, out-of-field teaching has become slightly worse in recent years, regardless of a plenty of changes focused to enhancing teacher quality [4, 5, 6].

Teaching a subject without formal training in that subject has for a long time been a prohibited practice. In spite of reality that numerous educators have encountered, just few have talked up about because of its pervasiveness. Thus, little consideration had been given to the impacts of out-of-field instructing on teacher well-being and retention, and on student attainment and participation [7, 8].

Because of deficiencies of subject authority teachers, time and again educators are teaching subjects they don't know about [4, 8]. Then again, countless teachers, particularly in disadvantaged schools, were assigned to teach classes outside of their expertise. Additionally, this out-of-field teaching was not the result of teacher shortages. The analysis showed that certain administrative and organizational influences were related to out-of-field teaching. Individual strategies for dealing with vacant classrooms--

specifically, the hiring of less than fully qualified teachers, the reassignment of teachers trained in other fields, or the use of substitute teachers--all attributed to out-of-field teaching [9, 10].

In the Philippines, out-of-field teaching is an important, but long unrecognized, problem in schools and in education in general. Few educational problems have received more attention in recent times than the failure to ensure that our nation's elementary and secondary classrooms are all staffed with qualified teachers. Over the past decade, dozens of studies, commissions, and national reports have bemoaned the qualifications and quality of our teachers. The problem which has adversely affect their quest for quality education could be largely attributed to the significant number of teacher-education graduates who are specialist or major in such subject and to the number of teachers being hired to teach not their subject of specialization [11].

During the Division Training for Filipino Teachers, the Education Program Supervisor in Filipino of Compostela Valley expressed her views on the need for teachers who are qualified to teach the students of the 21st century. She stressed that there are still some schools, particularly small schools, who have teachers who teach subjects outside their expertise due to shortages of qualified Filipino teachers. She underscored the possible detrimental effect it would cause to the academic success of the learners of the whole division. In the School Personnel Assessment List and Basic Profile of Secondary Schools for 2016, out-of-field teaching rate estimated to 29.8% which implies its remarkable pervasiveness among schools in the Division of Compostela Valley.

The remarkable experiences and challenges of non-Filipino major secondary teachers who teach Filipino subjects constitute the context that I tried to focus. Their untold stories in teaching the subjects for which they have no academic qualifications will highlight this study. As a matter of fact, I have not come across with similar qualitative study on the personal experiences of non-Filipino majors who are considered as out-of-field educators. This shall be the steering wheel for the conduct of this study that shall support the new K-12 Enhanced Basic Education Curriculum.

2. Purpose of the Study

The purpose of this qualitative phenomenological study was to explore the lived experiences of non-Filipino major secondary teachers who teach Filipino subjects in their respective schools. Further, it intended to better understand how these out-of-field teachers cope with the challenges of teaching Filipino subjects and discover their mechanisms in facing such challenges. In this study, I focused on their stories about remarkable episodes of their teaching career especially when given the task to teach subjects outside their expertise.

Being a Filipino teacher for more than a decade, I have known many teachers who are teaching in this field outside their specialization. Their stories of unsatisfaction of their performances and the detrimental effects of compromised credibility to their self-esteem were also uncovered in this study.

3. Research Questions

1. What are the experiences of out-of-field secondary teachers in teaching Filipino subjects?
2. How do out-of-field teachers address the challenges posed by teaching Filipino subjects?
3. What are the insights of the out-of-field teachers with regards to teaching Filipino subjects?

4. Theoretical Lens

The study of out-of-field teachers provides the theoretical framework for this paper [12]. Secondary school teachers should have both formal education and teacher training in the subject that they teach. The teacher must have the credentials to teach the subject when he is hired by the school. Contrarily, significant number of teachers is assigned to teach subjects that do not match their training or education which may have negative effects.

Another finding on which this study suggested that policy investments in the quality of teachers may be related to improvements in student performance. She confirmed that measures of teacher preparation and certification are by far the strongest correlates of student achievement in the subjects being taught in school. The quality of teachers and teaching is undoubtedly one of the most important factors shaping the learning and growth of students. This is one facet of the whole study that I tried to confirm [13].

Another idea which can be integrated in the out-of-field teaching is the argument that underlines the considerable effect of poor teacher placement on the curriculum implementation. When teachers are assigned to courses outside their area of study, the curriculum is weakened by fragmented content knowledge. Departments should make every effort to help faculty develop the content knowledge necessary to suitably teach out-of-field assignments [14].

5. Significance of the Study

This study is very much relevant to those out-of-field teachers who are teaching Filipino subjects. This study will benefit the Department of Education because the results will serve as bases for drafting plans to improve guidelines in the implementation of proper job placement for hired teachers. The responses of the teachers will somehow indicate a possible impact of out-of-field teaching on the educational environment. The schools division superintendent will be guided with the probable principles of this study that shall lead to more rational executions of memoranda and orders relative thereto. It is beneficial to the informants themselves as they will be able to share their experiences in their stations.

This study will somehow give them the chance to express their sentiments and even share their success stories should there be some. Other teachers who share the same account can consider this research an advantage to their teaching roles in their respective schools. Definitely, this study can be taken as a reflection instrument which would help them cope with the demands of teaching outside their field of expertise. The results of this study will serve as a benchmark to other non-Filipino major teachers who teach Filipino subjects. The findings of the study based on the results will serve as bases for future research particularly on addressing the upshots of out-of-field teaching. The recommendations will suggest different strategies for out-of-field teachers to improve their coping mechanisms as educator in their respective schools. The findings of this study shall also benefit the concerned entities not only in the local setting because these are closely similar to various assertions of other foreign studies that out-of-field teaching must be seriously taken into account as far as teaching job placement is concerned. The insights shall provide significant contribution to all other educational entities across the globe relative to the negative

effects of out-of-field teaching and the possible measures to address the predicament.

6. Delimitations and Limitations of the Study

This phenomenological study was delimited to discovering the experiences of out-of-field secondary teachers teaching Filipino subjects in their schools. The data of this study were limited only to the responses and experiences of the participants. Thus, this study was confined to the results of the in-depth interviews of out-of-field teachers.

There were limitations in the study upon gathering the data and results from the interviews and observations. Hence, I could not guarantee these could be generalized to all local settings. This study was conducted with seven non-Filipino major secondary teachers who have been given Filipino subjects to teach in schools within the Division of Compostela Valley for one to four years. This made it a tiny proportion of the population of out-of-field teachers of Compostela Valley Division.

This was also limited to the results of the focus group discussion conducted with another seven non-Filipino major secondary teachers. Focus group discussion results indubitably validated the results of the key informant interview on out-of-field teachers. The results of this study shall be open for further researches.

REVIEW OF RELATED LITERATURE

This chapter presents a review of works related to the topic. It is arranged as follows: Experiences on Out-of-field Teaching; Challenges Posed by Out-of-field Teaching and Insights on Out-of-field Teaching Experiences.

1. Experiences on Out-Of-Field Teaching

The National US Schools and Staffing Surveys show that there are high levels of out-of-field teaching which were a leading source of underqualified teaching in American schools. Such survey findings clearly provide evidences for the existence of out-of-field teaching both in Australia and the USA [8, 9, 15].

A study from the National Center for Education Statistics' Schools and Staffing Survey in the US provided information about the analysis on teacher qualifications and out-of-field teaching across schools, as well as the sources of school-to-school variation in out-of-field teaching. The study found that while most teachers were generally qualified, a significant number of teachers, especially in disadvantaged schools, were assigned to teach classes outside of their expertise. The study revealed that such out-of-field teaching was not the result of teacher shortages but of

certain administrative and organizational influences [10].

Further, the results emphasized that individual strategies for dealing with vacant classrooms like hiring of less than fully qualified teachers, the reassignment of teachers trained in other fields or the use of substitute teachers are all attributed to out-of-field teaching. Organizational policies related to out-of-field teaching included small class sizes and small school sizes. Administrator practices that countered out-of-field teaching included expanding class sizes when necessary or canceling unstaffed classes. District policies related to a lower rate of out-of-field teaching included formal regulations regarding minimal training requirements. Generally, out-of-field teaching appeared to be a method of convenience, rather than necessity [10, 16].

Defining quality teaching and quantifying teacher quality characteristics is complicated and highly contested. However, educational researchers have studied indicators of teacher quality found to promote positive student outcomes. For policy makers to provide comprehensive teacher evaluation programs, it is paramount to understand what constitutes quality teaching. Student achievement increased and dropout rates decreased when teachers were certified in their field, obtained their master's degrees, and were enrolled in graduate studies. In addition, teacher preparation and certification had the strongest correlation for student achievement, more than any other school based factors [17, 18].

Specifically, the quality of a teacher may have a direct and lasting influence upon student outcomes. Furthermore, teacher quality is a better predictor of student success than class size, teacher salaries, and per-student spending. A quality teacher can negate the effects of a student's socio-economic status and lead to increased student outcomes [19, 20].

The conflict between the administration and the teachers always comes to fore when there out-of-field teaching exists. Over the years, the school has redefined itself. However, when teachers raise questions to their administrators about new initiatives, especially if they make reference to the contract, they are oftentimes quickly branded as troublemakers and treated in a very dismissive manner thereafter. This reaction is both undeserved and obstructive to positive change for students. It is imperative that such adversarial relationship between teachers and administrators be stopped in order to reach the goal of ensuring that all students graduate from our systems fully prepared for college and the global workforce. Teachers comply and submit to

administrators to avoid adversarial relationship with them and reach the goal of ensuring that all students who graduate from our systems are fully prepared for college and be a part of the global workforce. Teachers do their best to gain the trust and confidence of the administrators towards accomplishing great things in the school [16].

Moreover, effective schools with effective teachers are needed. These are the schools that have strong leadership, high expectations from students, a systematical school climate, high expectations from teachers, measuring student success and giving feedback, effective classroom management, believing that each and every student can learn, family participation, and a well-organized curriculum. Other characteristics of effective schools are professional leadership, common vision and goals, existence of a learning environment, high quality of learning and teaching, high expectations, positive support, monitoring the development of students, and student rights and responsibilities. Considered to be the main characteristics of effective schools, these are only made possible through activities by school management. With that, teachers work hard to meet the high expectations of their school head along with high expectations of students, a systematical school climate, strong leadership, measuring student success and giving feedback, effective classroom management, believing that each and every student can learn, family participation, and a well-organized curriculum [21, 22].

Another concern among schools aside from the qualities of a teacher is the lack of logistical support from the school administrators manifested in the lack of textbooks and other reading materials for the students. Students in the poorest countries are suffering from a lack of basic textbooks, according to a report from a United Nations agency. The study gives examples such as reading books in Cameroon being shared between 12 students. Textbooks are an important way of raising standards in school. Unesco's Global Education Monitoring Report believes that next to a good teacher, well-designed textbooks in sufficient quantities are the most effective way to improve students' learning. The lack of availability of textbooks from schools means that many families would have to pay for their own copies, which would be unaffordable to the poorest [23].

Although today's teaching is far less about delivering content, it is more about facilitating and guiding discovery of information. Thus, communication skills are indispensable for an effective teacher to help facilitate student discovery. On the other hand, teachers who lack communication skills encounter troubles in teaching the students. Teaching with adequate skills in communicating the lessons to the students is far more important than just mere delivery of content and facilitating and guiding discovery of information. In order to become an effective teacher, the teacher needs to be able to listen carefully to the students, analyze their comments and questions, and effectively give feedback in a way that helps facilitate student discovery [24].

Also, classroom discourse and interaction require teachers to be effective communicators to deepen thinking and help students internalize and process subject content. Teacher's effective communication must support students' learning, and applies to all subject areas. It is more than just pronunciation, intonation or articulation because a teacher should take into account the context and purpose for which he and his students are communicating [25].

Teachers must be an effective communicator. In the academe, it has to be the students who should benefit. Effective communication supports students' learning which also applies to all subject areas. It is more than just pronunciation, intonation or articulation because it involves teachers' classroom discourse and interaction that deepen thinking to help students internalize and process subject content. The context and purpose for which teachers and students are communicating is also a consideration. Apparently, teacher quality is the most important within-school factor affecting student performance because great teachers help create great students. An inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how to train and support both new and experienced educators [26].

Moreover, there are plenty of teachers who possess the engaging and creative qualities but lack the skills to handle complex topics in the class. Hence, it is a must that teachers should have the ability to facilitate learning among diverse types of learners in diverse types of learning environments, using a wide range of teaching knowledge and skills [27].

Enthusiasm is also a requirement. It is generally recognized as one of the most essential and desirable qualities and characteristics of effective teachers. Derived from the Greek origin meaning possessed by a god, the term enthusiasm often is used in instruction to connote a motivating, energetic, passionate, and dynamic teaching style. Thus, teacher should possess enthusiasm if he wants to become an effective teacher. To spice up the class with excitement, enjoyment, and anticipation, he must be enthusiastic in engaging students to participate and stimulate them to explore.

If the teacher is unable to establish rapport and show exude enthusiasm, he must learn first to spark the curiosity of students and jumpstart their motivation to learn. Such qualities can lead to better teaching evaluations, positive attitudes toward teachers, better student performance, and improved classroom behavior [28].

Additionally, enthusiasm refers to the ability of the teacher to allow himself to convey the true zest for learning to help unlock that fascination and zest, a few expressive, creative devices (learned from the world of acting) can be used and in so doing, will catch your students' attention and facilitate learning. On the other hand, the discontent teachers feel in the workplace is actually the continuation of a long and alarming trend with undoubtedly negative effects on students. Teachers must have insecurities and frustrations in their chosen field. Much worse, the level of frustration teachers feel may be affecting the supply of good teachers available for our children's classrooms [29].

Similarly, exposure of teachers in front of others and the knowledge that they are judged is a real dread. Failures of papers, of lectures, of grants, of jobs, of teaching a good class, of not responding in a certain way, of students' negative evaluations always create and resurrect many fears. If not aware of these anxieties, teachers can be damaged. Teachers need people to help unpack and understand situations when they feel caught in a web of frustrations and fears. Teachers would feel frustrated when they caught by fears brought about by teaching outside their expertise. Exposing one's self in front of others and knowing that he will be judged because of his ineptitude is an awful experience for teachers. The possible frustration and insecurity are a result of negative evaluations of students and colleagues. These experiences, thus, can damage teachers [30].

Principals can be called effective when they recruit aggressively and streamline the hiring process so that new teachers are quickly brought on board and have a chance to get ready before the school year begins. After the hiring, they make sure to place the new teaches in their areas of expertise and licensure, provide them with sufficient resources to meet their needs, and assign them only limited extra duties and responsibilities to optimize their potentiality. These new teachers must focus on their teaching the first year and should be distracted from additional functions because they form their habits so early in their careers. They must concentrate on improving the quality of their teaching. This is an example of giving protection to the new teachers' time, limiting the number of new teacher committee assignments [31].

Moreover, new teachers need to get acquainted through a building-level orientation at the opening of the school year to review key policies and procedures. A mentor or buddy teachers can also be provided for them to establish a formal network of support. Needed resources and supplies should also be provided for the new teacher [31]. Quality instruction should also be focused to improve achievement. New teachers must be assisted in defining and promoting high expectations and be reminded to counter teacher isolation and fragmented effort [32]. New teachers should also be encouraged to have continual professional learning. Research-based strategies to improve teaching and learning and discussions about instructional approaches must be underscored [33].

Out-of-field teaching reflects concerns noted in the literature regarding the practice of out-of-field teaching. The existence of out-of-field teaching particularly troubles those who advocate the need for teacher professional standards as a means of ensuring teacher quality. Central to these debates, though, are contested notions about what constitutes 'quality' teaching and what it means to be 'qualified to teach.' Researchers have consistently argued that well prepared, highly qualified teachers have a greater impact on student achievement than other variables including student background and class sizes [8].

The solution to out-of-field teaching issue is a change in policy. The first is to implement a system that will ensure that all teachers would be qualified to teach all lessons in all grade levels at that school. The second option is to promote an alternate path to teaching certification. Instead of only hiring college students who are enrolled in teaching-career courses, the policy could be such that any student could become a teacher provided that student holds a bachelor's degree in the major fields taught in elementary and high schools [5].

Some educators and researchers believe that the core problem is administrative mismanagement. What they propose is to begin with changing the way the teaching career is viewed in general. The value of teaching has to be elevated. He gives a perfect example by referring to Japan, which values the teaching profession to a point that satisfies all stakeholders: teachers, parents, and students. Indeed, in Japan, being a teacher is associated with more social status than it is in the United States or Canada. Japan has neither a teacher shortage nor out-of-field teaching issues, and this is part of the reason Japan ranks first in the world for the proportion of high school students who graduate. With added societal value should come a salary raise and greater faculty

input in the decision-making process of the school. This has the potential to increase job satisfaction, which will reduce the amount of teachers who leave their career. He also states that there should be a system of regular rewards and incentives that will not only allow keeping the standards high, but also promote teachers' fulfillment [5].

One of the main findings concerning teacher qualifications has been the relatively high incidence of teachers teaching subjects outside their areas of subject matter training and certification [34]. Moreover, the incidence of so-called "out-of-field" teaching has been shown to vary by subject and by grade level. Out-of-field teaching also has been shown to occur more often in the classrooms of low-income students [9].

Out-of-field teaching has been defined by examining two elements of teachers' qualifications: state certification status and postsecondary education. At first glance, one might assume that state certification to teach a subject field and grade level should provide a benchmark definition for in-field teaching. State credentials are typically based on postsecondary coursework in the field to be taught, as well as pedagogical coursework and student teaching with experienced teachers. However, since certification requirements vary considerably across states and over time, many analysts prefer to base their out-of-field measures on teachers' postsecondary education. This report includes detailed data tables that can be used to examine out-of-field teaching based on postsecondary education and state certification, considered both separately and together. Postsecondary Education Policymakers and researchers agree that teachers should have undergraduate or graduate coursework in the fields they teach, but opinions differ over how much coursework a teacher needs to complete. Some argue that teachers should earn a major in any subject field they intend to teach. Conversely, others argue that a minor in a field is sufficient. As a result, this report includes data from all degrees attained at the bachelor's level or above for measures of major only and separately for measures of major or minor combined [6].

It is also argued that the practice of out-of-field teaching has the potential to have negative and inequitable effects on student outcomes, particularly for those students in poor communities and small, rural or remote schools [35, 4]. For instance, it has been suggested that there is a much higher incidence of teaching out-of-field in poor communities, rural and remote schools and metropolitan schools considered 'hard to staff.' The employment of under-qualified

teachers, including the requirement for teachers to teach out-of-field, is argued to be one of the major contributors to the relative underachievement of students in these schools [13]. Ingersoll's US data showed that there was a much greater prevalence of out-of-field teaching in high-poverty schools than in more affluent schools. Ingersoll's data also indicated that the degree of out-of-field teaching was much higher in small schools including small private schools, which had "among the highest overall levels of out-of-field teaching". This, Ingersoll claims, challenges the widely held view that, in terms of school choice, "small is beautiful" [8].

In this current educational context of high stakes accountability, public schools in the United States are under significant pressure to increase student achievement. This pressure is even greater in high poverty environments as those schools are impacted by multiple challenges, which serve to intensify the problem. Schools are making considerable efforts to raise student achievement, yet the evaluation methods used often include only a single annual exam, offering a snapshot that gives schools little direction toward changes they can make and no way to measure progress toward the goal. Schools yearn for measureable, formative ways to move toward their goal of improved learning for all students. A continuous cycle of sharing and collectively using data for growth is a key to successful school improvement and reform, especially in high poverty schools [36].

More than two decades of research findings are unequivocal about the connection between teacher quality and student learning. Indeed, the influential report of the National Commission on Teaching and America's Future, made teaching the core of its three simple premises in its blueprint for reforming the nation's schools. They are: what teachers know and can do is the most important influence on what students learn; recruiting, preparing, and retaining good teachers is the central strategy for improving our schools; and school reform cannot succeed unless it focuses on creating the conditions under which teachers can teach and teach well [6].

Key teacher quality provisions of the No Child Left Behind Act (NCLB) underscore the importance of these premises. Central to NCLB's goal of closing the achievement gap by 2014 is the requirement that all teachers be highly qualified by the end of the 2005-06 school year. For new teachers, this means that they must meet existing state certification requirements and demonstrate mastery of the content area in which they teach, either by passing a content knowledge test or by having majored in the subject in an undergraduate or graduate program [19].

Achieving this goal is proving to be a challenge for states and districts. The 2004 estimates put the number of teachers who have not yet met the highly qualified standard at 20 percent in elementary schools and 25 percent in secondary schools. Yet a growing body of research shows why current education policies emphasize teaching and why it's important for states and districts to rise to this challenge. These studies not only provide insight into the characteristics of good teachers, they reveal how these contribute to student learning and closing achievement gaps [9].

Teacher quality is a key element of student academic success, but few specific teacher characteristics influence classroom outcomes. This research examines whether teacher licensure test scores and other teacher attributes affect elementary student achievement. The results are based on longitudinal student-level data from Los Angeles. California requires three types of teacher licensure tests as part of the teacher certification process; a general knowledge test, a subject area test (single subject for secondary teachers and multiple subject for elementary teachers), and a reading pedagogy test for elementary school teachers. The student achievement analysis uses a value-added approach that adjusts for both student and teacher fixed effects. The results show large differences in teacher quality across the school district, but measured teacher characteristics explain little of the difference. Teacher licensure test scores are unrelated to teacher success in the classroom. Similarly, student achievement is unaffected by whether classroom teachers have advanced degrees. Student achievement increases with teacher experience, but the linkage is weak and largely reflects poor outcomes for teachers during their first year or two in the classroom [37].

Another concern raised in the literature is the possible negative impact the practice may have on teachers' efficacy and well-being. A personal communication from an organiser of the Western Australian State School Teacher's Union indicates that teaching out-of-field is a factor that contributes to stress for teachers. It is considered to be a particular problem for new graduates faced with the extra demands of designing and implementing curriculum for an unfamiliar subject for which they have had no university preparation. There is little empirical evidence in the literature however, related specifically to the impact that out-of-field teaching has on teachers. Ingersoll's data showed that newly appointed teachers are the most likely to be assigned out-of-field which may be a contributing factor in high attrition rates for new graduates. However, while the literature on early

teacher attrition cites workload, problematic student behaviour, lack of influence over school policy, salaries and poor induction processes as contributing factors to teachers leaving the profession, out-of-field teaching is not specifically mentioned [12].

An investigation was made to determine the relationship between teacher burnout and competence. Based on data collected from a sample of mid-career teachers in primary and secondary schools in Queensland, they assert that 'teaching competence' can be compromised if a teacher has to teach a subject for which they have little discipline knowledge. Teacher competence is defined, in this case, as teachers believing they have the prerequisite knowledge of the subject/s they teach and the skills to teach effectively. With regard to the impact on administration staff in schools, Taylor notes that the practice of managing and supporting out-of-field teaching provides a major distraction for Subject Coordinators who are required to provide extra support, mentoring and resources for out-of-field teachers in the SOSE learning area. The specific impact of teaching out-of-field on teachers and their professional efficacy and the extent to which it may contribute to burn-out or early attrition would appear to also be an area for further research [8].

2. Challenges Posed by Out-Of-Field Teaching
Teachers must possess distinct qualities that may help them become effective in teaching the subjects, whether or not his field of expertise. Resourcefulness opens the door to greater accomplishment. Similarly, a resourceful teacher always finds a way for professional growth and development [38].

A handful of studies in Australia, North America, and Asia have all found that resourcefulness enables a person to handle stress and enjoy healthier mindsets than non-resourceful ones. Researchers at Trent University in Canada concluded that resourcefulness is more likely the use self-control in order to overcome stressors in life, resulting to better adjustments and higher performance. Being resourceful also means challenging one's own ideas and the ideas of others, embracing obstacles and conflicts, and recognizing the value of discomfort [39].

Second, creative teachers not only learn about their own personal learning preferences and their students, they also tune into their colleagues' preferences. Creative teachers routinely customize their own learning activities and also glean and adapt techniques and strategies from their peers in order to reach particular sets of Howard Gardner's Multiple Intelligences. Teachers are and should be creative masters at taking dull, monotonous learning

objectives and making enticing, engaging learning activities. Teachers can seek inspiration from other creative masters and find volumes of "advice" and resources on the Internet, but some of the most important resources are found in the room next door and the office down the hall. Creative teachers routinely customize their own learning activities and also glean and adapt techniques and strategies from their peers in order to reach particular sets of Howard Gardner's Multiple Intelligences [40].

Third is diligence. Quality education requires textbooks and other learning materials, but the key is committed teachers. Without good teachers, educational resources may not work. Computers and various other educational aids do not teach, only teachers do. Pupils in the poorest schools need huge support from conscientious, caring educators. Our children, especially those in poor schools, need constant reassurance as well as pedagogy that accommodates their contexts in totality. The at-risk child needs a caring environment and a pedagogy that instills hope; it is the best teachers who will bring these into a classroom. In other words, the key to quality education is teachers with diligence and commitment. Without this kind of teachers, educational resources like textbooks and other learning materials may not work. These are the conscientious, caring teachers needed to support pupils in the poorest schools of which the children need constant reassurance of a caring environment and a pedagogy that instills hope [41].

Fourth is the ability to make instruction stimulating. Anything that stimulates their minds will encourage them to take an interest and thus learn about the subject. If the student is not interested in the topic being taught and nothing is done to stimulate and build an interest then learning will not take place. A major factor in providing a stimulating and creative environment in the classroom is the attitude of the teacher. A teacher who is interested in the topic being taught and the student's development will naturally provide stimulus to the students and they will respond in turn by learning and being interested in the topic. Students learn best if they are provided with a stimulating and creative environment in the classroom established by the teacher. Going out of the four corners of the classroom and doing something is not sufficient because activities should be unfamiliar and mentally challenging which provide broad mental and social stimulation. On the other hand, a teacher who is bored and uninterested will only pass that attitude onto the students who will then, in turn, not be interested in the topic being taught and so will not learn anything [42, 43].

Furthermore, stimulating classroom environment will also motivate the teacher to do better. If his/her students are interested in the work and learning about it then the teacher will in turn be stimulated to make the lessons more interesting. Thus a stimulating, creative classroom environment is to everyone's benefit. It will feed back onto itself and become more and more stimulating and creative to the benefit of teacher and students [43].

Lastly, teachers can stay calm and collected. The teacher has to be aware that regardless of the fact that he invested a lot of effort into providing the students with quality knowledge, the students will not necessarily acquire the offered knowledge; proper conditions must first be created for that. Teacher should express sympathy and consideration over learning limitations of students in acquiring the offered knowledge despite the enormous effort he invested into providing them with quality knowledge. A teacher's responsibility within the educational process includes not only his expertise in his own teaching approaches but also his rearing style in educating the students [44]. Trainings and seminars are being held so as to prepare all the teachers in globalization. Their attendance to these seminars will help create an effective learning environment for student, improve teaching-learning process, keep them updated on modern instructional devices and inspire them to become better teachers in the modern world [45]. One must go beyond the textbook and attend workshops and ongoing education courses to truly master the practice in order to become a truly great teacher [46].

3. Insights on Out-Of-Field Teaching Experiences

Out-of-field teaching is called education's dirty little secret. The number of instructors who are teaching outside of their field is considerable. Budget cuts seem to be one reason for the high number of unqualified teachers in some school systems. poor school management and other challenges in the education system are also to blame on the issues on improper teacher placement. The issue of careless assignment of teachers is not new and has come to be seen as one of the major hindrances to quality education. To one degree or another no school is spared, from private to public, from religious to secular schools, from rural to urban schools: Teachers assigned to teach lessons in which they are not experts is a universal problem [5, 47].

In the United States, 21% of English teachers and 28% of math teachers did not take English or Math respectively as a major nor minor in college. They have had no focused educational background in the course they are teaching. In 1996, more than half of

public-school students in history classes were taught by a teacher who did not take history in college. And according to the U.S. Department of Education, 71% of students in physical science classes were taught by a teacher who did not come from a physical science background. These numbers are staggering. In areas were poverty is high, out-of-field teaching is even more pervasive [5, 48, 49].

Perhaps the worst consequence of out-of-field teaching is the fact that it creates a vicious cycle. A teacher who is not satisfied with his/her job will resign which leaves an urgent vacancy at the school. The administrators of that school then scramble to assign another teacher to fill the position—often an instructor who has no background in that particular terrain. This teacher, in turn, becomes frustrated and eventually decides to leave as well and the pattern repeats [5, 50].

Out-of-field teaching also compromises student learning. Research has shown out-of-field teachers can bring about negative impact on student learning resulting to lower achievement scores. Such teachers are unable to demonstrate content that is relevant to everyday life. She added that untrained teachers might rely on teaching methods that are traditional and ineffective, such as solely using the textbook in the subject. They might be less able to help students in their learning. Also, it can be devastating for a confident and competent teacher to be suddenly incompetent because they have to teach unfamiliar content [7].

On the other hand, out-of-field teaching also offers opportunity for learning. Acquiring sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students requires learning opportunities for teachers about new pedagogical ideas. Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see. This kind of learning cannot occur in college classrooms divorced from practice or in school classrooms divorced from knowledge about how to interpret practice [35].

Teachers get flexible when assigned with subject not their major. a flexible attitude among teachers is important not only for the stress level of teachers but also for the students who expect the teacher to be in charge and take control of any situation. Flexibility and versatility are manifested by teachers who consistently put student needs first in their profession [51].

The above-mentioned articles, concepts and ideas taken from several sources have bearing to the study undertaken by me since they serve as the basis in the formulation of my research questions. They also serve as support to the results of my investigation and have become the anchored lens where my study has revolved. Moreover, this Review of Related Literature will become reference of other researchers who might be interested to undergo a study which is similar to this investigation that I conducted.

METHODOLOGY
This qualitative phenomenological study documented the experiences, coping mechanisms and insights of the out-of-field teachers who are teaching Filipino subjects. The methodology used are presented in this chapter which includes the research design, role of the researcher, research participants, data collection, data analysis, trustworthiness and credibility, and its ethical considerations.

1. Research Design
The study utilized the qualitative phenomenological design. I documented the stories out-of-field teachers about the challenges they face in teaching Filipino subjects. It is qualitative phenomenological in nature because it is a combination of methods, such as conducting interviews among the informants, reading documents, observations and visiting schools and events, to understand the lived experiences of non-Filipino major teachers. The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation [53]. In the human understanding this [54] normally translates into gathering deep information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participants.

2. Role of the Researcher
As a researcher, it is my responsibility to carry out the roles of designing, interviewing, transcribing, verifying, reporting, thematizing, and analyzing in the study [55, 56, 57]. After finalizing the topic to be studied, I conducted an actual interview of which the audio was recorded. I also employed field notes to complement the recorded interview. There was someone who assisted me in the note-taking and another assistant who took charge in the technicalities of recording. When interviews were done, the audio recordings were transcribed in verbatim manner to decrease the level of difficulty in scrutinizing and probing the content. Analysis of the data followed through coding. Each participant was assigned to a code and alias was employed to hide each of their

identities. All data gathered, transcribed and coded were then subject to final analysis.

As a Filipino teacher, I am interested to ascertain the specific experiences of non-Filipino major teachers in the field. Significant remarks from my colleagues on the probable struggles of out-of-field teachers in the academic arena have stirred my curiosity to get into the personal stories of the participants which must be correlated with the bureaucracy of the Department of Education. Such premise has inspired me to pursue this study.

3. Research Participants

The informants and participants of my study were the non-Filipino major secondary teachers from private and public schools of Compostela Valley Division who have been assigned to teach Filipino subjects in their respective schools for one to four years now. For my in-depth interview, I chose seven non-Filipino major teachers and another seven for the Focus Group Discussion [58]. In qualitative research, the informants should be well informed of the interview to be done, the time and place set, to their own convenience [58, 59, 60].

I employed purposive sampling in this study. Such manner was widely used and popular in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest [61, 62, 63]. Since key informant diversity is important to avoid one-sided or biased results, they varied in age, gender, years of teaching Filipino and specialization of the degree earned so the researcher could look at varying perspectives and underlying issues or problems [64]. The informants and participants aged from 23 to 60 years old. There were males and females who participated in the study. All of them have been teaching Filipino subject from 1 year to 4 years because it takes between four and seven years of experience for an individual to develop into a competent teacher [65]. Teachers with three or fewer years of experience are most likely to be less effective on average and are more likely to be teaching in high-poverty schools [66]. All of them are coming from non-implementing units or small schools because small schools usually have fewer overall resources than larger ones do in terms of hiring qualified teachers [9, 3]. The criteria were all set by the researcher to ensure rich and varied responses that would serve as data for the study. I used pseudonyms to increase the anonymity of the participants, thus, upholding confidentiality of their identities.

4. Data Collection

To ensure quality analysis and interpretation of the data being gathered, I followed vital steps in proper data gathering. Upon approval of the outline of the paper by the panel, I wrote a letter to the Schools Division Superintendent of Compostela Valley asking for approval for the conduct of the study among out-of-field teachers in the division. When the approval was granted, I wrote to the appropriate school heads to ask permission to invite non-Filipino major teachers teaching Filipino subjects to personal interviews and to a focus group discussion.

After the approval of the school heads, I followed an interview protocol that guided me in the conduct of the interviews. This was to ensure consistency between interviews, and thus increase the reliability of the findings. I wrote to the participants to seek informed consent. I also re-explained to them the purpose of my interview, the inclusion criteria, the time frame for the interview, the confidentiality of the information, and my intent to use a note taker and/or recording gadget. If interviewee would consent, I would then conduct the interview. The individual interviews were conducted in a place and time at the participant's expediency. I conducted the in-depth interviews for thirty to forty-five minutes for each participant according to the date and time they stipulated in the informed consent.

The focus group discussion for the next seven participants which would last for an hour was conducted after individual interviews. Transcription of the proceedings followed. After that, I summarized key data immediately following the interview and verify information given in interviews as necessary [67].

5. Data Analysis

Qualitative research data analysis intends to uncover or understand and describe the phenomenon, by using the data, and its meaning [52, 68, 69]. Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding [70].

As a researcher, I considered strategies of inquiry which are practical to the procedures of analysis and interpretation of the data. In this research, I made sense out of data recorded in text, audio and video formats while employing valuable steps. I organized and prepared the data for analysis after the conduct of the interview. To get the big picture of the information

and reflect on the overall meaning, I read through all the data. The next step was to code or organize related segments of data into categories. These categories were used to generate a description of the participants and identify themes from the coding. Themes were scrutinized to determine connections. After presenting the data, I made an interpretation of the whole meaning of the data [71, 72].

In this study, thematic analysis was used to gain insight and knowledge from data gathered. The method involved distilling data and determining broad patterns to conduct more granular research and analysis. I coded every two or three lines of text to identify key words or concepts. To avoid misinterpretation and biases, I reviewed the data with the help of a qualitative research expert. That was to read and re-read the data, double-check the codes to make it more consistent and valid. Emergent themes had been identified when the codebook was prepared. I then used the codebook to identify themes and sub-themes that emerge from patterns like conversation topics and vocabulary. These themes were defined sufficiently. The name of each theme was finalized with description and illustration of quotations from the original text [73, 74].

6. Trustworthiness

I used the four criteria to make my study trustworthy: credibility, dependability, conformability, and transferability [75, 76]. Trustworthiness is considered a method in which qualitative researchers make sure that transferability, credibility, dependability, and confirmability are evident in their study.

One most important factor to establish trustworthiness is *credibility*. In this study, I made sure that the research method was well established so I could incorporate correct operational measures for the concepts being studied. Specific procedures were employed, such as the line of questioning pursued in the data gathering sessions and the methods of data analysis. I conducted preliminary visit to the participants to increase prolonged engagement so I could gain adequate understanding of their organization and establish a relationship of trust between me and them. I also applied triangulation which involves the use of different methods, especially observation, focus groups and individual interviews forming the major data collection strategy. The participants were given opportunities to refuse to participate in the study to ensure that the data collection sessions involved only those who were genuinely willing to take part and prepared to offer data freely. Participants were also encouraged to be frank from the outset of each session.

To address the dependability issue, the processes within the study should be reported in detail, thereby enabling future researcher to repeat my study, if not necessarily to gain the same result. I employed strategies to describe what was planned and executed. I also recorded the smallest details during data gathering in the field and evaluated the effectiveness of the whole inquiry process [76].

Transferability shows that the findings have applicability in other contexts. Transferability implies that results of the research study can be applicable to similar situations or individuals. The description must give confidence that the results and conclusions of this study can be transferred to other situations. I ensured that sufficient thick description of the phenomenon were created so that readers of this study will understand and be able to compare the instances of the phenomenon described in it with those that they have seen emerge in their situations [76, 77].

Conformability refers to the extent to which the findings of a study are shaped by the respondents and not researcher's bias, motivation, or interest. I documented the procedures for checking and rechecking the data throughout the study. I took steps to help ensure as far as possible that the findings of this study are the result of the experiences and ideas of the informants, rather than my characteristics and preferences. In my study, I used triangulation technique for establishing conformability to reduce bias [76, 78].

Based on the aforesaid components, there were considerations to establish trustworthiness of this study like provision of thick description of data, triangulation procedures and collaborative participation between me and my participants.

7. Ethical Considerations

Ethics has become a foundation for effective and meaningful research [79, 80]. There are some ethical considerations relative to the relationship established between the researcher and participants in qualitative researches like respect for privacy, establishment of honest and open interactions, and avoiding misrepresentations [81].

Ethics should be a priority in the conduct of the research, the researcher shall protect the research participants, develop trust with them, promote integrity of research, guard against misconduct and impropriety that might reflect on their organizations or institutions, and cope with new challenging problems [58]. On that premise, I solicited informed consent from the informants and participants to show respect for their rights, needs, values and desires. To

avert possible offenses during the interview, I accentuated the purpose of the study to the informants and participants. As soon as the informants and participants signed the informed consent, I notified them of the devices that I would use to gather the data. Then, the transcriptions of responses and the results of the study were prepared of which each participant was given a copy upholding their anonymity.

RESULT AND DISCUSSION
1. Experiences of Out-of-field Secondary Teachers In Teaching Filipino Subjects
1.1 Compliance and Submission. Results of the study have revealed that non-major teachers were made to teach Filipino subjects in their respective schools out of compliance of the assignment as teachers and submission to the principals. One main reason for the assignment was the insufficient number of Filipino teachers teaching in the schools where the participants are assigned. Since there was no qualified teacher who could teach the subject, the principal would consider competence as a criterion in choosing the teachers to whom the subject will be assigned. Being a teacher under the leadership of the school head, the teacher did not have any choice or the right to say no but to obey the order of the principal. Another reason of the assignment was to complete the teaching load of the concerned teachers which must be a result of improper placement of teachers.
These ideas conform to the statement that teachers comply and submit to administrators to avoid adversarial relationship with them and reach the goal of ensuring that all students who graduate from our systems are fully prepared for college and be a part of the global workforce. He also believes that teachers would do their best to gain the trust and confidence of the administrators towards accomplishing great things in the school.

Teachers work hard to meet the high expectations of their school head along with high expectations of students, a systematical school climate, strong leadership, measuring student success and giving feedback, effective classroom management, believing that each and every student can learn, family participation, and a well-organized curriculum [21, 22].

1.2. Lack of Aptitude for the Language/Medium. All participants articulated their difficulty in speaking Filipino language particularly during class discussions. For the participants, deepening and explaining the lessons in Filipino is a struggle on their part because they stammer and run out of words. Teachers could not expound well as they were not used to the language which hindered them from getting ideas across to the students.

Most participants regarded Filipino language as terrible and exasperating. According to them, their nose would bleed while using the language so that they would resort to switching to English intermittently which must be the reason why students could tell their teachers were not fluent in Filipino. Such predicament is exacerbated by the fact that they pronounce the words in a vernacular manner which most students would laugh about and teachers would feel ashamed of. However, the difficulty is sometimes relieved when some students help the teacher by supplying the missing words during the talk in the class. The profound terminologies found in the lessons are difficult for non-Filipino majors and give them a hard time looking for its meanings.

The results are parallel to the concept that teachers who lack communication skills encounter troubles in teaching the students [24]. Teaching with adequate skills in communicating the lessons to the students is far more important than just mere delivery of content and facilitating and guiding discovery of information. In order to become an effective teacher, he needs to be able to listen carefully to the students, analyze their comments and questions, and effectively give feedback in a way that helps facilitate student discovery.

Teachers must be aware that classroom discourse and interaction require teachers to be effective communicators to deepen thinking and help students internalize and process subject content [25]. Teacher's effective communication must support students' learning, and applies to all subject areas. It is more than just pronunciation, intonation or articulation because a teacher should take into account the context and purpose for which he and his students are communicating.

1.3. Lack of Administrative and Logistics Support. Lack of administrative and logistics support is another theme that emerged from the responses of the participants. The failure of the teacher to attain specific lesson objectives in the class boils down to lack of strategies in teaching Filipino. Participants also mentioned that lesson plan is challenging because expressions in Filipino are wordy and writing it takes so much of their time. Thus, instead of focusing on their own field of specialization, they devoted most of their time studying Filipino lessons and preparing for its instructional materials. As justified by an informant, such dearth came about because teachers have not undergone any relevant training in teaching Filipino.

This finding supports the concept that teachers should be able to facilitate learning among diverse types of learners in diverse types of learning environments, using a wide range of teaching knowledge and skills [27]. Furthermore, such goal will be achieved if the teachers are being prepared through seminars and trainings.

1.4. Inability to Muster Enthusiasm and Establish Rapport. It could be deduced from the narrations of the study participants that they did not have the ability to muster enthusiasm and establish rapport with the students which resulted to indifference, boredom and poor performance of the latter. The students were uninterested about the topics in Filipino subject and seemed indifferent because teachers were unable to demonstrate enthusiasm which caused them to fail in establishing rapport with the students. Aside from the aforementioned justification, the unholy schedule and double-hour period caused the students to get bored and, much worse, sleep during the class. As a result of lack of enthusiasm in teaching Filipino, students had a problem with retention and comprehension, hence, performed poorly in the class.

The findings conform to the idea that teacher should possess enthusiasm if he wants to become an effective teacher [28]. To spice up the class with excitement, enjoyment, and anticipation, he must be enthusiastic in engaging students to participate and stimulate them to explore. If the teacher is unable to establish rapport and show exude enthusiasm, he must learn first to spark the curiosity of students and jumpstart their motivation to learn. Such qualities can lead to better teaching evaluations, positive attitudes toward teachers, better student performance, and improved classroom behavior.

1.5. Frustration and Insecurity. The study informants revealed that frustration and insecurity had engulfed their professionalism. Most of them were insecure in their experience in teaching Filipino subjects as most of them expressed their anxiety in teaching the literature and fear of committing mistakes in explaining the topics. These apprehensions had caused them so much stress and had almost driven them crazy. The feeling of peculiarity over the subject is but normal for non-Filipino majors who also said that most of their time were eaten by studying Filipino.

The participants divulged that they felt frustrated about their experiences because they believe that non-Filipino majors like them are ineffective in teaching the subject. They said so because, for them,

ineffectiveness is manifested when students are not given with what they need to learn. Another frustrating part is just pitying the students for not learning anything from their teachers which is an effect of teacher's incompetence. The guilt felt by the teachers sometimes when they walk out of the room must be the result of their ineffectiveness in teaching Filipino. The informants asserted that they get discouraged when they see no improvement in the students. They know that their lack of knowledge on the subject is due to their personal repugnance of it.

The result is in conformity to the idea that teachers would feel frustrated when they caught by fears brought about by teaching outside their expertise [30]. He underscores that exposing one's self in front of others and knowing that he will be judged because of his ineptitude is an awful experience for teachers. Such frustration and insecurity are a result of negative evaluations of students and colleagues. These experiences, they asserted, can damage teachers.

2. Coping with the Challenges Posed by Teaching Filipino Subjects

2.1. Being Resourceful and Creative. In order to cope with the imperatives of out-of-field teaching, the participants disclosed that their resourcefulness and creativity had helped them to become effective in teaching Filipino. Some of the participants would use the dictionary aside from what they had in their phones in looking for the meanings of certain terminologies in the subject. Their teaching skills were even improved by referring to old lesson plans and surfing the internet for helpful ideas on appropriate exercises for the lessons.

Books from other schools provided non-Filipino majors with references and strategies in teaching. Constant reading was also an indicator how resourceful the teachers were. Some participants conducted action research to help the slow readers among the students. Besides having their own mechanisms, participants had also consulted the Filipino majors when lessons went complicated.

Resourcefulness opens the door to greater accomplishment. Similarly, a teacher who is resourceful in his teaching career always finds a way for professional growth and development [38]. Being resourceful would mean challenging one's own ideas and the ideas of others, embracing obstacles and conflicts, and recognizing the value of discomfort [39].

The findings also support the idea that creative teachers routinely customize their own learning activities and also glean and adapt techniques and

strategies from their peers in order to reach particular sets of Howard Gardner's Multiple Intelligences [40].

2.2. Being Diligent and Conscientious. Teachers demonstrated worth-emulating diligence and conscientiousness in carrying out their responsibilities. Advanced research is an effective weapon for the teachers that some of them would even sleep late at night just to prepare for the lessons the next day. Language fluency was a critical issue on the part of the teachers but they were able to get by through constant practice and language use in casual conversation. The conduct of remedial classes for slow learners had helped the teachers to become more effective in teaching Filipino. There diligence seemed to have not ceased because most of them looked for ways to do better as Filipino teachers.

The results agree with the concept that the key to quality education is teachers with diligence and commitment. Without this kind of teachers, educational resources like textbooks and other learning materials may not work [41]. These are the conscientious, caring teachers needed to support pupils in the poorest schools of which the children need constant reassurance of a caring environment and a pedagogy that instills hope.

2.3. Making Instruction Stimulating for Students. The participants' responses revealed that teachers make their instructions stimulating to students to capture their attention, thus, increasing their interest towards Filipino and helping them perform better in the class. The informants expressed that such strategy also means employing classroom activities that students love to do like dramatization, role play and other group dynamics.

Visuals also capture the attention of the students so that they would use interesting videos from the Youtube that are supplementary to their lessons in Filipino. Everyday discussions were made interesting with frequent use of visual aids like Powerpoint presentations. Aside from encouraging the students to take part in the lesson by letting them read aloud before the class, requiring the students to make their own movie/film about the topic fascinated them very much.

Believing that the teacher himself is the best instructional material and strategy of teaching, injecting humor into teaching manifested through being animated and dynamic in the class also captures the attention of the students and makes them participate in the discussions.

Such findings conform to the that students learn best if they are provided with a stimulating and creative environment in the classroom established by the teacher [42, 43]. Further, going out of the four corners of the classroom and doing something is not sufficient because activities should be unfamiliar and mentally challenging which provide broad mental and social stimulation.

2.4. Being Calm and Collected. In times of hearing negative feedbacks of their performance, non-Filipino major teachers stayed calm and collected. They don't react on negative comments about their teaching but take those feedbacks positively.

The concern regarding bridging the gap between teachers' high expectations and the students' low performance could be addressed by lowering the standards of the teacher. Spirituality also played a significant role in dealing with diverse personalities of the students in the class because when one participant became more spiritual, she mellowed down and became calm in addressing classroom issues. Moreover, reflection promotes calmness and collectedness of the teacher, thus, providing him a vivid picture of the kind of teacher he is.

This articulation is proven to the idea that a teacher should express sympathy and consideration over learning limitations of students in acquiring the offered knowledge despite the enormous effort he invested into providing them with quality knowledge [44]. A teacher's responsibility within the educational process includes not only his expertise in his own teaching approaches but also his rearing style in educating the students.

3. Insights with Regards to Teaching Filipino Subjects
3.1. Proper Teacher Placement is Essential. One of the insights that participants have revealed during interviews and discussion underscores the essentiality of proper teacher placement. In order not to compromise student learning and the welfare of the teachers, alignment must be prioritized by the school. Alignment of subjects should be congruent with the alignment of teachers. In addition, teachers should not be made to teach subjects not their major but rather they should teach their subject of expertise. The reason behind this idea is that the knowledge a teacher imparts is less if he is not trained on the subject.

The informants stressed that Math teachers should teach Mathematics and when schools lack Filipino teachers, they must hire and give the subjects to Filipino majors. Most of them were apprehensive

when Filipinos subjects were first given to them that is why they asserted that the choice and major of the teacher should be considered.

Poor school management and other challenges in the education system are also to blame on the issues on improper teacher placement. The issue of careless assignment of teachers is not new and has come to be seen as one of the major hindrances to quality education. To one degree or another no school is spared, from private to public, from religious to secular schools, from rural to urban schools: Teachers assigned to teach lessons in which they are not experts is a universal problem [5, 47].

The solution to out-of-field teaching issue is a change in policy [5]. The first is to implement a system that will ensure that all teachers would be qualified to teach all lessons in all grade levels at that school. The second option is to promote an alternate path to teaching certification. Instead of only hiring college students who are enrolled in teaching-career courses, the policy could be such that any student could become a teacher provided that student holds a bachelor's degree in the major fields taught in elementary and high schools.

3.2. Student Learning Can Be Seriously Compromised.
The informants believed that it is unfair to students if the teachers teaching Filipino subjects are non-majors because the latter may have the tendency to short-change the former. Learning of students is limited if the subject is taught by the non-majors who are just "few pages ahead" of the students.

School heads must take the issue into account to avert seriously compromising student learning. One of the participants said that anyone cannot give what he does not possess which could be translated into the core of this theme that a non-Filipino major cannot give exact learning in the subject because he does not know the intricacies of it.

These findings are confirmed by the idea that out-of-field teachers can bring about negative impact on student learning resulting to lower achievement scores [7]. Such teachers are unable to demonstrate content that is relevant to everyday life. She added that untrained teachers might rely on teaching methods that are traditional and ineffective, such as solely using the textbook in the subject. They might be less able to help students in their learning. Also, it can be devastating for a confident and competent teacher to be suddenly incompetent because they have to teach unfamiliar content.

3.3. Teaching the Subject Broadened my Horizon.
Teacher's potentiality is improved by the experiences in teaching Filipino subjects. Along the way, non-majors discovered how beautiful Filipino subject was when they have learned a lot of new approaches in teaching it. The dread attached to out-of-field teaching vanished when the teachers learned many things from the subject.

The attempt to embrace teaching Filipino had led teachers to loving the subject. As a result, teacher's self-worth boosted up and made them realized that they can be good Filipino teachers. Some participants found learning timewasting but they have learned to love it because the subject can grow on them.

The results are in line with the concept that acquiring sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students requires learning opportunities for teachers about new pedagogical ideas [35]. Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see. This kind of learning cannot occur in college classrooms divorced from practice or in school classrooms divorced from knowledge about how to interpret practice.

3.4. Teachers Have a Calling to be Flexible and Versatile.
Various challenges confronted non-Filipino major teachers requiring them to be flexible and versatile in order to teach the subject well. The informants believed that adjustment is a must if a teacher is to work in a government.

Similarly, the teacher must be ready to obey and comply always. Regardless of the subject assigned to the teacher, he should endeavor to teach it well by claiming it as his own and giving it a shot. For the informants, innovativeness and resourcefulness in the delivery of the lessons are synonymous to flexibility and versatility. Furthermore, hardwork is also a requisite because teaching not your major can compel a teacher to enhance his skills and do research. Treating your non-major as an opportunity is also a manifestation of being flexible and versatile.

These findings conform to the concept that a flexible attitude among teachers is important not only for the stress level of teachers but also for the students who expect the teacher to be in charge and take control of any situation [51]. Flexibility and versatility are manifested by teachers who consistently put student needs first in their profession.

4. Implications for Practice

On the experiences of non-Filipino major teachers teaching Filipino subjects, there were five themes generated: Compliance and Submission; Lack of Aptitude for the Language/Medium; Lack of Administrative and Logistics Support; Inability to Muster Enthusiasm and Establish Rapport; and Frustration and Insecurity. The experiences of non-Filipino majors from teaching Filipino subjects imply that administrators who are the frontliners in assigning teachers to fill positions in the school should draft a comprehensive matrix on job placement and consider it on top of the priority list of to reduce the number of out-of-field teaching cases. Effective principals recruit aggressively and then streamline the hiring process so that novices are quickly brought on board and have a chance to settle in before the school year begins. After new teachers are hired, effective principals make sure to place them in their areas of expertise and licensure, provide them with adequate resources to meet their needs, and assign them only limited extra duties and responsibilities to optimize their chance of success [31]. This supports the idea that secondary school teachers should have both formal education and teacher training in the subject that they teach. The teacher must have the credentials to teach the subject when he is hired by the school. Otherwise, teachers assigned to teach subjects that do not match their training or education have negative effects on student learning [12].

Principals should also work persistently to improve student achievement by giving more emphasis on the quality of instruction by the teachers in the academe. They should help identify and uphold high expectations, attack teacher isolation and fragmented effort; and connect directly with teachers and the classroom [32]. Based on the results, we can deduce that effective principals should also encourage continual professional learning, emphasize research-based teaching and learning strategies and initiate discussions about instructional approaches [33]. This further implies that school heads should make sure that teachers submit not only because of submission and compliance, but because they have full administrative support to become teachers who are prepared enough to deliver quality education to students. The results also imply that the Department of Education must strengthen its thrust in upholding appropriate policies on hiring procedures based on the specific educational objectives of the school.

On the coping mechanisms of teachers to address challenges posed by out-of-field teaching, there were four themes which emerged: Being Resourceful and Creative; Being Diligent and Conscientious; Making Instruction Stimulating for Students; and Being Calm and Collected. The aforesaid results as coping

mechanisms of out-of-field teachers imply that incompetence in teaching the subject challenges out-of-field teachers which must be detrimental to student learning. Should there be inevitable cases where teachers are given subjects which they don't have any credentials, school administrators should prepare the concerned teachers by sending them to relevant seminars and trainings before entering their classes. Trainings and seminars are being held so as to prepare all the teachers in globalization. Their attendance to these seminars will help create an effective learning environment for student, improve teaching-learning process, keep them updated on modern instructional devices and inspire them to become better teachers in the modern world [45]. One must go beyond the textbook and attend workshops and ongoing education courses to truly master the practice in order to become a truly great teacher [46].

The results also imply that books, internet connection and other modern instructional materials are administrative accountabilities in the school. Insufficiencies of these exacerbate the exigent roles that out-of-filed teachers play in the school. Thus, the school should draft support plan so as not to neglect this basic obligation to help the non-major teachers. This is parallel to the findings suggesting that policy investments in the quality of teachers may be related to improvements in student performance [13]. She confirmed that measures of teacher preparation and certification are by far the strongest correlates of student achievement in the subjects being taught in school. The quality of teachers and teaching is undoubtedly one of the most important factors shaping the learning and growth of students.

The aforesaid findings also conform to the argument that underlines the considerable effect of poor teacher placement on the curriculum implementation [14]. They asserted that when teachers are assigned to courses outside their area of study, the curriculum is weakened by fragmented content knowledge. Departments should make every effort to help faculty develop the content knowledge necessary to suitably teach out-of-field assignments.

5. Implications for Future Research

In as much as this study is limited to a few public secondary schools in the Division of Compostela Valley, the following implications for future research are advanced:

First, future research may be conducted on the experiences of out-of-field teachers in the workplace with another group of participants in order to strengthen and validate the findings of this study since

the findings of this study are not generalizable beyond fourteen participants.

Second, future research may be conducted on the challenges of out-of-field teachers throughout Region XI and be extended to other regions to add to the research base and gather more information and insights from other out-of-field teachers.

Third, future research may be done by conducting a re-interview with some of the participants to find out if their views and insights on the experiences have not changed over time.

Fourth, further research could be done to investigate the same phenomenon among teachers of the private schools since this study was specifically done for teachers in the public schools.

Further research may also be conducted to determine the students' and school heads' views and insights on out-of-field teachers in the workplace to confirm the findings of this study.

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APPENDIX A
Endorsement Letter from the Dean of Professional Schools of University of Mindanao to the Schools Division Superintendent of Compostela Valley

UM
The University of Mindanao

Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

1ˢᵗ Endorsement
September 23, 2016

SEP 26 2016
10 15

Respectfully endorsed to **DR. REYNANTE A. SOLITARIO**, CESE, OIC-Schools Division Superintendent, Department of Education, Division of Compostela Valley, the attached letter of **MR. RAMMEL T. BAYANI**, a student of the Professional Schools in this university requesting permission to conduct his study in your division.

For your approval.

EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools

Not valid
w/out dry seal

APPENDIX B

Letter to the Schools Division Superintendent of Compostela Valley

Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

The University of Mindanao

September 23, 2016

DR. REYNANTE A. SOLITARIO, CESE
OIC- Schools Division Superintendent
Division of Compostela Valley
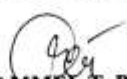
Dear **Dr. Solitario:**

The undersigned is currently working on his dissertation entitled "**Out-of-Field Teaching: Experiences of Non-Filipino Majors**" as a requirement for the degree of **Doctor of Education major in Educational Management**.

In this regard, the researcher would like to request your approval to conduct the study in your division. Also, the confidentiality of the data will be an utmost priority. Please find attached sample of questionnaire/interview guide to be distributed to the respondents.

Looking forward for your favorable response on the said request.

Respectfully yours,

RAMMEL T. BAYANI
Researcher

Noted by:

DR. GRACE SANTA T. DACLAN
Research Adviser

EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools

APPENDIX C

**Approved Letter from the Schools Division Superintendent
to Conduct Research**

Republika ng Pilipinas
KAGAWARAN NG EDUKASYON
Rehiyon XI
SANGAY NG COMPOSTELA VALLEY
Capitol Complex, Cabidianan, Nabunturan, Compostela Valley
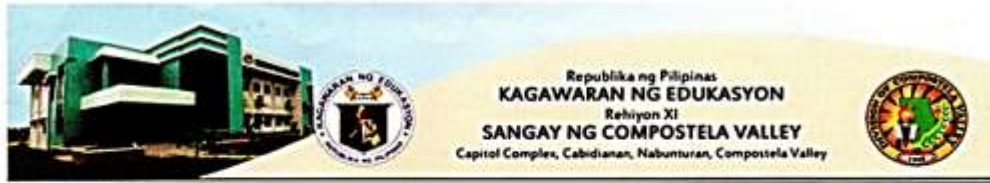
September 28, 2016

RAMMEL T. BAYANI
Researcher
University of Mindanao
Davao City

Dear **Mr. Bayani:**

This has reference to your letter requesting permission to conduct study in the selected schools of Compostela Valley Division to gather data for your Dissertation titled *"Out-of Field Teaching: Experiences of Non- Filipino Majors"*.

It is informed that this Office interposes no objection to your request provided that the following requirements are properly complied with, to wit:

1. The endeavor shall be consulted with the School Head of the school where you intend to conduct your study at least two weeks ahead to ensure that no classes/ activities will be disrupted;

2. No instructional time shall be utilized for the purpose;

3. An Action Research shall be conducted and submitted in this Office as an upshot of your study;

4. The results and recommendations shall be submitted in hardcopy immediately and to be discussed with the school head concerned for consideration on their plan of action.

It is advised that a copy of the research study in its final form shall be submitted to this Office upon completion.

Very truly yours,

REYNANTE A. SOLITARIO, Ed. D., CESE
Officer In-Charge
Office of the Schools Division Superintendent

rqod-02
dprv-res97-16

Tayo
PARA SA
EDUKASYON

APPENDIX D

Sample Letters to School Heads to Request Permission to Conduct Study

Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telefax: (082) 305-0645 Local 189

The University of Mindanao

September 30, 2016

EUSEBIO G. AGBON
Principal
Kao National High School
Nabunturan, Compostela Valley Province

Sir:

Good day!

The undersigned is currently working on his dissertation entitled **"Out-of-Field Teaching: Experiences of Non-Filipino Majors"** as the requirement for the degree of **Doctor of Education major in Educational Management.**

In this regard, the researcher would like to request your approval for the conduct of his study among the participants who are teachers in your school. Rest assured that requirements set forth by the Department of Education– Division of Compostela Valley are properly complied with.

May this request merit your kind approval. Thank you.

Truly yours,

RAMMEL T. BAYANI
Researcher

APPROVED:

EUSEBIO G. AGBON
mz.1/sio
9/31/2016

Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telefax: (082) 305-0645 Local 189

The University of Mindanao

October 3, 2016

CHUCIE F. YOG
Principal
Bongabong National High School
Pantukan, Compostela Valley Province

Madam:

Good day!

The undersigned is currently working on his dissertation entitled **"Out-of-Field Teaching: Experiences of Non-Filipino Majors"** as the requirement for the degree of **Doctor of Education major in Educational Management.**

In this regard, the researcher would like to request your approval for the conduct of his study among the participants who are teachers in your school. Rest assured that requirements set forth by the Department of Education– Division of Compostela Valley are properly complied with.

May this request merit your kind approval. Thank you.

Truly yours,

RAMMEL T. BAYANI
Researcher

APPROVED :

CHUCIE F. YOG
SCHOOL PRINCIPAL - I

Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telefax: (082) 305-0645 Local 189

The University of Mindanao

September 30, 2016

WILMA P. DAMOLE
Principal II
Lorenzo S. Sarmiento Sr. National High School
Mawab, Compostela Valley Province

Madam:

Good day!

The undersigned is currently working on his dissertation entitled **"Out-of-Field Teaching: Experiences of Non-Filipino Majors"** as the requirement for the degree of **Doctor of Education major in Educational Management.**

In this regard, the researcher would like to request your approval for the conduct of his study among the participants who are teachers in your school. Rest assured that requirements set forth by the Department of Education–Division of Compostela Valley are properly complied with.

May this request merit your kind approval. Thank you.

Truly yours,

RAMMEL T. BAYANI
Researcher

WILMA P. DAMOLE, Ed.D.
Principal II LSSSNHS

APPENDIX E

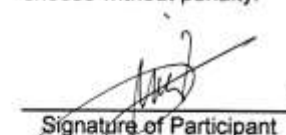## Informed Consent

INFORMED CONSENT

I hereby give my consent for my participation in the current study, which will deal with "OUT-OF-FIELD TEACHING: EXPERIENCES OF NON-FILIPINO MAJORS". I fully understand that the person responsible for this research is Mr. Rammel T. Bayani who can be contacted through mobile number 0925-157-7273. The purpose and objective of this study has been clarified and explained to me thoroughly.

Mr. Rammel T. Bayani has made clear to me (1) that my participation in this study will involve answering questions during one-on-one interview which will focus on my actual experiences in teaching Filipino subject without formal training or credentials on that subject, (2) that the information obtained in this questionnaire is expected to provide valuable information on the matter that may help address the aforementioned study, (3) that there is no expected risks to me as a result of my participation in the study, and (4) that there is no financial compensation for my participation.
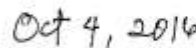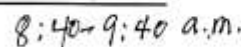
Mr. Bayani has explained to me that my participation in this study is voluntary and there will be no negative consequences to me if I choose not to participate. He also explained to me that any information that I provide will be kept confidential. Only he will have access to the information that I will provide and that my name and the school will never be included to any information that is found in the study.

In addition, Mr. Bayani has also made it clear to me that the interview will only be tape recorded with consent and approval and therefore will respect my decision if I Prefer no voice recording of the interview.

The investigator has agreed to answer any questions that I may have concerning the procedures. In understand that I may discontinue my personal participation at any time I choose without penalty.

_____
Signature of Participant

09 - 28 - 2016
Date

▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆
Printed Name

Date and time I want to have face-to-face interview with the researcher September 30, 2016
09460093109 (3 PM)

INFORMED CONSENT

I hereby give my consent for my participation in the current study, which will deal with "OUT-OF-FIELD TEACHING: EXPERIENCES OF NON-FILIPINO MAJORS". I fully understand that the person responsible for this research is Mr. Rammel T. Bayani who can be contacted through mobile number 0925-157-7273. The purpose and objective of this study has been clarified and explained to me thoroughly.

Mr. Rammel T. Bayani has made clear to me (1) that my participation in this study will involve answering questions during one-on-one interview which will focus on my actual experiences in teaching Filipino subject without formal training or credentials on that subject, (2) that the information obtained in this questionnaire is expected to provide valuable information on the matter that may help address the aforementioned study, (3) that there is no expected risks to me as a result of my participation in the study, and (4) that there is no financial compensation for my participation.

Mr. Bayani has explained to me that my participation in this study is voluntary and there will be no negative consequences to me if I choose not to participate. He also explained to me that any information that I provide will be kept confidential. Only he will have access to the information that I will provide and that my name and the school will never be included to any information that is found in the study.

In addition, Mr. Bayani has also made it clear to me that the interview will only be tape recorded with consent and approval and therefore will respect my decision if I Prefer no voice recording of the interview.

The investigator has agreed to answer any questions that I may have concerning the procedures. In understand that I may discontinue my personal participation at any time I choose without penalty.

_____
Signature of Participant

09-28-2016
Date

_____
Printed Name

Date and time I want to have face-to-face interview with the researcher Oct 4, 2016
8:40-9:40 a.m.

INFORMED CONSENT

I hereby give my consent for my participation in the current study, which will deal with "OUT-OF-FIELD TEACHING: EXPERIENCES OF NON-FILIPINO MAJORS". I fully understand that the person responsible for this research is Mr. Rammel T. Bayani who can be contacted through mobile number 0925-157-7273. The purpose and objective of this study has been clarified and explained to me thoroughly.

Mr. Rammel T. Bayani has made clear to me (1) that my participation in this study will involve answering questions during one-on-one interview which will focus on my actual experiences in teaching Filipino subject without formal training or credentials on that subject, (2) that the information obtained in this questionnaire is expected to provide valuable information on the matter that may help address the aforementioned study, (3) that there is no expected risks to me as a result of my participation in the study, and (4) that there is no financial compensation for my participation.

Mr. Bayani has explained to me that my participation in this study is voluntary and there will be no negative consequences to me if I choose not to participate. He also explained to me that any information that I provide will be kept confidential. Only he will have access to the information that I will provide and that my name and the school will never be included to any information that is found in the study.

In addition, Mr. Bayani has also made it clear to me that the interview will only be tape recorded with consent and approval and therefore will respect my decision if I Prefer no voice recording of the interview.

The investigator has agreed to answer any questions that I may have concerning the procedures. In understand that I may discontinue my personal participation at any time I choose without penalty.

_____
Signature of Participant

9-28-16
Date

_____
Printed Name

Date and time I want to have face-to-face interview with the researcher _monday Oct. 3 9:50-10:50_

APPENDIX F

INTERVIEW GUIDE

1. What are the experiences of out-of-field secondary teachers in teaching Filipino subjects?
    1.1. What do you think are the reasons why you were chosen to teach Filipino subjects?
    1.2. What was your reaction when you were assigned to teach Filipino subjects? How did you feel when you taught Filipino subject for the first time?
    1.3. What are the problems you encounter when you taught Filipino subjects?
    1.4. What were the reactions/feedback of your students when you taught first Filipino subject? Why?
    1.5. Do you think you are effective as a teacher in teaching Filipino subject? Why?
    1.6. Did you tell your students that you are not a Filipino major? If not, why? If yes, what were their reactions?
    1.7. As a teacher of a subject which is not of your expertise, what was your best experience? worst experience?
2. How do out-of-field teachers address the challenges posed by teaching Filipino subjects?
    2.1. How did you deal with the problems you encountered in teaching Filipino?
    2.2. How did you cope with the negative feedbacks of your performance in the class?
3. What are the insights of the out-of-field teachers with regards to teaching Filipino subjects?
    3.1. What are your learnings from teaching Filipino subjects?
    3.2. What advice can you share with other teachers who
        Filipino subjects who are not Filipino majors?
What is your advice to the school heads with regards to assignme
                                with Filipino subjects?

APPENDIX G

Archival Log

ARCHIVAL LOG

OUT-OF-FIELD TEACHING: EXPERIENCES OF NON-FILIPINO MAJORS

Interview/FGD Data Tracking Form

Archival #	Category *	Interviewer	Transcriber	Encoder	Date of Interview	Language of Interview
S1	IDI	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Sept. 30, 2016	Cebuano
S2	IDI	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 3, 2016	Cebuano
S3	IDI	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 3, 2016	Cebuano
S4	IDI	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 3, 2016	Cebuano
S5	IDI	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 3, 2016	Cebuano
S6	IDI	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 4, 2016	Cebuano
S7	IDI	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 4, 2016	Cebuano
G1	FGD	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 5, 2016	Cebuano
G2	FGD	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 5, 2016	Cebuano
G3	FGD	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 5, 2016	Cebuano
G4	FGD	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 5, 2016	Cebuano
G5	FGD	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 5, 2016	Cebuano
G6	FGD	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 5, 2016	Cebuano
G7	FGD	Rammel T. Bayani	Rammel T. Bayani	Rammel T. Bayani	Oct. 5, 2016	Cebuano

*IDI – In-Depth Interview

*FGD – Focus Group Discussion

APPENDIX H
Turnitin (Plagiarism Checker) Result

OUT-OF-FIELD TEACHING: EXPERIENCES OF NON-FILIPINO MAJORS

by Rammel T. Bayani

FILE	FOR_TURNITIN_RAMMEL_BAYAN\DOCX (142.24K)		
TIME SUBMITTED	30-JAN-2017 04:34PM	WORD COUNT	29794
SUBMISSION ID	764247817	CHARACTER COUNT	163398

turnitin

Digital Receipt

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Submission author:	Rammel T. Bayani
Assignment title:	SY 2016-2017
Submission title:	OUT-OF-FIELD TEACHING: EXPER..
File name:	for_TURNITIN_RAMMEL_BAYANI.d…
File size:	142.24K
Page count:	115
Word count:	29,794
Character count:	163,398
Submission date:	30-Jan-2017 04:34PM
Submission ID:	764247817

OUT-OF-FIELD TEACHING: EXPERIENCES OF NON-FILIPINO MAJORS

ORIGINALITY REPORT

% 11	% 9	% 2	% 6
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to University of Mindanao** Student Paper	% 1
2	**nces.ed.gov** Internet Source	<% 1
3	**media.proquest.com** Internet Source	<% 1
4	**ijern.com** Internet Source	<% 1
5	**Submitted to Higher Ed Holdings** Student Paper	<% 1
6	Ohlson, Matthew, Anne Swanson, Andrea Adams-Manning, and Anna Byrd. "A Culture of Success—Examining School Culture and Student Outcomes via a Performance Framework", Journal of Education and Learning, 2016. Publication	<% 1
7	**www.edutopia.org**	

APPENDIX I
Certification from the Grammarian

Professional Schools
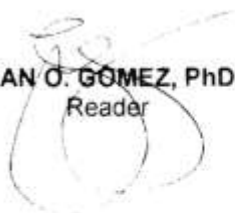Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

CERTIFICATION

To Whom It May Concern:

This is to certify that the manuscript of **Mr. Rammel T. Bayani** entitled, "**Out-of-Field Teaching: Experiences of Non-Filipino Majors**" has been checked and edited by the undersigned.

This certification is issued on February 9, 2017.

DAN O. GOMEZ, PhD
Reader

APPENDIX J
Member Checking Form

UM Professional Schools
Davao City

The University of Mindanao

MEMBER CHECKING FORM

November 5, 2016

▓▓▓▓▓▓▓▓▓
▓▓▓▓▓▓▓▓▓
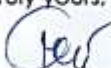▓▓▓▓▓, Compostela Valley

Madam:

Greetings!

I am very glad to inform you that I have successfully transcribed the audio-recorded interview with you on my study entitled, "Out-of-Field Teaching: Experiences of Non-Filipino Majors." Attached herein are the documents that contained the transcription of the in-depth interview/focus group discussion and the summarized form to be used for the data analysis.

In this regard, I would like to ask you to read the documents carefully to check the accuracy and truthfulness of the information you have provided during the interview/discussion. Also, kindly verify whether the transcript represents your statements.

As soon as you are done verifying the documents, please affix your name and signature on the attached Participant's Verification. Please don't hesitate to write your corrections should there be some mistakes in the aforesaid transcript.

Any reply after seven days on the date of the receipt of this letter shall be presumed that the information in the transcript is accurate, truthful and authentic.

Thank you.

Truly yours,

RAMMEL T. BAYANI
Researcher

APPENDIX K
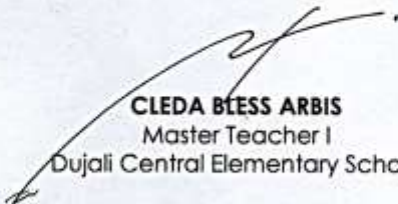**Certification of Debriefer**

CERTIFICATION OF DEBRIEFER

February 20, 2017

To Whom It May Concern:

This is to certify that the undersigned has validated the study entitled "OUT-OF-FIELD TEACHING: EXPERIENCES OF NON-FILIPINO MAJORS."

Further, this is to certify that the researcher employed rich source of data validated to establish the trustworthiness of the study. A comprehensive description and discussion was also provided to allow other researchers to make reasonable judgment about the transferability of result to a different setting of context.

CLEDA BLESS ARBIS
Master Teacher I
Dujali Central Elementary School