

Capacitating Out-of-Field Public Secondary Teachers in Batangas Province

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Abstract: The thrust of this study was to identify how out-of-field teachers are supported to meet the demands of their work assignment with the end view of developing an instructional support management program. It utilized the descriptive type of research. It aimed to determine the extent of manifestation of capacity building mechanisms along the pedagogical content knowledge, performance monitoring and evaluation, professional development, and personal development. It also considered the difference of assessments when grouped according to profile variables. Issues and challenges encountered by out-of-field teacher were also considered. Researcher constructed questionnaire was the primary data gathering instrument complemented by focus group discussion (FGD). The questionnaire was responded by 234 out-of-field junior high school teachers in the entire province of Batangas. The descriptive statistical tools used to test the hypothesis posited in this study were weighted mean, standard deviation, ANOVA, t-test and Scheffe's test of pair wise comparison. Based on the findings, the existing capacity building mechanisms in schools lack the framework to support the desired changes in out-of-field teachers' practice. Issues and challenges occur when the organization fails to acknowledge the unique needs of out-of-field teachers. Contributory to out-of-field teachers' overall efficacy are the gains in experience and access to updated firsthand information from further studies, training, and active involvement in professional learning communities. Based on the findings and conclusions, the researcher developed an instructional support system plan for junior high school out-of-field teachers which embodies responsive professional and personal development activities to enhance their instructional capacities and overall efficacy.

Keywords: Capacity-building, Monitoring and evaluation, Pedagogical content knowledge, Professional development, Out-of-field teaching.

1. Introduction

The Department of Education (DepEd) recognizes that the success of any education system greatly relies on the competence of its teachers [16]. As DepEd Secretary Leonor Magtolis Briones stressed, the battle for quality basic education will be fought and won inside the classroom, by the teachers. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is parallel with DepEd's vision and mission of producing Filipinos who can contribute meaningfully to building the nation [18].

Today's quality teachers are primarily defined by their subject matter knowledge and pedagogy [19]. These factors affect how teachers scaffold content, choose and design learning activities and assignments, and use textbooks and other materials for teaching. The teachers' content knowledge on specific learning allows them to provide their students with authentic learning experiences. It elevates teachers' comfort level, enriches their teaching experience, and improves students' learning and academic achievement.

Recognizing the vitality of teachers in securing quality education, the Philippine government has greatly increased the size of the basic education teacher workforce over the last decade. Student-teacher ratios have fallen significantly. Between 2011 and 2014, the number of students for every high school teacher fell from 37 to 27.7 [21]. Ideally, these numbers should translate into better student learning outcomes. However, the results of the 2018 Programme for International Student Assessment (PISA) states otherwise. The Philippines placed last among 79 participating Organization for Economic Co-operation and Development countries and near last in science and mathematics [22]. With the PISA results also reflecting the learners' performance in the National Achievement Test, the data calls into question whether the nation's classrooms are actually staffed with qualified and competent teachers.

In terms of hiring teachers, there has been a perennial disparity between the specialization of the teacher needed and the number of ranked teachers in the registry of qualified applicants. The unavailability of specialized teachers for specific learning areas has provoked school heads to hire teachers irrespective of their specialization [9]. Though specialized teachers may be available in other areas of a schools division office, they usually fall short on the intent to go the extra mile and work far from their municipality. This administrative practice gave birth to out-of-field teachers teaching not their field of specialization [14], [15]. In this kind of hiring process, the primary measure of teacher quality is overlooked. While this issue is not illegitimate in the country, it remains to be a convenient alternative for school leaders.

This phenomenon of out-of-field teaching is alarming since highly qualified teachers may become highly unqualified if they are assigned to teach subjects for which they have little

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background [7]. As highlighted in various studies, out-of-field teachers miss two vital features for being good teachers: subject-specific content and pedagogical knowledge [14], [15]. These factors contribute to their capacity of incorporating best practices and strategies to guide their lesson planning and delivery. Thus, out-of-field teachers are often characterized as underqualified with limited fundamental capability.

Out-of-field teachers' lack of content knowledge on specific learning discipline can negatively impact students' learning experiences [3], [7]. This includes inability to clarify students' misconceptions, and a failure in responding to their probing questions which could lead to authentic learning. It can also result in a disappointment for higher attaining students who seek more challenge as well as failure to intervene with struggling learners [10], [11].

In relation to global context, out-of-field teaching is not unique to the Philippine education settings alone. This phenomenon was initially discussed within the United States education system several decades ago and has since drawn international attention. Relative studies which date back from the 1980s to the present has highlighted its widespread across countries [3], [6], [7]. This only shows that Educator leaders have, of course, long been aware of the existence of out-of-field teaching. But, the absence of dependable data has kept the problem unrecognized.

In the country, systematic statistical data on out-of-field teachers is also scarce, reflecting the seriousness of the negligence toward the problem [1]. Few educational problems have received more attention in recent times than the failure to ensure that elementary and secondary classrooms are all staffed with qualified teachers [2]. Thus, the phenomenon of out-of-field teaching deserves new research to understand the scenario and arrive at data-driven solutions.

In cognizance of the phenomenon, DepEd has already laid countermeasures. The guidelines embodied in DO 13 s. 1994 were intended to match the specialization in teacher preparation with teaching assignments in public schools. Ideally, it will minimize the resultant lack of fit between teacher qualifications and subject assignments. With it, incoming teachers are encouraged to elect those specializations with greater chances of employment. However, most Teacher Education Institutions (TEIs) are unable to produce the specialized teachers in the respective localities due to their limited capacities to offer the needed programs making out-of-field teaching phenomenon a perennial problem in most schools.

The foremost argument why school heads hire out-of-field teachers is that teacher competency can be developed over time through attendance to trainings or advance studies [15]. However, most teachers are unable to do so for several reasons. Lucky [8] highlighted that teachers lack the time for these professional developments due to accomplishments of school related tasks. Also, not all teachers were given opportunities to attend training seminars. Teachers additionally pass up work time while attending these. Students will be left unattended. Lastly, these development opportunities are often expensive. Though teacher salary has grown increasingly competent, it is not sufficient to afford them of these professional development

ventures.

DepEd also laid school-based capacity building mechanisms which may address the problem. These interventions utilize the school as primary resource to support the teacher development. The wide arrays of strategies embedded in these development programs include but are not limited to induction programs [20], coaching and mentoring, technical assistance, learning action cell (LAC), instructional supervision, and in-service trainings. However, the report of Gonong [5] revealed that these existing capacity building mechanisms at the school level are not working well. The development opportunities frequently fail to meet even the minimum levels of quality. That is why the need for professional training and learning remains on top of the imperatives of teachers.

This scenario highlights an amplified problem for out-of-field teachers. These school-based capacity building mechanisms were initially designed capitalizing on the competency the teachers gained during their baccalaureate days. Several studies suggest that these programs lack the framework to cater out-of-field teachers specific learning and development needs [3], [14], [15]. Out-of-field teachers offer a unique set of teacher training needs and thus require a different and a more content intensive approach. This calls for the need to reevaluate the intervention programs to better serve its purpose.

Schools are unable to promote out-of-field teacher competency and efficacy because of the absence of appropriate learning facilitators [11], [12]. They pointed out that equally important in any intervention initiatives are competent mentors such as master teachers to facilitate its process. If out-of-field teachers are expected to develop proficiency in learning areas and apply them into classroom instructions, no less can be expected of their mentors. However, not all schools have these teaching positions. DepEd uses the number of teachers per learning area as a yardstick to the allotment of the mentioned teaching positions. This arrangement presents a complicated problem in small schools with limited number of teachers.

In view of the mentioned situations, it will be ambitious to assume that out-of-field teachers will turn to be specialists in their assigned learning areas without new mandated policies, systems, processes, and guidelines. Improving the quality of teachers requires coherent and comprehensive policy efforts that cover the entire teaching career from the point of career preparation in teacher education institutions until they retire [7].

Out-of-field teaching brings forth major crisis in the country's basic education system. By being left unchecked, it has plagued the education system to the point that a simple realignment of teaching assignment will no longer suffice. It has become a complex problem that needs to be addressed on several different levels. The logical move is to understand how out-of-field teachers are managed and trained once hired. There is a need to analyze which among the existing strategies are working well and which among these need to be redesigned.

Out-of-field teachers support programs and district-based training courses should be offered [3], [12], [15]. They concluded that district-wide capacity building mechanisms remain the most beneficial teacher training programs for their

immediacy and cost-efficiency. The gaps identified in the school-based capacity building mechanisms may be filled in by the resources available in each district. Master teachers available in other schools may be utilized for the advantage of out-of-field teachers. In the designing of such program, research and new data about out-of-field teachers are vital.

For these reasons, the researcher, being a Learning and Development Coordinator, focused his study on the existing capacity-building mechanisms for out-of-field teachers in the entire province of Batangas, which includes Batangas City, Batangas Province, Lipa City, and Tanauan City. Seeing the issues and challenges met by the out-of-field teachers under the four Divisions, the researcher is driven to venture on this novel topic and take a serious look at the factors contributing to the problem and develop an instructional support management program.

2. Objectives

This study focuses on the capacity building mechanisms for out-of-field teachers in the four Divisions of Batangas Province. Specifically, it aims to achieve the following:

1. Determine the profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Major field of specialization;
 - 1.4. Subject area assigned to;
 - 1.5. Number of years in teaching;
 - 1.6. Highest educational attainment; and
 - 1.7. Recent Seminars, Training workshops attended
2. Determine the extent of manifestation of capacity building mechanisms along the following dimensions:
 - 2.1 Pedagogical Content Knowledge
 - 2.2 Performance Monitoring and Evaluation
 - 2.3 Professional Development
 - 2.4 Personal Development
3. Find out the significant differences of the assessment on the extent of manifestation of capacity building mechanisms when grouped according to profile variables.
4. Identify the issues and challenges encountered by out-of-field teacher.
5. Based on the analysis, propose an Instructional Support Management Program for out-of-field teachers.

3. Materials and Methods

This study aimed to propose an instructional support system program for out-of-field teachers in the province of Batangas. To attain this purpose, the researcher utilized the descriptive method of research. In support of this, Fraenkel, Wallen, & Hyun [4] defined the descriptive research method as one that involves looking into the present situation and describes using quantitative measurements. This method includes the collection of data as an attempt to assess conditions to create the norm. It is a methodology that summarizes the characteristics of individuals or groups.

A. Sampling

The respondents involved in this study were 234 public

secondary out-of-the-field teachers of the four school's division offices in Batangas, including Division of Lipa City, Division of Tanauan City, Division of Batangas City, and Division of Batangas Province. The sample size was determined using Rao Soft application at a five percent margin of error and was selected through cluster sampling using proportionate allocation. Data for the study were collected through an online questionnaire.

Table 1
Distribution of Respondents

Respondents	Out-of-field Teachers	
	Population	Sample
Batangas City	139	55
Batangas Province	298	118
Lipa City	79	31
Tanauan City	75	30
Total	591	234

B. Instrumentation

The main instrument utilized by the researcher in gathering data was a researcher-made survey questionnaire written and presented to the respondents using English as the medium. To strengthen the results from the key instrument, a focus group discussion was also utilized.

1) Construction

To come up with the key instrument, the researcher used various references and sources, visited libraries, and studied dissertations, books, journals, and other written materials to come up with the items about pedagogical content knowledge, performance monitoring and evaluation, and professional and personal development.

2) Validation

When the questionnaire was formulated, it underwent checking, editing, and revising with the help of the author's dissertation adviser. The members of the panel then validated the final draft. The questionnaire was further validated by a reliability test that proved that the test items were good internal consistency and reliability.

3) Administration

Once permission was received to proceed with the study, the researcher personally requested the Schools Division Superintendents of the four divisions to approve the distribution of the questionnaire through a formal letter.

4) Scoring of Responses

Using the scale below, the respondents were asked to rate the extent of manifestation of capacity-building mechanism along the dimensions of pedagogical content knowledge, performance monitoring and evaluation, professional and personal development, and the issues and challenges encountered by out-of-field teachers. To determine the scores, the weight points were categorized into ranges.

Table 2

Options	Range	Verbal Interpretation
4	3.50 – 4.00	Great Extent / Strongly Agree
3	2.50 – 3.49	Moderate Extent / Agree
2	1.50 – 2.49	Slight Extent / Disagree
1	1.00 – 1.49	Least Extent/ Strongly Disagree

Focus group discussion (FGD): To strengthen the data gathered from the questionnaire, a focus group discussion was

conducted utilizing modern technology like google meet since there is a pandemic. Twenty out-of-field teachers from Balayan National High School and San Piro National High School were invited and served as participants. These teachers shared their ideas based on the agenda prepared by the researcher about the issues and challenges they are experiencing relative to their careers.

C. Data Gathering Procedure

Securing an endorsement letter from the Schools Division Superintendents of the four divisions seeking for their permission to distribute questionnaires to their out-of-field teachers and school heads was the first step in the data gathering procedure followed by the researcher.

Since there is a coronavirus pandemic, the researcher could not distribute it personally to the different schools in the entire province. This situation prompted online questionnaires through Google forms and distributed utilizing social media websites like FB messenger and electronic mail to gather the needed data. The whole data gathering process lasted for three weeks. With the help of a statistician, the data collected were tallied, analyzed, and interpreted following corresponding tools used.

The qualitative technique was also utilized to enhance the findings. The ideas of the teachers shared in the FGD enriched the needed data. The information shared by the respondents was assured to be utilized only in the purpose of accomplishing this study. Furthermore, the provisions in the Data Privacy Act were observed in the conduct of the research.

D. Statistical Treatment of Data

Statistics is the systematic collection, presentation, analysis, and interpretation of quantitative data. In this study, the researcher used the following statistical tools to attain the objectives of this study.

Frequency. This tool was utilized to present the distribution of respondents in terms of the selected profile variables.

Percentage. This tool was used to distinguish each variable's proportion and determine the respondents' profile distribution.

Weighted mean. This tool was used to measure the average responses of the respondents on the extent of manifestation of capacity building mechanism along selected dimensions and the issues and challenges encountered by out-of-field teachers

Standard deviation. This tool was used to measure of the dispersion of frequency in every item and utilized in computing ANOVA and t-test.

ANOVA. This tool was used to determine the significant difference between the extent of manifestation of capacity-building mechanism and selected dimensions to three or more teachers' demographic profiles.

t-test. This tool was used to determine the significant difference between the extent of manifestation of capacity-building mechanism and selected dimensions to two teachers' demographic profiles.

Scheffe's test of pair-wise comparison. After rejecting the null hypothesis in an analysis of variance, this posthoc test was used to determine which pairs of means are significant.

4. Results and Discussions

The gathered data from the online survey questionnaire and focus group discussions were carefully analyzed to propose a instructional support management program for junior high school out-of-field teachers in the entire Province of Batangas that is expected to raise awareness and bridge the educational gap. Moreover, it assessed the extent of manifestation of capacity-building mechanism along the dimensions of pedagogical content knowledge, performance monitoring, and evaluation, and professional and personal development. It also identified the significant difference in the extent of manifestation of capacity-building mechanisms when grouped according to profile variables. Issues and challenges encountered by out-of-field teachers were also identified in this research endeavor. The study attained the target objectives by utilizing the descriptive research method to gather quantitative and qualitative data. The key findings are presented in this section.

A. Profile of the Respondents

1) Age

Majority of the respondents are on early adulthood with a limited amount of life experiences and opportunities. The respondents are also spread across varying generations, signifying their different values, beliefs, attitudes, and experiences. Furthermore, the respondents have a certain level of maturity and understanding of the factors in the organization which affect them now as a teacher.

2) Sex

The female respondents greatly outnumbered the male.

3) Major field of specialization

The data revealed that majority of the respondents are Liberal arts majors. This was followed by Vocational MAPEH. The data signified that all specializations are prone to academic mismatch or out-of-field teaching.

4) Subject area assigned to

The data highlighted that despite the overflowing supply of Liberal Arts, they are still most prone to out-of-field teaching. This was followed by Vocational MAPEH and Science and Mathematics respectively.

5) Number of years in teaching

The data signified that newly hired teachers and those who are in the first decade of their service are prone to be assigned out-of-field. The data signified that some of the respondents had accumulated significant years of experience and remained as out-of-field teachers. This also shows that most of the respondents still require assistance for them to adjust to the profession. A remarkable decline on the number of out-of-field teachers was observed as the years in teaching increases.

6) Highest educational attainment

Majority of the respondents were still on their bachelor's degree. This was associated with limited financial resources and lack of time for professional learning. Only few continued advanced studies which. These show that the respondents have yet to embrace concept of continuing professional through earning master's and doctorate degrees.

7) *Recent seminars, training workshops attended*

Most of the respondents have been non-active participants of related training in their subject area assignment for the past five years. The data supported that many teachers still lack relevant training to the subject they are teaching. Access to training is limited by the availability of the school's financial aid.

B. *Extent of Manifestation of Capacity Building Mechanism along the Selected Dimensions*

1) *Pedagogical content knowledge*

The data proved that the extent of manifestation of capacity-building mechanism along pedagogical content knowledge was to a moderate extent. The data implied that there are still gaps in the school-based capacity-building mechanisms anchored on pedagogical content knowledge. Out-of-field teachers lack training in the subject matter. Thus, they fail to meet the most basic qualification to be a good teacher: content knowledge and pedagogy.

In terms of school-based teacher development initiatives, the schools recognize the need for external aid and their lack of workforce to cater the training needs of the teachers. The utilization of outside-the-school specialists in teacher support programs is a product of the absence of Master Teachers. These schools without Master Teachers need to secure a partnership with organizations and individuals who can extend learning opportunities essential to professional development.

Relative to this, teacher and professional learning communities were beneficial but needed refinement related to relevance, intent, and planning. These include in-service training, organization of Learning Action Cell (LAC) groups according to content areas and learning needs, the conduct of LAC sessions to address shared challenges, and facilitation of focus group discussions (FGD) for sharing of effective teaching practices and strategies. Organizing professional learning communities which highlight focused conversations, sharing instructional strategies, and committing to common practice will assist teachers in strengthening their foundation of pedagogical content knowledge.

Findings also show that support and assistance to newly hired teachers through induction programs were significant but delivered less satisfactorily. Respondents viewed teacher induction programs as beneficial in enhancing out-of-field teachers' overall capacities and competencies, leading to improving students' learning outcomes in the long run.

It was also revealed that out-of-field teachers capitalize on evaluative feedback and self-reflection to improve efficacy. However, the school heads' coaching and mentoring program lack the framework to support these strengths. The lack of follow-up and substance of mentoring programs result in teachers' noncompliance with the requirements and recommendations of the school's current mentoring program. These factors should be harmonized to build more pronounced levels of teacher effectiveness.

Lastly, the provision of quality assured lesson exemplars aids out-of-field teachers in improving self-efficacy. Respondents recognized the effect of utilizing these references in structuring learning for students. Quality learning materials yields a

significant impact on enhancing pedagogy and increasing the knowledge base of teachers.

2) *Performance monitoring and evaluation*

The respondents assessed the manifestation of capacity-building mechanism along with performance monitoring and evaluation to moderate extent. Teachers viewed their performance appraisal system as an average tool for supporting teachers' development and effectiveness over time. Moreover, the system moderately assists teachers in redefining their strategies and practices.

The review and examination of teacher-prepared documents such as daily lesson log, table of specifications, and teachers' IPCRF portfolios were assessed to a great extent. This showed that school heads concentrate more on evaluating these documents since these will be utilized as means of verifications (MOVs) in the performance cycle evaluation. Also, it places less unreasonable burden to both the school head and the teacher.

Findings also on the other aspects of evaluation like quarterly conduct classroom observations, pre-observation conference, and collaboration with teachers in setting classroom observation schedules were assessed to a moderate extent. Out-of-field teachers find difficulty meeting the professional standards for teachers, most especially on content knowledge and pedagogy. Thus, they are unable to experience success in class observation and draw self-improvement paths from its results.

Furthermore, the data also ascertained the need to utilize subject area experts such as Master Teachers to make the evaluation more credible and productive in the long run. Both valid and appropriate assessment tools and trained evaluators are crucial in the success and substantiality of the evaluation process. Out-of-field teachers require subject area expert evaluators to bring sense to the classroom observations. The disparity between the school heads and out-of-field teachers specialization limits the substantiality of the discussion of evaluation results. This predicament creates a rippling effect on the succeeding performance evaluations.

3) *Professional development*

The respondents assessed the capacity-building mechanism along with professional development as manifested to a moderate extent. Learning and development opportunities for teachers conducted had little impact on teachers' practice. The deficiency of quality in teacher professional development can be addressed by involving teachers in the planning and designing of their professional development.

The data revealed schools implement professional development plan for teachers as assessed to a great extent. However, these professional development opportunities offered to out-of-field teachers failed to meet certain levels of quality. Equal to its quality content is its responsiveness to the unique learning needs of out-of-field teachers. The teachers need to be included in professional development planning to ensure that their needs are identified and addressed in reference to the professional standards.

Furthermore, regular technical assistance to identified needs and mentorship programs utilizing master teachers were also

assessed to a moderate extent. Mentorship programs complement the initiatives of the school for professional development. Schools lack capacities to provide structured learning experiences in the absence of master teachers as mentors.

In terms of teacher learning communities, the data signified the need to foster collaborative learning experiences to address teachers' shared challenges. Both LAC and research communities offer equally substantive professional development which deviates from the traditional trainings and lecture procedures. Establishing professional-quality circles will assist teachers in enhancing their overall efficacy. Access to researches allows out-of-field teachers to make informed decisions on difficulties in the profession.

The data also signified the need to motivate out-of-field teachers by providing rewards and incentive systems and career advancement. However, school heads and teachers' collaborative undertakings lack the context to support career advancement in the workplace. Out-of-field teachers find difficulties in satisfying and adhering to the qualifications for career advancements.

Meanwhile, other areas like subscription of school to published periodicals, journals, and magazines for further growth were also assessed to a moderate extent. Out-of-field teachers utilize these materials as references to strategies which they may adopt in their classroom settings.

Furthermore, school head's prerogatives and priorities have limited the out-of-field teachers' access to training and seminars outside school. Despite the apparent need, these teachers seldomly attend training from external providers because of the limited school funding and conflicting schedules and priorities. Teachers also miss out on their primordial function while attending seminars or training.

Findings also suggest that schools should also coordinate with teacher education institutions for the provision of extension programs. The unavailability of extension programs limits the school head and out-of-field teachers' capacities to address academic mismatch. This initiative is also best supplemented with the efforts to strengthen stakeholders' engagement in the provision of educational assistance since teachers' salary is still not enough to sustain graduate studies.

4) *Personal development*

The respondents assessed the capacity-building mechanism along with Personal development as manifested to a great extent. This implies that the respondents are conscious for their personal goal and the implications of presentability and maintenance of an image in the profession. This shows that personal development programs are within the desired level of implementation.

The data revealed that teachers developed a growth mindset based on feedback, reflecting on personal strengths and weaknesses, and identifying priorities for self-improvement to a great extent. These exemplify that capacity-building mechanisms have positively influenced out-of-field teachers' commitment to lifelong learning. The data revealed that teachers are sensitive to their own personal development needs, and they are committed to addressing these needs.

Moreover, observation of personal appearance, possession of

exemplary personal and moral character, and presentation and the manifestation of values that uphold the dignity of the profession were assessed to a great extent. The findings show that out-of-field teachers were oriented to be sensitive on how they present themselves since it mirrors their professional image.

In addition, great extent was also indicated in the development of effective communication and positive conversations and interactions. Findings suggest that the school's capacity-building mechanisms have significantly impacted the interpersonal relationship skills of teachers. The school heads acknowledged that the quality of the educational process largely depends on the communicative ability of teachers.

Great extent was also indicated in the employment of behavior management techniques and utilization of stress management strategies. These findings highlight the resiliency and resolve of teachers in dealing with stress and burnout. Stress correlates with job satisfaction, teachers' health, classroom effectiveness, and student outcomes.

Furthermore, the building of confidence in carrying out responsibilities, cultivation of desire and drive for success, and expansion of general content knowledge were assessed to a great extent. This signified that the school as a learning community has developed an environment that motivates teachers to learn constantly.

On the other hand, the data signified that teachers need assistance in planning their personal development. This factor has been considerably overlooked when the overwhelming need for professional development step in. There is a need for teachers to balance professional and personal development planning.

C. Difference on Assessments when Grouped According to Respondents' Profile Variables

The data revealed that the assessment on the extent of manifestation of capacity building mechanism along with pedagogical content knowledge, performance monitoring and evaluation, professional and personal development depends on the gains on experiences and access to updated information within or outside the teaching profession. Respondents tend to have better assessments when they performed it as one of their duties, accumulated a significant amount of experiences over the years, and expanded their knowledge through further studies and seminars. The connection between their specialization and their subject area assignment are also contributors to their assessment.

On the assessment of the extent of manifestation of capacity building mechanism along with pedagogical content knowledge, there is a significant difference when respondents are grouped according to the designation, age, sex, major field of specialization, the subject area assigned to, number of years of teaching, highest educational attainment, national certification received, and membership in organizations. Meanwhile, there is no significant difference in the extent of manifestation of capacity building mechanism along with performance monitoring and evaluation when respondents are

grouped according to sex, subject assigned to, and IPCRF rating received.

Similar findings were drawn on the assessment of the extent of manifestation of capacity-building mechanism along with performance monitoring and professional development. There is a significant difference in the extent of manifestation of capacity building mechanism along with professional development when respondents are grouped according to designation, age, major field of specialization, number of years of teaching, highest educational attainment, seminars participation, national certification received, and membership in organizations. No significant difference on assessments was found when respondents are grouped according to sex, subject assigned to, and IPCRF rating received.

Lastly, there is a significant difference on the extent of manifestation of capacity building mechanism along with personal development when respondents are grouped according to the designation, age, major field of specialization, the subject area assigned to, number of years of teaching, highest educational attainment, seminars participation, national certification received, and membership in organizations. This means that there is no significant difference when respondents are grouped according to sex and IPCRF rating received.

D. Identify the issues and challenges encountered by out of field teachers

Apart from the apparent deficit in content mastery and pedagogy, respondents strongly agree that more issues and challenges surround out-of-field teachers and their career development. The most pressing challenge is the quality and substantiality of the instructional support given to the out-of-field teachers. This is heightened by the absence of Master Teachers in schools to support their overall development. This is amplified by other issues such as the quality of training programs in schools and their limited access to professional organizations or support systems that would provide quality suggestions and feedback to improve their self-efficacy.

Moreover, the data also revealed that issues revolve around administrative support and the lack of it, including career advancement, regulation of work assignments, and teaching and financial aid for career development. Related challenges were also highlighted, including work environment and job satisfaction in the workplace. Other challenges focused on the availability of specialization on nearby TEI and the limited number of workshops and conferences out-of-field teachers gain access to. The combination of these issues and challenges negatively affects out-of-field teacher reform initiatives.

E. Develop an instructional support system plan based on the analysis of data

The program UPLIFT, which stands for Unified Projects Leading to Improved Facilitation of Teaching offers possible solutions to address the least challenges experienced by the out-of-field teachers in terms of learning delivery, performance appraisal, professional and personal development. The program capitalizes on harmonized collaborative initiatives of out-of-field teachers, school heads, and the community.

UPLIFT highlights professional and personal development undertakings designed to bridge the educational gap ushered by out-of-field teaching phenomenon. To achieve the objectives, the following activities under each project are set. Project ONE (Organizing Network of Educators) centers on the involvement of external support while Project STAR (Strengthening Technical Assistance Responsiveness) embodies activities to be implemented within the school organization. The activities included are intended to complement the existing learning and development programs but targets the unique needs of out-of-field teachers.

5. Conclusions

Based on the findings revealed in the study, the following conclusions are drawn:

1. Out-of-field teachers overall efficacy depends greatly on their gains in experience and access to updated firsthand information from further studies, trainings, and active involvement in professional learning communities.
2. Capacity building mechanisms for out-of-field teachers lack framework to support desirable gains in pedagogical content knowledge, performance monitoring and evaluation, and professional development.
3. The extent of manifestation of capacity building mechanism along with pedagogical content knowledge, performance monitoring and evaluation, professional and personal development depends on the accumulated experiences and access to updated information within or outside the teaching profession.
4. Issues and challenges occur in the workplace if the organization fails to acknowledge the unique needs of out-of-field teachers.
5. The proposed instructional support management program UPLIFT and the two projects under its umbrella offers responsive professional growth and advancement for out-of-field teachers.

6. Recommendations

In the light of the findings and conclusions on which the implications and inferences were based, the following recommendations were suggested:

1. The instructional support management program may be presented to the Senior Education Program Specialist in charge of Human Resource and Development Division for possible approval and implementation.
2. Out-of-field teachers should find ways to attend more training and look for more memberships in professional learning communities and organizations.
3. The school heads and the district supervisors should harmonize their efforts in establishing responsive technical assistance and coaching and mentoring programs to address the challenges ushered by out-of-field teaching.
4. School heads should refrain hiring and assigning teachers to teach not their specialization.
5. Other studies may be conducted using the same set of

variables in other divisions or other regions.

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