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OUT-OF-FIELD SPECIALIZATION TEACHING

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ABSTRACT

This study entitled Out-of-Field Specialization Teaching focused on teachers teaching out-of-field of specialization subjects.

This research sought to determine the concerns and challenges of teachers teaching out-of-field of specialization in Nueva Ecija High School.

The researcher utilized the descriptive method of research to aid the study and the purposive sampling technique in the gathering of data.

This study was conducted to 30 respondents from Nueva Ecija High School where all are teachers handling different subjects.

Results revealed that those teachers who are teaching out-of-field subjects have performed satisfactorily specifically in terms of the following; mastery of the subject matter, teaching strategies and methodologies and management of learning. It also appeared in this study that they less often experienced difficulties in mastering their subject matter. They never encountered problems relating to teaching. Competencies of teachers are upgraded through seminars and trainings that they have attended.

Based on the results, the researchers recommend the following: the school administrators may upgrade the competencies of their teachers in the form of seminars, trainings, scholarships and other forms of retooling activities specifically for teachers who teach out-of-field of specialization subjects. Priority be given to those teachers who need to be retrained, while stipends may be provided to those mentor who will assist those new recruits in the field. A similar study can be conducted in other schools or divisions to come up with more data and should involve students for better understanding the impact of out-of-field teaching to learning.

KEYWORDS: *out-of-field of specialization*

INTRODUCTION

Field of specialization with regards to academe is a course of study or area of concentration where individuals gain expertise. Teachers who have the degree in Bachelor of Secondary Education took their major subjects and were considered as their field of specialization. They possessed specific knowledge and skills about their field of specialization that can be deemed above the basic and general understanding of the subject. Thus, their qualifications and capabilities are suited to teach the subjects within their field.

Teachers' role in the transfer of knowledge is significantly important and influential to students learning. Their mastery in the subject matter opens the door to the attainment of high quality graduates. However, the training and the requirements of teachers to teach out-of-field subjects is considered one of the factors of the students' underachievement.

Moreover, there is a worldwide shortage of well-trained teachers. According to the UNESCO Institute for Statistics (UIS), 69 million teachers must be recruited to achieve universal primary and secondary education by 2030.

It is a fact that in most public and even private educational institutions, quite a number of teachers are assigned to teach subjects which are not aligned with their field of specialization. In some instances, subjects that are assigned to them are totally different from their expertise. This is so, due to some reasons such as the lack of qualified teachers to be hired for the specific field needed or because of the unexpected increase in enrollment. For this, teachers' versatility and competency are put to a test. Those who cannot turn down the request of their administrators will give their best efforts to teach the subject in spite of their lack of sufficient knowledge on the subject matter. It may generally thought of that the teaching of subjects which is not based on specialization may affect the quality of the teaching and learning process. While the problem can be remedied, the immediacy of solving the problem may not be that easy to attain.

According to Ingersoll (2003), each year some out-of-field teaching takes place in more than half of all U.S. secondary schools, and each year over one fifth of the public 7th-12th grade teaching force engages in this practice. And, in schools whose students come from low-income households, the percentage of teachers teaching out of their field is much higher. All these can be attributed to selective shortages of teachers, as well as misplacement of teachers.

The purpose of this research is to study the performance of out-of-field secondary teachers and the challenges they encountered in teaching subjects out of their specialization.

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Statement of the Problem

The study sought to determine the competencies as well as the challenges encountered by the teachers handling out-of-field of specialization subjects.

Specifically this study sought answers to the following question:

1. How may the profile of the teachers describe in terms of the following:
   - 1.1 Present teaching position;
   - 1.2 Field of specialization; and
   - 1.3 Subject taught.
2. How may the competencies of teachers teaching out-of-field of specialization subjects be described based on the following:
   - 2.1 Mastery of the subject matter;
   - 2.2 Teaching strategies;
   - 2.3 Teaching methodologies;
   - 2.4 Management of learning; and
   - 2.5 Student motivation?
3. How may the challenges of the respondents be described in terms of:
   - 3.1 Mastery of the subject matter;
   - 3.2 Teaching strategies and methodologies; and
   - 3.3. Management of learning?
4. What are the implications brought by the teaching of out-of-field of specialization subjects to the quality of graduates?

Conceptual Framework

The conceptual frameworks on which this study is based, and which have been used as analytical tools to understand the collected data, are informed by concepts related to teacher in Republic Act No. 7836, also known as the "Philippine Teachers Professionalization Act of 1994" an act to strengthen the regulation and supervision of the practice of teaching in the Philippines and prescribing a licensure examination for teachers and for other purposes; and the published work of the American Educational Research Association authored by Lee S. Shulman (1986), titled Those Who Understand: Knowledge Growth in Teaching.

In Article 1 Section 2 of the Republic Act No. 7836 as mentioned in its statement of policy: The State recognizes the vital role of teachers in nation-building and development through a responsible and literate citizenry. Towards this end, the State shall ensure and promote quality education by proper supervision and regulation of the licensure examination and professionalization of the practice of the teaching profession.

In Section 3(a) of the same Article, the objective posits the promotion, development and professionalization of teachers and the teaching profession.

The terms in Section 4 clearly define the following:

(a) "Teaching" — refers to the profession concerned primarily with classroom instruction, at the elementary and secondary levels in accordance with the curriculum prescribed by the Department of Education, Culture and Sports, whether on part-time or full-time basis in the private or public schools.

(b) "Teachers" — refers to all persons engaged in teaching at the elementary and secondary levels, whether on full-time or part-time basis, including industrial arts or vocational teachers and all other persons performing supervisory and/or administrative functions in all schools in the aforesaid levels and qualified to practice teaching under this Act.

A conceptual analysis of knowledge for teachers would necessarily be based on the work of Lee S. Shulman (1986). He clearly stated the pendulum in research and policy circles about the missing paradigm with respect to the knowledge content as the defining characteristic of pedagogical accomplishment and the blind spot with respect to content that now characterizes most of the state-level programs of teacher evaluation and teacher certification. The emphasis of most research in teaching is on how teachers manage their classrooms, organize activities, allocate time and turns, structure assignments, ascribe praise and blame, formulate the levels of their questions, plan lessons, and judge general student understanding. However, researches sometimes left questions unasked about the domains and the categories of teacher knowledge such as the content of the lessons taught, the questions asked and the explanations offered. The framework for classifying both the domains and categories of teacher knowledge: propositional knowledge, case knowledge, and strategic knowledge.

Propositional knowledge is when a research examined the teaching, learning and explore its implications for practice.

Case knowledge is knowledge of specific, well-documented, and richly described events. Whereas cases themselves are reports of events or sequences of events, the knowledge they represent is what makes them cases. The cases may be examples of specific instances of practice-detailed descriptions of how an instructional event occurred-complete with particulars of contexts, thoughts, and feelings. On the other hand, they may be exemplars of principles, exemplifying in their detail a more abstract proposition or theoretical claim.

Strategic knowledge. Strategic knowledge comes into play as the teacher confronts particular situations or problems, whether theoretical, practical, or moral, where principles collide and no simple solution is possible. Strategic knowledge is developed when the lessons of single principles contradict one another, or the precedents of particular cases are incompatible.

The following figure represents the framework of the study.

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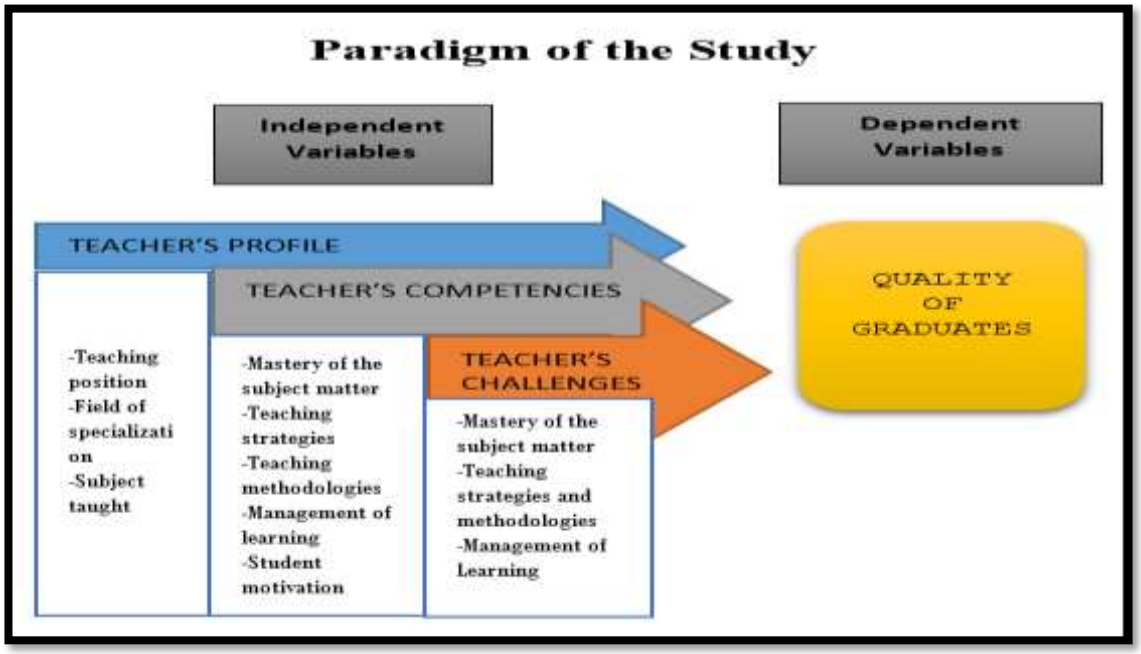
Figure 1
Research Paradigm



Research Methodology (bullet type)
The researcher used the descriptive method of research. Descriptive research describes and interprets "what is". It reveals the conditions practices that are held or are not held; processes that are going on or otherwise, affect trends that are developing.

According to Calderon, (1993) Descriptive method of research is a purpose process of gathering, analyzing, classifying, tabulating data about prevailing conditions, practices, beliefs, processes, trend and cause effect relationship and then making inadequate and accurate interpretation about such data with or without the aid of statistical method.

This study attempted to describe the competencies and challenges of teachers teaching out-of-field of specialization subjects in Nueva Ecija High School. This was done through the use of survey method, where the checklist questionnaire was used in the gathering of data. It deals primarily with data gathering procedures and instruments to secure information.

Research Design
This study utilized a survey instrument which aimed to describe the competencies and challenges of teachers assigned to teach out-of-field of specialization subjects in Nueva Ecija High School. Thirty secondary school teachers from Nueva Ecija High School located along Burgos St., Cabanatuan City.

Data Gathering Procedures
The questionnaire was fielded to target respondents comprising of teachers Nueva Ecija High School in the province of Nueva Ecija. Data gathered were collated following the protocol and that the confidentiality of information and data that were obtained was assured to the respondents. The administration of the questionnaires was personally conducted by the researcher.

Population of the Study
The respondents of this study is comprised of thirty high school teachers from Nueva Ecija High School and were chosen through purposive sampling, wherein, the sample are investigated based on the judgment of the researcher. According to Maxwell (2002), purposive is a type of non-probability sampling in which particular settings, person or events are deliberately selected for the important information they can provide that cannot be found from other choices. The researcher choose specific people within the population which are appropriate to be used for a particular study.

In this study, thirty teachers were chosen based on the subject/s they were presently handling which was/were out of their fields of specialization.

Research Locale
The respondents of the study were the secondary school teachers from Nueva Ecija High School located along Burgos St., Cabanatuan City.

Research Instrument
The main instrument in gathering the data is a modified questionnaire. Before preparing the questionnaire, the researcher gathered information from different sources such as published or unpublished researchers. The questionnaire was founded on a survey instrument of the previous study entitled "Teachers' Performance and the Related Factors of Different Colleges at Laguna State Polytechnic University San Pablo, Laguna".

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The set of questionnaire intended for teachers is composed of three parts: teachers' profile, teachers' competencies and teachers' challenges in teaching out-of-field of specialization subjects.

The first part of the questionnaire includes the personal profile of the respondents such as present teaching position; field of specialization; and subject taught.

The second part of the questionnaire under the competencies of teachers teaching out-of-field of specialization subjects consist of their mastery of the subject matter; teaching strategies; teaching methodologies; management of learning; and student motivation.

The third part of the instrument includes three categories that describe the challenges of teachers in the following aspects such as mastery of the subject matter, teaching strategies and methodologies, and management of learning.

Statistical Treatment of Data

The data gathered is analyzed and interpreted using the following statistical tools: frequency and percentage, weighted mean and weighted frequency. According Shapiro (2008), percentage frequency specifies the percentage frequently distribution is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points. It is tabular arrangement of data by classes or categories together with their corresponding call frequencies. Class frequency refers to the number of the observations belonging to a class interval, or the number of the items within the categories. A class interval is grouping category defined by a lower limit hand upper limit. (Tan 2006).

Frequency and percentage are used in the processing of data for the respondent's profile. The following formula was used to extract the percentage of frequencies and responses.

Where:
P = percentage
f = frequency
N = total number of respondents
100 = is a constant multiplier

Weighted Mean

There are times when values are given more importance than others. The mean derived in this case is known as the weighted mean. Weighted mean is use to describe the degree of the respondents' responses on the five point rating scale in the questionnaire. The formula in computing the weighted mean is:

Weighted Mean (WM)- Total weighted frequency (TWF)
Total number of respondents (N)

Where:
WM= weighted mean
N= total number of respondents
f= frequency
TWF=total weighted frequency
WF= weighted frequency

On the other hand, the formula for weighted frequency is as follows:

Weighted frequency
WF = W x f

Where:
WF= weighted frequency
W=degree of response
f= frequency

Verbal Description

The weighted mean of the ratings were computed and interpreted using statistical limits with their corresponding descriptive equivalents as follows:

Figure 2
Mode of Response

Weighted/Numerical Value	Numerical Response	Verbal Interpretation
4.20-5.00	5	Outstanding Always Strongly Agree
3.40-4.19	4	Very Satisfactory Often Agree
2.60-3.39	3	Satisfactory Sometimes Uncertain
1.80-2.59	2	Fair Seldom Disagree
1.00-1.79	1	Needs improvement Never Strongly Disagree

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PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

1. Profile of the Respondents

Table 1

Distribution of Teachers according to Present Teaching Position

Present Teaching Position	TEACHER	
	Frequency	Percentage
Teacher I	13	43.33
Teacher II	9	30
Teacher III	6	20
Master Teacher I	2	6.67
TOTAL	30	100

Table 1.1 shows the distribution of the respondents according to their present teaching position and reveals that majority of the respondents with 59.55% are teacher I; followed by 9 or 30% teacher II; 6 or 11. 20% teacher III; and the least is 2 or 6.67% for Master Teacher.

Table 2

Distribution of Teachers According to field of Specialization

Field of Specialization	TEACHER	
	Frequency	Percentage
English	7	23.33
General Science	6	20
Filipino	5	16.67
TLE	5	16.67
MAPEH	4	13.33
Mathematics	3	10
TOTAL	30	100

Table 1.2 above shows that most of the respondents are English majors with 7 or 23.33%; followed by General Science with 6 or 20%; Filipino and TLE with 5 or 16.67%; MAPEH with 4 or 13.33% and Mathematics with 3 or 10%. Study indicates that a greater number of respondent-teachers are English and General Science majors, while there are less MAPEH and TLE majors.

Table 3

Distribution of Out-of-field Subjects Taught by Teachers for the Last 3 years

Field of specialization	Teachers		
	Frequency	Percentage	Rank
Filipino	13	43.33	1st
ARALING PANLIPUNAN	9	30	2nd
VALUES EDUCATION	6	20	3rd
TLE	2	6.67	4th
TOTAL	30	100	

Table 3 shows the list of subjects taught by secondary teachers which is out of their fields of specialization. The Filipino subject tops the list for having 13 or 43.33%; followed by Araling Panlipunan with 9 or 30%; Values education ranks 3rd with 6 or 20% ; and TLE with 2 or 6.67% and was placed at the bottom of the out-of-field subjects. This implies that there are few teachers who are specialized in Filipino and Araling Panlipunan. The subject Values Education on the other hand, was offered as field of specialization for teachers only for quite a few decades.

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2. How may the competencies of the respondents be described in terms of the following:

Table 4
Mastery of the Subject Matter

MASTERY OF THE SUBJECT MATTER	Mean	VERBAL interpretation	Rank
1.Can discuss the lesson without relying too much on the reference materials.	4.20	Outstanding	5
2.Can share additional information related to the topic.	4.37	Outstanding	3
3.Integrates the topic on real life circumstances.	4.40	Outstanding	2
4.Links the current topic with past and future lessons.	4.48	Outstanding	1
5.Can deliver accurate and update information on the topics being discussed.	4.34	Outstanding	4
AVERAGE WEIGHTED MEAN	**4.36**	**Outstanding**	

Table 4 states the mastery of the subject matter showed that ranked first is the ability of the teacher to link the current topic with the past and future lessons with a mean of 4.48. Second in rank is the ability of a teacher to integrate the topics to real life situations with a mean of 4.40. Teachers can share additional information related to the topic ranked third with a mean of 4.37. Teachers can deliver accurate and update information on the topics being discussed ranked fourth with 4.34. The ability of the teacher to discuss the lesson without relying too much on the reference materials ranked last or fifth with a mean of 4.20.

This means that teachers ensure that they have mastery of the content of the subjects that they teach. This may indicate that teachers see to it that they have sufficient knowledge of the subjects being assigned to them.

Table 5
Teaching Strategies

TEACHING STRATEGIES	MEAN	VERBAL INTERPRETATION	RANK
1.Provides an activity that engage students in meaningful learning.	4.46	Outstanding	1
2.Provides immediate and positive feedback to obtain desirable attitude and behavior.	4.39	Outstanding	4
3.Allows students to fake action and independence into their own learning.	4.40	Outstanding	3
4.Innovates learning activities that maximize student's potentials and responsibilities.	4.36	Outstanding	5
5.Clear, systematic instructions are provided to students to obtain the expected outcomes.	4.42	Outstanding	2
AVERAGE WEIGHTED MEAN	**4.41**	**Outstanding**	

Table 5 shows the teaching strategies used by teachers. Statements were ranked based on the weighted mean on how teachers provide activity that engages students, giving immediate positive feedback that acquires desirable behavior, allowing students to be independent in their actions, innovating learning activities and the provision of clear, systematic instructions that can obtain the expected outcomes.

Regarding the teaching strategies of teachers, having the highest weighted mean of 4.46 and interpreted as outstanding is on the item that teachers must have commendable and outstanding skills in ensuring that activities are provided where students are engaged in making learning meaningful. With an average weighted mean of 4.41 and was inferred as **outstanding,** teachers believe that when it comes to strategizing the teaching process, activities shall be provided to make students attach themselves to learning that are meaningful for them. Those activities are ensured that it was clear, systematic and follows the plan laid to obtain the objectives are being innovated to allow students to take action into their learning and maximize their potentials and responsibilities.

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Table 6
Teaching Methodologies

TEACHING METHODOLOGIES	MEAN	Verbal interpretation	RANK
1.Sets lesson objectives based on learner's prior knowledge, interest and motivation	4.39	Outstanding	5
2.Facilitates learning trough meaningful and student-centered approaches	4.36	Outstanding	3
3.Creates positive atmosphere in the classroom by recognizing individual uniqueness and capabilities.	4.49	Outstanding	2
4.Organizes and manages learning activities that develop student's creativity and thinking ability.	4.52	Outstanding	1
5.Creates situations that encourage learners to use high order thinking skills.	4.34	Outstanding	5
AVERAGE WEIGHTED MEAN	**4.42**	**Outstanding**	

As shown in table 6, teacher-respondents indicated outstanding to all those items which include setting the lesson prior to learner's knowledge, facilitates learning through meaningful and student centered approaches, creating positive classroom atmosphere by recognizing, organizing and managing learning activities that develop student's creativity and thinking order skill.

Given the average weighted mean of 4.42 and described as outstanding, it signifies that out-of-field and mixed academic teachers are **outstanding** in designing the teaching methods that alleviate the teaching learning-process, where teachers organize and manage the learning activities based on the lesson objectives set for the lesson and activities are aligned to the learner's schema, field of interest and motivation. Student-centered approaches are utilized in facilitating the learning process that encourages the learners to use their high order thinking skills and lift their energy in developing their creativity and critical thinking ability. This shows that teaching cannot settle for less, but teaching should always aim for excellence because this will rebound towards better learning and competitive learners.

Table 7
Management of Learning

MANAGEMENT OF LEARNING	MEAN	Verbal interpretation	RANK
1. Establishes routines and procedures to maximize time allotted for instruction.	4.46	Outstanding	1
2. Translates learning competencies to instructional objectives.	4.38	Outstanding	3
3. Provides activities and uses materials which will fit the learner's learning diversity.	4.40	Outstanding	2
4. Chooses instructional materials in line with the instructional objectives.	4.37	Outstanding	4
5. Diagnoses problems affecting the student' s learning and interest.	4.34	Outstanding	5
AVERAGE WEIGHTED MEAN	**4.40**	**Outstanding**	

Table 7 shows the positive stance of respondents with their uniform outstanding responses on all the items of management of instruction. Results were interpreted as natural response from respondents who believe in the benefits of managing well the process of instruction.

Establishing routines and procedures in order to maximize time for instruction'' is ranked 1st with a mean of 4.46 interpreted as ''**outstanding**''. This means that to be able to manage instruction well, proper planning is necessary to maximize the allotted time for instruction.

Overall, this table is not different from the previous results starting from table 9 that respondents will certainly agree on fall the items presented in these table data, because they are positively started.

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Table 8Student Motivation

STUDENT MOTIVATION	MEAN	Verval interpretation	RANK
1.Encourages student to be active and interested in the subject.	4.53	Outstanding	2
2.Motivates student who lacks interest in the subject.	4.44	Outstanding	3
3.Recognizes different learning abilities and work with them individually.	4.42	Outstanding	4.5
4.Promote excellence and rigor in an encouraging environment.	4.42	Outstanding	4.5
5. Respect individual differences.	4.58	Outstanding	1
AVERAGE WEIGHTED MEAN	**4.48**	**Outstanding**	

Table 8 shows the competencies of teachers in terms of student motivation. ‘’Respecting individual differences is the proper way to motivate students” which obtained a weighted mean of 4.58 ranked first in students motivation. “Recognizes different learning abilities and work with them individually” and “Promote excellence and rigor in an encouraging environment” both ranked last with the mean of 4.42. Once the student felt that they were respected, it is the head start that they will respect their teachers as well.

3. How may the challenges of the respondents be described in terms of:

Table 9
Mastery of the Subject Matter

MASTERY OF THE SUBJECT MATTER	MEAN	Verbal interpretation	Rank
1.Difficulty of setting the clear objectives of the lesson	2.01	Rarely	1
2. Hardly concentrates on the subject matter due to unfamiliarity.	1.93	Never	2
3.Suffers from mental block or lack of spontaneity during discussion due to insufficiency of knowledge.	1.73	Never	4
4.Nearly loses confidence and eagerness to teach.	1.64	Never	5
5.Tendency	1.82	Rarely	3
AVERAGE WEIGHTED MEAN	**1.83**	**Rarely**	

Table 9 shows the challenges of the teachers in terms of the mastery of the subject matter. It is good to note that respondents do not encounter so many problems in terms of the mastery of the subject matter. This is shown by their responses in all the item that resulted in an average weighted mean of 1.83 interpreted as **‘’rarely”.** This can be further interpreted that teachers try maintain their enthusiasm in their profession and do not allow themselves to remain static. Rather, they are challenged to teach whatever subject is assigned to them.

Table 10
Teaching Strategies and Methodologies

TEACHING STRATEGIES AND METHODOLOGIES	MEAN	Verbal interpretation	RANK
1.Runs out-of-gas syndrome in some occasion .	**1.78**	NEVER	**2**
2.There are times that the learning materials are not applicable to the lesson due to lack of preparation.	**1.72**	NEVER	**3**
3.Tends to consult the lesson plan every now and then.	**1.89**	RARELY	**1**
4.Important points are not emphasized due to lack of sufficient information on the subject matter	**1.69**	NEVER	**4**
5.Suffers from burn-out due to lack of competence on the subject.	**1.61**	NEVER	**5**
AVERAGE WEIGHTED MEAN	**1.74**	**NEVER**	

Table 10 shows the challenges encountered by teachers in terms of teaching strategies and methodologies. Data gathered were summed up to get the weighted mean and provided the corresponding interpretation. Items include the having the

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running out-of-gas syndrome, the inapplicable materials due to lack of preparation consultation to lesson plan, failing in emphasizing important points due to limited information and suffering burn-out because of lacking competencies.

Consulting the lesson plan every now and then, gets the highest mean of 1.89 that corresponds to '' **rarely**'' as interpretation, explains that most of teachers review a little on the blueprint of the lesson to make sure of the proper order of events.

Meanwhile, having the average of 1.47 and interpreted as never, it explains that the teachers never encounter problems on the strategies and methods employed in instruction.

Table 11
Management of Learning

Management of Learning	MEAN	Verbal interpretation	RANK
1.Proper reinforcement strategies are failed to be done.	1.71	NEVER	4
2.Fails to motivate student' s interest due to lack of appreciate teaching strategies.	1.59	NEVER	5
3.Lacks the additional instructional methodology needed to reinforce learning.	1.72	NEVER	3
4.Tends to become subject centered because of the need to prove mastery of the subject matter.	1.84	RARELY	1.5
5.Teaching process becomes merely the transfer of facts and information.	1.84	RARELY	1.5
AVERAGE WEIGHTED MEAN	**1.74**	**NEVER**	

Table 11 shows shows the challenges encountered by teachers in terms of management of learning. The mean and the corresponding interpretation of the results are arranged from highest to lowest that includes the items of failing to give the proper reinforcement and motivation to student's due to lack of strategies and instructional methodology needed, becomes subject-centered to prove one' s mastery and teaching process are only transfer of facts and information.

Being subject-centered and instructions are merely transferring of facts to students are rarely experienced by teachers in their instruction. This reflected that teachers really have the prowess to deliver and manage the content of their instruction, where they devote time to master it so that motivating students and reinforcing the students will be successfully done.

4. What are the implications brought by the teaching of out-of-field of specialization subjects to the quality of graduates? (bullet type)

It is important to recognize the implications brought by the teaching of out-of-field of specialization subjects to the quality of graduates. The data about teacher training or practices and the approaches to student performance is difficult at best. For example, more experienced teachers with better backgrounds may be assigned to teach out-of-field of specialization subjects in classes composed of more motivated or well-prepared students. It also is important to understand that student performance on various kinds of standardized examinations reflects the curriculum studied up to the time students take a particular examination, a state or a nation's cultural emphasis on and support for education, and many other variables. Some of these factors are likely to have at least as much influence on test performance, if not more so, than teachers.

CONCLUSION AND RECOMMENDATIONS

Conclusions

It was found out in this study that a great majority of the teachers have position of teacher I and handling Filipino subject for the last three years. Although they are handling subjects that are not their field of specialization, they are well-prepared and well-adjusted.

Teacher's challenges in term of mastery of the subject matter, teaching strategies, teaching methodologies and management of learning have a good result in this research study. They were capable of utilizing difference methods and strategies in teaching. They are well prepared in performing and meeting and objectives of their lesson and other tasks including their obligation and responsibilities. They tried to achieve personal significance in the challenge of their profession and reflect every now and then to be able to think clearly and act responsibly on the task and the content of situations.

Recommendations

In the finding and conclusions of this study, the following recommendations are hereby given:

1. As teachers, there are certain concerns and challenges brought about by teaching subjects which are out of their fields of specialization. Schools administrators may give the appropriate support for these teachers in terms of training, scholarship, provision for instructional materials and facilities.
2. Similar study may be conducted in other districts or division to come up with other essential data that will support the findings of this research study.

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3. Parallel study may be conducted that will include administrators and students.
4. Seminars or trainings for teachers who are teaching mixed academic subjects and out -of -field of specialization may also be given priority by the school administrator to improve their skills in teaching subjects which are not their field of specialization.
5. Giving material or non-material incentives for mentors assisting those new recruits.

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