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The Competence of Out-of-field Teachers and Student Performance: Inputs for an Intervention Plan

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ABSTRACT

This study was conducted to determine the extent of demonstration of the teaching competencies of an out-of-field teacher in terms of instructional skills, classroom management skills, guidance skills, and personal and professional skills. It was also part of the scope of this investigation to determine if there is an existing relationship between the extent of teaching competencies as demonstrated by an out-of-field teacher and the level of grade performance of the students. An intervention plan was also proposed as guidelines for the out-of-field teacher based on the findings of the study. The utilized descriptive – correlation research design was utilized the instrument adopted from the study of Villegas (2021) with some modifications of the indicators. The study was conducted among the secondary out-of-field teachers of Southeast Butuan District, particularly a total of 37 out-of-field teachers were the respondents of this research. Findings revealed that Instructional competencies were seen to be often demonstrated by the out-of-field teachers as well as classroom management competencies, guidance competencies and personal and professional competencies equivalent to a performance rating of very satisfactory. On the other hand, 23 students out of 37 earned the grade performance of satisfactory, while 14 or 37.8 belong a fairly satisfactory performance. While the extent of teaching skills as demonstrated by the out-of-field teachers were not seen to have significant relationship to the average grade performance of the students.

KEYWORDS

Out-of-field teachers; instructional skills; classroom management skills; guidance skills

INTRODUCTION

Teachers play a vital role in a student's development and success. It can be said that through teachers, students earn significant skills and knowledge to which students can apply into the context of their respective professions. Teachers are also the main mechanism of the educational systems around the world. They lead the course of education and maintain the direction of the curriculum through relevant and quality implementation of teaching and learning in the classroom. Teachers do not only shape a student's success but also form a better and productive society.

Seen as essential to student's success and community's development, teachers must possess the qualities and faculties that are vital in the practice of the profession. As the source of knowledge, the teacher must be equipped with relevant and updated information and must maintain integrity and honesty in the delivery of instructions in the classroom. In order to make education meet its fundamental goal, teachers must be a master of their

teaching, strategies and pedagogical knowledge and execute well-round teaching routines that promote an environment that is conducive to students learning. Thus, teacher's mastery and content knowledge expertise are indispensable in the practice of the teaching profession. Content knowledge refers to the body of knowledge –facts, theories, principles, ideas, vocabulary– which teachers must master to be effective. Teachers should have a deep understanding of the content knowledge of the subject they teach (Manigbas III, et. al., 2024).

However, current educational challenges pose a threat to the effectivity of teachers in the classrooms. One of these is the existence of out-of-field teaching. Out-of-field teaching is a phenomenon where teachers are assigned to teach subjects for which they have inadequate training and qualifications (Hobbs and Porsch, 2021). The concern about out-of-field teaching is substantially affecting the implementation of the curriculum as well as the whole teaching-learning process. According to Hobbs and Porsch (2021), the out-of-field phenomenon arises because of systemic teacher shortages, unequal distribution of teachers, scheduling issues in schools, and the teacher education system in several countries where teachers are trained as specialists and not as generalists.

In the Philippines, the problem of out-of-field teaching is not new. Teachers who are teaching non-major subjects are evident. One major impact of out-of-field teaching is the fact that it has a negative consequence on the quality of education as well as the amount of learning that students acquire. Moreover, several studies showed that out-of-field teachers are facing pedagogical difficulties that are affecting both their effectiveness and capacity in teaching the subject matter. One key learning area to which there is an evidence of out-of-field teaching is in science. Science subjects are given to teachers that are not graduate or major in science which compromised the quality of instruction and resulted to least-learned competencies.

In the school's division of Butuan City, particularly in Southeast Butuan District, who were recorded teachers that are teaching key learning areas that were not the teachers' area of expertise. According to the pre-survey conducted by the researcher, several teachers in the said district were assigned subject or subjects that did not fit in their mastered discipline. Some teachers were teaching Araling Panlipunan but a graduate of mathematics major. Others were given teaching load of Filipino but not a Filipino major. TLE subjects were also given to teachers regardless of what field of specialization they graduated. This phenomenon most likely impacts students' acquisition of knowledge and mastery of the competencies of the subjects.

Prior research has primarily concentrated on the challenges and strategies associated with out-of-field teaching, neglecting to examine the lived experiences of out-of-field teachers who teach Physical Science in senior high school, including several uncharted facets that recently garnered scholarly interest in out-of-field instruction (Augusto, 2019). With this gap in the body of knowledge, this research was conducted to explore the phenomena of out-of-field teaching. Furthermore, the concern of out-of-field teachers motivated the researcher to conduct this study to provide a systematic documentation on the issue. Paramount of this research was to determine the teaching performance of the out-of-field teacher. In addition, this study determined the performance of the students under the teaching of an out-of-field teacher and explore if there is a significant relationship between the teaching performance of an out-of-field teacher to the performance of the students. Finally, part of the objectives of this research was to propose an intervention plan based on the findings of this research.

The success of this research presented a significant knowledge concerning out-of-field teachers' performance. The data that this research reported were the basis for development

of policies and interventions that will help address this phenomenon that is affecting the implementation and the direction of the curriculum. Furthermore, the result of this research presented an overview as to the performance of the students under the teaching of an out-of-field teacher. To achieve these objectives of this research whether the competence of out-of-field teachers affects student performance.

LITERATURE REVIEW

This study was anchored on John Medley's Teachers Competence Theory (1977). The theory is used to explain how teachers develop attitudes, knowledge, skills, and agency in the workplace and the community. Medley believed that when teachers create these critical attributes in their teaching career, they positively influence students' educational outcomes. The theory showed how teachers develop these essential elements of character building in students' lives and help students make decisions that could positively impact their academic journey. In this study the competence of teacher was on their performance on Instructional Skills, Classroom Management, Guidance Skills and Personal and Professional Skill. John Medley's Teacher Competence Theory offers valuable insights into understanding and supporting out-of-field teachers—those assigned to teach subjects beyond their formal training. Medley emphasized that teacher competence encompasses a range of attributes, including attitudes, knowledge, skills, and agency, all of which are crucial for effective teaching. By applying Medley's Teacher Competence Theory, educational institutions can better identify the challenges faced by out-of-field teachers and implement strategies to enhance their teaching effectiveness, ultimately leading to improved student learning outcomes.

This study was also anchored to John Biggs Constructive Alignment Theory. According to Biggs (2010), Constructive Alignment (CA) is an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved. John Biggs also added that in constructive alignment, the start is the outcomes that is intended for students to learn and align teaching and assessment to those outcomes.

RESEARCH METHODS

Research Design

This research employed descriptive – correlational research design. This type of research design tries to explain the relationship between two or more variables without making any claims about cause-and-effect relationships (Mir and Bhat, 2022). The aim of descriptive – correlational research design is to describe the relationship among variables rather than to infer cause-and-effect relationships. The methods of descriptive – correlational research design had helped this research to achieve its objectives. Its features such as description had helped the researcher to describe the variables of interest in this research which the extent of the profile, challenges, and coping mechanisms of the novice teachers. Like correlational research, descriptive correlational research looks at how two or more factors are related. Through applying this another feature of descriptive – correlational research design, the researcher had examined the relationship between the extent of demonstration of the teaching skills of an out-of-field teachers and the performance of the students

Research Locale

This study was conducted in the Schools Division of Butuan City, particularly to public institutions. The criterion in selecting the school is with the presence of out-of-field teacher. Upon the profiling of the researcher, it was identified that there were several secondary schools in public have this condition. Among the schools that were part of this research were Bilay National High School, Maguinda National High School, Aupagan National High School and Mahay Integrated Secondary School.

The following schools were part of the Southeast Butuan District, and all schools offered Senior High School Curriculum. Among the four schools only Bilay National High School was categorized as small school while the rest were medium schools. The following schools were considered as locale of this research since based on the profiling of the researchers, significant number of out-of-field teachers in these schools are teaching learning areas that were not within the field of specialization.

Research Instrument

To gather the required data of this research, the researcher adapted the survey questionnaire utilized by Villegas (2022) in his research entitled "Technology and Livelihood Education Teachers' Competencies and Work Skills and Work Attitudes of Public High School Students". The instrument was a structured survey questionnaire in a form of five likert-typed scale. The major indicators reflected in the survey questionnaire were the components of John Medley's teacher competencies. These were Instructional Skills, Classroom Management, Guidance Skills, Personal and Professional Skills. These indicators were measured based on the extent of manifestation by which 1 was the lowest with equivalent verbal description of "needs improvement, followed by 2 with equivalent verbal description of "fairly satisfactory, then 3 which was interpreted as "satisfactory, 4 with equal verbal description of very satisfactory, and the highest is 5 with verbal description of "outstanding". Each major indicators had subsequent behavioral indicators which reflected the behavior to which the major indicators were measured.

Each behavioral indicator under the major indicators was taken from established research instrument with some modifications of the behavioral indicators to make it appropriate in this research. Furthermore, each major indicator had 5 behavioral indicators that matched the intended behavior to measure. To ensure that the research instrument to which this research was utilizing was free from errors and inconsistencies, it underwent validity and reliability testing.

The first part of the survey questionnaire was the instruction provided for the respondents to ensure ease of answering and administering the survey. Second part was intended to gather data about the demographic profile of the respondents. The final part of the survey questionnaire was about the performance of the out-of-field teacher to key areas of teaching – Instructional Skills, Classroom Management, Guidance Skills, Personal and Professional Skills.

Data Gathering Procedure

To gather the data of this research, the researcher employed 3 phases in data collection. This ensured that the process of data gathering were systematic and in order. The first phase of data gathering was the preliminaries, the second phase was the actual data gathering, and the last phase was data analysis.

The researcher sent a letter to the school's division superintendent of Butuan City to seek approval for the conduct of the study to the following schools mentioned in the research locale. After the approval of the letter, the researcher then informed the school

heads of the respective school about the study and asked permission to meet the respondents of this research. A consent letter was also given to the respondents to seek permission of their involvement as respondents of this research. During this time, the researcher constructed the research instrument which was subjected to validity and reliability testing before administering the questionnaire. Upon determining the validity and reliability of the questionnaire, the researcher then informed the respondents of the schedule of the actual survey. The researcher met the respondents for a short introduction about the study and the purpose of the research. After all the preliminary activities were completed, the researcher proceeded to the second phase of the data gathering.

In the second phase or during the actual data gathering, the respondents were asked to submit a lesson plan of the topic they were about to discuss. The respondent's actual teaching was observed by a Master Teacher present in the school or the school principal or head. The teacher was rated using the rating form constructed by the researcher, which particularly rate the performance of the teacher in terms of instructional skills, classroom management skills, guidance skills, and personal and professional skills. The researcher did not take part as rater of the respondents. After the actual teaching, the researcher retrieved the rating form or survey form for analysis.

After the survey, the researcher proceeded to the third stage of data gathering. In this stage, the researcher retrieved the survey questionnaire from the respondents and started tabulating the data collected and employed appropriate statistical tools to analyze the data.

Data Analysis Plan

Statistical Treatment

To analyze the collected data of this research, the researcher utilized both descriptive and inferential statistics particularly the following;

Mean – This statistical tool was utilized to determine the general rating of the of the out-of-field teacher teaching science subjects in the four key areas – teaching strategies, lesson planning, content knowledge, assessment.

Pearson Correlation – This statistical tool was utilized to measure if there is an existing relationship between the performance of the out-of-field teachers to four (4) indicators – Instructional Skills, Classroom Management, Guidance Skills Personal and Professional Skills, and the performance of the students in terms of the percentage of their grades in the third quarter.

RESULTS AND DISCUSSION

The Reading Readiness Level of Grade I Learners Before Utilization of the Picture Clues

Table 1. Level of competencies of out-of-field teachers in terms of Instructional skills

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. The teacher states objectives of the lesson for each session.	4.27	.607	Often	Very Satisfactory
2. The teacher presents ideas/concepts clearly and convincingly and within the student's intellectual level.	4.13	.713	Often	Very Satisfactory
3. The teacher demonstrates mastery of the subject matter by showing an aura of confidence during lecture sessions.	4.10	.936	Often	Very Satisfactory

4. The teacher utilizes traditional and technological tools to ascertain students' comprehension of the different concepts &theories	4.24	.796	Often	Very Satisfactory
5. The teacher presents well-organized materials that meet students' interest and needs.	4.18	.739	Often	Very Satisfactory
6. The teacher integrates lessons with other areas of discipline to show students the relevance of concepts being discussed.	4.16	.646	Often	Very Satisfactory
7. The teacher presents lesson using the appropriate method/technique to ensure students' understanding and assimilation of lesson like recitation, lecture, laboratory, demonstration etc.	4.10	.875	Often	Very Satisfactory
8. The teacher stimulates and invites students' desire and interest to learn more about the subject matter.	4.21	.750	Often	Very Satisfactory
9. The teacher makes the students apply concepts to demon- state understanding of the lesson.	4.18	.700	Often	Very Satisfactory
10. The teacher gives fair tests and examinations and returns test results within reasonable period.	4.05	.814	Often	Very Satisfactory
Overall weighted mean	**4.17**	**.079**	**Often**	**Very Satisfactory**

Legend: 1.00-1.49 Did not expectation: 1.50-2.49 Fairly Satisfactory: 2.50-3.49 Satisfactory: 3.49-4.49 Very Satisfactory: 4.49-5.00 Outstanding.

Despite of being mismatched, can still demonstrate the basic competences necessary to teaching such as but not limited to referring to the curriculum guide or other references to determine the objectives of the lessons. This finding supported the result of the study of Cahilog et al. (2023) "Exploring the Motivations and Challenges of Teachers Leaving DepEd for Overseas Opportunities", the result revealed that although the teachers were out-of-field but most of them still are driven by the potential for professional progression and development, enabling them to engage with innovative educational frameworks and pathways to enhance their pedagogical methodologies.

On the other hand, evident from Table 1 that among the indicators under instructional competencies, it was the indicator "The teacher gives fair tests and examinations and returns test results within reasonable period" received the lowest mean value of 4.05 as rated by the master teachers. This data denoted that among the instructional competency that an out-of-field teachers were demonstrating, the competency of giving fair tests and examination and returns test results within reasonable period was least demonstrated. During the focus group discussion some of the teachers explained, the lack of expertise on the out-of-field subjects, the limited knowledge and understanding on the subject matter, provides a challenge on creating test and assessments. As an out-of-field teacher, there were several factors that impacted the process of teaching. The primary challenge was often a lack of deep understanding of the subject matter being assessed. This can lead to difficulty in creating relevant and accurate assessment questions that truly gauge student understanding. In this connection, providing meaningful feedback to students on their assessments can be challenging. This can hinder students' ability to learn from their mistakes and improve their understanding of the lesson. According to the study of

Bugwak (2021), out-of-field teacher experienced difficulties and challenges, five (5) major themes emerged: challenging, difficulty in adjusting to the academic content of the subject, difficulty in addressing students' queries, difficulty in establishing authority, and difficulty in employing appropriate teaching approaches and assessment. The implication of this finding was that out-of-field teachers may have experiencing difficulties in selecting and implementing appropriate assessments that can match the diverse needs of the students. This finding supported the study of Co et al. (2021) which stated that teachers teaching outside their specialization face crucial issues and challenges. These challenges were mainly due to limited subject matter knowledge (SMK) and influenced the teacher's pedagogical content knowledge (PCK), which was crucial in the preparation and actual teaching. They couldn't generate new activities, were less creative, less confident, and followed the traditional method. Teachers need to spend a lot of time and effort in studying the subject's content and plan carefully on the activities suitable for the student's abilities to ensure learning.

In general, Table 1 presented an overall weighted mean of 4.17, this value denoted that the out-of-field teachers often demonstrated the competencies under instructional skills. This means that the overall performance of the out-of-field teachers of Southeast Butuan District was very satisfactory. This finding significantly denotes that out-of-field teachers, despite of teaching subjects not inclined with their specialization, able to demonstrate the required competencies in teaching. Evident from the data that out-of-field teachers embodied pedagogical skills, confident of teaching, communication skills, technological integration, able to create a positive classroom climate and culture, and even familiarity of the subject matter. The implication of this result was that out-of-field teachers were able to demonstrate teaching competencies that were essential in the instruction. This finding was supported the study of Cahilog (2023) in which the result revealed that although the teachers were out-of-field but most of them still are driven by the potential for professional progression and development, enabling them to engage with innovative educational frameworks and pathways to enhance their pedagogical methodologies.

Level of performance of out-of-field teachers in terms of Classroom Management skills

Table 2 presents the level of competency of out-of-field teachers in terms of Classroom Management skills. Shown on the table was the weighted mean of each behavioral indicators as well as the standard deviation, verbal descriptions, and interpretation. The overall weighted mean was also presented on the table.

Shown on Table 2, the competencies that were rated the highest among all indicators under classroom management was "the teacher maintains a classroom that is conducive to learning and safe from accidents" with the mean value of 4.32. This finding signified that out-of-field teachers able to create a classroom that was conducive to learners.

Table 2. Level of performance of out-of-field teachers in terms of Classroom Management skills

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. The teacher starts and ends class promptly.	4.22	.821	Often	Very Satisfactory
2. The teacher maintains a responsive but disciplined class- room atmosphere.	4.16	.764	Often	Very Satisfactory
3. The teacher follows a systematic schedule of routine activities.	4.21	.750	Often	Very Satisfactory

4. The teacher maintains a classroom that is conducive to learning and safe from accidents.	4.32	.626	Often	Very Satisfactory
5. The teacher checks closely and frequently on students' work.	4.16	.764	Often	Very Satisfactory
6. The teacher stimulates students' respect and regard for the teacher.	4.18	.700	Often	Very Satisfactory
7. The teacher let students do their assigned tasks with a minimum supervision from the teacher.	4.16	.764	Often	Very Satisfactory
8. The teacher promotes cooperation among students during activities.	4.29	.617	Often	Very Satisfactory
9. The teacher builds excitement that makes students engaged in the discussion.	4.15	.687	Often	Very Satisfactory
10. The teacher is consistent in rules and expectations.	4.24	.683	Often	Very Satisfactory
Overall weighted mean	**4.21**	**.718**	**Often**	**Very Satisfactory**

Legend: 1.00-1.49 Did not expectation: 1.50-2.49 Fairly Satisfactory: 2.50-3.49 Satisfactory: 3.49-4.49 Very Satisfactory: 4.49-5.00 Outstanding

Creating a conducive learning environment promoted active engagement and participation among students and can contribute to the overall well-being of the learners. While out-of-field teachers experienced several challenges particularly in delivering the concept of the subject matters, however, the out-of-field teachers' pedagogical experiences, training and knowledge had helped them to create a learning environment that was conducive to diverse learners. On the focus group discussion among the teachers, despite teaching out-of-field subjects, they could still create a conducive learning environment to the students, as they were trained on this type of Classroom Management Skills. Moreover, the finding denoted that out-of-field teachers could create a conducive learning environment that can sustain learners' engagement and motivation to learning. It can be implicated from this finding that out-of-field teachers, despite of teaching different area from their specialization, were capable in building a classroom environment that can cater diversity of learners and promote active learning. This finding contradicted the assumption that out-of-field teachers experienced difficulty in managing classroom due to lack of confidence in teaching the subject matter.

On the other hand, among all indicators under classroom management skills, it was the indicator "the teacher builds excitement that makes students engaged in the discussion" received the lowest mean value which is 4.15. This finding suggests that among all competencies under classroom management, it was "the teacher builds excitement that makes students engaged in the discussion" was least demonstrated by the out-of-field teachers. On the focus group discussion some of the teachers, lack of creating activity that build excitement to the students, provides a challenge to teachers when teaching out-of-field subjects, as teacher themselves lack interest and expertise on teaching out-of-field subjects. To build a classroom that was full of excitement and opportunities that can make students engage in the discission, a teacher must be equipped with not only pedagogical competency but also content knowledge mastery. Being an out-of-field teacher, this has become a challenge since to deliver a good and interactive lecture one must have expertise of the subject matter. Out-of-field teachers may only have limited knowledge of the subject matter or if not, may have some background knowledge or experience related to the subject, but it may be limited in scope or depth. Also, according to Co et al. (2021) teachers teaching outside their specialization faced crucial issues and challenges. These challenges were mainly due to limited subject matter knowledge (SMK) and influenced the

teacher's pedagogical content knowledge (PCK). The implication of this finding was that out-of-field teachers of Southeast Butuan District were facing some challenges in terms of making the classroom atmosphere excited and engaging. This finding concorded to the study of Caldis (2022) the result revealed That majority of new teachers described the out-of-field teaching experience as being 'overwhelming'', classroom management was a bigger problem which increased pressure on them.

In general, classroom management skills of the out-of-field teachers were rated satisfactory in which the competencies under the classroom management indicators were seen to be often demonstrated. This finding significantly denoted that out-of-field teachers demonstrated classroom management competencies that were vital in maintaining positive culture environment in the classroom. Moreover, evident also from the data as shown in table 3 that out-of-field teachers were equipped with pedagogical knowledge and capacities that were essential in the teaching-learning process. The often demonstration of the competencies under classroom management indicators showcased the commitment of the out-of-field teachers to make a classroom environment that was both conducive and offers opportunities for holistic development of the students. It can be implicated from this finding that out-of-field teachers were able to make the classroom environment conducive through effective and efficient management despite of teaching other area of specialization. This result of the study supported the assumption that out-of-field teachers can manage classrooms effectively with the right strategies and support. While they may face unique challenges, such as gaps in content knowledge or confidence in teaching unfamiliar subjects, they can still cultivate a positive learning environment and support student success (Well, 2024).

Level of performance of out-of-field teachers in terms of Guidance skills

Table 3 presents the level of competency of out-of-field teachers in terms of Guidance skills. Shown on the table the weighted mean of each behavioral indicators as well as the standard deviation, verbal descriptions, and interpretation. The overall weighted mean was also presented on the table.

Shown on table 3, that among all the competencies under guidance skills, it was the competencies "the teacher shows genuine interest in students" received the highest mean value which is 4.50 equivalent to an outstanding performance. This finding only suggests that out-of-field teachers, despite of teaching different area of specialization, were able to manifest genuine interest to students.

Table 3. Level of performance of out-of-field teachers in terms of Guidance skills

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. The teacher shows genuine interest in students.	4.50	.649	Always	Outstanding
2. The teacher accepts students as they are by recognizing their strengths and weaknesses as individuals.	4.38	.720	Often	Very Satisfactory
3. The teacher handles-class and students' problem with fairness and understanding.	4.41	.643	Often	Very Satisfactory
4. The teacher shows respect with considera-tion of students' opinion and suggestion.	4.35	.789	Often	Very Satisfactory
5. The teacher provides differentiated assignments to students if necessary.	4.22	.750	Often	Very Satisfactory

6. The teacher shows concern for the personal and other problems presented by the students outside classroom activities.	4.11	.809	Often	Very Satisfactory
7. The teacher provides a line of communi-cation between him/her and his/her students to provide guidance.	4.30	.701	Often	Very Satisfactory
8. The teacher provides crisis intervention to prevent any form of crisis that students may experience.	4.12	.737	Often	Very Satisfactory
9. The teacher enforce intervention that foster self-esteem and self-control.	4.16	.727	Often	Very Satisfactory
10. The teacher shows support for student independence.	4.35	.715	Often	Very Satisfactory
Overall weighted mean	**4.28**	**.724**	**Often**	**Very Satisfactory**

Legend: 1.00-1.49 Did not expectation: 1.50-2.49 Fairly Satisfactory: 2.50-3.49 Satisfactory: 3.49-4.49 Very Satisfactory: 4.49-5.00 Outstanding

A focus group discussion among the teachers, it was said that even though teaching out-of-field subject still provides, what is best for their students. Genuine interest in students went beyond subject matter expertise; it was about caring for their well- being, growth, and development. Out-of-field teachers were still teachers that were trained and educated to deliver the end goal of education. Even if out-of-field teachers were not expert of the subject matter, but their general pedagogical knowledge equipped them with the competency of demonstrating genuine interest to learners. This finding also denoted that out-of-field teachers despite of being challenged of teaching the lessons not their specialization was still able to showcase his/her interest towards holistic development of the learners. The implication of this finding was that out-of-field teachers still possess fundamental values that help them communicate with their learners and that promoted development. This finding supported the assumption that a core prerequisite for learning was a caring pedagogy with credible teachers who afford a supportive, student-centered classroom environment (Amerstorfer and Freiin, 2021).

Shown also in the table that, the indicator "the teacher shows concern for the personal and other problems presented by the students outside classroom activities" was rated the lowest among the competencies under the guidance skills with the mean value of 4.11. This finding denoted that among the competencies under the guidance skills, the competency of "the teacher showed concern for the personal and other problems presented by the students outside classroom activities" was the least demonstrated by the out-of-field teachers of Southeast Butuan District. On the focus group discussion some of the teachers, explained that personal problem outside classroom activity can be challenging due to many aspects such professional relationship and boundaries among personal issues of the students and the teacher, that also includes balancing between teaching and providing advice as an additional responsibility. While guidance skills were essential faculties that a teacher must possess to guide students towards academic and personal success, however, teachers were also being delimited to attain to students' personal and other problem especially if the concern was outside classroom or school boundaries. To some extent, teachers overlook occurring personal problems of the students due to boundaries. Teachers may feel uncomfortable delving into personal matters, especially if the teacher feel it's beyond their role or expertise. Time constraints was also seen as factor since teachers often have large classes and numerous responsibilities, leaving them with limited time to address individual student issues comprehensively. The implication of this

finding was that out-of-field teachers may have overlooked personal problems that students were experiencing.

In general, shown in table 3 that the guidance skills of the out-of-field teachers were rated to be very satisfactory. With the overall weighted mean of 4.28, the competencies under the guidance skills were generally often demonstrated. This finding denoted that Out-of-field teachers, while they may lack subject-specific expertise, can still possess effective guiding skills that facilitate student learning and growth. Significantly, out-of-field teachers, as based from the data shown on the table, that out-of-field teachers established positive relationships with students based on trust, respect, and empathy. It can be implicated from this finding that out-of-field teachers are equipped with caring and guiding skills that are vital in making the teaching – learning process effective and meaningful. This result supported the assumptions that out-of-field teachers can have guiding skills just like teachers within their field of expertise. While they may lack specific subject knowledge, they can still possess essential skills in guiding students through the learning process, fostering critical thinking, promoting collaboration, and providing support (Amerstorfer and Freiin, 2021).

Level of performance of out-of-field teachers in terms of personal and professional skills

Table 4 presents the level of competency of out-of-field teachers in terms of personal and professional skills. Shown on the table the weighted mean of each behavioral indicators as well as the standard deviation, verbal descriptions, and interpretation. The overall weighted mean was also presented on the table.

Shown on table 4, that the indicator "the teacher always observes proper hygiene and good grooming" received the highest mean value which is 4.60 equivalent to an outstanding performance of the out-of-field teachers. This finding denoted that out-of-field teachers demonstrated this competency always. Observing proper hygiene and maintaining good grooming was essential for any professional, including out-of-field teachers. On the focus group discussion among the teachers, no matter what subject they taught, proper hygiene and good grooming are always observed by the teachers. Regardless of the setting or subject matter they teach, presenting oneself well reflected respect for oneself and others, fostering a positive learning environment. It set a standard of professionalism and demonstrates care for personal well-being, which can positively influence students and colleagues alike.

Table 4. Level of performance of out-of-field teachers in terms of personal and professional skills

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. The teacher maintains emotional balance not over-critical or over-sensitive.	4.43	.602	Always	Outstanding
2. The teacher shows composure in the midst of difficult situations.	4.27	.607	Often	Very Satisfactory
3. The teacher is free from mannerism that distracts the teaching-learning process	4.41	.550	Often	Very Satisfactory
4. The teacher always observes proper hygiene and good grooming.	4.60	.599	Always	Outstanding
5. The teacher is fair and impartial to all students: no favoritism.	4.59	.550	Always	Outstanding

6. The teacher is resourceful and creative: has initiative.	4.32	.709	Often	Very Satisfactory
7. The teacher provides instruction based on the required competencies of the lesson.	4.32	.709	Often	Very Satisfactory
8. The teacher is organize in terms of delivering instructions and managing classroom.	4.27	.651	Often	Very Satisfactory
9. The teacher is patient, showing composure to his/ her variety of students that represents different cultural backgrounds.	4.37	.639	Often	Very Satisfactory
10. The teacher manages time efficiently and promotes WATCH (We Advocate Time Consciousness and Honesty) principle.	4.32	.62601	Often	Very Satisfactory
Overall weighted mean	**4.39**	**.623**	**Often**	**Very Satisfactory**

Legend: 1.00-1.49 Did not expectation: 1.50-2.49 Fairly Satisfactory: 2.50-3.49 Satisfactory: 3.49-4.49 Very Satisfactory: 4.49-5.00 Outstanding

Whether it was adhering to dress codes, maintaining cleanliness, or practicing good grooming habits, these behaviors contributed to a professional image. and can enhance the overall effectiveness of teaching. According to Balasubramanian and Varadarajan (2023), grooming teachers helped improve their instructional effectiveness. Through training and mentorship, teachers can refine their teaching techniques, classroom management skills, and student engagement strategies. This, in turn, positively impacted student learning outcomes and academic achievements.

On the other hand, the indicator "the teacher is organized in terms of delivering instructions and managing classroom" received the lowest mean value among all competencies under personal and professional skills. This finding signifies that among all competencies, the competency "the teacher was organized in terms of delivering instructions and managing classroom" was the least demonstrated by the out-of-field teachers. One of the major challenges that out-of-field teacher experienced was delivering instruction of the subject matter that was not within their specialization. The challenge encountered by teachers during the focus group discussion were in terms of delivering instruction outside their field were due to lack of subject matter expertise which provided difficulty in aligning lessons with standards and implementing effective strategies to enhance instructional delivery in out-of-field subjects. This can have a various impact to both teachers and students. Being not expert of the field or area of teaching, the organization of out-of-field teachers in delivering instruction can indeed face challenges due to their unfamiliarity with the subject matter. Out-of-field teachers may spend more time managing classroom disruptions or addressing student confusion due to the lack of organization in their instruction. According to Porcsh and Whannell (2019), without a strong grasp of the subject matter, out-of-field teachers may struggle to create coherent and well-structured lesson plans. This can result in disjointed instruction that lacked clear objectives and progression. The implication of this finding was that out-of-field teachers were, to some extent, faced challenges in terms of delivering instructions and managing classrooms. This finding supported the study of Bugwak (2021), which states that teachers who were not experts in the subjects experienced difficulties and challenges. As to the teachers' experiences with Out-of-Field teaching, five (5) major themes emerged: challenging, difficulty in adjusting to the academic content of the subject, difficulty in addressing students' queries, difficulty in establishing authority, and difficulty in employing appropriate teaching approaches.

In general, the personal and professional skills of the out-of-field teachers were rated to be very satisfactory with the overall weighted mean of 4.39. The often demonstration of the competencies under personal and professional skills denoted that out-of-field teachers maintained professionalism in the field of work despite of teaching subjects that were beyond their area of specialization. This finding supported result of the study of Cahilog et. al (2023) entitled Exploring the Motivations and Challenges of Teachers Leaving DepEd for Overseas Opportunities, the study revealed that although the teachers were out-of-field but most of them still showed great and fair enthusiasm towards teaching in spite their current situation. Despite being out of field teachers, the over-all performance showed a very promising level of performance indicating that most of them were doing great in their teaching.

Summary of the competencies as demonstrated by out-of-field teacher.

Presented on Table 5, presents the summary of the competencies as demonstrated by out-of-field teachers. Shown on the table was the weighted mean of each behavioral indicators as well as the standard deviation, verbal descriptions, and interpretation. The overall weighted mean was also presented on the table.

Table 5. Summary of the competencies as demonstrated by out-of-field teacher

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. Instructional Skills	4.17	.079	Often	Very Satisfactory
2. Classroom Management skills	4.21	.718	Often	Very Satisfactory
3. Guidance Skills	4.28	.724	Often	Very Satisfactory
4. Personal and Professional skills	4.39	.623	Often	Very Satisfactory
Overall weighted mean	**4.26**	**0.536**	**Often**	**Very Satisfactory**

Legend: 1.00-1.49 Did not expectation: 1.50-2.49 Fairly Satisfactory: 2.50-3.49 Satisfactory: 3.49-4.49 Very Satisfactory: 4.49-5.00 Outstanding

On the other hand, the competency instructional skills were the least rated with the mean value of 4.17 among all the competencies as demonstrated by the out-of-field teachers. This finding denoted that the indicators under the instructional skills were least demonstrated by the out-of-field teachers. Out-of-field teachers may lack deep knowledge in the subject they are teaching. This knowledge gap can lead to difficulties in effectively conveying concepts, answering students' questions, and providing meaningful feedback. The implication of this finding is that out-of-field teachers were challenged in terms of demonstrating the instructional skills as they are teaching subjects that are not aligned to their specialization. According to Cahilog et.al (2023) that although the teachers were out-of-field but most of them still are driven by the potential for professional progression and development, enabling them to engage with innovative educational frameworks and pathways to enhance their pedagogical methodologies.

In general, the data presented on Table 5 shows that the out-of-field teacher have a very satisfactory performance in terms of the pedagogical skills. With the general weighted mean value of 4.26, the competencies as demonstrated by the out-of-field teachers were very satisfactory, an indication that the out-of-field teachers possess and demonstrated instruction or pedagogical competencies despite teaching subjects not within their specialization.

The grade performance of the students in the third quarter of school year 2023 – 2024.

Average grade performance of the students in the third quarter.

Presented in Table 6 is the average performance of the students in third quarter of the school year 2023 – 2024. Interpretation of the average grade performance is also presented on the table. Shown in Table 7 is the overall grade performance of the students under year 2023 – 2024.

Table 6. Average grade performance of the students in the third quarter

Grade Ranges	f	%	Descriptive Rating
90 – 100	0	0	Outstanding
85 – 89	0	0	Very Satisfactory
80 – 84	23	62.2	Satisfactory
75 – 79	14	37.8	Fairly Satisfactory
Below 75	0	0	Did not Meet Expectation
Total	**37**	**100.0**	

Evident from the table that 23 students out of 37 earned the grade performance of satisfactory, while 14 or 37.8 belong a fairly satisfactory performance. Satisfactory performance of the instruction of an out-of-field teacher in the third quarter of the school to students" typically refers to students achieving at a high level academically, demonstrating mastery of the subject matter, and meeting or exceeding expected learning outcomes or standards. The implication of this finding is that despite the teacher's limitations, students are meeting or exceeding the learning objectives set for the course. They have demonstrated proficiency in essential knowledge and skills, indicating that they are achieving the desired educational outcomes. This finding contradicts to the assumption that given the negative impact that out-of-field teaching is known to have on student academic achievement and on academic achievement gaps, the study concluded that out-of-field teaching is negatively impacting student academic achievement growth and likely increasing student achievement gaps (Overschelde and Piatt, 2020).

Significant relationship in the teaching of the out-of-field teachers and their students' performance

Table 7 presents the correlation between the teaching skills of an out-of-field teachers and the students grade performance in the third quarter of the school year 2023 – 2024. Presented also on the table the Pearson correlation value of each variable, the significance value or p-value, the decision towards the null hypothesis and the interpretation.

Table 7. Correlation of teaching skills of an out-of-field teacher and student's average grade.

Teaching Competencies		GRADES
Instructional Skills	Pearson Correlation	-.009
	p-value	.959
	Decision on H_o	Do not reject H_o
	Interpretation	Not significant
Classroom Management	Pearson Correlation	-.175
	p-value	.301
	Decision on H_o	Do not reject H_o
	Interpretation	Not significant
Guidance Skills	Pearson Correlation	-.160
	p-value	.345
	Decision on H_o	Do not reject H_o
	Interpretation	Not significant
Personal and Professional Skills	Pearson Correlation	.008
	p-value	.963
	Decision on H_o	Do not reject H_o
	Interpretation	Not significant

***correlation is significant at the 0.01 level (2 tailed).*
***correlation is significant at the 0.05 level (2 tailed).*

Evident from Table 7 that all teaching skills – instructional skills, classroom management skill, guidance skills, and personal and professional skills - as demonstrated by the out-of-field teachers were seen to have no significant relationship to the grade performance of the students. With the p – values above the significant level of 0.05, the null hypothesis is not rejected. This finding denotes that the teaching skills as demonstrated by the out-of-field teachers does not have bearing to the grade performance of the students. While teaching skills plays a crucial role in student performance, there can be instances where its significance may appear diminished. Possible factors that affect this finding is the extent of demonstration of the competencies under the skills of teaching. As presented from the previous table about the extent of demonstration of the competencies under instructional skills, classroom management skills, guidance skills, and personal and professional skills, it was found out that the competencies were often demonstrated. This possibly involved a factor that diminished the relationship between the teaching skills and students' performance. This finding supported the result of the study of Villegas (2021) that there is no significant relationship between teachers' performance, as well as out-of-field teaching and teachers' interest to the performance of the students.

Inputs for an intervention Plan may be proposed.

Table 8. Intervention Plan

Findings	Objectives	Activities	Persons Involved	Time Frame & Budgetary Requirements	Expected outcome
1) Out-of-field teachers faced difficulty in terms of implementing appropriate	Capacitate out-of-field teachers in utilizing appropriate assessment tool that match the objectives of the lessons through:				

assessments of the subjects they are teaching.	• Workshops specifically designed to train out-of-field teachers on the effective use of assessment tools.	Seminar – workshop on effective use of assessments	Out-of-field teachers, school head, and division training personnel.	First Quarter of the School year. June 21, 2025 P1500.00	Assessments Rubrics
	• Pair out-of-field teachers with experienced colleagues who have expertise in assessment practices.	Monitoring and Coaching of expert teachers to out-of-field teachers	Out-of-field teachers, expert teachers, and school heads.	Whole year round- July-April	Assessments Rubrics
2) Out-of-field teachers of Southeast Butuan District were facing some challenges in terms of making the classroom atmosphere excited and engaging.	Capacitate out-of-field teachers in terms of classroom management skills through: • Workshops and training sessions focused specifically on classroom management techniques.	Seminar – workshop on effective classroom management	Out-of-field teachers, school head, and division training personnel.	First Quarter of the School year. June 28, 2025 P1500.00	Assessments Rubrics
	• Provide opportunities for out-of-field teachers to observe experienced educators who excel in classroom management.	Modelling ad observation	Out-of-field teachers, expert teachers, and school heads	Whole year round- June-March	Assessments Rubrics ,
	• Pair out-of-field teachers with experienced mentors who can provide guidance and support in developing classroom management skills	Monitoring and coaching of expert teachers to out-of-field teachers.	Out-of-field teachers, expert teachers, and school heads	Whole year round- June-March	Assessments Rubrics ,
3) Out-of-field teachers may had overlooked	Capacitate out-of-field teachers in terms of dealing				

personal problems that students were experiencing	with students challenges and problems. • Provide training to help teachers understand the diverse needs, backgrounds, and learning styles of students.	Seminar – workshop about understanding students needs, backgrounds, and learning styles.	Out-of-field teachers, school head, and division training personnel.	First Quarter of the School year-July 5, 2025 P1500.00	Intervention plan
	• Train teachers in effective behavior management techniques, including positive reinforcement, proactive strategies, and de-escalation techniques.	Seminar – workshop about effective behavior management.	Out-of-field teachers, school head, and division training personnel.	First Quarter of the School year. July 5, 2025 P1500.00	Intervention plan
4) Faces challenges in terms of delivering instructions and managing classrooms	Capacitate out-of-field teachers in terms of delivering instructions and managing classrooms. • Workshops or training sessions focused on the specific subjects that out-of-field teachers are required to teach.	Workshops or training sessions	Out-of-field teachers, school head, and division training personnel.	First Quarter of the School year -August 9, 2025 P1500.00	Assessments Rubrics
	• Pair out-of-field teachers with experienced teachers who have expertise in the subjects they need to teach.	Peer mentoring	Out-of-field teachers, expert teachers, and school heads	Whole year round- June-May	Assessments Rubrics ,
	• Provide access to well-designed curriculum materials, textbooks, and online resources	Curriculum Support	Out-of-field teachers, expert teachers, and school	Whole year round- June-May	Assessments Rubrics

	tailored to the subject being taught.		heads		
5) The level of manifes-tation of the competenci es of the teaching skills were often.	Enhance the level of manifestation of the competencies of the teaching skills from often to always through: Workshops, seminars, and conferences related to teaching. These events offer valuable insights, techniques, and best practices.	workshops or training sessions	Out-of-field teachers, school head, and division training personnel.	Whole year round- June-May	Portfolio
6) Monitoring of this intervention plan	Ensure the implementation of these proposed interventions for out of field teachers	Monitoring the implementation and result of the interven-tion plan.	Out-of-field teachers, school head, and division training personnel.		Monitoring result, evaluation, and feedback.

CONCLUSION

Based on the results of the investigation of this research, the following conclusions were drawn. Out-of-field teachers can demonstrate instructional competencies and possess classroom management skills despite the challenge of teaching subject not within the area of specialization. Out-of-field teachers have the competency to guide students towards holistic development. Out-of-field teachers can demonstrate personal control and sense of professionalism despite the challenge of teaching subject not within the area of specialization. Teaching competencies may have no bearing to the performance of the students.

Recommendations

Based on the conclusions drawn, the following recommendations were made.

1. It is recommended that out-of-field teachers may continue to demonstrate instructional competencies despite facing challenges in teaching subjects that are not within the area of specialization. Out-of-field teachers may continue to subject themselves to professional growth and development to strengthen pedagogical knowledge and competencies in relation to teaching subjects not within the expertise. On the other hand, school heads may also ensure that resources and support shall be provided to the out-of-field teachers to ensure that out-of-field teachers will be provided with technical support in teaching. While division personnel may develop strategic intervention programs which includes training, seminars, and workshops that may boost out-of-field teachers' confidence in demonstrating instructional competencies.

2. Out-of-field teachers may maintain positive influence towards students' holistic growth and development. It is recommended that tout-of-field teachers may continue to establish communication to students even beyond the classroom settings to completely grasp students' difficulties and challenges which arise from personal and academic challenges. Furthermore, school heads may create an avenue for out-of-field teachers to develop further their guidance skills so that they become more effective agent towards students' holistic growth.
3. It is recommended that out-of-field teachers may continue to establish sense of personal control and professionalism when teaching facing challenges brought upon by teaching subjects that are not within their specialization. In this way, out-of-field teachers can boost motivation and interest among learners towards the teaching and learning process. On the other hand, school administrators and division personnel must create an avenue where out-of-field teachers can further develop their personal and professional skills so they can be more confident in teaching subject areas that are not within their expertise.
4. It is recommended that out-of-field teachers may ensure that their teaching skills embodies positive outlook towards students' performance. The out-of-field teacher shall exposed themselves to professional development to acquire vital and essential teaching competencies or skills that are beneficial to students learning and success. And lastly, it is suggested that future researchers may also conduct a study about the underlying causes of Out-of-Field teaching and what could be the possible solutions to this problem.

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