

## TEACHING SUBJECTS BEYOND EXPERTISE

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### ABSTRACT

The purpose of this study is to look into the social effects of teaching subjects that are outside the scope of the twenty-six (26) teachers at X-National High School. A modified survey questionnaire created by the researchers is organized into three distinct sections. It asks for information about the respondent's gender, age, educational background, and performance rating in Part I. The answers to the problem stated are in Part II. In Part III, questions are asked on difficulties faced by teachers who taught two or more subjects and how they overcame those difficulties. Frequency and percentages are shown in Tables 1 through 5. With the use of the mean, standard deviation, and qualitative analysis, Tables 6 and 7 are interpreted. The ideas and opinions of the respondents were presented using qualitative analysis for difficulties 3 and 4. Based on the study's findings, it was discovered that professors who are tasked with instructing students in topics other than their own have difficulty. This is a result of the shortage of instructional resources, the brief class hour, the accessibility of recent and high-quality books in the school library, and the production of the daily lesson log (DLL). Despite the fact that they were not experts in the subjects they taught, they accepted the position when the head of their school assigned it to them. Additionally, the difficulty of locating educational resources and instructional materials is lessened thanks to technology and the Internet. As a result, they concur that it is their responsibility to educate, and as such, they may effectively manage their time so as to be flexible in undertaking things other than teaching.

**Keywords:** Competence, Pedagogical content, Social impact, Teaching.

## **Introduction**

Every time a teacher enters the classroom, it is expected not only by the school head and colleagues but the students as well that the teacher is ready with the lessons and has prepared various activities for the day. Whether the teacher is newly hired or not, being prepared is a must.

Teaching is giving what you have. It comes from the desire and passion to those who truly love wisdom. But if you do not have, how could you give?

A lot of issues being discussed regarding the teachers and their teaching loads that are not their field of expertise. In the study of Mangubos (2019), he mentioned that teachers think that their teaching strategy is not effective and do not find themselves effective in teaching the mismatched subjects.

Teacher quality is an important element in assessing the student if he learned or not (Guerriero, 2017). Predictors of teacher quality have typically included factors such as the number of students, type of educational background and degrees earned, or years of experience. Another sign if the teacher is competent is her pedagogical knowledge in making teaching and learning environment successful for the entire class. In the study of Kim, Raza, and Seidman (2019), Global interest in how teaching practices and classroom processes affect student learning outcomes. Instructional quality has proven to be more strongly associated with child learning than structural aspects of schools. [A competent teacher can create and make a meaningful-daily learning activities for the class, so he/she](#) must have a broad knowledge in different skills and attitudes if they will be facilitating learners to accomplish best results and this includes rapport with students, subject matter knowledge and also an understanding of pedagogical processes to develop the understanding that is required. Experience in teaching is also one of the main aspects in contributing success in teaching-learning process.

In the Dep. Ed Order no. 13, series of. 1994: Guidelines for Matching Specialization in Teaching Preparation with Teaching Assignments for Public School Teachers, it is mandated that for the secondary level, any teacher eligible with a degree of Bachelor of Secondary Education or its equivalent majoring in a sub-group of any of the above areas shall be considered qualified to handle all subjects within the area. This implies that once a teacher is as secondary teacher, he/she must be given a subject to teach that is within his/her area.

It is stressful on the part of the teacher especially if he/she is still a neophyte teaching subjects where the content is something that has to be familiarized. Browsing books from the library and surfing in the Internet will not give assurance that the teacher will be mastered on a certain topic. This is also the experience of the researcher during her first year in teaching in the public school where she was given loads that was not her major subjects. Though she never refused because that was the time where she grabbed the opportunity to be employed in the public school, still it was exhausting on her part mostly if not prepared and was not able to read ahead the topics to be discussed.

The experience and expertise of a teacher becomes a tool and weapon to face the big crowd of the teaching world. So, if you have just started your profession as a teacher, it can be quite common to seek the answers about what to do and the best way to do it. Teaching is heavily reliant on decision making, everything that happens in a classroom demands informed choices with the great teachers who are concerned with the retention of their students and making sure they really know and can do the work, not just checking off the boxes for the lesson plan, (WGU, 2020).

Thus, expert teachers know what they are doing and why because they carefully consider how to structure their teaching in ways that will have a positive influence on their students' learning.

Moreover, Bart (2010) also explained that it could be a bad dream if you're teaching a course that's outside of your area of expertise, truly it is a nightmare. You feel like they don't know you, and worry that your students will call you out. By focusing on the big questions and what you want your students to know, you won't get overwhelmed by all the little details you don't know and it's important to think about what you really want your students to learn from the course content so you have to study what must my students know, should know, and could know. This helps to not only bring more focus to the course, but also can keep you from falling into the trap of trying to consume everything you can about the new topic and then give feedback to them. And, it's really important to build up a bank of readily available shared resources

and to develop an agile approach to teaching that enables you to get students working and engaged without relying too heavily on you and your materials (Sherrington, 2013).

Another perspective that came from Huston (2012) that, it is the fact that we, as teachers do not want to affirm even if it is the fact that we usually teach lessons that are new to us. We're teaching topics we haven't studied (or used) since we were sophomores ourselves. Even teaching our favorite subject which is in lined to our course, we sometimes encounter topics which are new to us, but we don't feel uneasy because it is just a matter of preference when to study and do some searching because we know we can easily make some links on that knowing that we keep on specializing our major subject and even mastered as years pass by. When you keep routines and independent work simple, you are helping students build their confidence and self-management skills, which in turn will help them become successful learners. According to Cox (2016), if the learners are already stable and used to the different mastery and skills, as teacher you can become more established with these skills, the work load that you have will be lighter and you can have variety of instructional materials. In addition, it is revealed in the study of Yder (2015) that the teachers who have better teaching performance are those with effective time management skills.

This study aimed to know what the *teachers encountered in teaching considering that the content of the course that they are handling is not their field of specialization and how they overcome in order to meet student's progress.*

The researcher fervently believes that this study matters most to give a little eye opener to both the teachers and the school head to exert more understanding regarding this situation. So, the researcher tried to look for answers on the following questions: *What is the demographic profile of the teachers according to: Age? Sex? Highest Educational Attainment? Years in Teaching? Performance Rating? How do teachers manage and what are their attitudes to effectively perform their teaching task considering that they have two or more preparations? What problems do teachers have encountered in teaching considering that the content of the course that they are handling is not their field of specialization? What did the teachers do to overcome problems they have encountered in order to meet student's progress?*

### Research Methodology

This study is using a quantitative and qualitative analysis. The research was conducted in X-National High School, Cagayan de Oro City. The school has a total number of forty-four (44) teachers catering one thousand and sixty (1060) junior including senior students.

The respondents of this study are the teachers of the said school. There are only twenty-six (26) respondents chosen by the researcher through a purposive sampling procedure because these are the teachers who have more than three preparations and teaching contents which are not their major field of specialization.

The researcher prepared a modified-survey questionnaire which is specifically divided into three parts. In Part I, it seeks answers for the respondent's gender, age, educational status, and performance rating. Part II contains the items that answer to the problem raised. Part III are questions referring to problems being encountered by the teachers who handled two or more subjects that are not their major, and how do they overcome those problems that they have encountered in teaching the subjects taught. A Focus Group Discussion (FGD) and interviews were done with the chosen respondents regarding their insights, and to elicit views and experiences to support the findings of this study.

### Results and Discussions

The presentation, analysis and interpretation of the data are presented based from the problems raised in the Context and Rationale.

**Problem 1.** What is the demographic profile of the teachers who taught subjects which are not their major? The gender, age, educational attainment and performance rating are presented in Tables 1, 2, 3, 4, 5, and 6.

Table 1. Gender Profile of the teachers teaching subjects that are not their major.

GENDER	FREQUENCY	PERCENTAGE
Male	5	19%

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Female	21	81%
TOTAL	26	100%

Table 1 shows the gender profile of the teachers. It says that there 5 males which is 19% of the total population while there are 21 females which is 81% of the entire respondents. This tells that there is a big difference of number where female respondents is bigger than the males.

Table 2. Age Profile of the teachers teaching subjects that are not their major.

<b>AGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
21-30	10	38%
31-40	8	31%
41-50	7	27%
51-60	1	4%
TOTAL	26	100%

The age profile of the teachers (respondents) in Table 2 reveals that most of them belongs to 21-30 years old, which is 38 % of the whole group. It means that some of them are maybe newly-hired and new to the field of teaching. The data also shows that there are 8 teachers who are 31-40 years old and 7 teachers whose ages belong to 41-50. It also shows that there is only 1 among the group whose age belong to 51-60. It can be concluded that most of the teachers given some loads which are not their major subjects are those who are still young and fall in the middle 30's and 40's.

Table 3. The highest educational attainment of the teachers teaching subjects that are not their major.

<b>Highest Educational Attainment</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>	<b>PERCENTAGE</b>
COLLEGE GRADUATE	3	10	13	50%
M.A. GRADUATE	1	1	2	8%
Ph. D. GRADUATE	0	0	0	0%
M.A with 6 or more Units	1	9	10	38%
With Ph. D. Units	0	1	1	4%
TOTAL	5	21	26	100%

Table 3. Presents the data that tells(s) what highest education they have attained. It clearly shows that there are 13 teachers who are college graduate and have not taken yet any post-graduate courses in which 50% of the whole group. This data will prove that there are a great number of teachers who did not enroll in post studies because it needs ample time and monetary budget. It also follows with 10 teachers who have enrolled in M.A with 6 or more units in which 38% among the total respondents. These teachers believe that attending post graduate studies can help them achieve mastery in the field of teaching.

Table 4. Years of teaching experience of the teachers teaching subjects that are not their major.

<b>Teaching Experience</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>	<b>PERCENTAGE</b>
1 - 3	1	7	8	31%
4 - 8	2	8	10	38%
9 - 13	0	2	2	8%
14 - 19	2	2	4	15%
20 Years - Above	0	2	2	8%
<b>TOTAL</b>	<b>5</b>	<b>21</b>	<b>26</b>	<b>100%</b>

The Table 4. Illustrates the number of years in teaching the teachers have spent. It simply tells that 10 out of 26 respondents have rendered teaching services from 4-8 years which is 38% from the total group. In the teaching profession, this number of years of experience can probably prove that there is already a know-how in the teaching-learning process that they have been through even if given two or more different subject-areas to work on. This followed by the 8 teachers who already have 1-3 years experience in the field of teaching which is 31% of the total respondents. They said that they truly have complaints regarding the different subjects that they have taught especially that they are still adjusting their time in time in preparing the lessons and on how to be more competent with the subject they taught. In teaching the only crucial period is the first two years because that is still considered as the trying-hard move especially if the workplace and colleagues are not so familiar to them. The table also says that 15% of the respondents have far-reaching years and said that even if they are already old when it comes to teaching years they sometimes murmur and feel unexcited if again given two or more teaching preparations but since they knew already that in teaching there is no need for you to refuse if your service is needed then they have to. The data also presented number of teachers who have teaching experiences wherein 2 of which have 9-13 years, another and 2 teachers who already have 20 or more years in the teaching profession in which both have 8% among the total respondents from the whole group. It can be implied that only few among the total respondents engaged themselves longer and have proven to be more seasoned in facing many obstacles and challenges in the different teaching tasks they have been through.

Table 5. The Individual Performance Commitment and Review Form (IPCRF) rating of the teachers who are handling subjects which are not their major field of specialization in the SY 2016-2017.

<b>Performance Rating Scale (IPCRF)</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>	<b>PERCENTAGE</b>
4.21 – 5.00 (Outstanding)	0	0	0	0%
3.41 – 4.20 (Very Satisfactory)	3	15	18	69%
2.61 – 3.40 (Satisfactory)	2	6	8	31%
1.81 – 2.60 (Unsatisfactory)	0	0	0	0%
1.0 – 1.80 (Poor)	0	0	0	0%
<b>TOTAL</b>	<b>5</b>	<b>21</b>	<b>26</b>	<b>100%</b>

Table. Presents the 5 performance rating scale, and the teachers rating in the IPCRF. . In rating each teacher, it is the master teacher or school head can be a rater. All of the government employees in the Philippines are subject to be rated every year.

In the New Guidelines and Samples of Individual Performance Commitment and Review Form (IPCRF) 2017, it is stated that rating is based on the performance of the teacher provided with different evidences: test results, computed grades, seminars/workshops attended with certificates, photos, and other related evidences or documents.

Based from the presented data above it is clearly tells that there are 18 teachers which 69% of the population got a rating of “very satisfactory”. It is more than half of the respondents who were able to reach above average as far as teaching performance is concerned. Even how stressful is the work task they still able to manage their time just to be more effective in teaching, managing and dealing with the students, especially if there some interruptions like meeting, or seminars. For them it is always a double-time having a positive attitude towards different preparations that they have. Even Saturdays or Sundays the paper works are sometimes brought at home. They are trying to maximize the 8-hour recommended period of time to be with the school and if have access on the Internet they tried to browse different engines in the Internet to search some the topics which are not familiar to them. According to them they even try to find time to enroll and attend classes in the graduate school as needed because learning doesn’t end during the graduation day and it is not enough to become a competent teacher. It is also one of the strands in the Key Result Areas (KRAs) of the ipcrf, and if you don’t have plans to enhance professional knowledge or even attend training then you will get zero (0) in the specific area. It also shows that there are only 8 respondents or 31% of the total group who got a rating of “satisfactory.” It is noticeable that there are those teachers who need to exert more effort. As a teacher it is sometimes unfavorable to get this rating. One of the main causes why the teacher got this rating because of few evidences showed and presented inside the teacher’s portfolio, and one could be the test results: grades in every quarter and the computed grades of the total number of students in each class at the end of the school year matter most. If the class that a teacher handle gets very low final grade or has many failing marks it will surely affect the teacher’s rating.

Table 6 Responses of the teachers who are teaching subjects which are not their major.

Statement	Mean	SD	Qualitative Description
I don’t refuse if I will be told by my school head to teach other subject which is not my major.	2.73	0.778	Agree
I can manage and able to handle my task even if I am handling two or more teaching preparations.	3.19	0.492	Agree
I find it so challenging teaching other subject (s) for it pushes me to study and update my knowledge.	3.04	0.599	Agree
I don’t hesitate to ask colleagues and other teachers who are expert in the subject that I have taught.	3.77	0.430	Strongly Agree
Overall	3.182	0.574	Agree

Table 6. Shows the mean and corresponding standard deviation with qualitative description of each statement based from the responses of the respondents regarding information on teaching load and other tasks.

In the first statement, the respondents agree that they don’t refuse if they will be told by their school head to teach another subject which is not their major. This also shows that not all of the respondents chose agree because teaching is giving what you have, and it is a little stressful teaching the lesson if you are not competent enough but yet it’s the school head’s words that will prevail so, what else can they do but to follow orders. For them, as long as they can teach they can make a difference in the lives of the students.

Krumm (2015) said that at the end, it is not the expert knowledge of teachers that makes them a “success factor” but rather their definite views about teaching and same to the learners. The respondents’ responses are widely dispersed having a standard deviation of 0.778.

In the second and third statement the respondents scored a mean of 3.19 which tells that they agree that they can manage and able to handle task even if they are handling two or more teaching preparations, and a mean of 3.04 which means that they agree that they find it so challenging teaching other subject(s) for it pushes them to study more and update their knowledge. The result supports the study of Lam (2016) where he said that there is nothing more rewarding than knowing and seeing the evidence that you’ve made an impact on someone’s life. As teachers, we should not seek for rewards and praise. Sometimes, we cannot physically see the appreciation and impact that others have noticed but just expect that it’s there. Your workplace and colleagues and with the students’ appreciation would make you feel complete and rewarding.

In the fourth statement the respondents scored a mean of 3.73 which means that they *strongly agree* that they don’t hesitate to ask colleagues and other teachers who are expert in the subject that they have taught. They believe that one’s expertise should be shared to make others knowledgeable. Mentoring can be done anytime. Even how expert you are, there are things and information that you might still missed. Mentoring is not always easy but there are ways to get better at mentoring, and if you’re a new teacher, there are things you can do to ask for the help you need. It’s simple and yet challenging. Shared Inquiry means managing and guiding the thinking of a community of students. That’s true for almost everything we do as teachers. Having a mentor who can be another set of eyes to others surely gives great impact in the field of teaching.

Table 7. Teacher’s Attitudes in Accomplishing Task for the Content of the Subject Taught

Statement	Mean	SD	Qualitative Description
I am always prepared with my lesson plan with varied formative assessment before meeting my class.	3.12	0.588	Agree
Aside from the textbook’s content, I study the topics with the help of other learning resources like, power point/media presentations, and other information in the Internet.	3.31	0.618	Strongly Agree
I believe that instructional materials must be well-prepared by me to motivate learner’s interest in participating the class.	3.81	0.402	Strongly Agree
I always find ways to answer student’s queries regarding the topics being discussed.	3.42	0.643	Strongly Agree
Overall	3.42	0.563	Strongly Agree

Table 7. Presents the mean and corresponding standard deviation with qualitative description of each statement based from the responses of the respondents regarding teacher’s attitudes in accomplishing task for the content of the subject taught.

In the first statement, the respondents agree that they are always prepared with their lesson plan with varied formative assessment before meeting my class. It is their duty to plan a lesson and be prepared

before going inside the classroom. But some of the respondents point out that not most of the time they are ready and well-prepared. Having two or more preparations is quite stressful for them especially that the Daily Lesson Log (DLL) has many areas to fill in and they need to have a deep thought on what to write mostly if the given activities and drills in the textbook are so limited, then they have to plan and think well based on the topics. In the study of Pongo (2017) he said that preparing a lesson plan minimizes the negative effect of learning on the children when there is swapping of teachers, “and if every good game deserves a plan to win, then every teacher needs a good plan to be highly successful.

In the second statement, the respondents strongly agree that aside from the textbook’s content, they study the topics with the help of other learning resources like, power point/media presentations, and other information in the Internet. The respondents got additional help from the different search engines in the Internet. Searching online gave them a number of information without hassle. By just a click, an array of choices can be easily accessed. According to them, there are some power point presentations about the lesson and topics which are new to them but can be easily downloaded from the YouTube then present it to the class. In the research of Frost (2020), he said that, power point is a fantastic tool that allows an instructor to easily organize and create visual aids to support their lecture.

In the third statement the respondents *strongly agree* that instructional materials must be well-prepared by the teachers to motivate learner’s interest in participating the class with a mean of 3.8. This means that the effort of the teachers in demonstrating inside the class and even how expert they are, without the instructional materials, learning doesn’t take place. Providing their students with teacher-made materials are always part of their preparation in which it gives highlight during the student’s task for them to keep busy and motivated. They prepared instructional materials for them to help during the process especially that they are handling subjects where in they are not fully mastered because this will help them and the students as well since it ignites the learners to be attentive and a good listener. This reinforces the study of Dela Cruz (2017) that in learning, instructional materials elevate the teaching-learning process. He mentioned that through data presentation, the achieved knowledge, teaching style and of course with the prepared instructional materials of the teacher, learning will take place. Thus, if the learners are already stable and used to the different mastery and skills, as teacher you can become more established with these skills, the work load that you have will be lighter and you can have variety of instructional materials (Cox, 2016).

In the last statement, respondents strongly agree with a mean of 3.42. which means that they strongly agree that they always find ways to answer student’s queries regarding the topics being discussed. They said that they tried their best to address the student’s queries mostly if it has a connectivity to the topics. But some said that they are also having difficulty in answering quickly especially if they are not certain with the information that they will provide. Though they have the desire to help and appreciate student’s inquisitiveness they too, are more hesitant because they might give the wrong answer. In the study of Kaufman and Sandilos (2015), she advised that as teacher we have to appreciate the student for raising such question so that the student feels well-pleased. The co-workers can also be great contributors. Teachers will discover that every mentor at the school will have their own specializations and they can all be a great resource for different questions.

**Problem 3.** *What problems do teachers have encountered in teaching considering that the content of the course that they are handling is not their field of specialization?*

The following data are statements coming from the respondents’ answers. The views and opinions from them during the survey questionnaire including the focus group discussion is presented below.

**Instructional and Learning Materials.**

One of the problems of the teachers is the inadequate number of textbooks, but not only that. Some of the textbooks (Kto12) did not arrive and yet the teacher is already having time in searching the topics from the Internet. According to one of the teachers teaching in the Senior high school, “...it is not easy for her because aside from no specific book to be used, she was not able to join the 20-day workshop/seminar/training last year, summer 2016 because she did not apply for a senior high school teacher. So, she always visits the Google and the Youtube hoping that these search engines could give her



enough information based on the curriculum guide. Another problem is the school library where books are already old and no longer updated. There were books donated but good only for the Science and Mathematics. One respondent said... Even the total number of Literary books: Noli Me Tangere and El Filibusterismo are not sufficient, knowing that these books will cover the whole fourth quarter of the Grade 9 and Grade 10 students. According to the teacher in Science and English, that they wish the school could have an e-library (digital library). They really wanted to upgrade the learning of the students, that even if they are just studying in the public school, they can have ideas and experience regarding this kind of technology.

### **Learning Competencies that cover the whole quarter.**

All of the teachers are always looking at the learning competencies in each quarter of the entire school year. They said that they are calculating and have prepared the DLL including the number of hours in a week for each competency. But the problem is, if you are teaching subjects that are not in your specialty, of course it needs enough time to study, to prepare learning materials, checking the student's notebooks or papers for them to give feedback. And if ever some of the students got a poor result, then they are force to re-teach and discuss again. In this scenario, the estimation of each topic to be discussed for that period of time will be extended and it is quite a burden for them. Another instance if their immediate advice that they have to attend seminars, or unannounced meeting and the like then it really hinders the 100 percent coverage for that quarter.

### **Time allotted for each class session.**

They said that it was also their problem having only a 40-minute class session for each subject. Because of the increasing number of students including the Grade 11 Senior high school enrollees each classroom has been occupied by two classes: morning and afternoon session with a 40-minute class hour. According to them it is not enough for them to complete and accomplish the objectives for that certain meeting and it resulted to say to the students to continue do it at home. There is a great difference if the 60-minute class session because a lot of things can be done achieved by them. One of them said. "Last year she was able to multi -task the students into different activities in one meeting. For instance, while others are done copying and writing she could give time for others to finish before going to another activity. But for this school year, they have to keep them in a hurry.

**Problem 4.** *What did the teachers do to overcome problems they have encountered in order to meet student's progress? Discussion about the respondents answers are also presented below.*

### **Browsing Different Websites.**

One of the respondents said that the "Internet is one of the professionals in now a days." It beats the other learning resources. Every time they have problem with the topics especially if it is new to them and they lack knowledge about it. The different information, demonstration, power point presentation are their buddies in imparting the lesson. But it is also discouraging on their part because the school's WIFI is so slow and cannot be easily accessed if they need it to.

### **Mentoring with the Experts.**

They said they appreciated the attitude of their colleagues. They are generous and willing to help every time their expertise is needed. The respondents don't hesitate to come and ask their ideas. Explanations regarding the problems they have encountered during their classes and suggestions for them to improve teaching style and approach.

### **Learning Action Cell (LAC) Session.**

They said that the problems they have encountered in the teaching-learning activities inside the classroom are always part of the agenda during their weekly LAC session. When they meet incidents like student's attitudes towards classmates, the lesson presented and to the teacher it will be discussed by the members of that Department and truly it helped. The one-hour session has greatly contributed to the development of teachers not only in the teaching task but also creating a rapport for them as teachers who handling same subject taught.

### **Conclusion**

Based from the results presented in the different tables, discussions and statements, it is concluded that: The Teachers who are teaching subjects which is not their major have met problems in teaching the lesson. This is due to lack of instructional materials, short period of time during class session, availability of new and good books inside the school’s library and the preparation in the daily lesson log (DLL). Even they are not expert with the subjects to be taught, they did not refuse when their school head assigned them to be one. They agree that it is their duty to teach as mandated by the Department of Education, and as teachers they can manage their time to be flexible in different tasks aside from teaching. With the help of the technology and the Internet their burden in finding instructional materials and learning resources are lessening. Thus, they strongly agree that it is their duty to help the students understand the lesson by not just depending on the textbook but preparing also a teacher-made instructional material to facilitate learning with the help of the other mentors.

### **Recommendations**

The following recommendations are:

1. Teachers should be positive if ever given another subject to teach even if that is not their major because it is a challenge for them to prove that they are also good in other areas.
2. The school head must also give a consideration especially to the newly hired that if possible they will not be given three or more different subjects as what usually happens that the new ones are in burden because they are afraid to reason out to tell what they really feel.
3. The school should find time to solve the problem with the WIFI connection since teachers cannot access easily if they try to search additional ideas about the topics and activities for their class.
4. That the administrators shall check the school’s needs about teaching assignment. There are many incidents that the school head asked for a MAPEH, FILIPINO, and A.P Teachers, but the ones that are being sent are TLE or MATH teachers.

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