OTHER SELF-EFFICACY IN TEACHING OF OUT-OF-FIELD ENGLISH TEACHERS: A PARALLEL CONVERGENT APPROACH

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ABSTRACT

The purpose of this study is to highlight the experiences and challenges of out-of-field teachers within the Municipality of Kapalong and identify their teaching efficacy. The study employed a mixed method in a convergent parallel design. In the quantitative phase, an adopted survey questionnaire was used. Different statistical tools were used such as Mean; Standard Deviation and Analysis of Variance (ANOVA). The results revealed that the status of self-efficacy of those teachers was high. The result on the significant difference in the level of self-efficacy in terms of years in service and subject-handled revealed that the number of years in service had no significant difference in terms of the self-efficacy of the out-of-field teachers while on the subject-handled it shows that there is a significant difference in terms of their self-efficacy. In the qualitative phase, there were 7 participants in the in-depth interview and 10 participants in the focus group discussion. Five themes were extracted based on the responses of the participants: a physically and mentally demanding job, being professional and competent, innovating teaching strategies, personality and professional growth, and devotion and versatility. Also, in terms of the beliefs, attitudes, commitment, and aspirations of out-of-field English teachers, four themes were extracted which are: work with so much expectation, positive minded, resiliency, and productivity of students and teachers.

Keywords: English, Self-Efficacy, Out-of-Field Teachers, Parallel Convergent Mixed Method, Philippines

INTRODUCTION

There are numerous challenging issues that Filipino educators must deal with. The absence of sufficient and high-quality instructional resources, the size of the classes, and the excessive teaching load are a few of these issues. Out of the three factors described above, the high teaching load is what makes life for teachers so challenging. Castro et al. (2023) found that a considerable number of teachers in the public school system are assigned teaching duties that do not match their professional qualifications. Australia faces a global issue with the effectiveness of out-of-field teachers. These teachers often rely on traditional teaching

methods, making them ineffective in the modern classroom. Additionally, research by McConney and Price (2009) suggests that out-of-field teachers may struggle to help students with their learning, as they may be less competent when it comes to teaching unfamiliar content. Moreover, in Sri Lanka, teaching efficacy is one of the problems that they are facing in the field of Education since it was stated that the out-of-field teachers in Sri Lanka lack teaching efficacy which affects students learning and they are accountable for students' low English attainment (Aloysius, 2015).

Bugwak (2020) conducted several qualitative studies that explored the difficulties experienced by out-of-field teachers. However, there has been little research focused specifically on the experiences and challenges faced by out-of-field teachers teaching in IP schools, while also

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assessing their teaching effectiveness. This study provides valuable insights and concepts that could prove useful in the field of language and education, as well as in academia in general. Thus, there is a need to conduct this study because it tries to identify the different experiences of out-of-field teachers and how they cope with all the challenges that they have experienced. Also, this study identified the teaching efficacy of out-of-field teachers. Further, there is also a need to conduct this study since it utilized a mixed method more specifically the parallel convergent method which it gave a more vivid understanding of the concept under study.

The main objective of this study is to shed light on the experiences and challenges faced by out-of-field teachers, with a specific focus on English graduate teachers who are teaching in IP schools, and to identify their teaching effectiveness. This study documents the coping mechanisms and insights of these teachers, who are teaching subjects outside their area of expertise. Additionally, the study provides relevant concepts that could be beneficial to the academic community, particularly in the field of language education, as it identifies the teaching efficacy of out-of-field teachers.

OBJECTIVES OF THE STUDY

To analyze the teaching efficacy of out-of-field teachers, this study employed a convergent parallel mixed methods approach. The research aimed to answer the following questions: (1) To identify the status of self-efficacy among out-of-field English teachers in IP Public Secondary Schools in Kapalong, 2) To identify if there is a significant difference in the self-efficacy of these teachers when grouped by subject taught and years of service, 3) To identify the experiences of these teachers regarding their self-efficacy in teaching out-of-field subjects, 4) To analyze whether the experiences of out-of-field English teachers when differentiated by subject handled selected to join the focus group discussion, while seven teachers were purposely chosen to join the one-on-one in-depth interview. The participants were selected based on their ability to address the

and years in service shape the beliefs, attitudes, commitment and aspirations as regards to their self-efficacy in teaching. (5) To analyze if to what extent qualitative data results corroborate with quantitative results, 6) To identify the intervention schemes that can be proposed.

METHODOLOGY

This study used a mixed methods design, specifically a convergent parallel mixed methods approach. Mixed methods research involves using philosophical assumptions and inquiry methods to collect and analyze both qualitative and quantitative data in a single study or series of studies. The central idea behind mixed methods research is that combining both approaches can provide a better understanding of research problems than using either approach alone. A convergent parallel mixed methods design was chosen for this study because it involves simultaneously collecting and analyzing both types of data, and merging the results to gain a more complete understanding of the phenomenon being studied. This approach allows for independent data collection and analysis, while also combining the results to provide a more comprehensive understanding of the research problem (Dawadi, Shrestha & Giri, 2021; Demir & Pismek, 2018).

The quantitative phase of the study utilized random sampling to select 100 key respondents from four selected IP schools in the Municipality of Kapalong. This method was chosen because it ensures that anyone within the sample frame has an equal chance of being selected, which is applicable when there is a large number of possible respondents (West, 2016). The selected respondents were out-of-field teachers who have worked for at least one academic school year and answered a set of questions to measure their self-efficacy. Meanwhile, the qualitative phase employed purposive sampling, a non-probability sampling technique. Ten teachers were purposely

research questions and enhance their understanding of the phenomenon under study.

The use of statistical tools such as mean, standard deviation, and ANOVA is appropriate in the quantitative phase of the study to analyze the

data gathered from the standardized questionnaire. Mean and standard deviation are used to describe the central tendency and variability of the responses of the out-of-field teachers, while ANOVA is used to test for significant differences in the self-efficacy of the teachers based on the variables of subject handled and years in service. The face-to-face in-depth interview in the qualitative phase is also an appropriate data collection method to gather rich and detailed information about the experiences and coping mechanisms of the out-of-field teachers. The use of a prepared set of questions and follow-up questions ensures that the interview is structured and systematic, while also allowing for flexibility to explore unexpected insights. Additionally, the ethical considerations discussed with the participants during the interview ensure that the study was conducted with integrity and respect for the rights and welfare of the participants.

RESULTS AND DISCUSSION

1. Status of Self-Efficacy in Teaching of Out-of-Field English Teachers

Table 1
Status of Self-Efficacy of Out-of-Field English Teachers

	Mean	SD	Description
Efficacy to Influence Decision-making			
1 I can influence the decisions that are made in the school.	3.63	0.66	High
2 I can express my views freely on important school matters.	3.59	0.78	High
3 I can make immediate decisions with regard to some important matters.	3.47	0.72	High
CATEGORY MEAN	**3.56**	**0.48**	**High**
Efficacy to Influence School Resources			
1 The instructional materials and equipment I need for my class are provided immediately.	3.64	0.82	High
2 The instructional materials that are available suit the needs of my students.	3.78	0.88	High
3 I can use appropriately the materials on hand.	3.84	0.80	High
CATEGORY MEAN	**3.75**	**0.74**	**High**
Instructional Self-Efficacy			
1 I can influence the class sizes in our school.	3.77	0.84	High
2 I can get through to the most difficult students.	3.81	0.79	High
3 I can promote learning when there is a lack of support from the home.	3.80	0.74	High
4 I can keep students on task on difficult assignments.	3.77	0.72	High
5 I can increase students' memory of what they have been taught in previous lessons.	3.85	0.72	High
6 I can motivate students who show low interest in schoolwork.	3.87	0.80	High
7 I can get students to work together.	3.92	0.85	High
8 I can overcome the influence of adverse community conditions on students' learning.	3.86	0.77	High
9 I can motivate my students to do their homework.	3.90	0.78	High
CATEGORY MEAN	**3.84**	**0.61**	**High**
Disciplinary Self-Efficacy			
1 I can get the attention of my students, particularly in following classroom rules	3.91	0.78	High
2 I can control disruptive behavior in the classroom.	3.94	0.81	High
3 I can prevent problem behavior on the school grounds.	3.78	0.76	High
CATEGORY MEAN	**3.88**	**0.66**	**High**
Efficacy to Enlist Parental Involvement			
1 I can get the parents of my students to become involved in different school activities.	3.67	0.80	High
2 I can assist parents in helping their children do well in school.	3.79	0.76	High
3 I can make the parents feel comfortable coming to school	3.87	0.80	High
CATEGORY MEAN	**3.78**	**0.65**	**High**

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Efficacy to Enlist Community Involvement

1	I can get community groups involved in working with the schools.	3.63	0.71	High
2	I can get churches involved in working with the school.	3.71	0.70	High
3	I can get businesses involved in working with the school.	3.67	0.78	High
4	I can get local colleges and universities involved in working with the school.	3.79	0.80	High
	CATEGORY MEAN	**3.70**	**0.59**	**High**

Efficacy to Create a Positive School Climate

1	I can make the school a safe place.	3.84	0.79	High
2	I can make students enjoy coming to school.	3.94	0.71	High
3	I can get students to trust the teachers.	3.98	0.78	High
4	I can help other teachers with their teaching skills.	3.89	0.80	High
5	I can enhance collaboration between teachers and the administration to make the school run effectively.	3.91	0.79	High
6	I can reduce school dropout.	3.87	0.76	High
7	I can reduce school absenteeism.	3.92	0.71	High
8	I can get students to believe they can do well in schoolwork.	4.04	0.67	High
	Category Mean	**3.92**	**0.58**	**High**
	Overall Mean	**3.78**	**0.50**	**High**

Table 1 presents the self-efficacy status of out-of-field English teachers in the Municipality of Kapalong. Based on the table, the out-of-field teachers' self-efficacy had an overall mean of 3.78 and a standard deviation of 0.50, indicating a high level of self-efficacy. The teachers' responses showed some variation but were still closely aligned.

The variable was measured using seven indicators, including Decision Making, School Resources, Instructional Self-Efficacy, Disciplinary Self-Efficacy, Parental Involvement, Community Involvement, and Positive School Climate. Positive school climate had the highest category mean of 3.92, indicating a high level of manifestation. Conversely, Decision Making had the lowest mean with a category mean of 3.56, also indicating a high level of manifestation.

The respondents' status of level of self-efficacy was generally in high level of performance as manifested by the respondents according to decision making, school resources, instructional self-efficacy, disciplinary self-efficacy, parental involvement, community involvement, and positive school climate. The findings are consistent with a previous study by Shahzad and Naureen (2017) which suggests that the self-efficacy of high school teachers is affected by their age, years in teaching, qualification, subject taught, and type of school management. The study found that high school teachers generally have a high level of self-efficacy, particularly in the subject that they are teaching.

2. Significant Difference in the Level of Self-Efficacy in terms of Years in Service and Subject-Handled

Table 2
Significant Difference in the Level of Self-Efficacy in terms of Years in Service and Subject-Handl

Variables	Group	N	Mean	SD	t-Value	P-Value	Remarks
Years in Service	Novice	40	3.79	0.51	0.165	0.87	NS
	Experienced	60	3.77	0.49			
	Math	18	3.45	0.47			
	Science	16	3.40	0.38			
Subject-Handled	Filipino	24	4.06	0.47			
	ESP/Values Education	20	3.92	0.40	8.20	.000	S
	TLE/MAPEH	8	3.66	0.48			
	Araling Panlipunan	14	4.01	0.32			

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Table 2 displays the significant difference in the level of self-efficacy among out-of-field teachers based on Years in Service and Subject-Handled. The data indicates that the number of Years in Service resulted in a t-value of 0.165 and a p-value of 0.87. Since the p-value is greater than the level of significance ($\alpha = 0.05$), this suggests that there is no significant difference between the Self-Efficacy of Out-of-Field Teachers and the number of Years in Service.

On the other hand, Subject-Handled yielded a t-value of 8.20 and a p-value of 0.000,

which is less than the level of significance ($\alpha = 0.05$). This signifies that there is a significant difference between the Self-Efficacy of Out-of-Field Teachers and the subject that they are handling. Therefore, the number of years of teaching as an out-of-field teacher does not significantly affect the level of self-efficacy. However, the subject being taught by out-of-field teachers has a significant impact on their self-efficacy.

2. Profile of the Participants

Table 3

Profile of the Respondents

FGD CODE	SEX	YEARS IN SERVICE	SUBJECT-TAUGHT
FGD01	F	2	Values Education
FGD02	F	2	Math and Science
FGD03	M	4	Filipino and Math
FGD04	M	3	Araling Panlipunan and Filipino
FGD05	F	5	Values Education and Filipino
FGD06	F	3	ESP and Math
FGD07	M	2	ESP and Filipino
FGD08	M	1	Math and Science
FGD09	F	3	Araling Panlipunan and Filipino
FGD010	M	2	Filipino
IDI CODE			
IDI01	F	1	Araling Panlipunan and ESP
IDI02	M	2	Araling Panlipunan and Filipino
IDI03	F	3	ESP and Filipino
IDI04	M	3	Science and ESP
IDI05	M	2	ESP and Values Education
IDI06	M	2	ESP and Filipino
IDI07	M	5	Math and Science

Table 3 presents the profile of the participants, including the codes used for the focused group discussion and in-depth interview,

the sex of the participants, the number of years in service of the out-of-field teachers, and the subject that they are currently teaching.

3. The Lived Experiences of Out-of-Field English Teachers who are Teaching in IP Schools

The in-depth interviews and focus group discussions conducted on the third research question revealed five essential themes related to the lived experiences of Out-of-field English teachers who are teaching in IP schools. These

themes include (a) the physically and mentally demanding nature of their job; (b) the importance of being professional and competent; (c) the need to innovate teaching strategies; (d) the impact of personality and professional growth; and (e) the significance of devotion and versatility.

The prevailing belief is that out-of-field teaching occurs due to insufficient teacher training or due to shortages of qualified teachers. However,

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data suggests that out-of-field teaching often involves the assignment of competent individuals to teach subjects outside their area of expertise or qualifications. The data further indicates that out-of-field teaching occurs more often in schools that experience teacher shortages. These results have significant policy implications. Policy responses to address the issue of under-qualified teaching have primarily focused on improving teacher training and education standards and increasing the recruitment of new teaching candidates, assuming that the problem stems from deficits in both teacher quality and quantity (Osamwonyi, 2016).

4. Beliefs, Attitudes, Commitment, and Aspirations of Out-of-Field Teachers with regards to their Self-Efficacy

The fourth research question focused on the beliefs, attitudes, commitment, and aspirations of Out-of-field English teachers who teach in IP schools, based on their responses during in-depth interviews and focus group discussions. From these responses, four essential themes emerged: (a) Meeting high work expectations, (b) Maintaining a positive mindset, (c) Being resilient, and (d) Fostering productivity of both students and teachers.

5. Data Integration of Salient Quantitative and Qualitative Findings

The present study on *Self-Efficacy in Teaching of Out-of-Field English Teachers* carries out a mixed-method approach employing a convergent parallel approach. Further, Table 5 shows the nature and functions of data integration in both the quantitative and qualitative findings of the study. Crewel, Fetters, and Guetterman (2015) defined data integration as an intentional process by which the researcher brings quantitative and qualitative approaches together in a study. Moreover, it was also emphasized that the true benefit of mixed methods is to produce a whole through integration that is greater than the sum of the individual qualitative and quantitative phases. Table 5 shows the different columns to decipher how the data in the study are integrated. The

aspect or focal points of the study were presented in the first column it was being followed by the quantitative and qualitative findings which are revealed in the second and third columns. The fourth column justifies the idea of integration while the axiological implications are presented in column five.

The corroborated finding denotes that *the ability to use the materials on hand appropriately* has a parallel result to the qualitative finding. These findings implied that teachers tend to use different instructional materials that are available and they looked for some strategies that will cater to the needs of the students for the betterment of their learning. One way that teachers can promote resourcefulness in their students is by creating a learning environment that encourages them to plan, strategize, prioritize, set goals, seek out resources, and monitor their progress. This idea is supported by Price-Mitchell (2015).

Moreover, on the same aspect for the focal point, the corroborated findings denote that *the instructional materials and equipment needed in class are provided immediately* and are not parallel to the qualitative finding. This entails that the out-of-field teachers within the Municipality of Kapalong are having a hard time in delivering the lesson to the students because of the absence of instructional materials. To add, as classroom teachers, they must become conversant with the type of instructional materials, that can be used in any teaching/learning situations (Samuel, 2009).

Further, on the third corroboration with the same focal point, the corroborated findings pointed out that *the teachers can get students to trust them* has a parallel result to the qualitative finding. This means that the teachers are acquainting themselves with enough knowledge by studying the lesson that is not in line with their field of expertise for them to answer the questions that will be raised by the students during the discussion to get the trust of the students. Further, the purpose of school is to develop a place where all students learn at high levels. To achieve this, one must establish a meaningful relationship with the students by means of giving them what they ought to have in learning (Usman & Madudili, 2019).

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Table 5
Data Integration of Salient Quantitative and Qualitative Findings

Aspect for Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration/ Functions in Integration	Axiological Implication
Teachers' Self-Efficacy	From Table 1 on Teachers' Self-Efficacy in terms of Efficacy to Influence School Resources, item 3 is about the ability to use the materials on hand appropriately with a mean of 3.84 and an equivalent description of High which means that it was oftentimes manifested by the teachers.	On the result of the third research, question focuses on the lived experiences of teachers with a code of innovative teaching Strategies.	Merging-Converging	Teachers provide environments that foster resourcefulness when they encourage students to plan, strategize, prioritize, set goals, seek resources and monitor their progress
	On the same Table, on the Teachers' Self-Efficacy in terms of Efficacy to Influence School Resources, item 1-The instructional materials and equipment I need for my class are provided immediately with a descriptive equivalent of High which means that it is oftentimes manifested. Also, it has a: Mean=3.64	On the result of the third research question focuses on the lived experiences of teachers with a code of Physically and Mentally Demanding Jobs.	Merging-Diverging	As classroom teachers, they must become conversant with the type of instructional materials, which can be used in any teaching/learning situations.
	From Table 1 on Teachers' Self-Efficacy in terms of Efficacy to Create a Positive School Climate item 3-I can get the students to trust the teachers with a descriptive equivalent of High and: Mean=3.98	On the result of the third research, question focuses on the lived experiences of out-of-field English teachers with a code of Personality and Professional Growth.	Merging-Converging	The purpose of school is to develop a place where all students learn at high levels. To achieve this, one must establish a meaningful relationship with the students by means of giving them what they ought to have in learning.
	From Table 1 on Teachers' Self-Efficacy in terms of Instructional Self-Efficacy, item 3- I can promote learning when there is a lack of support from the home with a descriptive equivalent High which means that it is oftentimes manifested, also with: Mean=3.80	On the result of the third research, question focuses on the lived experiences of teachers with a code of Being Professional and Competent.	Merging-Converging	The teacher has a big responsibility to the learners which is why teachers must see to it that they will always find time to study the lesson for a better delivery and elaboration of the topic.
	From Table 1 on Teachers' Self-Efficacy in terms of Efficacy to Create a Positive School Climate, item 4-I can help other teachers with their teaching skills with: Mean=3.89 and a standard deviation of High which means that it is oftentimes manifested.	On the result of the third research question focuses on the lived experiences of out-of-field teachers with a code of Being Professional and Competent.	Merging-Divergent	It seems obvious that if a teacher is going to teach a subject, they should really know a lot about the subject but if not there is a need to ask for some assistance from the experts about the topic

In addition, on the same focal point, the corroborated findings show that *teachers can promote learning when there is lack of support from the home* has a parallel result to the qualitative finding. This implies that teachers can promote learning and can provide the learning that the students ought to learn by studying the topic in advance and by using different instructional materials. The teacher has a big responsibility to the learners that is why teachers must see to it that they will always find time to study the lesson for a better delivery and elaboration of the topic (Anwar, 2019).

Consequently, on the last corroboration with the same focal point, the corroborated finding shows that the teachers can help other teachers with their teaching skills is not parallel to the result of the qualitative finding. This means that the out-

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of-field teachers are the ones who ask some information to their colleagues about the topic of the subject that they are teaching. It seems obvious that if a teacher is going to teach a subject, they should really know a lot about the subject but if not there is a need to ask for some assistance from the experts about the topic (Heggart, 2016).

7. Intervention Scheme Based on the Findings of the Study

The Out-of-Field Teachers' Self-Efficacy Enhancement Program was developed from the findings of the study. The study identified several challenges encountered by out-of-field English teachers such as difficulties in pedagogy, stress caused by teaching an out-of-field subject, and lack of resources. To address these challenges, the proposed intervention activities include: (a) conducting a seminar-workshop on effective teaching strategies, (b) implementing a personality development and spiritual enhancement program, and (c) organizing a seminar workshop on creating instructional materials.

CONCLUSION

The study draws the following conclusions: (a) out-of-field English teachers in IP Public Secondary Schools within the Municipality of Kapalong have a high level of self-efficacy, which is often manifested in their teaching; (b) there is no significant difference in self-efficacy among out-of-field English teachers based on years of service, but there is a significant difference when grouped by the subject they are handling; (c) the study revealed several overarching themes, including the physically and mentally demanding nature of the job, job mismatch, the need for professional and competent teaching, innovation in teaching strategies, the importance of being competent and flexible, and the desire for personality and professional growth and devotion and versatility; (d) the study also found themes related to the beliefs, attitudes, commitment, and aspirations of out-of-field teachers, such as working with high expectations, being positive-minded, being resilient, and focusing on the productivity of

students and teachers; (e) some of the quantitative results are consistent with the qualitative findings, while others are not; (f) an intervention scheme was proposed to address the identified problems, including the need for seminars and workshops on teaching strategies, personality and spiritual enhancement, and creating instructional materials.

RECOMMENDATION

Based on the result of this study, the following recommendations were formulated: (a) the self-efficacy of out-of-field teachers must be sustained since it is high even if they are teaching subjects that are not in line with their field of expertise. The teachers must continue employing different strategies and continue to be more creative and flexible as a teacher for the betterment of their students in general; (b) if it would not be avoided to hire out-of-field teachers because of the shortage in terms of the number of teachers who are really inclined into teaching subjects on their field of expertise, the Department of Education must see to it that the out-of-field teachers must teach subjects that are somewhat related to their field of expertise so that they would no longer experienced any difficulties and they would also have the guts to deliver the topic even if it is not their field of expertise; (c) the value of highlighting of having an additional strategy on how to teach other subjects must be given corresponding action by means of conducting some seminar/workshops or trainings to equip the out-of-field teachers with enough knowledge about the different strategies to employ in teaching out-of-field subjects; (d) the school principals/ heads must conduct a seminar that would somewhat enhance the teaching skills of the teachers particularly in delivering topics that are new to them. Since there were some instances that their beliefs, attitudes, commitments and aspirations would be affected due to the fact that the subject that they are teaching is not in line with their expertise; (e) assistance must be provided to the out-of-field teachers since they really need to be equipped with enough knowledge for them to deliver the topic well and for them also to answer the queries

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of their student. Thus, providing them with enough instructional materials is really of necessity; (f) there must be a seminar-workshop about making instructional materials and innovating different strategies that must be conducted by the School principals/heads for the enhancement of the teaching strategies of the teachers for them to use varied activities that would cater the needs of their learners.

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