



## PROCESS-ORIENTED STRATEGY AMONG NON-MAJOR SOCIAL STUDIES TEACHER: A PHENOMENOLOGY

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### Abstract:

The study aimed to narrate and draw out the experiences and insights of the Non-major Social Studies teacher teaching Social Studies regarding how the use of process-oriented strategies. This qualitative study engages a phenomenological approach for the better contributor of meaningful understanding and processes determining experiences and insights of the teachers. The use of in-depth interviews and focus group discussions explore the affairs of the non-major Social Studies teacher. The study revealed the teacher's experiences and the process-oriented strategies they implement. Participants claimed that they had undergone several challenges and distractions in teaching, such as challenges in content preparation, being obligated to review key concepts, and flexibility in teaching practices. The coping mechanisms as to acceptance and adaptation, innovation and teamwork, and the use of concepts in process-oriented strategies. The different insights and flexibility are vital, training and seminars are needed, and consultation and supervisors' help are necessary. The study's findings stipulated that process-oriented strategies helped teachers teach outside their specialization patterns the decisions and actions over the year of their teaching career. This addresses problems and shapes the students' academic endeavors by developing and implementing strategies that both help students' holistic nationalism and teachers' professional development.

**Keywords:** process-oriented strategies, non-major social studies teachers, Philippines

### 1. Introduction

Teaching becomes more interesting when the teacher employs teaching aids that the students easily comprehend, and the lesson becomes more engaging. The process-oriented strategies teach domain-specific information and thinking strategies that are concerned with one or more aspects of strategy development, implementation, or modification. This process highlights trends in decisions or actions through time and

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addresses mechanisms and paths that shape education coherently, the occurrence of problems where teachers are stressed and pressured to master new lessons because it is outside of their expertise. They lack the necessary information and viewpoints on how lesson content should be organized and taught.

In the United States, Edelman (2018) states for the first time in history, professional teacher demand for grades K-12, a Washington-based education policy think the organization, investigated the origins and consequences of the teacher shortage. In charge are teachers appointed as non-teachers in many subject areas such as social studies, science, and technology, as well as other subject teachers. Likewise, the Department of Education (DepEd) in the Philippines has merged social science areas into a single course. It became a hindrance to the point that it now plays a little role in the outcome of academic opportunities, making it difficult for out-of-field teachers to handle. This condition harms students since teachers lack procedural content expertise in social studies, resulting in poor academic achievement and poor nationalistic competence (Tay, 2019).

Thus, Pacana (2019) emphasizes the importance of initiating and providing training to out-of-field Social Studies Teachers trying to teach outside of their specialization to improve their teaching performance due to curriculum and instructional knowledge. To embrace a specific culture-based model that would enhance the teaching, the evaluation in teaching social studies is always a big deal for the process orientation of strategy among non-major social studies teachers. Knowing the process-oriented approaches in social studies are very particular in nationalistic competence, it could address students under the premise of providing students with the necessary tools to ensure adequate social sciences teaching.

It underpinned the study of Sivakumar (2018), the Methods and Evaluation in Teaching Social studies, and follows teaching strategies that must consider when measuring and evaluating learning in social studies. Some methods and ways of improving effective learning are through instructional materials that enhance teaching and learning processes. Some strategies and practices for strengthening effective education are through instructional materials that enhance teaching and learning processes. The design addressed outside teacher concerns about effectively engaging students in the classroom despite a lack of in-depth knowledge from teachers (Rogayan, Lacaste, Gallardo & Roque, 2017). It gives minorities a discrete identity and role as Filipino, strategies have significantly evolved, and teaching must no longer be limited to telling students what they need to know. Furthermore, some teachers have found that the common teacher-student problem is not being able to use the link between content and process-oriented. Teachers' lack of awareness about integrating evaluation and assessment is at risk.

This is confirmed by Stiggins (2018), who stated that evaluation of learning encompasses not only student monitoring but also instructional approach and learning process that improves student learning. Accurate assessment and, as a result, assessment for learning will be accomplished. As a result, good social studies teachers need to know what to teach and how to teach it. Teachers must have material knowledge and teaching

methods to facilitate successful interaction between learners and content. You must allow room for the student search and discovery process (Abdu-Raheem, 2018).

The theory of "Learning about Teaching Strategies" (Rollnick, 2017), emphasized how teachers develop to teach a new topic and build content knowledge to create describing process-oriented teaching aiming to teach domain-specific information with the use of strategies in a coherent manner. The context of the enhanced Curriculum of 2013 mandates using the constructivist, inquiry-based, analytical, collaborative, and integrative teaching methods. Republic Act No. 10533, Sec. 5 (e), with this approach, teachers must be prepared for teaching plans when they incorporate this strategy in developing content knowledge. In Addition, Pacana (2019) emphasizes the importance of initiating and providing training to out-of-field social studies teachers trying to teach outside of their specialization to improve their teaching performance, due to curriculum and instructional knowledge. To embrace a specific culture-based model that would enhance the teaching, the evaluation in teaching social studies was always a big deal for the process orientation of strategy among non-major social studies teachers.

### **1.1 Non-major Social Studies Teacher**

In Philippine contexts, non-major Social Studies teachers were observed to teach social science subjects during their years of teaching without specializing in them. In Secondary classes, it is more likely to be conducted by a non-specialist teacher. These are qualified even though they do not have a minor or significance in the matter. It can score thorough knowledge of previous activities, life experiences, or informal training (Aparajeya, 2018). Standing with Ramos C. & Catarata, 2019, argue that due to the lack of knowledge of the procedural content of social studies among teachers, this scenario harms students, resulting in poor academic performance.

May take the step to encourage high school students to study social studies as a major at their university. Another action is to train social studies teachers outside the field to improve their teaching performance in content and pedagogical knowledge or adopt a specific culture-based model that improves classroom delivery (Pacaña, 2019).

In addition, the problem of interdisciplinary teaching is based on the experiences of the teachers themselves and their coping mechanisms of adaptation to the challenges of appropriation and maintenance of the current situation of the Philippine educational system. It aimed to communicate with other countries through various school interventions and personal interventions by teachers to alleviate the problem (Kuennen & Beam 2019). Furthermore, the problem of teaching across specialization from the experiences of teachers themselves and their coping mechanisms of adjusting to the challenges in appropriating and keeping relevant to the present situation.

In addition, as Lanvers & Hultgren K. (2018) mentioned the out-field teachers' assignment is facing challenges on insufficient content and pedagogical content knowledge, non-education teachers use a variety of strategies and make use of many resources to develop themselves professionally. These teachers learn both by acquiring knowledge and skills as individuals, and by developing their competence in teaching.

## 1.2 Struggles Experienced by Non-major Social Studies Teachers

There are several reasons for unimportant social studies teacher struggles in education. Sambe (2019) states that it will be difficult with a subject they are not trained or inexperienced in; they lack the prior knowledge necessary for teaching. It means they have to do additional research and work to prepare for class, adds stress to their already busy schedules, and can compound the problem of teacher burnout due to overwork.

In connection, Rautenbach W. (2019) expounds in this context that the proportion of non-specialist rope specialists teaching rope classes has increased in recent decades. As Coloquit L. (2020) points out, a career mismatch still prevails in the Philippines, leading to early layoffs or short-term requests from teachers and even dissatisfaction with what they are doing because they are working to comply with your requirements. Needs some social studies teachers who do not specialize in studies were to teach on the subject because they felt that informal and legal work was more important than unemployment.

Moreover, Campos (2018) stated that a mismatch of job career occurs when the competencies of a teacher do not meet the requirements of the employer/s. Some employers demand enthusiastic and high-standard teachers which leads to job mismatch based on the availability of the work. Also, job mismatch is caused by the demand and supply for teachers. This usually happens when an institution or a school does not have enough teachers to teach a specific subject area.

## 1.3 Coping Strategies of Non-Education English Teachers

In connection to this, Li & Keller J. (2018) posited in their article that teachers flexibly absorbed the teaching resources through self-help and hard work. According to teaching needs, enriched teaching content enriches the teaching contents of non-majors in colleges and different schools and lays the foundation for improving the comprehensive quality of teaching. With the use of self-help and hard work, non-major Social Studies lecturers would have the opportunity to be taught things or lessons they need to teach about history and events. In this way, they could provide the correct information to their students.

Furthermore, Nordquist (2019) stated that research was collecting and evaluating the information on a specific topic. The general purpose of the study was to answer questions and generate new knowledge. It was also necessary to develop new ideas to build a new body of knowledge. A teacher who did not have a major in social studies, but was assigned to teach that subject, could use spoken languages and previous experience and connect with her subject. From the above, we can conclude that teachers who gave to issues in their subject area, such as social studies teachers with a major in social studies, can use the basic knowledge acquired at the university in teaching non-thematic subjects.

Some process-oriented strategies for implementation of improving effective learning are through instructional materials that enhance teaching and learning processes. First, Simulation Method, the method of Simulation is a representation of a real-life scenario. Simulation is often used to teach difficult-to-observe concepts and values, such as concepts. Teachers who use this method should be mindful that it would

take a long time and that students are often disruptive, disorderly, and difficult to manage (Jančič Hegediš et al., 2018). Thus, Baldwin (2017) introduced Laboratory Method, this method in Social Studies is reinforced in textbook guidance and improves the efficiency of presentation and mastery. This employs source sources, references, instruments, and a variety of other life-like tasks. The benefits of this approach may not be fully understood due to the lacking of facilities and equipment that is required for its successful use. Meanwhile, Cole (2017) expresses the Inquiry-Method, this method promotes different thoughts, allows students to gather their own knowledge, and validates students' interest in logically exploring issues. The inquiry method entails identifying a problem, analyzing the data to come up with a potential solution, and then generalizing the solution.

With these process-oriented strategies, teachers must be well prepared for teaching plans when they incorporate strategy. As a result, good social studies teachers need to know what to teach and how to teach it. Teachers must have material knowledge and teaching methods to facilitate successful interaction between learners and content. You must allow room for the student search and discovery process (Abdu-Raheem, 2016).

#### **1.4 Perspectives of Non-major Social Studies Teachers**

The perspective of Davis R. & Hobbs (2018) highlights the leading causes behind their realization of having negative and positive experiences as out-of-field teachers. The unfamiliarity of teaching a specific course that is not related to one's expertise is bound to have such predicaments in terms of disseminating information to the students. out-of-field teaching could induce classroom management problems. Likewise, "out-of-field" teaching - teaching a subject without specific training in that subject - has for many years been a taboo practice that all teachers know of, many have experienced, but few have spoken up about due to its ubiquity.

Furthermore, P. Mupa (2015) mentioned that being a teacher was more than a provider of quality education. Aside from the responsibilities of making daily lesson plans, instructional materials, and other eternal paper works, child care took one of the most critical aspects for granted until I filed a lawsuit against the erring teacher. Thus, a teacher's care and effectiveness in teaching a student is a must, but most of the time only taken for granted. Every academic year, a certain number of teachers must teach social studies subjects without specializing in them (NMS Panama, 2019). It may have influenced students' attitudes toward social studies, their way of life, their feeling of nationalism, and their worldviews. Yet, no research has been done among non-major social studies teachers teaching social studies, particularly in this new normal. Furthermore, the researcher uses the lack of a research study in the local area as motivation to perform this examination.

Teachers' perspectives of changes as reasonable foreseeability may affect their probability of victory in improving academic performances. According to this study, it needs to be better instructional instructions, together with the issues, concerns, and reactions of teaching their non-specialized subjects for years. This phenomenological study investigates and comprehends the lived experiences of prominent non-social

studies instructors who teach social studies. At this point, the current problem of teachers teaching non-specialized subjects, particularly social studies, is how they can use the process-oriented teaching strategies in their non-specialized issues and how to apply them to make education more effective and exciting for the learning process of students.

The study will specifically focus on: What are the lived experiences of non-major Social Studies teachers in teaching Social Studies? How do they cope to ensure meaningful teaching using Process-Oriented Strategies? What are the insights of non-major Social Studies teachers that can be shared with others?

The study's relevance could be beneficial to the following institutions: teachers could teach from the experiences of others, especially on the proper instruction, strategies they use, and better techniques utilizing the approach to cater to students' needs for better motivation to continue the teaching and learning process. Likewise, the students, as the center of the learning environment, could benefit from this research to be more aware and have a sense of understanding. The results of this study could also give insights to the school administrators about the challenges encountered by the Out-of-field teachers, especially the development of globally competent learners with 21st-century skills. The study could provide a basis for developing and crafting extensive seminars and intensifying a curriculum that mandates national and state changes for the DepEd officials.

## **2. Methods**

### **2.1 Research Participants**

The study explored the challenges of non-major Social Studies teachers and the process-oriented strategies they used. With those described above, following Creswell's (2009) recommendations in a qualitative study, the sample size was between 8-14 participants, the appropriate inclusion criterion of the participants utilized in the study. There were six (6) participants for the In-Depth Interview (IDI) and another eight (8) participants for the Focus Group Discussion (FGD); as mentioned that work like this would be better when individuals study represents people who have experienced the phenomenon of study. As for the exclusion of the study, teachers from selected private secondary schools (3 private schools) in the Tagum City Division, Davao del Norte, identified as Junior high school teachers who have 3 – 5 years of experience in teaching Social Studies to subjects outside their specialization, considered to be seasoned, and mastered the process-oriented strategies that are too developed, implemented, and changed strategies. On the other hand, despite being a Non-major Social Studies teacher teaching social studies with less experience of 2 or fewer years and from public school were excluded from the study.

The study was beneficial rather than risky for those involved in this study. It minimizes the risk to the participants involved. Also, they are not feeling uncomfortable answering the interview questions; they have free will to be silent. They are free to withdraw from the study without giving reasons or penalties, and the confidentiality of the participants was guaranteed at all times. As for the benefits of this study, this humble work will significantly help spread the knowledge and awareness of the experiences

lived by the individuals involved to all their immediate audiences and concerned agencies.

### **2.3 Materials and Instruments**

The study was qualitative, engaging a phenomenological approach to better contribute to a meaningful understanding of perceptions, attitudes, and processes (Patton, 2002). In this context, the researcher used a research interview guide validated by experts, and thematic analysis by Braun and Clark (2006) was used as the data source in this study to increase the credibility and validity of the result. Also, it suggested that it could be learning as it provides core skills that will be useful for conducting many other kinds of analysis. Cohen and Manion (1986), as cited by Carter et al. (2014), suggested triangulation as it attempts to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint. Implementation, the data came from the transcript of the In-Depth Interview and Focus Group Discussion of the participants. In the study, the interview aimed to explore and understand the participants' insights, feelings, and points of view, where they were given enough time to ponder without being influenced by the opinions of others. An in-depth interview was used to gather data on the non-major Social Studies teacher's experiences, challenges, and insights about teaching, especially the process-oriented strategies they used.

Also, interviews and focus group discussions were the sources of my data and not statistical analysis. The phenomenology was to gain more in-depth insights into the nature or meaning of the non-major Social Studies teachers' experiences to understand the world around them, look for their experiences, and deliver their instructions. Thus, it excavated the struggles, challenges, and best and worst encounters related to being a teacher simultaneously as a teacher outside their specialization. Through their lived experiences, I understood how they cope with their experiences and how their experiences made significant insights that could help others.

Moreover, apart from the experiences of non-social studies teachers teaching social studies, the study will explore the process-oriented strategies utilized by these non-social studies teachers to enhance teaching learning despite teaching non-specialized courses. This study should be conducted in the Division of Tagum City, Davao del Norte, for the school year 2021-2022. The researcher's role in a phenomenology study is to share the phenomenon's experience, which requires me to perform different tasks as acquired on the part of someone who ensures the ethical conduct of research, collector of data, interviewer, FGD moderator, ensuring that the entire interview will be recorded correctly, a transcriber, as someone who translates responses to Standard English format, and as a primary data analyst (Sutton & Austin, 2015).

### **2.4 Ethical Consideration**

In my study, I ensured to follow the ethical considerations. Though some experiences may seem easy to open up about, some may not be easy to discuss with another person. Before all these roles, observed were in their highest way. Further, to carry out all these roles conscientiously, the researchers seek the adviser's advice as an expert in this field.

Data gathering started after the release of ethics clearance, and the researcher secured an endorsement letter from the Professional School. These include the provision that a protocol would undergo an ethics review in the institution.

I sent a copy of the approval letter to the principals of the chosen school to approve. I recommended that non-major social studies teachers from the respective school be used as research participants in this study. After obtaining the necessary documents, such as permission to study, I identified the participants as high school social studies, teachers, teaching social studies, and, with the help of the school administration, identified the teachers. Once selected, the participants meet to receive some orientation to be aware of their participation in this research. Data analysis was carried out after the results had been transcribed. The researcher used coding and thematic analysis in this study to investigate the collected and aggregated data. The classified data into different categories that had similar responses from other participants increased the reliability of the data and with the help of my data analyst to verify the data further. The presentation of the results and the interpretation of the data are done in the last part.

I treated information provided by the participants with the utmost confidentiality. All information was combined and collected. Thus, the study had no evidence of purposefully misinterpreting works and deliberately changing the data to meet personal expectations and biases. There was no trace of alteration and exaggeration of facts as well. The study had no path of conflict of interest, for example, any disclosure of COI, which was a set of conditions which professional judgment. It concerns primary interests such as participants' welfare of validity of the research trends to be influenced by a secondary interest such as academic or financial gains and expectations. The study did not indicate misinforming and taking advantage of respondents. The rigor of this qualitative research was maintained by factors such as credibility, in this study, I, the researcher, will adopt data triangulation, prolonged engagement, and member checking as suggested by the authors mentioned above reliability. For dependability, the processes in this study will be reported in detail enabling a future researcher to repeat the work. The researcher will discuss the details of what was done in the field in data gathering and evaluating the effectiveness of the process of inquiry undertaken as in the reporting of assessment and evaluation. For conformability, I keep all the gathered data regarding what will be done in the conduct of the study so other personnel such as the research panel and the adviser could check to see if the interpretations and conclusions could be traced to legitimate sources. Lastly, transferability I will make sure that the research documents and steps taken in analyzing the data of the study were properly documented in the appendix and after getting the data; the files will be deleted and destroyed.

I established the reliability of my results according to the Shenton (2004) framework. Lincoln and Guba (1985), cited by Shenton (2005), postulate that the reliability of a research study was essential to assess its value. The reliability of this qualitative research was ensured by measures to ensure its rigor, which included credibility, reliability, transferability, and verifiability, as suggested by Shenton (2005). To ensure the proper conduct of this investigation and the safety and protection of those



involved in this company, I adhered to the highest ethical standards imposed and required by the UM Ethics Review (UMERC).

These principles are addressed to protect the rights of participants. I made sure that the participants did not spend any amount. Participants in this qualitative research are credited with their time, effort, and wisdom. Furthermore, the result of this study was presented to the participants to give them an awareness of how they are doing justice to their contribution to the study.

### 3. Results and Discussion

This chapter presents the results of the study about the experiences of non-major Social Studies Teacher in teaching Social Studies. This includes the responses of the participants which I analyzed thoroughly and eventually extracted the core ideas. In the presentation, the results from the interview were analyzed and organized based on the sequence of research interview guide questions.

#### 3.1 Lived Experiences of Non-major Social Studies Teacher Teaching Social Studies

Presented in Table 1 are the themes that flourished in the conducted interview and FGD with the participants. The themes as to the experiences of non- major Social Studies teachers in teaching Social Studies are as follows:

- A. Facing challenges in content preparation;
- B. Obligated to study key concepts, and
- C. Flexibility in teaching practices.

**Table 1:** Lived experiences of non-major Social Studies teachers in teaching Social Studies

Major Themes	Core Ideas
Facing challenges in the content preparation	<ul style="list-style-type: none"> <li>• It is challenging and difficult at first.</li> <li>• The challenge is in introducing social studies concepts.</li> <li>• It is quite difficult to introduce topics and concepts.</li> <li>• Many difficulties and challenges.</li> <li>• Many challenges in teaching a subject that is not my expertise.</li> <li>• Very difficult.</li> <li>• For me it is so challenging.</li> <li>• The challenge starts by doubting yourself if you can really teach the subject or did you teach the concept and topic correctly.</li> </ul>
Obligated to study key concepts	<ul style="list-style-type: none"> <li>• I am obligated to study the topic beforehand. Too much time-consuming for search and search to connect ideas.</li> <li>• I need to study and enrich myself. I also learn as I prepare lessons.</li> <li>• I tend to explore more.</li> <li>• I need to read and study the concepts repeatedly.</li> </ul>
Flexibility in teaching practices	<ul style="list-style-type: none"> <li>• The way of teaching is like I always shifting from strategies to another strategy.</li> <li>• I should be integrated into real-life situations to have better learning.</li> <li>• I need and I must employ many strategies over the time</li> <li>• I shift teaching practices; I feel become more innovative.</li> <li>• I changed my strategies for different venues.</li> <li>• I am more on activities and collaboration towards my students.</li> </ul>

### A. Facing Challenges in Content Preparation

For this theme, most of the participants from the In-depth interview were the ones who shared more about this as their experience. They mentioned how challenging it is for them, especially at the beginning of handling the subject.

For one, IDI 1 shared:

*“Ahm, Okay no, as to my experiences as nga dili ko social studies graduate no so far same ganina it is so challenging and lisod (difficult) jud siya at first kay syempre sa akong giingon ganina dili man ko social studies graduate. So dili kana akong gina focus maong grabe jud akong doubt sakong kaugalingon.”*

(Okay, as to my experiences as a non-social studies graduate. So far, it is so challenging and difficult. First because of course, what I said before I'm not Social Studies Graduate. So that's not what I'm focusing on, so I'm doubting myself.)

As the participants shared, they were faced with different challenges, especially on what to do and what to teach to their students. They admit that it is not really their line of subject expertise, so they think a lot about the content and what to prepare for their activity. With this as experience, it gave the participants the following thoughts:

IDI 2 added:

*“So, it is a quite challenging one because aside from the fact that I am Filipino major then teaching outside of this one it is very challenging no since it is very too far from the concept and the strategies that need to be used or employed so lisod kaayo maam, ana po.”*

(So, it is quite challenging because aside from the fact that I am A Filipino major then teaching outside of my major. It is very challenging since it is very too far from the concept and the strategies that need to be used or employed, so it is very difficult.)

Further, the participants were also observed that even if they are challenged much in terms of content preparation, strategies and the like, their faces mark positive emotions that amidst the challenge, they are optimistic that they can do it.

*“Ang challenge man gud maam kay ang doubt ba nga tama bani akong gitudlo, mao bani sya nga concept, mao bani sya dapat or tama ba pag explain nako kanang ana gud sya nga experience maam and the end, makaingon sad ka nga kaya lagi ni, laban lang.” (P5 FGD)*

(The challenge starts by doubting yourself if you can really teach the subject, or did you taught the concept and topic correctly, but in the end, with just being optimistic, you can do it.)

The previous results emphasized the experiences of the non-major Social Studies teachers in teaching Social Studies. Teaching is a very exciting, challenging and the most rewarding one. Being a teacher means you help enrich children's lives, not just through

core educational skills but also through responsibility, analytical skills, and building self-confidence.

### **B. Obligated to Study Key Concepts**

For this theme, most of the participants from the In-depth interview were the ones who shared more about this as their experience. They mentioned how time-consuming and obligation it is for them, especially in handling the subject.

For one, IDI 5 shared:

*“Yes, pinaka challenge jud maam kay need magsearch and search kanang mag connect nakog mga ideas maam kay kanang mura naa pakoy agian dapat or dapat naa pakoy mga stock knowledge sa topic para ma connect nako ang lesson maam, doble and trabahoon nako maam.”*

(Yes, the most challenging for me is when I need to search and search that can connect the ideas because it feels like I need to go deepen my knowledge and to reserve my stock knowledge, so I can connect the lesson, it doubled my work as a teacher.)

Thus, IDI 2 relates his experiences as shared:

*“Actually, maam problem sya nga naay pagkachallenging. Kumbaga, challenging sa part nako kay hasaon man nako akong self ani nga subject aron makatoon ko at the same time makashare sad ko sakong mga studyante, galing lang maam, I need to study and enrich myself without a choice since I am a teacher.”*

(Actually, it became a problem with being challenged. Apparently, challenging on my part because I can sharpen myself on this subject matter so that I can learn and at the same time I can shared to my students. It’s just that I need to study and enrich myself without choice since I am a teacher.)

Further, as disclosed by P4 FGD:

*“Sa akoo maam lisod sya kay very factual man gud ning Social Studies gud and ang ICT man gud is contextual by kanang murag by the definition. So ako maglisod kog adjust maam. I need to explore more, research more and the ending mas hago ko sakong dili major kaysa sakong major.”*

(In my opinion, it is difficult because social studies are very factual and ICT is contextual by the definition. So, I have a hard time adjusting. I need to explore more, research more and in the end, it feels like I work harder for my non-major than for my major.)

P4 FGD added:

*“Actually, dili jud sya problem kay mo lead gud sya sa imoha to explore more no, at first it could be a problem kay kuan parang new sya sa imoha but along the way marealiaze nimo nga, ay okay dili lang diay dapat nga sa teaching field dili lang diay dapat sa field nimo ka magfocus dapat sa lain pud diay ana maam. As well as, mura ramog nag storya about sa palibot sa imong studyante no, murag normal conversation pero nagklase mo ana.”*

(It’s not really a problem, because I tend to explore more. At first, it could be a problem since its new but along the way, you will realize that in the field of teaching it is not only about your subject of expertise, you need to go beyond. As well as, you have this kind of communication towards your students inside the class.)

Indeed, the participants were doing all their efforts using their time as teaching is also learning at the same time. The reason for this is that when you teach you study the concepts behind the subject matter hence, and you also learn it at the same time. Moreover, either way of being obligated the fulfillment shown as the students’ responses and meaningful learning discoveries during the teacher’s discussion are substantial contributing factors to learning as well.

### **C. Flexibility in Teaching Practice**

For this theme, most of the participants shared more of their experiences about having many strategies from time to time. They mentioned how their major subject strategies differ from Social Studies subjects and that they need to shift from one strategy to another.

For, IDI 5 shared:

*“Siguro ang nagchange sa akua maam kay akong way of teaching nga kanang murag magshift ko strategies kay for example maam karun 8am tp 9am Filipino ko sunod AP ko so sakadugayon maam mura nadala ra pud jud nako sya and kanang unsay tatwag anang murag na enhance sad akong pagtudlo ba, daghan strategies akong nagamit and magamit pud diay nako sya even sakong major.”*

(Maybe, what changed my way of teaching is that, I shifted strategies from time to time. For example, 8am to 9am I teach Filipino followed by Social Studies. In the later part, it became my skills that enhance my teaching. I learned many strategies that I could also use in teaching my major.)

In connection to this concept, IDI 3 expressed:

*“As what I have learned, as much as possible when you teach Social Studies it should be integrated to real life situations to have better learning. It is really very helpful because with that strategy, the students can understand the lesson or topic better. It is about the strategy you use for better learning.”*

P3 FGD added:

*“Being flexible in areas of teaching, mag changed kag strategies jud for example maam kana bitaw’ng mga teaching strategies nga sa tingin nimo nga okay sya but when you put it into application kay dili diay sya mao kumabaga dili sya suitable nga makapalig-on sya sa knowledge sa studyante.”*

(Being flexible in areas of teaching, the changes of strategies begin when you have a specific teaching strategy but would not fit the application of activities which could not suitable for the student’s knowledge.)

The advent of exploring different strategies in class motivated teachers’ and students’ interest in the teaching-learning process and also helped the teachers to ease their burdens in teaching and thus also helped them to manage their teaching jobs.

As P7 FGD expressed:

*“Lagi, maong kami teachers we always finds ways nga ma-interesting ang subject. Mag more on Activities baka, collaboration sa mga students and all kanang ana bitaw.”*

(That is why, we teachers, always find a way for the subject to be interesting. We do activities like collaboration with the students.)

Being flexible teachers, the learning approach delivers faster. These teachers always find their way to be more interesting in class; they balance their responsibilities to make the teaching-learning process easier.

### 3.2 Coping with the Challenges to Ensure a Meaningful Social Studies Teaching

Presented in Table 2 are the themes after careful segregation and classification of the responses of the participants. The themes of coping with the challenges to ensure meaningful Social Studies teaching and the Process-Oriented strategies used to ensure effective teaching of non- major Social Studies teachers teaching Social Studies are as follows:

- 1) Acceptance and adaptation,
- 2) Innovation and teamwork, and
- 3) Studying the concepts.

**Table 2:** Coping with the challenges to ensure meaningful teaching using Process-Oriented strategies

Major Themes	Core Ideas
Acceptance and adaptation	<ul style="list-style-type: none"> <li>• Later on, accepting it and living with it.</li> <li>• I accepted the challenge and I keep them engaged.</li> <li>• I learned to accept and expand my patience, knowledge and exposure.</li> <li>• Acceptance, gidawat sa maayng kabutbut on, unya nag adjust,nagtuon.</li> <li>• I cope up with fact nga I need to accept this because to be honest.</li> <li>• sa akua man gud murag nasabay nako nga ginatagan ko ud different subject.</li> </ul>

<p>Innovation and teamwork</p>	<ul style="list-style-type: none"> <li>• It takes practice and special guidance from mentors.</li> <li>• Kuan maam, seek help. You need to ask for help from the teachers nga major jud aning Social Studies.</li> <li>• We share materials and thoughts with other teachers.</li> <li>• I check with other teachers if I am doing it right.</li> <li>• I usually asked other teachers what to do</li> </ul>
<p>Use of concepts in process-oriented strategies</p>	<ul style="list-style-type: none"> <li>• I implement a cooperative strategy as a process-oriented strategy.</li> <li>• Integration, also.</li> <li>• I manage to use process-oriented strategies by giving direct instruction.</li> <li>• Brainstorming in delivering the lessons.</li> <li>• Collaborative and direct teaching.</li> <li>• I do Exhibit and deductive manner.</li> </ul>

**A. Acceptance and Adaptation**

In this theme, participants shared their way of coping by accepting and adapting to change. The important strategy for dealing with change is to accept and be willing to adapt a beginner’s mindset and accept the challenge with a fresh perspective and enthusiasm.

As one participant shared:

*“Later on, accepting it and living with it is the best choice. You have to put the students first, their knowledge and performance. Either way, learning is a life-long process, if the student is learning as a teacher.”*

It linked to the response of IDI 4:

*“I accepted the challenge and I keep them engaged a pagdiscuss nako ko. I usually do the question and answer para mas maretain nila ang topic. Dili lang man ang students mo adapt sa changes, ikaw sad na teacher.”*

(I accepted the challenge and I keep them engaged whenever I have my class discussion. I usually do the question and answer to retain the topic. In teaching, it’s not about the student adapting to changes but also the teacher.)

Also, IDI 04 added a similar statement above mentioned:

I’ve learned to accept and expand my patience, knowledge and exposure Ma’am. The benefit is that you are learning and that makes you a real teacher, you will become a versatile teacher.

Meanwhile, P2 FGD expressed that:

*“I cope up with fact nga I need to accept this because to be honest, even before walay motudlo ani nga subject kay kulang ug teacher so gihatag sa akoa and yes, acceptance is the key jud sya.”*

(I cope up with the fact that I need to accept this because to be honest, even before there is no teacher who could handle this. Yes, acceptance is the key.)

Furthermore, P3 FGD added:

*“Sa akoo man gud murag nasabay nako nga ginatagaan ko ug different subject murag na andan naman gud nako sya ana nga way nga murag nadala-dala na lang sad nako sya.”*  
(For me, I’m used to giving different subject. It is normal and I am used to it and become a part of my life.)

When teachers are more adaptable to change and accept everything that surrounds them, they’re able to respond to changing nature of teaching and navigate to the extent to which these participants are able to adjust and successfully respond to the needs of the students.

### **B. Innovation and Teamwork**

Exerted initiatives and having teamwork to develop teaching competence mainly emerged from the answers of the participants. Doing intensive reading and learning by doing are just among the different ways they did to learn by them and cope with the teaching challenges they encountered.

As IDI 3 opened up:

*“Becoming an effective Social Studies teacher takes practice and special guidance from mentors who are more knowledgeable and masters already the topics. Like what I have said, Effective teaching does not involve presenting your exciting lessons or activities to the class, it is a craft learned over time. Effective teaching is a teaching philosophy that can distinctly change given the situation. We should remember that we are teaching the students, not the content.”*

In line with this, P2 FGD expressed that:

*“Kuan maam, seek help. You need to ask help from the teachers nga major jud aning Social Studies, Area Coordinators sad, kana mao lang jud maam kanang mangayo ka dapat ug tabang ug dili jud ka dapat maulaw kay teachers man ta so dapat capable ta sa laing butang sad like asking for help and assistance.”*

(You have to seek help. You need to ask for help from the Social Studies teachers who really study this, area coordinators and you really need to ask for help and avoid being shy because we are teachers, and we should be capable of doing other things like asking for help and assistance.)

IDI 6 added:

*“With the guidance of the coordinators and teachers, we share materials and thoughts with other teachers. We do teamwork and discuss to ensure learning.”*

Same statement with IDI 5 and IDI 4:

*"I ask the other teachers if I am doing it right. I usually ask the teachers on what to do in a topic."*

As learning is a life-long process, teachers interact with their co-teachers to help them to further comprehend lessons. These help them to be guided and more innovative. Teachers' teamwork examines relationships and connects strong bonds to have a healthy environment in the teaching-learning process.

### **C. Use of Concepts in Process-oriented Strategies**

One of the themes that emerged from the participants' responses is studying the concepts. Through researching and studying, the participants survived the challenges they encountered as they handled subjects that is not in line with their field.

This idea is linked to the responses of P1 IDI in RQ 2, when he said:

*"I use a variety of graphic organizers, cooperative ideas, tools, resources for writing LP's and presenting the subject na sad and for more ideas, oral and visual activities."*

P2 ID2, expressed in RQ 2:

*"I have employed various strategies and by giving direct instruction, I also use like in our school we have very unique approaches like in our Lesson plan we have pedagogy which is their kind of involvement of four-pronged integration like social issues, related values to our topics that must be related to contemporary issues."*

IDI 3 agreed in RQ 2:

*"Let us go back first to the definition of process-oriented, it emphasizes or focuses on processes, systems, or procedures. The first step is designing a system to make good decisions again and again. I think it helps to define what a good process is in the first place."*

Also, P1 FGD is mentioned in RQ 2:

*"I really do studying, reading the concepts of social studies, that is the first thing that I did. I usually focus in, deductive strategies."*

Meanwhile, P6 IDI expressed in RQ 2:

*"Teachers should indeed be adept in designing and implementing classroom lessons. For me, I used collaborative and direct teaching. I usually developed that two for processing knowledge."*



Supported by P7 FGD in RQ 2:

*“I do exhibit all the tasks of the students; it well makes topic more process and oriented to our lessons.”*

Teachers who prepare and strive hard for the future of the next generation and exceptional teachers who provide good quality of teaching by combining their skills and knowledge are essential to a student’s well-being and performance. Studying and recalling the concepts enables the participants to be ready and more knowledgeable during class discussions. In addition, it relieves the participants at they can go through the lesson confidently, that the materials are ready and they discuss the concepts correctly.

### 3.3 Responses of Non-major Social Studies Teachers on their Insights about Teaching Social Studies

After careful classification of the responses of the participants about their insights in the situation of non-major Social Studies Teachers on their insights about teaching Social Studies, three (3) major themes were manifested:

- Flexibility is vital;
- Trainings and seminars are needed;
- Consultation and supervision help.

**Table 3:** Difference between the insights of non-major Social Studies teachers that can be shared to others

Major Themes	Core Ideas
Flexibility is vital	<ul style="list-style-type: none"> <li>• You really need to embrace it and be flexible. (P4 FGD)</li> <li>• Teachers are versatile baya and we know learning is a lifelong process. (P7 FGD)</li> <li>• We should be flexible and never stop learning jud. (P3 FGD)</li> <li>• Be versatile and flexible jud.</li> <li>• There is no such thing as one strategy for learning. Therefore, be flexible, there is a need jud to use several of strategies maam. (P2 IDI)</li> </ul>
Trainings and seminars are needed	<ul style="list-style-type: none"> <li>• We need seminars ana maam, workshop how to handle subject. (P1 FGD)</li> <li>• We need skills and skills is dili makita sa libro kundi sa workshops. (P3 FGD)</li> <li>• Seminars are relevant jud sya kay part mani sa professional development ba ana. (P2 FGD)</li> <li>• The assistance needed by us is I think there must be a attending workshop, seminars for us to be more equipped and skills in related to our teaching subject</li> </ul>
Consultation and supervision helps	<ul style="list-style-type: none"> <li>• Seeking help. (P1 FGD)</li> <li>• We need supervision and help. (P7 FGD)</li> <li>• So, you need help from the teachers nga nag major jud ani. (P1 FGD)</li> <li>• Strategies but you need to adapt and ask help sa uban teachers. (P5 FGD)</li> <li>• Asking for help man gud no allows as to surround our self sa mga people nga good ani nga subject. (P1 IDI)</li> </ul>

### **A. Flexibility is Vital**

Learning new things is a stimulating, uplifting and enriching process which develops students to be lifelong learners. Transformation should ideally embrace the need of knowledge, insight and functionality in the teaching process. Hence, participants' flexibility in the teaching field became one of the experiences of a non-major Social Studies teacher.

P4 FGD relates her experience as shared:

*"For teaching subject na dili nimo major, para sa akoo. You really need to embrace it and be flexible that one kay dili man gud sa tanang panahon kita'y masunod. It will really give uncomfortable feeling at first pero in the end ma okay ra sad ka. You should have to embrace whether you have a choice or not."*

(For teaching a subject that is outside of your expertise, you really need to embrace and be flexible because we will not always be obeyed. It will really give you an uncomfortable feeling at first but in the end, it will be okay. You should have to embrace whether you have a choice or not.)

Further, P1 and P5 FGD disclosed the same statement:

*"We should be flexible and never stop learning. Be versatile and embrace everything that is given to you."*

Also, IDI 2 added:

*"I think that I can be shared with others is to accept these challenges, in this world, there is no such thing as one strategy for learning. Therefore, be flexible, there is a need to use several of strategies, we teachers should adapt and teachers must be versatile and look this one as an opportunity to gain knowledge and learn concept because social studies subject is a very interesting subject."*

A learning environment is in constant motion and new ideas are filled with disruptions. Essentially, flexibility allows the participants to respond to different learner abilities, needs, and interests. The better the teacher knows the lesson content the higher the chances are increased students' participation and class engagement.

### **B. Trainings and Seminars are Needed**

As some participants agreed and said that since most of them non-major Social Studies teachers are reluctant to teach subjects, not their major, it would be best for the management to support the teachers by providing seminars and trainings related to the assigned subject. Because of the process-oriented used, it is very essential for teachers to undergo intensive training for them to be rational about the subject that they are assigned to.

Relating to this concept, P1 FGD shared that:

*“Yes, we really needed help jud haha para makahatag sad mi ug quality education sa mga students. We need seminars ana maam, workshop how to handle subject.”*

(Yes, we really need help to give quality education to the students. We need seminars and workshops on how to handle the subject.)

Also, P3 FGD added:

*“To be honest Ma’am, we need jud ning assistance kay aside sa knowledge maam we need a skills and skills is dili makita sa libro kundi sa workshops. We need more professional development maam ba like seminars, books and references. Diba our goal is to have quality education but how can we have that nga even teachers maam kulangan sad ug skills and knowledge. So, kinahanglan sya ug system or even the school dapat ma-realize nila nga need namo na nga assistance.”*

(To be honest Ma’am, we need assistance. Aside from the knowledge, we need skills; skills cannot be seen in books but in workshops. We need more professional development like seminars, books and references. Our goal is to have a quality education but how can we have that, even if the teachers are lacking skills and knowledge? So, we need a system and the school should realize we need assistance.)

Moreover, P2 FGD stated that:

*“Seminars are relevant jud sya kay part mani sa professional development sa usa ka teachers.”*

(Seminars are relevant because it is part of our professional development as a teacher.)

Similarly, IDI 2 asserted that:

*“The assistance needed by us is I think there must be an attending workshop, seminars for us to be more equipped and skills in related to our teaching subject. There must be also seminars for professional and personal development on what to gain and how to teach social studies subjects. “*

The key to gaining skills needed in a certain job or work, especially in a non-major Social Studies teacher is through intensive trainings and workshops. The seminars and trainings could be of great help to the teachers especially those who are teaching a subject that is not related to their own expertise. The process may be tiresome, but the outcomes would be worth it.

### **C. Consultation and Supervision Help**

Participants described the importance of peer support to help manage their daily challenges. While each respondent had a particular personal experience with making

connections with others, each indicated connections with general education and special education peers were vital in both their personal resiliency and success as an educator. Some participants spoke about the importance of support from co-teachers and coordinators.

As P1 FGD shared:

*“Seeking help is very important. Let’s just admit maam no nga dili sa tanang butang hwod ta labaw na ug tagaan tag ing-ana so you need help from the teachers nga nag major jud ani and sometimes kay same bitaw nako maam akong gipulihan ana nga teacher kay dili sad sya major in social studies so ginaguidan ko niya sa iyang mga ways sad sauna tong naghandle sya ani so mao ra sad akong na realize maam.*

(Seeking help is very important. Let’s just admit that not all the time we re knowledgeable about the subject we handle in class. So, we need help. For example, for me Ma’am the teacher who handle this subject before I am not really into Social Studies major but she guided and help me.)

Additionally, P7 FGD added:

We need to admit, that we need supervision and help. Supervisions and guidance from the Area Coordinators, because we really don’t know the planning and to handle this subject.

P1-FGD interjects:

*“You need to adapt and sought for help from the teachers to be exact.”*

Furthermore, IDI 1 expressed:

*“Asking for help allows us to surround our self-good people and be more knowledgeable about this subject. Seminars could facilitate us to more good development.”*

The participants have stated that it is difficult to teach Social Studies subjects to the students as they do not possess a broader knowledge of this area Moreover, asking for help and guidance from their colleagues and coordinators has greatly contributed to their existing knowledge and to their teaching methods and strategies.

#### **4. Discussion**

The discussion of the themes was extracted from the results and supported by the statements from the various authors aimed to explore the lived experiences of non-major Social Studies Teachers teaching Social Studies. The purpose of this phenomenological study was to examine and understand the accounts of the teachers. To gather the needed data, in-depth interviews and focus group discussions were conducted using the

validated questions approved by the pool of validators. All questions formulated were answered by the participants who expressed essential data for analysis.

#### **4.1 Lived Experiences of Non-Social Studies Teacher Teaching Social Studies**

The non-major Social Studies Teacher who was chosen as the participants shared their experiences as they handed the subject. From their answers, three (3) major themes emerged: Facing challenges in content preparation, being obligated to study key concepts, and flexibility in teaching practices.

##### **4.1.1 Facing Challenges in Content Preparation**

The students can be affected by what he says and how he says it. There is a belief that the teacher is the ultimate key to educational change. Facing challenges in content preparation can affect the way the teacher imparts knowledge to the students. As a result of lacking the necessary content knowledge for the subject assigned to them, the teachers admitted that it consequently resulted in a lack of teaching strategy and techniques (Patalinghug, 2018).

With that, teachers might rely on teaching methods that are traditional and ineffective, such as solely using the textbook. They might be less able to help students in their learning. It can be devastating for a confident and competent teacher to be suddenly incompetent because they have to teach unfamiliar content (Hobbs, 2015). It signifies that non-major Social Studies teachers can be concerned about the negative impact their teaching might have on student learning, such as lower achievement scores. They have also shown concern that what they are imparting to the students has a significant impact on the transfer of knowledge and the inability to demonstrate content is relevant to everyday life.

##### **4.1.2 Obligated to Study Key Concepts**

Teachers are expected to deliver knowledge to their students with no errors. Students depend on their teachers. However, teachers are not as competent as our search engines and can still commit lapses. Because of that, researching and feeling obligated to study beforehand is necessary for teachers to accurately teach their students with the sufficient knowledge and wisdom they could provide them.

According to Nordquist (2019), exploring reference through research is collecting and evaluating information about a particular subject. The overarching purpose of the study for consideration is to answer questions and generate new knowledge. The data collected from research is used to clarify a given situation or problem. Aside from that, this is necessary to produce new ideas that are used in establishing a new body of knowledge.

Teachers should impart relevant information and sound knowledge about the lesson as the student's leading source of learning is from the teacher, and the teacher uses relevant references to bring meaningful learning. The main point is that professionals, specifically teachers, have rigorous preparation, professional judgment, and a collective vision for their profession. They did not obtain their certificates, licenses, and diplomas

for nothing (Strauss, 2017). Also, this is an excellent way to help teachers who do not teach their specialization. Through researching, they could know and manifest the lessons that needed to be learned by their students.

#### **4.1.3 Flexibility of Teaching Practice**

The participants have stated that flexibility is one of their techniques in teaching practice. Furthermore, being able to be flexible to these changes can be useful to grasp new learning in their field of teaching to attain which are targeted to achieve educational objectives and meaningful learning. One of the positive experiences of the participants is learning new things in the field of teaching

According to Vermunt & Donche (2017), high-quality teacher learning influences student-learning outcomes. In order to attain these educational goals, teachers have to embrace new learning and possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. However, some teachers are not assigned to their field of expertise which is why they need to seek new learning and be flexible. Thus, it is very uncomfortable and vulnerable for them to unlearn old ways of teaching and relearn new approaches.

### **4.2 Ways of Non-major Social Studies Teacher Teaching Social Studies in Coping with the Challenges and the Process-Oriented Strategies are Used to Ensure Effective Teaching**

The non-major Social Studies teachers shared their coping strategies to overcome the challenges encountered as they handled Social Studies, the following themes were manifested: Acceptance and Adaptation, Innovation and Teamwork, and Studying Concepts.

#### **4.2.1 Acceptance and Adaptation**

One of the important strategies for dealing with change is to be willing to adapt a beginner's mindset and accept the change with a fresh perspective and enthusiasm. This situation has created new challenges for non-education teachers. According to Hoerr (2017), having the characteristic of adapting to change is an essential way to step up in surpassing a certain obstacle or task. The adapted change and passion when it comes to the field of teaching are the things that an educator must possess for himself for it would create a culture that nurtures grit as an integral part of the formula for student and teacher success. In addition, being an educator adapting to change in oneself helps to overcome what he or she faced from that task and responsibility.

Additionally, teaching an out-of-field subject matter contained in a teacher's school's curriculum by writing lesson plans and making sure standards are met are important parts of an educator's job, but fostering perseverance ensures that students will succeed in and out of a classroom (Jobs, 2018). Adapting to changes or being flexible is one of the basic requirements in order to become effective in the field of teaching, where

changes always occur because a teacher's job is never stagnant. it is important that a person learns to accept and adapt their will to change.

#### **4.2.2 Innovation and Teamwork**

A good number of teachers mentioned the lack of teaching strategies and techniques as the main obstacle they encountered. That is why they learn how to innovate and do teamwork among their colleagues. Accordingly, they find it hard to learn the approaches to teaching a subject, not their field. Being assigned to teach outside their area of specialization, they face considerable challenges in lesson preparation and teaching the subject. Patalinghug, 2018 stated teachers need to understand the structure and nature of the discipline and learn unfamiliar content knowledge. Teachers are known to be interactive and could do innovation to facilitate the learning process.

With the help of expertise, the transformation of the content knowledge into suitable activities, analogies, demonstrations or simulations and adaptation are much easier for them. It is also been stated by Du Plessis (2013) that non-major teachers rely on the support of colleagues to develop strategies for effective classrooms, but these teachers' discussed collaboration inside the classroom as a concern. The intellectual performance and motivation to engage students are entrenched in teachers or students.

#### **4.2.3 Use of Concepts in Process-oriented Strategies**

Teachers must try new practices for the students to cultivate more and engage with their subject. This is important to cultivate effective teaching instruction. Boyes (2018) suggested that teachers have to focus on creating opportunities for engagement, delve deeper into ideas and concepts, explore, create meaning, and think. They have to take a better understanding and study the concepts with much more experience as learning opportunities to expand their learning.

Maritan, 2018 stipulated that teachers are able to teach the subject if they are able to know process-oriented strategies which they are able to develop, implement and change their strategies that help students learn. In addition, the complexity of an opportunity may range from simple low-level recall tasks to original, challenging tasks that require deep learning strategies to build deep understanding. He emphasized that teachers have to open up their minds to accept and develop their potentials and vulnerabilities to know more concepts for the learning process of the students.

#### **4.2.4 Insights of Non-major Social Studies Teachers Teaching Social Studies**

After classification of the responses of the participants about their insights in their different situations. The reducing of their plight through preparations and coping with the situation could help a lot, and there is a process to follow. As the participants expressed their thought there were three (3) major themes were manifested: Flexibility is Vital, Trainings and Seminars are needed, and Consultation and Supervision help.

#### **4.2.5 Flexibility is Vital**

The profession is an exciting, challenging and the most rewarding one. Being a teacher means you help enrich children's lives, not just through core educational skills but through changing life for the better and being helpful in the future. Nicola (2018) pointed out that as a teacher, being flexible toward the learners is giving children the skills they need to go out into the world and succeed. It really does not matter at what stage in a child's life this happens, you as teachers should know the different interest of the child that supports and give them what they need to go on and do bigger and better things and build upon those skills.

Furthermore, building confidence in students to help them with the drive to succeed is one of the factors that teachers could do. Spending that little bit of extra time (flexibility) to get them through something they're struggling with and seeing how excited they are when they start to make connections makes it all worth it (Pulschen, 2015). As teachers, they felt inspired as an imparter of knowledge to their students for they show good results on the assessment.

#### **4.2.6 Trainings and Seminars Are Needed**

Teachers uttered that they need to undergo intensive training for them to be aware of such unfamiliarity and give more knowledge about the background of the subject. Thus, they wished to have enhancement seminars and trainings to improve teaching strategies and methodologies as well as to gain additional information on how to deal with the subjects that they are teaching. The main cause behind their realization of having a negative and positive experience as out-of-field teachers. The unfamiliarity of teaching a certain course that is not related to one's own expertise is bound to have such predicaments in terms of disseminating information to the students. Likewise, Out-of-field teaching - teaching a subject without specific training in that subject (Hobbs, 2015).

Intensive trainings require an immense amount of time because it has a lot of preparation. Its system focuses on knowing the principles of learning and disseminating information. Though mastering and familiarizing is part of the process, it is not that recommended or suggested either. In this case, the underlying assumption is that learning is more about a generalized process than it is about mastering subject-specific content (Zwaagstra, 2018).

By the means of this, learning is not settled in mastering such content, rather it is being analytical and critical to the content. A thorough analysis of every aspect of learning must be put into consideration so that non-education teacher has the capacity to simplify the complexities of the topic.

#### **4.2.7 Consultation and Supervision Help**

The participants have stated that it is difficult to teach subjects to the students as they do not possess a broader knowledge of this. Moreover, asking for help and guidance from their colleagues and friends has greatly contributed to their existing knowledge and to their teaching methods and strategies. Yee (2016) stated that seeking assistance from colleagues is an approach to professional learning involving systematic support where



the focus is on the teacher as a learner. This can bring a better understanding, of the best practices and a better-articulated curriculum. It has also contributed to an overall improvement in the teaching and learning of the teachers.

Moreover, Stronge (2018) stated that volunteering to assist others, treating colleagues with respect and collegiality, and maintaining an honest two-way communication between teachers and administrators is a way of exhibiting and maintaining professionalism. Based on the qualities of effective teachers by Stronge, it can be inferred that teachers should be socialized with their colleagues and at the same time, establish a cooperative relationships.

## **5. Implication and Concluding Remarks**

This chapter presents the implication and concluding remarks of the researcher. Non-major Social Studies teachers teaching Social Studies require deep understanding and support because they are not accustomed to the subjects they are teaching now. Based on the finding, the participant shared their experiences and marked the strategies they used to provide quality education.

### **5.1 Implication for Practice**

This implies that being a teacher is more than a provider of quality education. Aside from the responsibilities of making daily lesson plans, instructional materials, and other eternal paper works, a child's learning is one of the essential aspects. Teachers must be consciously aware of all professional obligations that society expects from them. A teacher's liability is already present when you enroll your child in a school.

Correspondingly, the implication of this study is deemed beneficial to DepEd officials. First, they could design seminars and training to develop teachers' skills, strategies, and confidence in teaching other subjects. There may be a focus on training such as pedagogical content knowledge. The strengthening of School Learning Action-Self collaboratives such as pre-conference among teachers and clinical supervision (helping-relationship) is to improve teachers' ability by analyzing objective data collected during the observation.

Second, they could prioritize additional learning resources such as textbooks, computers and projectors systems that could be a really great help, especially to the teachers. As well as, there may be suggested differentiated instruction strategies from the curriculum; this is to expand the teacher's knowledge in planning preparation.

For the non-major teachers, teaching subjects outside of their field of expertise, the findings will serve as motivation and a reminder to them that learning is a continuous process and everything can be learned. It is hoped that they will provide academic support such as enhancement trainings and seminars that are rightful for them as they experienced the phenomenon. Indeed, teachers could bear negative effects because instead of focusing on the subject that they mastered, which is opposite or not in line with what they learned. Hence, this could result in half-baked teaching and half-baked learning. For the students, this will ensure them with more efficient and effective teachers

in the future since they are the main recipient in the teaching-learning process. This will also help them in order to become productive and holistic learners.

On the other hand, commitment to service is one of the relevant realizations that need to be highlighted. Being committed to work, willing to learn and accepting of workloads would probably be helpful to fulfill one's desire of having a productive work experience. Furthermore, non-major Social Studies Teacher teaching Social Studies teachers are rampant yet a critical scene in the educational system that needs to be addressed especially the ones teaching that are not aligned with their field of specialization.

## **5.2 Implications for Future Research**

To cater to the influx of these newly hired and out-of-field teachers and address the shortage of teachers in other subjects, they were assigned to teach subjects not their field of expertise, such as teaching Social Studies subjects to fill teachers' shortage in these subjects. With the results of this study, other researchers may study further the experiences of the non-major Social Studies teachers handling Social Studies issues on a public-school basis.

Moreover, since this study is a qualitative-phenomenological study that seeks to explore and understand lived experiences, future researchers could broaden its scope and undergo a mixed-method to fully understand its effect not only on teachers' capability to teach and could also focus on the public schools since this study is focusing on private schools' teachers, but also its effect to the students who are the essential agent in the teaching-learning process.

From this, they could derive and suggest concrete solutions for the welfare of the educational system to ensure quality education and achieve learning goals.

## **5.3 Concluding Remarks**

In this study, it is clear that non-major Social Studies are confronted with different challenges in their work. Relatively, their teaching career is much affected by this mismatch in teaching assignments. Through in-depth interviews and focus group discussions, I found that teachers had something to tell, like their lived experiences, which need to be unfolded and understood by everyone. This study reflected and showed how the involved teachers strived to improve themselves, especially in teaching subjects that are not their field of expertise.

During the conduct of this study, I experienced how to be a researcher and how to manage time wisely. Conducting research is an uphill task requiring time, money, effort, patience, and perseverance. Still, with my research adviser's guidance, I could gather quality and factual data supporting my study. As the researcher, I hope this study will contribute a lot to understanding the experiences of non-education teachers who handle subjects, not their field of expertise. I hope that their passion and commitment to service will still be flamed in their hearts. Moreover, I hope this study will open avenues for the resolution to the education leaders to address the concerns and sentiments of these teachers.

To conclude, understanding non-major Social Studies teachers' unique situations and experiences are the keys to developing their identity. We know them only with the phrase "non-major Social Studies Teacher teaching Social studies," but we do not understand how they are and what they went through better to manage themselves and their students in a strange field. Through this study, we would have the opportunity to perceive the journey of these courageous teachers. On this, we could extend our support and empathy to them, for they did everything they could to ensure quality education.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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