

***Challenges Encountered by Non-araling Panlipunan Teachers Teaching Araling
Panlipunan Department of Education General Santos City, Philippines:
Basis for Capability Building***

Lito S. Adanza, Department of Education–General Santos City, Philippines
Emily E. Baculi, Department of Education–General Santos City, Philippines
Romelito G. Flores, Department of Education–General Santos City, Philippines
Juliet F. Lastimososa, Department of Education–General Santos City, Philippines

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Abstract

This study intended to describe the challenges encountered by Non-Araling Panlipunan teachers Teaching Araling Panlipunan (AP). It sought to identify the coping mechanism, interventions and identify capability building programs as a solution to the problems. The study employed qualitative phenomenological research to examine individual life experiences of Non-Araling Panlipunan Teachers who have specialization-workload mismatch. Key informants underwent an in-depth interview using open-ended questions. The data collected were translated and analyzed, unveiling fifteen primary themes from the narratives of the participants. The challenges encountered by the non-Araling Panlipunan teachers who are teaching AP are the following: For content: making learning relevant and engaging, unfamiliarity, lack of knowledge, double the effort and adjustment. For lesson preparation: uncertain and at a loss; finding the perfect fit; shift code; learning resource inadequacy and identifying the essentials. Content-realignment woes and Higher Order Thinking Skills (HOTS) dilemma are the challenges encountered in terms of assessment. The participants coped with these challenges by equipping themselves, maximizing the learning and online tools, and calling a friend. Schools provided interventions like continuous training, earn relevant units and Learning Action Cell (LAC) session as an avenue to mentor non-Araling Panlipunan teachers. Non-Araling Pteachers handling AP are facing problems which their adaptability. With the right amount of support from external factors, schools and internal motivations like passion, initiative, flexibility and open-mindedness, problems in teaching will be lessened. The research proposed that the Department of Education conduct a training on content and pedagogy to equip non-Araling Panlipunan teachers in the field.

Keywords: Araling Panlipunan, Social Studies, Teaching Challenges, Mismatch

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Introduction

With the emergence of borderless human interaction, individuals develop a sense of camaraderie and conformity in solving complex problems and making decisions, with the aim of achieving a common goal. Conformity to global standards of politics, culture, economy, and education has thus been observed to dominate the global stage. In the educational environment, there has been a growing emphasis on a more progressive educational system, which has led to other areas of concern, such as the need for qualified teachers to instruct students. According to researchers, teacher quality is one of the most important aspects of the educational process because it has a significant impact on student achievement. Therefore, quality teaching should be a requirement in all educational institutions. The credentials of faculty have been identified by Akareem (2012) as one of the components of quality education. Diverse curriculum designers recognize this need and have been developing worthwhile programs in response for years. Section IX of Batas Pambansa Blg. 232, also known as The Education Act of 1982, guarantees the right of students to receive competent instruction and relevant quality education in the Philippines, in accordance with the unified call for a superior education. In addition to having access to adequate facilities, teachers' abilities determine the quality of an education.

According to the No Child Left Behind Act of 2001, in order to be a qualified educator, one must possess a bachelor's degree and demonstrate competency in the subject they will teach. By offering graduate degrees and college majors to education students, universities and colleges ensure this proficiency. Despite this work for proficiency and global movement to ensure quality teachers, educational institutions are frequently confronted with pressing issues involving teachers. In the workplace, educators are subjected to a variety of conditions that lead to the ongoing problem of out-of-field-teaching. According to Robinson (1985), this phenomenon, known as teaching across specialization or out-of-field teaching, in which teachers teach subjects for which they have limited training or knowledge, has been observed for a long time but is largely unrecognized by administrators. According to Hobbs (2013) and Caldis (2017), out-of-field teaching occurs when a teacher teaches a subject for which they are not qualified. According to Loveys (2011) and Silva (2010), non-specialty teachers are untrained or unqualified. This paper will use Ingersoll and Gruber's (1996) definition of out-of-field teaching as a phenomenon in which educators are required to teach a subject in which they did not specialize during their teacher preparation. According to Dee (2008), the origin of out-of-field teaching can be traced to how schools and teachers are managed for teacher assignment, which is the responsibility of school administrators.

A shortage of teachers in certain subject areas, such as Filipino, TLE, and Araling Panlipunan, is also identified as a primary cause of this issue. Particularly in General Santos City, there are no universities that offer BSED-Social Science. If left unaddressed, this issue could continually hinder the efficacy of Filipino educators. Here is where research comes into play. It focuses on the effects of out-of-field teaching on the performance of non-Araling Panlipunan teachers in the Division of General Santos City who teach Araling Panlipunan. According to this study, non-Araling Panlipunan teachers are those who hold a Bachelor of Science in Education in a major other than Social Science. As a subject that necessitates in-depth knowledge of facts, history, and current events, it is essential that teachers of the aforementioned subject be armed with the necessary tools to ensure effective instruction. As the K-12 curriculum in the Philippines evolves, high expectations are placed on Araling Panlipunan teachers. Araling Panlipunan teachers are expected to assist students in comprehending the significance of history in one's life; therefore, they must successfully

engage students in meaningful discussions on past and present events. This is only possible if the teacher has a genuine appreciation for the subject. As a result of the emergence of out-of-field teaching, these non-social studies teachers who handle Araling Panlipunan may encounter a variety of difficulties in their daily teaching practice. Moreover, it would be difficult for teachers to teach a subject in which they lack confidence because they have little or no background, which could result in a heavy reliance on textbooks that will hinder and limit students' learning experience. Taking all of these factors into consideration, the researchers wish to describe the problems and the effects of out-of-field teaching on the experiences of teachers and their coping mechanisms when confronted with the problem. It is believed that the research is appropriate and pertinent to the current state of education in the Philippines, which aims to be on par with other nations. This aims to investigate the various school interventions as well as the personal interventions utilized by these teachers to mitigate the problem. The purpose of this research is to assist teachers in minimizing the difficulty of imparting knowledge to their students and bolstering their confidence when delivering lessons. This will also aid school administrators in managing their teachers to improve the teaching experience. The research also intends to aid government agencies such as the Department of Education and Commission on Higher Education in developing their seminar frameworks for managing teachers.

The main purpose of this study is to describe the challenges encountered and its effects of out-of-field-teaching on the performance of Non-Araling Panlipunan Teachers who are handling Araling Panlipunan. Specifically the study seeks to answer the following questions:

1. What are the challenges encountered by Non- Araling Panlipunan Teachers in terms of:
 - 1.1. Content?
 - 1.2. Lesson Preparation?
 - 1.3. Assessment?
2. What are the different school's intervention regarding the specialization-workload mismatch?
3. What are the coping mechanisms of these teachers in order to survive in this kind of environment?
4. What capability building programs that can be designed as a solution of the problems identified?

Research Methodology

This qualitative phenomenological study will examine the individual life experiences of Non-Araling Panlipunan Teachers with a mismatch between specialization and workload. For this study of a small number of non-Araling Panlipunan teachers who teach Araling Panlipunan, phenomenological in-depth interviews were chosen as the data collection technique. According to Rossman and Rallis (1998), the purpose of phenomenological research is to comprehend the lived experiences of a small number of people. According to Marshall and Rossman (1999), the researchers selected phenomenological methodology because their primary objective was to comprehend the full significance of the participants' experiences as described in their own words.

Research Tool

There will be five (5) questions written in an interview guide concerning out-of-field non-social studies teacher who handled Araling Panlipunan. Data will be collected through interview transcripts from selected non-social studies teachers who will be selected with

consent. The key informants of this study will be the eligible high-school teachers from the selected schools of the Division of General Santos City that are not Araling Panlipunan Teachers but are teaching Araling Panlipunan. The involved teachers will be the core of this investigation.

Participants and Settings

The main participants of this study are Junior High School Teachers of General Santos City Division. All of the key informants are the teachers who graduated with a bachelor’s degree of secondary education of any major except Social Sciences. The key participants are teachers who have at least one year of teaching experience. The study will be conducted in the Division of General Santos City National. Participants of the study will be informed of the purpose of the study.

Prior to the conduct of this study, the researchers ask permission and approval to schools division superintendent, Romelito G. Flores, CESO VI, if they could conduct the study.

A letter of request for interviews will be sent to the participants before the conduct of the focus group discussion (FGD). To validate the result of the study, an in-depth key informant interview will be conducted.

During the interview, the researchers set the mood by asking the participants about their names, age and which school are they affiliated to. The interviews were conducted for 20 to 30 minutes with each participant. The researchers began the data analysis by becoming acquainted with the data.

Before conducting the research, the researchers handed out letters to the participants. The profiles of the participants are held privately as to assure their safety. The participants are not forced to answer the questions. If they decide not to participate, then the researchers will respect their decisions. Participants in the study were voluntary. The researchers did not intrude on the participants’ personal privacy. The study did not affect in the emotional, psychological, spiritual and economic status of the participants.

Results and Discussion

What are the challenges encountered by Non- Araling Panlipunan Teachers in terms of Content?	
Clustered Themes	Formulated Meanings
1.1 Making learning relevant and engaging	<ul style="list-style-type: none"> • Using the concept of Across-Curriculum • Making the activities relevant to student experiences; • The content of the subject is difficult and stimulates boredom; • The content of the subjects requires a lot of reading which often leads to boredom;

<p>1.2. Unfamiliarity and lack of knowledge</p>	<ul style="list-style-type: none"> • The necessity to exert much effort in studying knowledge-based contents and topics of AP; • Shifting in using the medium of instruction from English to Filipino; • Lack of knowledge on certain concepts especially those that are unfamiliar terms; • Lack of knowledge to teach the subject since the field of specialization during college is not aligned to the subject being handled; • Lack of knowledge about the content; • Requires more time to research and study the topics; • Unfamiliar with the content and topics of the subject; • Lack of knowledge of the subject matter; • Unfamiliar with the contents of the subject resulting to uncertainty on the part of the teacher on the accuracy of what is being taught;
<p>1.3 Double the effort and adjustment</p>	<ul style="list-style-type: none"> • The subject requires a lot of reading time for the content; • The subject content is broad and difficult which needs more time to study for the teachers who are not history specialists; • It requires a lot of time of non-history major teachers to read more about the content of the subject;

Table 1: Challenges encountered by non- Araling Panlipunan teachers in terms of Content

As seen in Table 1, the participants encountered several challenges in teaching Araling Panlipunan in terms of Contents. These problems and woes are using the concept of across-curriculum, making the activities relevant to student experiences; the content of the subject is difficult and stimulates boredom; the content of the subjects requires a lot of reading which often leads to boredom. However, some of the participants was able to integrate their field of specialization in some topics in Araling Panlipunan.

What are the challenges encountered by Non- Araling Panlipunan Teachers in terms of Lesson Preparation?	
Clustered Theme	Formulated Meanings
1.2.1 Uncertain and at a lost	<ul style="list-style-type: none"> • Uncertain about the correctness of the objectives being set or made; • Have no idea where to start and what to create;
1.2.2. Finding the perfect fit	<ul style="list-style-type: none"> • Difficulty in integrating localization and other indicators; • Difficulty in applying the content to relevant activities; • Struggle in applying content through relevant activities; • Difficulty in arranging the lesson flow and finding activities that would fit the objectives;
1.2.3 Shift Code	<ul style="list-style-type: none"> • Difficulty in translating the applicable terms from English to Filipino and organizing the structure of the plan; • Struggle with the use of the Filipino language;
1.2.4 Learning resource inadequacy	<ul style="list-style-type: none"> • There is no book that can be used as a reference material;
1.2.5 Identifying the essentials	<ul style="list-style-type: none"> • Difficulty in trimming down the content to cope with time limits; • Difficulty in sub-tasking and budgeting the time allocation for the topic since content is too lengthy and broad;

Table 2: Challenges Encountered by Non- Araling Panlipunan Teachers in terms of Lesson Preparation

As can be seen in Table 2, the participants manifest challenges encountered in term of lesson preparation. These challenges are uncertain and at a lost, finding the perfect fit, shift code, learning resource inadequacy and identifying the essentials in teaching Araling Panlipunan. The participants relayed their struggles in this area particularly on their experience about finding the perfect fit.

What are the challenges encountered by non-Araling Panlipunan teachers on terms of assessment?	
Clustered Themes	Formulated Meanings
1.3.1. Content-realignment Woes	<ul style="list-style-type: none"> • Creating HOT questions and aligning it with the TOS • Alignment of questions with the content;
1.3.2 HOTS Dilemma	<ul style="list-style-type: none"> • Questions cover only knowledge-based contents; • Difficulty in creating HOT questions; • Struggle with making HOTS questions; • Struggle with making and identifying HOT questions;

Table 3: Challenges encountered by non-Araling Panlipunan teachers in terms of Assessment

As seen in Table 3, the participants shared that they find content-realignment and making higher order thinking skills (HOTS) questions as challenges they have encountered on assessment. Some participants that they have difficulty in formulating HOTS questions in a multiple choice type of test because Araling Panlipunan gives an exact answer.

Based on their experience, they relayed different challenges such as aligning the content to the type of assessment, the multiple choice destructors and the analyzing, answering on whether this new learning modality gives them difficult situation or easier one. According to the participants, new modalities are harder in terms of finances, gadgets, and online connection.

Lastly, participants reiterated the financial burden that they have to endure since new modalities are harder in terms of finances or it adds up to financial struggle.

What are the coping mechanisms of these teachers in order to survive in this kind of environment?	
Clustered Themes	Formulated Meanings
2.1. Equip oneself	<ul style="list-style-type: none"> • Allocate time to study and use the internet for reference; • Help oneself to cope with the situation; • Spend time doing research and studying the content; • Read about the content of the subject;
2.2. Maximize the learning tools	<ul style="list-style-type: none"> • Utilize Google for proper pronunciation;

	<ul style="list-style-type: none"> • Find meaningful and reliable sources in the internet aside from asking colleagues; • Utilize learning and research tools such as the internet; • Use many references and tools for learning;
2.3 Call a friend	<ul style="list-style-type: none"> • Ask assistance from co-teachers aside from doing personal research and reading; • Ask for assistance and help from colleagues; • Ask for assistance from fellow teachers; • Ask help and assistance from co-teachers and conduct brainstorming activities; • Ask from seasoned colleagues;

Table 4: Coping mechanisms of these teachers in order to survive in this kind of environment.

Table 4 shows that the participants were able to cope in the environment that they are in by equipping themselves with the needed knowledge and skills, maximizing the learning tools and calling a friend.

Based on their experience, they relayed that they allocate time to study about the content and maximize the availability of online resources, consulting google for the proper pronunciation of the terms. They also ask assistance from their co-teachers and mentors.

Question 3: What are the different school's intervention regarding the specialization-workload mismatch?	
Clustered Themes	Formulated Meanings
3.1 Continuous Training	<ul style="list-style-type: none"> • Sent to attend seminars and workshops, and earn relevant units; • Attend seminars and workshops; • Informed about trainings; • Attend Re-echo seminar
3.2. Learning with Mentors and colleagues	<ul style="list-style-type: none"> • Conduct LAC Session; • Through LAC Session; • Conduct peer mentoring • Provision of reference materials and conduct mentoring through Master Teachers;

Table 5: Different school's intervention regarding the specialization-workload mismatch

As can be seen in Table 5, the schools where the participants are stationed gave the participants the following intervention, the continuous training of non-AP teachers, the learning action cell (LAC) session where the teachers learn with their mentors and colleagues. Some shared that part of their practice is to have a test bank, ready made Powerpoint presentation and lesson plan that is shared by the department checked by the Master Teachers.

Conclusion

Non-Araling Panlipunan teachers who are handling Araling Panlipunan are indeed facing many problems which in turn helped in the cultivation of the Filipino trait of adaptability. With the right amount of support from external factors like schools and internal motivations like passion, initiative, flexibility and open-mindedness, problems on the field teaching will be lessened if not totally eradicated.

The results of this study could be a great source of information for other aspiring researchers who wish to conduct studies related to the experiences and significant challenges encountered by Non-Araling Panlipunan teachers in Teaching Araling Panlipunan. They could either use it for literature reviews or comparative discussion to support their results as well. With the findings of the study, they could analyze the effects of teaching across specialization on the performance of the students and propose a curriculum for Bachelor of Secondary Education in Social Studies.

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Contact email: emilybaculi@gmail.com
litoadanza101@deped.gov.ph
juliet.lastimoso101@deped.gov.ph
rommelflores40@yahoo.com