






OUT-OF-FIELD SOCIAL STUDIES TEACHING THROUGH SUSTAINABLE CULTURE-BASED PEDAGOGY: A FILIPINO PERSPECTIVE

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ABSTRACT

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Quality of the instructional process is at stake when taught by out-of-field teachers. The current study identified the problems met by such teachers who teach across their specialization in the teaching of social studies. These Out-of-field social studies teachers encounter several issues in the preparation and administration of their lessons. This study first identified this specialization-workload mismatch and investigated what coping mechanisms can be introduced for the survival of these teachers in and out-of-field-teaching environment. The study employed a qualitative phenomenological research methodology and conducted an in-depth interview using open-ended questions, in order to generate the eidetic insights of the issues. Ethical considerations were administered to protect the confidentiality of the research participants. The data collected were translated and analyzed, resulting in the unveiling of themes and concepts from the narratives of the research participants. In the light of these findings, a Heideggerian interpretive analysis catapulted the creation of a Culture-based BAYLE Teaching Model (BTM) for that could be a solution to the out-of-field teaching individuals. The study recommends the introduction of BTM in all schools facing out-of-field issues.

Contribution/Originality: This study contributes a pioneering mechanism in responding to the problem of out-of-field social studies teaching in the workplace using Heideggerian interpretivism. This study recommends crafting of a culture-based model of innovative instructional delivery known as the Bayle Teaching Model—a legacy of the Philippines to cultural global education.

1. INTRODUCTION

1.1. Introducing the Problem

When individuals interact beyond borders or socio-cultural differences, they develop a sense of conformity in solving mutual complex problems and decision-making with a common goal. Education has played a major role in this unified compliance to global standards of politics, culture, and economy. The increasing trend towards such a progressive educational system has emphasized the need for quality teachers for effective social studies learning. Prior studies have also considered teachers' quality as one of the essential elements in making a significant impact on learners' success. It also remains a pivotal requirement in every education institution. However, such a scenario

is difficult to achieve if learners are taught by out-of-field teachers. Out-of-field teaching is a teaching of any field of expertise outside of the teacher's area of specialization. This problem occurs more among the lower-level learners' social studies when they are taught by such out-of-field teachers, who are otherwise experts in some other subjects.

This problem has been examined by several previous studies (Robinson, 1985; Ingersoll and Gruber, 1996; Silva, 2010; Loveys, 2011) that have unanimously found that such a situation occurred because educators are subject to a wide array of conditions that lead to the issue of out-of-field-teaching. Moreover, school administrators have also failed to recognize the problems raised due to out-of-field-teachers (Robinson, 1985). Other studies like Hobbs and Törner (2014); Caldis (2017) have observed that teaching across specialization occurs because educators accept to teach a subject which they are not qualified in. Loveys (2011) and Silva (2010) pointed out that those out-of-field teachers are untrained or unqualified. Ingersoll and Gruber (1996); Ingersoll (1998;2002) points out at the compromise that teachers make on quality teaching across specializations. The authors also emphasize that such a phenomenon occurs also because educators are often forced to opt for a subject which they do not specialize in during their teacher training.

In the Philippine contexts, under the New K to 12 Curriculum in Basic Education, the problem of out-of-field teaching has not been readily responded to because of the lack of specialized social studies teachers. It has been observed that a number of teachers have taught social studies subjects without specializing in it during their university days. This scenario has created a dismal effect on learners because of teachers' lack of procedural content knowledge of social studies, ending up in learners' low academic performance. Other practical implications have also affected learners' perceptions about social studies; the kind of life they live; their sense of nationalism; and their worldviews. Addressing the problem of out-of-field teaching in social studies specifically requires a radical change in the perception of academia. There is a need to initiate measures to attract senior high school students to take social studies as an area of specialization in their college. Another measure is to provide re-training to out-of-field social studies teachers to improve their teaching performance in both content and pedagogical knowledge or to adopt a certain culture-based model that would improve instructional delivery.

1.2. Explore the Importance of the Problem

The problem of out-of-field teaching in social studies deserves new research because of the scant literature of the issue of teacher-subject mismatch in social studies teaching in classrooms. This study examined the out-of-field teachers or teachers who teach across their specialization in the teaching of Social Studies in Cebu. Out-of-field teachers, as used in this study, are those teachers who are a holder of a degree in Bachelor of Secondary Education in any other allied social sciences courses except Social Studies. The study is based on the premise that teachers should be equipped with necessary instruments to ensure adequate social studies instruction because it requires in-depth knowledge of facts, history, and relevant events. The K to 12 curricula in the Philippines has evolved with high expectations from Social Studies teachers. These teachers are supposed to guide students to understand the importance of history to life and engage them in meaningful discussions on past and current events. But these out-of-field social studies teachers face various problems in meeting these expectations. They find it difficult to teach lessons effectively due to their little knowledge and a heavy reliance on textbooks which results in limiting students' learning experiences.

Furthermore, this study also learnt about the problem of teaching across specialization from the experiences of teachers themselves and about their coping mechanisms of adjusting with the challenges. This study is believed to be appropriate and relevant to the present situation of Philippine education system, which aims to be at par with other countries through different interventions of schools, as well as personal interventions of teachers to mitigate the problem. This study has attempted to minimize teachers' difficulty in imparting social studies knowledge to students. This study has attempted to devise a culture-based model of teaching that would boost teachers' confidence and will be reflected in lesson engagements in a localized, differentiated, and sustainable mode of social

studies instruction. This model requires the effective utilization of sustainable pedagogy. Sustainable Pedagogy is a set of localized and differentiated teaching models that are anchored culturally on beliefs, traditions, and practices within the locality where the stakeholders of school are located. This model also helps the school heads in managing their teachers and making their teaching experience more accessible. The study also attempted to improve government agencies like the Department of Education (DepEd) and the Commission for Higher Education (CHED) in making their framework more relevant in managing teachers to be more efficient and effective.

2. LITERATURE REVIEW

2.1. Describe Relevant Scholarship

That the Philippine education system plans to compete with other countries has reinforced the notion of providing quality teachers to students. Contemporary education in the Philippines is plagued with the unending problem of unqualified teachers employed in all schools. Teachers are supposed to bring knowledge to learners which learners apply in real-life scenarios. Teachers steer learners to make sense of the reality around them and understand their purpose in creation of history. However, in the current education system, there has occurred a series of issues that affects teachers directly, one of which is the problem of teaching across specialization.

Various studies point out that teachers are affected by teaching across specialization but the government and the school administrators do not recognize this problem. In Germany, research has proved that out-of-field education across specializations adversely affects the teachers' self-efficacy and in turn also affects the achievement of students' learning outcomes. The number of students who are taught by such out-of-field teachers across their specialization show a lower self-concept (Porsch and Wendt, 2015). In the Irish context, this issue can be resolved only if out-of-field teachers get support from the authority through effective professional development programs to guarantee quality education.

Hobbs (2012) also believes that teaching across specialization impacts professional self-efficacy. This study argues that the meaning of lived experiences of education across specialty manipulates a comfortable learning environment that ensures quality instruction. As stated by Brodbelt (1990) teaching across specialization is the "education's dirty little secret." In the United States, more than 50% of the students are not taught in history classes by teachers who majored in History (Ingersoll and Gruber, 1996). For Archer (1999) this problem should also be the concern of the parents and the school. Supported by the statement of Pillay *et al.* (2005) the lack of background knowledge and the additional research work of the teachers before the beginning of the class add stress and fatigue in students which may result in burnout. Several studies have shown that teaching across specialization affects a teacher's sense of identity and overall wellbeing, teaching performance, and knowledge of self-worth.

Sharplin (2014) re-conceptualized teaching across the specialization experiences of country teachers in Western Australia. This phenomenon can influence the teacher's sense of efficacy and teacher attrition. This study suggests that communities and schools can extend support in assisting out-of-field teachers to develop their knowledge and strategies to cope with the mismatch's negative impacts. Supported by Price (2015), the Western Australian Department of Education and Training, Education Workforce Initiatives Report advises the use of flexible learning and "expert teachers" to guide the affected teachers. Akareem (2016) has identified faculty credentials as one of the dimensions of quality education. Different curriculum-makers have acknowledged this need, and for years they have crafted good programs as a response.

In South Korea, there is an apparent disparity in terms of supply of qualified teachers and the demand for secondary school teachers to handle the subjects that they are not qualified in (Kim, 2014). The most notable difference in South Korea is the immediate response of the government on the implementation of "Minor Qualification Education" that in order to allow teachers to teach across their specialization. This step motivates teachers to acquire additional qualifications to handle a new subject. This shows that there is a clear need to support and to recognize the problems of out-of-field teachers.

As a developing nation, it is undeniable that educational institutions in the Philippines have been experiencing the issue of teaching out of specialization unabated. Filipino students prefer highly skilled and knowledgeable teachers on the subject they study. As students become aware of the shortage of teachers in the Philippines, where out-of-field teachers are accepted, they try to learn and understand subjects of some other areas. The problem aggravates when people get aware of it, but no direct intervention is designed to protect these teachers from its impact. However, most teachers also consider them fortunate to land into the teaching profession, no matter what subject they are required to teach, for it is hard to find a stable job in the country. Hence, it is not enough to acknowledge this problem in the country but also to recommend possible ways by which the government, school administration, the community, and teachers could come out of this unfortunate scenario.

Following the unified call for a superior education the Philippines has laws like *Batas Pambansa Blg. 232* commonly known as The Education Act of 1982, Section IX which ensures the right of students to receive competent instruction and relevant quality education. In addition, the Law also determines adequate facilities and providing responsible training to the teachers. For instance, in the US, there is a law called 'No Child Left behind Act of 2001' that requires that those who are employed in education sector must hold a college degree and exhibit proficiency in the lessons that they teach. Universities and colleges, however, oversee this proficiency requirement and offer graduate degrees to education students, irrespective of the professions they intend to go.

Dee and Cohodes (2008) trace the source of teaching across specialization issue to the school's management decision to assign subject of teaching to teachers.. The shortage of teachers in some learning areas such as Filipino language, Technology, Livelihood Education, and Social Studies are also primary sources of this problem. Specifically, in Cebu, there are only three Universities that offer the BSED-Social Studies program, and with a meager rate of enrollment. When left un-responded, this concern might continuously hamper the effectiveness of Filipino Social Studies educators. The Local Government of Cebu City, however, extends scholarship grant to out-of-field teachers in Social Studies to take Certificate Program for Elementary Teaching (CPET) within the Division of Cebu City. Though the CPET program is a noble initiative; it snags and demoralizes the academics by the granting universities as they take a long time to pay salaries. There is a need for DepEd to initiate such programs to the out-of-field Junior and Senior High School teachers that may ensure a better quality of basic secondary education instruction in the Philippines.

As regards to culture-based teaching strategies, there are a few studies on these in the Philippines such as the studies of Tejada *et al.* (2018) on the Ugmad Teaching Model (UTM); Estrelloso *et al.* (2018) on the Labada Teaching Model (LTM). The UTM accentuates the farming practices of farmers in Cebu, Philippines and in Gunma Prefecture, Japan and its successful realignment with the instructional process, by documenting the actual process of farming, which are translated to an innovative instructional process in the classroom. While, the LTM is an offshoot of the study of the rural women in the province of Cebu and to give a tribute to their heroism as women who perform laundry as the most common domestic task. This model looks back on the laundry process and how these are contextualized in the instructional process. This contextualizes to the instructional episodes that can facilitate the use of localized Cebuano terms in the process of learning, thus the LTM is derived.

3. METHOD

This study used a qualitative method to examine individual life experiences of out-of-field social studies teachers who have a specialization-workload mismatch. Phenomenological in-depth interviewing method was adopted to collect information on the identified key informants. Rossman and Rallis (2003) recommended the objective of phenomenological research is to encourage understanding of lived experiences of a small number of research participants. The researchers selects the phenomenological methodology because it fits the central objective of the study and tackles the significance and meaning of the research participants' experiences (Marshall and Gretchen, 1999). The phenomenological method was also suited for this research since it allowed the

researchers to comprehend the importance and meaning behind respondents' perception of their activities, ideas, emotions, convictions, and qualities, in considering the out-of-field teaching of social studies.

3.1. Research Design

The study used a phenomenological approach as research design. This design navigated the depths of the research participants' experiences through a one-on-one interview using the video-tape recorder, field notes, interview guide, and participant observation. Eidetic insights of the research participants about their experiences served as valuable inputs that shaped the direction of the study as exhibited in their verbal narratives.

3.2. Participant (Subject) Characteristics

The main participants of this study were forty Junior High School teachers from a few selected areas of Cebu, namely: Lapu-Lapu City (10), Mandaue City (10), and the Municipalities of Sogod (10) and Liloan (10). All of them were female teachers who had completed a college degree in Bachelor in Secondary Education in a specialization other than social studies. The participants had at least one year of teaching experience. Elementary social studies teachers were excluded from the study. The excluded social studies teachers in the survey had no specialization workload mismatch.

3.3. Sampling Procedures

The convenience sampling method was used to identify the research participants of this study because of the accessible location of the researchers proximate to the locale of the study. Before conducting the study, the participants signed a letter of informed consent. The profiles of the participants were kept confidential to ensure their safety and privacy. The participants were not forced to answer any questions, nor were forced to participate if they decided not to. Their participation was voluntary without disrupting their work and other related activities. The researchers did not intrude on the participants' privacy. The study did not affect the emotional, psychological, spiritual, and economic status of the participants. The research participants answered the interview questions inside the school setting during their free time. The location was a comfortable place for an interview arranged by the school head for the researchers and the research participants.

3.4. Research Instrument

The Interview Guide consisted of nine questions about out-of-field social studies teachers who handled the subject of Social Studies. Three experts in a State University constituted the inter-rater-validation to check for the credibility and dependability of the Interview Guide. Their comments and suggestions were vital for their needed revision. A transcription of data collected through the interview from selected non-social studies teachers served as the basis for coding. The core of this investigation was 40 eligible high-school teachers from both private and public schools of the Cebu province. Interviews were recorded with consents. Unstructured questions were reflected in the Interview Guide, responses of the interviews were videotaped, and results during the participant observation were reflected in the field notes.

3.5. Data Analysis

After the narrative was recorded, the data from individual interviews underwent a transcription process. This was followed by the clustering of narratives into concepts, meanings, and themes. All information not related to these clusters was eliminated. Vignettes were attached to the formulated themes and supported with secondary data. After describing the human experience of the research participants, the Heideggerian interpretive analysis was used as a framework in the analysis of the creation of a sustainable culture-based pedagogy. In the Heideggerian

interpretative analysis, the eidetic insights of the key participants served as a framework for a more creative and innovative production of the output of the study – the Bayle Teaching Model.

4. RESULTS AND DISCUSSION

When it comes to problems encountered by out-of-field social studies teachers, the Department of Education has continuously expressed its concern over this problem of teaching across specialization in the Philippines. Neophyte teachers face this common scenario or even those who have been in the field for years. Non-social studies teachers who teach social studies undergo various problems in teaching the subject. The teaching of social studies requires in-depth knowledge of events and experiences, mastery of topics, and memorization that poses a very challenging situation for non-social studies teachers. The research participants agreed that teaching a subject of which they have only a flyspeck background causes confidence issues in teaching. In the delivery of the lessons, non-social studies teacher's face a hard time explaining the subject because of its broad scope, and the content knowledge which they do not possess.

First, out-of-field teaching triggers incompetence and lack of self-confidence. The research participants believed that their performance got affected because they could only explain ambiguously about a particular topic. During lessons, these teachers were under much pressure when students questioned, and they could not satisfy them because of the lack of in-depth knowledge and their own dependence on the information found in textbook. The informants also emphasized that they were not sure whether students learnt adequately from them. They believed that students could have procured more information if they were taught by legitimate social studies teachers. This claim supports the importance of Shulman's Pedagogical Content Knowledge or PCK (Shulman, 1980; Hill *et al.*, 2005) which entails that teachers should be acquainted with the knowledge to ensure quality teaching. PCK also involves the use of the most suitable technique in explaining the lessons to guarantee students' fullest understanding. Truly speaking, without the required training and experiences, out-of-field social studies teachers cannot demonstrate PCK. This underlying pressure pushes them to think that they are ineffective and hence they lack self-confidence.

Informants agreed that self-confidence was one of the vital components of being a quality teacher. People who have low self-esteem can lead to depression, anxiety, and the inability to adapt to any situation they are in, as also stated by Aðalsteinsson (2014). If left unsolved, teachers would feel unsuccessful and unhappy, which may trigger an indirect effect on their students. Three research participants disclosed that:

- (1) "Based on my own experience, it has affected my performance as a teacher in one way or another. I was not confident in delivering the topic even though I studied the lesson before teaching it to my students. I thought at that time that I was not an effective teacher," KI-1.
- (2) "A problem occurs when a student asks me a question: I need to scan the book for the answer. I have to make sure of my answer, to avoid embarrassment" KI-2.
- (3) The significant problems that I encountered were questions thrown by students where I didn't know the answer right at that very moment. Some items needed profound and legitimate answers, especially when talking about dates and events in the past."KI-9.

Second, out-of-field teaching elicits lack of depth and interest. Besides the pressing problem of the need for in-depth knowledge, out-of-field social studies teachers also experience the difficulty in teaching lessons that they do not have the interest. Because of this lack of interest, these teachers find it hard to relate the topics and also find it challenging to imbibe knowledge and facilitate learning transfer to students. One research participant unwaveringly shared:

- "When talking about dates and wars that happened before I could hardly relate, how much more if I taught it to my students" KI-3.

This narrative shows that interest is a significant factor that affects the performance of an individual. Hidi (1990) and Harackiewicz and Hulleman (2010) similarly elucidated that attention is a fundamental factor in the brain that motivates learning, which consequently improves performance. Curiosity keeps an individual motivated, enabling him or her to take risks and helps in shaping the value of the initiative to learn.

Third, out-of-field teaching provokes confusion in learning transfer. Other angles that surfaced on the data gathered are the predicament on the medium of instruction and student engagement. Teachers in English find it difficult to teach social studies in Filipino. Translating words from English to Filipino is very crucial, for it may result in confusion among teachers and students. A research participant declared:

“I believe in the quotation that goes, “You cannot give what you do not have.” If the teacher is having difficulty in understanding and translating some essential terms, he/she will surely have a hard time in transferring of knowledge. Moreover, if he/she is confused about the real meaning of words, the students will be confused as well” KI-4.

Despite the problems enumerated, a majority of research participants adamantly accentuated that teachers do not set aside issues in out-of-field teaching. They argued that if teachers are expected to be well-rounded in the engagement of multiple tasks, it might eliminate hardships and experiences and result in better quality teaching that supports the authentic meaning of being an educator. This engagement would also manifest the Filipino culture of being versatile in solving problems. This finding is consistent with that of Ponsaran (2017) who also explained that Filipinos have the willingness and adaptability in responding to every situation.

Fourth, on the school's intervention on out-of-field teaching, ninety percent of research participants proudly accepted that their school administrators acknowledged the importance of a sound teaching environment for teachers. They recognized and provided interventions for the inevitable issue in out-of-field teaching. Crafting worthwhile workshops and pieces of training that catered their needs across their specialization was the primary intervention. School heads were also instigating subject area meetings as a venue for coaching and peer tutoring among these teachers.

Fifth, on sending for training and seminars in response to out-of-field teaching, the data reveals that teachers are also sent to different seminars on teaching of social studies to encourage further growth. Lachance and Confrey (2003) argue that “Developing the skills of an individual requires the unending support of higher authorities.” To implement pieces of training and seminars would improve educators. Though, it is undeniable that no help to other teachers on what that they need to respond to their plea. Six of the research participants lamented that their school though recognized the problem, but they were expected to be flexible. According to one research participant:

"The administration asked me if I had encountered a big problem with the teaching of the lesson. Afterward, they explained to me that out-of-field teaching could happen because there are only a few teachers who take social studies as their area of specialization in college” KI-5.

This narrative proves that some schools in Cebu do not conceive that teaching across specialization is a severe problem. Instead, other teachers are often left behind to attend to their needs. Also, these teachers need to get involved in the new subject when they teach across their specialization. They are often mistreated that frequently leads to self-esteem issues among expert social studies teachers.

Sixth, for coping mechanisms, Lahad (1993) suggests that “Individuals should tend to look for ways to solve their problems and make life easier.” In overcoming the obstacle on out-of-field teaching, teachers should devise some coping mechanisms which encompass a wide array of methods. A majority of research participants of this study realized harmonious working relationships among colleagues as an essential solution to this issue. Numerous out-of-field teachers also observe peer teaching. They often tap the shoulders of the seasoned teachers and expert social studies teachers whenever they are confused or need assistance.

Seventh, on harmonious relationships among peers in response to teaching across specialization, Mayall (2006) strengthened this argument by pointing out that in times of such crises, the coordinators should help teachers in

every way they can. Also, supported by Hoffman (2002) a harmonious relationship between co-teachers and coordinators paves the way in minimizing problems in the teaching scenario, for they can provide their expertise. Indeed, a friendly relationship between colleagues is vital: Two research participants opined:

“I asked help from my co-social studies teacher. I asked for some advice on what strategies to use for that lesson/topic of discussion. They helped me by giving some motivation and tips to do” KI-6. “I asked them questions on what topic to teach and how to teach it” KI-7.

Eight, regarding the reliance on online learning in response to out-of-field teaching is another mechanism used by out-of-field teachers to access to technology. Based on observation, most of the teachers rely on the use of the internet consented by their co-teachers. According to the informants, “Google plays a vital role in their daily survival.” With this search engine, they can uncover hundreds of answers to their questions. They can download videos, watch tutorials on YouTube, and search for articles or news clips which can strengthen their knowledge on the different lessons. Technology undoubtedly lifts the burden of these teachers. One research participant divulged:

“In preparation for the lesson, I used technology in imparting my knowledge of social studies. By doing this, it gave me the confidence to impart more reliable information to my students” KI-8.

The problem of out-of-field teaching can also be surpassed by constant reading and continuous learning, as believed by a few participants. These research participants underlined the significance of initiative and possessing unremitting knowledge. According to them teachers should venture out of their comfort zone with careful deliberation. The key to survive in this kind of environment is the passion and flexibility with open-mindedness. They should have a passion for teaching as the best coping mechanisms. Flexibility too covers a vital role in the coping procedure. Being flexible implies that the teacher improvises and shifts strategies to meet different types of challenges. As a result, they can cater to the needs of their students despite having another specialization. This finding is consistent with Meadows (2006) who opined that when teachers show initiative and open-mindedness, they do things without being told, and most importantly, they keep going when things get rough. With the right amount of these ingredients, surviving out-of-field teaching would not be that hard.

The out-of-field teaching has created a dismal situation in the teaching of social studies in the Philippines mainly because of the lack of expert social studies majors. The current situation challenges the concerned teachers to ask for the needed assistance from experts. The findings of this study have revealed that out-of-field social studies teachers encounter several problems which in turn helps them cultivate the Filipino trait of adaptability and improve the resilient quality of being a Filipino.

Table 1 illustrates the descriptions of the steps of the cultural dance in the Philippines known as *bayle*. This analysis may be aligned with the actual instructional implications where most of the out-of-field social teachers find it difficult to cope up challenges in their teaching.

Like other learning theories that aim to resolve instructional issues, the *bayle* model also provides instructional phases: introduction, development, and conclusion. The introduction starts with the *pahimutang*, the initiation of the lesson, where the mental conditioning of the learners is set. *Piniliay* decides to choose which idea to accommodate in the learning process that features focus. *Pakgihimamat* allows everyone in the class to unfreeze and be friendly to other members of the team, in order to engage a social interaction in brainstorming and other team tasks. In the development of the lesson, *pagsayaw* is the actual dancing with the music, where the members of the team engage themselves in the learning process. *Pakighangyo-ay* deals with making a request, an appeal, and a persuasion to listen to one's side. This ends with settling an agreement from various perspectives especially when there are contradictions and disagreements. *Pakigsadsad* is the deepening of the lesson where learners do not only provide generalizations; but they think 'outside of the box' for possibilities using their intuition to modify the existing knowledge or to use it in different contexts. In the conclusion part of the lesson, *panamilit* deals with the parting of quotes or messages that linger the imagination of everybody in the team. This establishes closure of the instructional process.

Table-1. The Descriptive Elements and Process of the Bayle Teaching Model.

Required Steps of the BTM	Definition	Instructional Implications	Learning Theories Anchored	Sample Applications
1. <i>Pahimutang</i>	<i>Pahimutang</i> means the process of organizing both the venue and the needed materials for teaching	The method of introducing the lesson and setting its pace through fun activities	This step relates to Ivan Pavlov's Classical Conditioning, where a stimulus is bestowed to get a response.	Ice-breakers and other physical movements trigger glucose to stimulate the amygdala. These physical activities followed by making use of games such as deciphering codes, puzzles, and others.
2. <i>Pinili-ay</i>	<i>Piniliay</i> means the process of deciding which girl to ask for a dance.	The process of dissecting the lessons into essential concepts	This step applies to the Reductionism theory, which refers to understand the nature of complicated things by reducing them into ideas to its simplest thing to achieve understanding.	Identifying the parameters of the lesson by making a schema or brainstorming web of essential concepts of the experience which will be divided by every group.
3. <i>Pakighimamat</i>	<i>Pakighimamat</i> means the process where a man introduces himself to a lady sitting on a bench.	Group formulation of essential questions from the concepts given	This applies to Jean Piaget's Constructivism Theory that accentuates the significance of the students' dynamic contribution to building learning for themselves	Expounding and defining the parameters through generating relationships by way of questions
4. <i>Pagsayaw</i>	<i>Pagsayaw</i> means the process of dancing at the ballroom by pair accompanied by the music requested by the man.	Process of communicating individual ideas to the group to derive the essential answers to questions	This process applies to Lev Vygotsky's scaffolding in which learners have a variety of instructional techniques in understanding with independence in the learning process	Correlating ideas and generating of individual answers and insights to questions through brainstorming
5. <i>Pakighangyo-ay</i>	<i>Pakighangyo-ay</i> means the process of bidding for the prettiest girl in the venue	Process of negotiating the best arguments in the discussion.	This process applies to Cognitive Information Processing theory which states that humans process the information they receive, rather than merely responding to it	Evaluating the validity of answers through colloquium and in-group debate allowing students to interpret and analyze the best solutions to inquiries
6. <i>Pakigsadsad</i>	<i>Pakigsadsad</i> means the act of appreciating the dance for everybody	Assembling the essential responses to form generalization and elaboration of lessons through giving of feedbacks	This technique applies the Meaningful Verbal Learning theory of David Paul Ausubel. It expresses that understanding ideas, principles and thoughts are accomplished through logical reasons to form coherent conclusions	Formulating generalization by induction. Sharing of the results to the class follow the corresponding feedbacks from the teacher which enhance and clarify the best possible learning
7. <i>Pagpanamilit</i>	<i>Pagpanamilit</i> means the process of concluding the dance by saying goodbye before going home	Synthesizing knowledge and relating it to the real-world scenario	This strategy refers to Jean Piaget's principle of accommodation which includes adjusting one's current schemas or thoughts as a result of new data or new encounters	Creating original insights from combining learning and applying it to the localized setting through projects or proposals

Source: Pacaña *et al.* (2018).

5. CONCLUSION AND RECOMMENDATION

It is often suggested that a cultural orientation of *bayle* or a communal dance among the Cebuano symbolizes substance and form for the out-of-field social studies teachers. In developing teaching instruction, it is mandatory that curriculum makers should tailor-fit it to the perspectives and experiences of teachers themselves (Tyler, 1949). In responding to out-of-field teaching, therefore, a sustainable culture-based pedagogy is required. In the Philippine context, out-of-field teachers however are left with no choice except to “dance with the music” in order to survive and remain steadfast in their careers. Dancing with the music is a figurative imperative meaning to be obedient. But by dancing with the music, teachers learn to adopt new ways for improvement either directed from the school heads or by following their subject area coordinator and the expert colleagues.

This phenomenon is called *Bayle Teaching model*. In cultural sense, a *Bayle Teaching Model* devises a strategy for out-of-field social studies teachers to dance their way in responding to various instructional challenges. *Bayle Teaching Model* is developed to augment the educational process in the classroom. *Bayle* is a regional term for a public dance in the Philippines. As a free dancing activity, it remains a part of a nightly entertainment program staged during fiestas in barangay plazas, basketball courts or any vacant space available. In *Bayle*, it takes two dancers to tango. Just like the situation of teaching across specialization, it takes the teacher, and the school heads to tango and find the best remedy to improve the learning performance of learners and make this more sustainable. This model is developed to address the concern of out-of-field teachers on how to effectively engage students into the lessons despite the teacher's lack of in-depth knowledge.

Culture-based *Bayle Teaching Model* (BTM), if introduced, will be very useful in social studies instruction as it has been applied as one of the innovative instructional alternatives for schools to adapt. It will help them to minimize the problems on out-of-field teaching through intrinsic motivation, self-regulation, creativity, flexibility, and open-mindedness. This also implies government's response to provide scholarship for teachers to take social studies as an area of specialization or to provide short courses and training workshop in the content and strategies of teaching social studies.

The study recommends that schools should be aware of the difficult situation of every out-of-field teacher and as much as possible should support them in their teaching careers. Adequate and relevant pieces of training and seminars would help these affected teachers. The community should also be sensitive to the pleas of these out-of-field teachers to improve the educative process. Educational institutions can introduce the use of the BTM for their lessons; future researchers will test the efficacy of this teaching model for improvement.

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