

# Teaching beyond expertise: a case study of out-of-field teachers by qualification in basic education

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## ABSTRACT

In a global context of increasing demands for diverse skill sets and innovative teaching, the phenomenon of out-of-field teachers (OFT) by qualification has gained attention. This study explored teachers' experiences transitioning between elementary and high school teaching. A descriptive case study phenomenological approach was employed, involving 7 participants selected through purposive sampling. Colaizzi's seven-step method was utilized to analyze the data. Results indicated that OFT faces challenges such as limited subject matter knowledge, staying current in evolving fields, and adapting to diverse student needs. To cope, they seek professional development, collaborate with colleagues, and understand different learning styles. Teaching outside their expertise makes educators adaptable, resilient facilitators committed to continuous professional development. Handling unfamiliar content enhances problem-solving skills and resourcefulness in discovering effective teaching strategies. The research highlights the transformative impact of transitioning between elementary and high school levels, resulting in versatile, creative, and passionate educators dedicated to continuous improvement in education.

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## 1. INTRODUCTION

Expertise brings the essence of effectiveness when teaching various subject matters. Teacher expertise is defined by teachers' execution of tasks within their field [1], [2]. Understanding the key functions of teachers is essential for gaining a deeper understanding of what defines expertise in higher education. From a theoretical standpoint, these tasks are commonly referred to as 'teacher tasks' to emphasize the individualistic aspect of expertise [3]. On the other hand, teachers must grasp the specific expertise in transitioning various levels sought by their students while also being invested in the art of teaching, which is essential for aiding students in their journey toward expertise. Teaching out-of-field is when teachers are tasked with teaching subjects without sufficient training and qualifications [4]. This may refer to teaching subjects, year levels, or school types without the necessary qualifications, certification, or specialization. Out-of-field teachers (OFT) have garnered attention, and this trend reflects a response to the need for educators with diverse skill sets and adaptable teaching methods to address the evolving needs of students across different age groups and educational levels. In the Philippines, a country marked by a dynamic educational landscape and challenges such as teacher shortages and varying levels of educational access and

quality, the integration of secondary teachers into elementary education and vice versa has become particularly noteworthy [5]–[8]. With initiatives such as the K to 12 program and efforts to improve teacher deployment and effectiveness, understanding the dynamics and implications of secondary teachers teaching in elementary schools and vice versa is crucial for enhancing educational outcomes and addressing the complex needs of Filipino learners.

Recognizing expert teachers matters highlights that expertise is crucial to better understanding and valuing the profession. On the contrary, expertise will be measured when a teacher teaches subjects beyond their specialization or is assigned to different levels. Various elements need to be taken into account when assessing the possible impacts, like when a primary school teacher moves to teaching at the secondary school level and vice versa, on the effectiveness of the teaching and learning process. According to Condie *et al.* [9] and Cohen *et al.* [10], a highly effective teacher in one subject tends to be highly effective in others; teachers are more effective in some subjects than others. This implies that improving student learning may be achieved by assigning teachers to subjects according to their strengths. Out-of-field teaching is prevalent in the Philippines, as teachers encounter difficulties instructing subjects that they are not proficient in Bayani and Guhao [11]. Conversely, Philippines is currently experiencing a shortage of teachers due to the Department of Education's K-12 Program, and more teachers are needed to alleviate the country's teacher shortfall [12].

Although numerous studies have explored out-of-field teaching across various subjects, Bugwak [13] discovered that teachers who lack expertise in the subjects they teach face challenges and difficulties. Still, a glaring gap remains in exploring the crossing between elementary graduates teaching in high school settings and vice versa. Much of the literature focuses on the experiences of either secondary teachers transitioning to elementary education or elementary teachers transitioning to secondary education, with limited exploration of both directions simultaneously. Additionally, more research needs to examine the Philippine context, where unique challenges and opportunities may shape the dynamics of cross-level teaching. Furthermore, existing studies often emphasize challenges and strategies at the individual teacher level, focusing less on broader systemic factors and implications for educational policy and practice. This is why researchers aim to identify the particular difficulties, coping strategies, and approaches utilized by OFTs depending on their qualifications while instructing subjects beyond their primary expertise. This includes situations where high school teachers move to teach in elementary schools and elementary teachers shift to teach in secondary schools.

This study will comprehensively explore the experiences and impacts of secondary teachers teaching in elementary schools and vice versa within the Philippine context. It also aims to produce practical recommendations for enhancing teacher preparation, professional development, and deployment strategies to optimize the contributions of OFT by qualifications to educational equity and quality. Ultimately, the insights generated from this research have the potential to inform evidence-based policy and practice initiatives aimed at improving academic outcomes for Filipino learners across different age groups and levels.

## 2. METHOD

### 2.1. Design

A qualitative case study design was utilized in this study. Following a single case study design [14], the researchers dealt with teachers who taught beyond their subject expertise or were assigned to various grade levels. Single-case design is vital to understanding underlying relations [15]. This design will provide a deep understanding of the experiences and contextual factors influencing OFT by qualifications practices, capturing the nuances of this complex phenomenon. This approach allows for in-depth exploration of individual cases, offering rich insights into the challenges, successes, and implications of secondary teachers teaching in elementary schools and vice versa.

### 2.2. Research instrument

The study utilized a demographic questionnaire and a semi-structured interview to gather information, with the questionnaire focusing on participants' sex, teaching experience, licensed status, and years struggled as an OFT by qualifications, type of school, baccalaureate degree, current teaching position, and subject/s taught. The survey was accompanied by a semi-structured, predetermined series of questions in an interview protocol crafted based on the literature review that explores the obstacles and difficulties faced by OFT by qualifications. Probing questions were asked to encourage detailed and nuanced responses. The interview questionnaire allowed participants to provide specific examples and stories about their experiences. Interviews were conducted via video conferencing and transcribed verbatim by the authors. The interview responses were analyzed through open coding to identify themes emerging from their experiences carefully.

### 2.3. Research participants

A purposive sampling method was used to select seven OFT based on their qualifications who transitioned from elementary education graduate to teaching secondary school and vice versa. These teachers have a distinct professional profile, navigating various subject areas or educational levels in their teaching responsibilities. After selecting the participants, the researchers ensured they were fit participants, as their experience was the study's primary purpose. Data saturation was reached because there was enough information to be used in the study. Table 1 shows the demographic profile of the teachers. It reveals that most participants are female, 6 out of 7 teachers. Their teaching experience varies, ranging from 5 to 21 years, and the majority are licensure examination for teachers (LET) passers, having passed between 2000 and 2019. Additionally, there's a variation in the number of years struggled as OFT by qualifications, ranging from 1 to 10 years. The teachers are also spread across both public and private school settings, indicating diverse educational backgrounds and experiences among the participants.

Table 1. Demographic profile of the teachers

Participant	Sex	Teaching experience	LET passer and year	Years struggled as an OFT	Type of school
Teacher 1	Male	6 years	Yes, 2015	1-2 years	Public
Teacher 2	Female	5 years	Yes, 2019	3 years	Private
Teacher 3	Female	5 years	Yes, 2018	2 years	Private
Teacher 4	Female	21 years	Yes, 2000	2 years	Public
Teacher 5	Female	6 years	Yes, 2019	4 years	Private
Teacher 6	Female	15 years	Yes, 2008	10 years	Private
Teacher 7	Female	7.8 years	Yes, 2013	8 years	Public

Table 2 shows the educational background of the teachers. It demonstrates a range of degrees and teaching positions. Among the educators are graduates with bachelor of elementary education (BEEd) degrees in general and special education and bachelor of secondary education (BSEd) degrees in mathematics, technology and home economics, and science. Their current teaching positions vary, including senior high school technical-vocational-livelihood (TVL) teacher II, secondary teachers, an assistant teacher in the UAE, and kindergarten teacher. Subjects taught encompass a broad spectrum, from core subjects like science, English, mathematics, and Filipino to specialized areas such as media and information literacy, cookery, foods and beverages services (FBS), and child development. This diversity highlights the varied expertise and roles held by the teachers, indicating a rich mix of skills and knowledge within the group.

Table 2. Educational background of the teachers

Baccalaureate degree graduate	Current teaching position	Subject(s) taught
BEEd-general education	Senior high school TVL teacher II	Media and information literacy, cookery, and FBS
BEEd-general education	Secondary teacher	Science, values, Filipino, music, arts, physical education and health (MAPEH), home economics and livelihood education (HELE), and reading
BEEd-special education	Secondary teacher	English
BSEd-mathematics	Secondary teacher III	Elementary mathematics
BEEd-general education	secondary teacher I	Kindergarten
BSEd-technology and home economics	Assistant teacher (UAE)	Reading and writing
BSEd-science	Kindergarten	Child development

### 2.4. Data analysis

Colaizzi's seven-step method for data analysis was applied in the research. This approach involves an iterative refinement process to comprehensively capture all aspects of the phenomenon under study [16]. Initially, the interviews were transcribed, organized, and carefully reviewed for thorough comprehension. Subsequently, a conventional content analysis was employed to identify and compare patterns in words, phrases, sentences, and meaningful units. The process then moved into open coding to define key concepts and establish subthemes. To uncover conceptual relationships, tables and diagrams were used to evaluate connections between subthemes. Finally, themes were developed through detailed coding and integration of sub-themes via constant comparative analysis. The research findings were subsequently shared with a panel of experts to ensure a robust analysis and interpretation of the data [17].

### 3. RESULTS AND DISCUSSION

After thoroughly analyzing the participants' narratives, researchers explored five themes and findings from the initial dataset. They focused on a central concept, refining the information by removing redundancies. The themes identified from the interviews with each participant are versatility in teaching: adapting to diverse educational environments, teaching as a profession, out-of-field teaching as a challenge, educational coping strategies, and teacher as a facilitator of learning. These themes will be discussed further in the following.

#### 3.1. Theme 1: versatility in teaching: adapting to diverse educational environments

Versatility in teaching was a valuable quality in the ever-changing education landscape [18]. It went beyond subject expertise, emphasizing the ability to navigate different learning environments, connect with diverse student populations, and stay effective despite various educational challenges. This theme recognized that education was not a one-size-fits-all endeavor and called for educators who could adjust their teaching styles, methodologies, and approaches to meet the needs of different learners and contexts.

*"As a teacher, you should be flexible wherever you may assign and to whatever level you will be teaching."* (Participant 7)

Versatile teachers adapt instructional strategies to their students and environment. They use diverse methods like hands-on activities, group work, technology, and differentiated instruction to meet learners' needs. The present research highlights the increasing importance of versatility in teaching, which aligns with previous studies such as Ramos and Baldespinoza [19] and Deed *et al.* [20] who emphasized the role of adaptability and cultural sensitivity in diverse educational environments. However, previous research often focused on theoretical aspects of flexibility, such as adapting to policy changes or cultural shifts, without delving deeply into the practical applications within various classroom settings. In contrast, the current study provides a more nuanced analysis of how teachers implement versatile strategies through real-world practices, such as integrating technology and differentiated instruction. Furthermore, while Mills *et al.* [21] recognized the growing need for adaptable teaching methods, they needed to explore the impact of evolving digital learning environments in depth. The present research addresses this gap by exploring how educators successfully incorporate technological advancements into their versatile teaching practices, making it more applicable to modern educational challenges.

##### 3.1.1. Sub-theme 1.1: pedagogical flexibility and cross-cultural teaching experiences

Versatility in teaching requires adapting and effectively conveying information across various subject areas. Consequently, teachers may encounter subjects or topics outside their initial expertise. This adaptability challenges educators to expand their knowledge and teaching methods.

*"I used my national certification II certificate in cookery as I applied for SHS TVL teacher from then cookery was my major subject that I used to teach in SHS curriculum."* (Participant 1)

*"In our school, we are free to choose the subject that we would like to handle."* (Participant 2)

Previous research on pedagogical flexibility often focused on the challenges of teaching across multiple subjects but did not emphasize the advantages of vocational certifications in expanding teaching competencies. Studies primarily highlighted gaps in teacher preparedness when teaching outside their major, without addressing how additional certifications can fill these gaps. In contrast, the current research demonstrates that BEEd graduates with national certification II certifications effectively navigate cross-disciplinary teaching, particularly in senior high school, as supported by Department of Education Order No. 3, s. 2016 [22]. This advantage of integrating vocational qualifications offers a practical solution to the shortcomings of prior studies that overlooked the role of specialized certifications in enhancing teaching adaptability.

#### 3.2. Theme 2: teaching as a profession

As a diverse profession, teaching creates a high-quality learning setting for students. Teachers are essential members of our society who guide, educate, and serve as role models for future generations. Teachers recognize the finest in their students, inspire and motivate them to aspire to greatness and help them live up to their most significant potential. Teaching is a profession-indeed, a noble one, conceptually and ideally. Teaching as a profession significantly impacts education by influencing the quality of learning experiences, shaping academic outcomes, and contributing to students' overall growth and intellectual development. As a professional, a teacher must possess strong teaching skills. Teacher competency is manifested through mastery of subject matter, various skills, and professional demeanor. Ultimately,

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*Teaching beyond expertise: a case study of out-of-field teachers ... (Jeanette Rose Durano)*

a teacher is considered competent if they can effectively and efficiently fulfill their teaching responsibilities by guiding students in an integrated manner [23]. Teacher competence is not solely about the volume of work but also emphasizes the quality of teaching [24].

### 3.2.1. Sub-theme 2.1: passion and love for teaching

The educator's love for teaching fuels educators' commitment to their work. A passion for teaching and loving your profession can create a fulfilling and rewarding career. When genuinely passionate, teachers inspire curiosity, ignite a love for learning, and create a positive classroom environment. This emotional commitment improves the educational experience, fosters meaningful connections, and positively impacts teachers and students.

*"It is a little bit hard, but it is my part to share my knowledge and experiences, especially teaching Values and MAPEH to my high school students."* (Participant 2)

While participants may struggle to teach a topic outside their area of expertise, their passion for teaching remains strong. Despite acknowledging the difficulties, the statement underscores the teacher's work. Passion is a powerful motivator, driving the teacher to overcome challenges and dedicate themselves to the task. This enthusiasm probably stems from a sincere wish to create a beneficial influence on students by imparting knowledge and sharing experiences.

*"Aside from" this is my field of specialization; this is also my passion."* (Participant 4)

*"Passion for teaching and love of doing your profession."* (Participant 7)

Teaching has always been considered a noble profession that requires great passion. Studies have demonstrated that teachers are dedicated to fulfilling their responsibilities, even in cases where they are not completely proficient in the subject matter. This is echoed by Hobbs [25] study, which suggests that a passion for teaching enables individuals to learn and excel in their roles. Additionally, the resourcefulness of OFT contributes to their effectiveness in the classroom. This reflects a nuanced perspective on the teaching profession. It acknowledges the inherent challenges while underscoring the teacher's passion, commitment to sharing valuable experiences, and dedication to holistic education.

### 3.3. Theme 3: out-of-field teaching as a challenge

Out-of-field teaching is a diverse educational difficulty that affects both educators and students. This occurs when teachers teach subjects for which they need more expertise, resulting in potential gaps in knowledge and teaching efficacy. It is when a teacher is given the task of instructing a subject or grade level that requires formal education or certification.

*"Some subjects are complex and evolving, challenging concise explanations and up-to-date information. Presenting balanced viewpoints can be difficult, and understanding the specific context of a question depends on the information provided."* (Participant 5)

*"The most challenging part of giving an assessment is that it takes time to plan and create an effective assessment, and I must say that paper and pen test is not the most effective way of assessing the understanding of the learners because they have their strength, unique abilities, and they learned based on their learning styles."* (Participant 1)

Being a teacher in the Philippines is a far more exciting experience. In the field of education, it is essential for teachers to adequately prepare before delivering a lesson or introducing a new concept. Particularly, educators sometimes require deeper subject knowledge when teaching a specific topic [26]. Research indicates that teachers who are teaching outside of their area of expertise often struggle initially and invest significant time in lesson preparation. Therefore, they must focus on grasping the lesson structure, particularly when faced with unfamiliar subject matter [27], [28].

#### 3.3.1. Sub-theme 3.1: limited grasp of the subject matter

The lack of familiarity with new subjects creates substantial implications in the teaching context, including doubt, integration challenges, and the need for proactive issue management. Recognizing these difficulties is crucial for addressing them effectively. By understanding these challenges, educators can develop strategies to improve their proficiency. This, in turn, enhances student engagement and the overall quality of education.

*"Being not familiar with the other contents is the most challenging part of teaching."*  
(Participant 1)

Participant 1 identifies a need for more familiarity with certain content as the most challenging aspect of teaching. This highlights teachers' need to improve when encountering unfamiliar subjects or topics outside their usual expertise. Such challenges can impact a teacher's confidence and effectiveness in delivering lessons. Addressing this issue is crucial for maintaining high teaching standards.

*"There are some lessons that are not familiar to me, but then I do some research to familiarize it."* (Participant 2)

Additionally, Participant 2 acknowledges facing unfamiliar lessons but proactively researches to become familiar with the content. This response reflects a positive attitude and an effort to overcome the challenge. It emphasizes the importance of teachers' commitment to preparing themselves and acquiring the necessary knowledge to teach unfamiliar subjects effectively.

Both participants express a difficulty related to a limited grasp of the subject matter. Participant 1 emphasizes the challenge, while Participant 2 highlights the active effort to address unfamiliarity through research. This theme resonates with the broader idea that teachers, at times, encounter content that is not within their usual expertise, leading to a need for additional preparation and understanding.

*"Doubtful, especially if the subjects or topics are new to you or you are unfamiliar with what is given to you. However, you must be versatile as a teacher because you are expected to do something beyond your expertise."* (Participant 1)

Participant 1 expresses doubt, especially when faced with new or unfamiliar subjects or topics. The participant acknowledges the expectation to be versatile as a teacher, even if it involves going beyond one's expertise. This response reflects the internal conflict and uncertainty that teachers may experience when dealing with unfamiliar content.

*"I feel unconfident, but with my passion, I feel excited because it is a new learning and challenge. However, I am designed to offer information and help with different subjects to the best of my understanding and capabilities. If I encounter a topic beyond my expertise, I will do my best to provide general information and guide you to more reliable sources for in-depth knowledge."* (Participant 5)

Participant 5 shares a feeling of not being confident initially but counterbalances it with excitement fueled by passion. The participant acknowledges the continuous learning and challenges associated with encountering new topics. This emphasizes the commitment to providing information and assistance within the scope of their knowledge, even when faced with subjects beyond their expertise. The response underscores the importance of guiding students to reliable sources for in-depth knowledge.

Previous research, such as Zhao *et al.* [29] has highlighted how self-doubt in teachers impacts their psychological well-being and teaching performance, but it needs to explore how teachers manage this self-doubt in real time. Plessis [30] also emphasized issues like inadequate support and difficulty with instructional strategies yet needed to examine educators' proactive methods to overcome these challenges sufficiently. The current research, however, reveals that despite initial feelings of doubt, teachers actively seek ways to improve, such as researching unfamiliar topics to boost their confidence. This highlights a key advantage: a focus not only on the challenges but also on the resilience and adaptability of teachers in managing out-of-field teaching.

### 3.4. Theme 4: educational coping strategies

The participants explored various educational coping strategies in dealing with subjects beyond their expertise or switching to various levels they did not pursue. Examining the influence of educators' wide range of coping mechanisms in different facets of the teaching profession, such as openness to learning from an experienced teacher, customized learning approaches, and context-dependent methods. This can be observed from the responses of participants wherein the participants affirm that,

*"Understanding your learners is crucial as it helps tailor teaching approaches to their capacities and styles. With diverse learners, fostering a supportive environment and being patient and sensitive to their needs is essential."* (Participant 1)



Participant 1 stresses the importance of recognizing and comprehending the type of learners in the teaching and learning process. This indicates an awareness that students have diverse learning preferences, abilities, and capacities. The response implies that educational coping strategies involve a combination of pedagogical adaptability, a supportive learning environment, and a nuanced understanding of individual learners. By acknowledging and attending to the varied needs of students, teachers can employ coping strategies that enhance the overall effectiveness of the teaching and learning process.

*“Ask help from the expert teacher at my level and research some strategies.”* (Participant 4)

*“Seeking support from colleagues, attending professional development workshops, adjusting teaching methods, and setting realistic expectations.”* (Participant 5)

Participants’ responses underscore the critical role of collaboration and continuous learning in managing educational challenges. Participant 4’s approach of seeking help from expert colleagues and researching strategies reflects a proactive attitude toward addressing teaching difficulties. Similarly, Participant 5’s focus on attending professional development workshops and adjusting teaching methods highlights the importance of ongoing professional growth and adaptability. Both responses emphasize that effective coping strategies involve leveraging existing expertise and embracing continuous improvement to meet evolving educational demands.

Previous studies, like the work by Soghomonyan and Karapetyan [31], highlighted the significance of utilizing suitable teaching approaches to address the changing requirements of learners in the 21st century but needed to sufficiently address the practical coping mechanisms teachers use when faced with subjects outside their expertise. This research often needs to focus on the dynamic, on-the-ground strategies that educators employ, such as seeking peer support and engaging in professional development. In contrast, the current study reveals how teachers use various coping strategies, including understanding diverse learner needs, collaborating with colleagues, and adjusting teaching methods. This approach provides a more comprehensive view of how teachers navigate and adapt to challenges, highlighting practical solutions that enhance the teaching and learning process in varied educational contexts.

#### **3.4.1. Sub-theme 4.1: professional development skill enhancement**

The participants posed professional development skill enhancement that could open the door to extensive networking opportunities. Engaging in professional development activities often involves training, mentorships, attending various seminars, and interaction with peers.

*“Provide relevant training and workshops.”* (Participant 1)

*“I think the training that will be given beforehand is very beneficial for the teachers teaching a new subject out of their expertise. Moreover, giving the correct and enough resources will be very beneficial for the teachers to help them teach the new subject easily.”* (Participant 6)

*“Pairing teachers with experienced mentors provide valuable guidance. Offering training and workshops builds subject knowledge and skills. Encouraging collaboration allows for sharing ideas and resources. Facilitating access to experts or guest speakers provides in-depth knowledge. Building peer support networks helps share experiences and best practices, supporting ongoing professional development.”* (Participant 5)

Teachers can learn new techniques, tactics, and educational methods through professional development. Through workshops, seminars, interactions with peers, and training courses, teachers can investigate cutting-edge pedagogies that accommodate a range of learning preferences, creating a friendly and diverse learning environment. Kenny *et al.* [32] asserted that teachers teaching outside their field require specific focus on customized, structured, acknowledged, compensated, and integrated teacher learning. Professional development can encompass formal methods (like attending conferences and courses) as well as informal approaches (such as collaboration with colleagues, mentoring, and joint planning), all contributing to professional growth, which includes acquiring skills to teach a different subject.

#### **3.5. Theme 5: teacher as a facilitator of learning**

Creating an environment where students actively participate in their learning process is a part of teaching as a facilitator of learning. The instructor is a guide, promoting autonomous inquiry and critical thinking rather than as the only source of knowledge. This method suggests that students take ownership of their education, which promotes long-term memory retention and a deeper comprehension of the material. To promote a more participatory and student-centered learning environment, teachers now also need to design activities, foster collaboration, and accommodate a variety of learning styles.

*“Let the students read the questions passed to them and let the conversation begin. I will facilitate the dialogue while gently teaching.” (Participant 5)*

*“Encourage students’ curiosity and critical thinking by acknowledging the question and expressing interest in their curiosity... Clearly state that the topic is outside my expertise and that I might not have all the answers.” (Participant 7)*

Previous research, such as that by Filgona *et al.* [33] and Mutya and Masuhay [34], highlights the importance of teacher facilitation in creating adaptable learning environments, but often needs more specific strategies for fostering long-term student autonomy. These studies focus more on immediate engagement rather than developing critical thinking and inquiry skills over time. In contrast, the current research emphasizes practical facilitation techniques, like encouraging dialogue and curiosity even when the teacher lacks expertise, thus promoting deeper learning. This approach supports immediate student involvement and fosters sustained intellectual independence and critical thought.

### 3.5.1. Sub-theme 5.1: pedagogical innovation

Pedagogical innovation emphasizes introducing creative teaching methods and technologies that respond to evolving educational demands. By incorporating innovative approaches, teachers can foster greater student engagement, critical thinking, and creativity. These methods help bridge the gap between traditional learning practices and the skills needed in a modern, dynamic world. Ultimately, educational innovation enhances the learning journey, ensuring its relevance and efficacy for a range of student requirements.

*“It helps me to become flexible and resourceful.” (Participant 1)*

*“The teacher will innovate her assessment based on the topic.” (Participant 7)*

Previous research on pedagogical innovation, such as Budirahayu and Saud [35], has largely focused on the theoretical benefits of integrating new teaching methods and technologies but often overlooks the practical impact on teachers’ day-to-day practices. While these studies highlight the potential for innovation to enhance student learning, they may not fully address how teachers implement these innovations in real classroom settings. In contrast, the current research demonstrates that teachers’ flexibility and resourcefulness, as seen in Participant 1’s adaptation and Participant 7’s innovative assessments, directly enhance their teaching effectiveness and student engagement. This hands-on perspective clarifies how pedagogical innovations are practically applied, thereby bridging the gap between theory and practice.

## 4. CONCLUSION

The research explored teachers’ experiences transitioning between elementary and high school levels, shedding light on their challenges and coping mechanisms. Recent observations suggest a range of difficulties, including a limited grasp of the subject matter, staying current in evolving fields, and adapting teaching styles to diverse students. However, the study also highlighted the resilience and adaptability of OFT by qualifications who employ coping strategies such as understanding different learning styles, seeking advice from colleagues, and familiarizing themselves with the subject matter. Considering the findings of the study, the study suggests that school administrators should explore implementing particular plans and initiatives. This may include the requirement for OFT to participate in training sessions, seminars, and workshops that are relevant to their qualifications in basic education. OFT by qualifications, should undergo professional development like mentorship programs and seek advice from experts or teachers whose expertise is aligned with the job description. Also, teachers should teach subjects or levels that match their expertise. This can enhance their effective teaching strategies and techniques if this is implemented. Researchers can utilize the results of this study as a starting point for future related research. This research work is intended for submission as an oral or poster presentation at any local or international research.

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C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

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Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

## CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

## INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

## ETHICAL APPROVAL

The research related to human use has been compiled with all the relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration and the Philippines Republic Act 10173, also known as the Data Privacy Act of 2012, and has been approved by the authors' college dean and campus director.

## DATA AVAILABILITY




The data that support the findings of this study are available from the corresponding author, [RCM], upon reasonable request.

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