



PERFORMANCE OF OUT-OF-FIELD SENIOR HIGH SCHOOL TEACHERS IN SURIGAO DEL SUR

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ABSTRACT

This study aims to determine the performance of out-of-field senior high school teachers in the Surigao del Sur division. The researcher utilized a descriptive-survey method in exploring the objectives of the study. The instrument used was a revised-adapted questionnaire from "Characteristics of a Well-Managed Classroom. By: Scarlett Gauthier". There were two forms of questionnaire used in this study: the first form is intended for the school heads/principal. It evaluates out-of-field teachers' performance in terms of lesson planning, pedagogy, classroom management, assessment, and remediation. The second form is intended for the out-of-field senior high school teachers. It consists of two parts; the first part entails the profile of the teacher respondents, which includes; age, sex, degree finished, and the number of hours training related to teaching. The second part implicates the problem encountered by the respondents in terms of lesson planning, pedagogy, classroom management, assessment, and remediation. Based on the findings of the study, the researcher concluded that the out-of-field senior high school teachers need assistance in all the areas of focus being assessed. Moreover, in terms of the problems encountered by the teacher respondents: lesson planning, assessment, and remediation are considered much serious problem. Conversely, it was found out that the profile of the respondents has no significant relationship to their performance.

Keywords: Out-of-field; senior high school; teachers; performance;
Problems encountered

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1. Introduction

From an investment perspective in education, out-of-field teaching reflects inefficiencies in the labor market for teachers. It signifies the type of disparity between the subject matter proficiency of the teachers and the learning needs of students that made underutilized the human resources (i.e., skill sets and experience in the subject matter) acquired during the entire teacher training phase. Whatever the reasons for out-of-field teaching may be, the fact that such activities exist demonstrates that the teacher market did not adequately channel the supply of specific teaching skills into the demands of classrooms. In an age in which nations invest in teacher training programs to prove educational excellence, the out-of-field teaching phenomenon brings into question whether such an investment yields significant returns (Zhou, 2012).

Without a doubt, one of the most significant elements in molding the learning and growth of students is the quality of teaching teachers to provide. In many schools worldwide, however, ensuring that classrooms are packed with trained teachers is a persistent problem (Sen, 2010). The out-of-field teachers are made to teach lessons for which they have no background in teaching or having no training is one of the least known causes of these problems. This has been a significant but long-standing issue in schools and gender education. (Cobbold, 2010). It's been years since the implementation of the K-12 Curriculum, and a lot of development in the educational system has been noticed, such as classroom infrastructures, mass hiring of teachers, and seminars among new and old teachers to cope with the demands of the new program. Hence, it is a manifestation that the government is doing its best to improve the quality of education here in the Philippines. However, lapses have ways to lurk along with the changes; as such, due to the increasing demand to fill in the slots for the newly opened programs, government tends to produce newly – hired teachers who are not BS Education graduates (Bala Jr., 2017).

As per record, currently, there are more than a hundred out-of-field senior high school teachers that are hired in the Surigao del Sur division alone for the past 3 years of the implementation of the K to 12 curricula. This scenario possesses a possible problem in the delivery of quality education, knowing that these out-of-field teachers are not just handling subjects not related to their specialization but also they are not graduates of teaching-related degrees.

The aforementioned scenario stimulates the curiosity of the researcher to conduct such a study. Hence, it will provide data that will show the performance of out of field teachers of Senior High School. Likewise, through this study, the out-of-field senior high school teachers can open up their problems and concerns in their teaching careers. The following areas assessed were: Lesson Planning, Pedagogy, Classroom Management, Assessment, and Remediation. Through this approach, our field teachers were assisted in the struggles of their new chosen career and lead to a more productive teaching-learning process in the classroom.

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II. Research Methodology

Research Design

The researcher utilized a descriptive survey method, particularly the investigative survey type of research. The method is believed to be suitable for it identifies the present condition and processes involved in determining the performance of the out-of-field Senior High School Teachers in terms of Lesson Planning, Pedagogy, Classroom Management, Assessment, and Remediation.

Research Locale

The study was conducted in Surigao del Sur division specifically in Public High Schools offering Senior High Schools in CarCanMadCarLan areas. These are the selected schools from Municipality of Carrascal namely: Adlay National High School, Carrascal National High School, and Panikian National High School. Also, the following schools from the Municipality of Cantilan are identified namely: General Island Integrated School, Cantilan National High School, Canico Iriberry National High School, Parang National High School, Palasao National High School, and Cabangahan Integrated School. For the Municipality of Madrid, there are two schools who are involved in the study: Madrid National High School and Union National High School. Similarly, there are two school included in the Municipality of Carmen, the Carmen National Agricultural High School and Esperanza Integrated School. In the Municipality of Lanuza, the following schools are part of this study are Florita Herrera Irizarri National High School, Agsam Integrated School, Bunga Integrated School, Nurcia Integrated School, and Pakwan Integrated School. The above-mentioned schools were selected because there are outfield teachers who are assigned to the cited areas.

Research Respondents

There were two groups of respondents in this study. The first group is the school principal/head of the school where the identified outfield teachers are teaching. A total of 18 school heads in the entire Carcanmadcarlan area will be part of this study as an evaluator to the performance of the outfield teachers in terms of Lesson Planning, Pedagogy, Classroom Management, Assessment, and Remediation. The second group is 46 outfield teachers who are assigned in different Secondary and Integrated schools in the Carcanmadcarlan area. They answered the problem encountered based Lesson Planning, Pedagogy, Classroom Management, Assessment, and Remediation.

Research Instrument

This study utilized an adapted questionnaire checklist. There are two types of questionnaire in this study. The first type is for the School Principal/Head. It is adapted from the

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Characteristics of a Well-Managed Classroom by Scarlett Gauthier in 2017. This entails the performance of an outfield teacher in the area under Lesson Planning, Pedagogy, Classroom Management, Assessment, and Remediation. It contains several indicators in each area that will guide the evaluators in ratings of the outfield teachers. The second type of questionnaire is for the outfield teachers; this comprises the profile of the respondents and the problems encountered by the outfield teachers in the area under Lesson Planning, Pedagogy, Classroom Management, Assessment, and Remediation. Moreover, the questionnaire for the outfield teachers is relative to the evaluation tool of the school heads.

Validation of the Instrument

As stated above, the instrument used in this study was a revised – adapted one. Hence, there was a need for it to be validated. Three specialists in the field of Research and Teaching were invited to validate the questionnaire. They are active educators and school administrators in the Division of Surigao del Sur. The questionnaires were personally handed by the researcher to the validators and were open for their comments and suggestions. Incorporation of suggestions was done, and revision was appropriately undertaken.

Data Gathering procedure

The researcher wrote a letter to the Division Superintendent, asking for approval to conduct the said study. It was presented to the District Supervisors, consequently to the Principals and School Heads concerning the institutions where the respondents are currently connected. After this, the researcher arranged a schedule of when to conduct the study so that both sides are guided. The researcher administered the questionnaire and secured the confidentiality of the respondents' responses when the interview was done.

To gather the data needed, the researcher interviewed the respondents to support whatever the respondents may claim. The researcher then tabulated, computed, and analyzed the data.

Statistical Treatment

The data collected will be interpreted using the following statistical tools:

Percentage rank – this instrument was used for the profiling of the respondents.

Weighted mean – this instrument was used for the performance of out-of-field teachers in terms of lesson planning, pedagogy, classroom management, assessment, and Remediation. Moreover, the said tool will be used to weigh the possible problems encountered by out-of-field senior high school teachers.

Pearson Product – this tool was used to describe the significant relationship between the profiles of the outfield teacher to their performance.

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III. Results and Discussion

Table 2 presents the profile of the school as to Age, Sex, Degree Finished and Number of Hours Training Related to Teaching

Table 2

The Profile of Out-of-field SHS Teachers

Profile	Outfield SHS Teachers	
	Frequency	Percentage
Age		
20 – 30	19	41.30%
31 – 40	17	36.95%
41 – 50	10	21.74%
Total	46	100%
Sex		
Male	18	39.13%
Female	28	60.87%
Total	46	100.00%
Degree Finished		
Computer Related courses	16	34.78%
Business Related courses	14	30.43%
Bachelor of Arts	9	19.56%
Engineering course	5	10.88%

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Medical Related courses	2	4.35%
Total	46	100.00%
Number of Hours Trainings Related to Teaching		
25 – above hours	46	100.00%
Total	46	100.00%

It can be observed in the table that out of 46 respondents, 19 or 41.30% of the out-of-field teachers' ages 20 – 30 years old, 17 or 36.95 % of the respondents' ages 31-40 years old, and 10 or 21. 24% ages 41-50 years old. In terms of the sex of the respondents, females outnumbered male respondents with 28 females and only 18 males. This shows that more females are inclined to the teaching profession than males.

In the degree finished, 16 of the out-of-field teachers or 34.78% are graduates of computer-related courses. Also, 14 or 30.43% of the outfield teachers graduated to courses related to business, 9 or 19.56 are graduates of Bachelor of Arts degrees, 5 or 10.88% of the outfield teachers are graduates of engineering courses, and there are 2 or 4.35 % of the outfield teacher respondents are graduates of medical-related courses. The result implies that there are varied courses in the field of teaching nowadays.

Moreover, in the area under the number of hours training related to teaching. All of the 46 outfield teacher's respondents have attended training for more than 36 hours. The result implies that the Department of Education is always seeking solutions to address this concern that these outfield teachers have must be capacitated to be competent as teachers. As Ertmer (2010) emphasized, administrators and governments continue to pour cash into professional development activities; teacher conferences, weekend workshops, and retreats after school; all of which are intended to educate teachers about using the new educational advancement.

Table 3. Evaluation rating of the Performance of Out-of-field SHS teachers

Area of Focus	Weighted Mean	Qualitative Description
Lesson Planning	2.28	Need Guidance
Pedagogy	2.32	Need Guidance

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Classroom Management	2.57	Need Guidance
Assessment	2.44	Need Guidance
Remediation	2.19	Need Guidance
Grand Mean	2.38	Need Guidance

Table 3 depicts the performance of out-of-field senior high school teachers as evaluated by the school heads of their respective stations. In the area of focus under lesson planning, pedagogy, classroom management, assessment, and remediation, they were having the total mean 2.28, 2.32, 2.57, 2.44, and 2.19 respectively, with the qualitative description of needing guidance in all area of focus. This result implies that the out-of-field senior high school teachers are not well knowledgeable in crafting their lesson plans. Also, they are not masters of the subject matter, classroom management, assessing students' performance, and in giving remediation.

Each profession has a body of knowledge that distinguishes it from others and makes individuals who master those abilities considered acceptable professionals to practice the profession (Kind, 2009). The ability of outfield senior high school teachers to write lesson plans, knowledge of the subject matter, the leadership of the classroom, evaluation and remediation seems to be expected given that they are not graduates of education courses, they are not completely focused in the teacher processes. However, since they chose to involve themselves in this area, it is not an excuse for them. Jensen (2010) claimed that a more optimistic teacher is the teacher with a plan. The faith of the teacher will encourage more respect from the students, thus reducing problems of discipline and making the students feel more relaxed and open to teaching, resulting in a well-organized class. Moreover, (Reed & Michaud, 2010) indicated that the process of lesson planning helps teachers to assess their expertise about the material to be taught.

The knowledge on educators is positively a part of professionalism skill regarding teaching method; proficient capability includes something beyond information. Furthermore, Nicu (2017) indicated that teacher pedagogical knowledge has a greater impact on student achievement. Pedagogical experience of material also seems to have an impact on the standard of teaching. It is crucial for teachers to be viewed as competent in the classroom (Hattie, 2009). Being in an out-of-field circumstance where they experience a lack of subject awareness hampers a positive outlook towards the out-of-field experience. Some teachers try to cover their gaps in content knowledge to uphold an image of being in control of their subject.

Nevertheless, to be a successful educator, the teacher must possess the attributes of a teacher, if not, the teacher would become a liability to the coordinators and head of the school. (McConney & Price, 2009), believed that most non-education graduate teachers create a

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substantial distraction for subject coordinators because of their individual needs, such as additional assistance, mentoring, and specialized services, school leaders still find it difficult to publicly accept the incidence of their schools' out-of-field situation. Zepeda (2006) reported that Pro-active approaches helping the non-education graduate teacher by the expertise of colleagues enable these teachers to cope with their teaching role.

The above outcome indicates that the out-of-field senior high school teacher is now in a dilemma about being an efficient class moderator, recognizing that their basis is not in line with their current work.

Table 4. Describes the problem encountered by the out-of-field senior high school teacher respondents' in the actual field. The results seem to be alarming the fact that tangible results were noted, and it is not commendable. In the four areas of focus, namely lesson planning, pedagogy, classroom management, assessment, and remediation, it got an overall mean of 3.08 with a qualitative description of Serious (S). This means that out-of-field senior high school teachers are experiencing problems in the field. This outcome can be anchored to the study of Cinker and Kurum study (n.d) that out-of-field teachers have problems with glitches such as dedication, work satisfaction, and motivation, teaching, and technical skills, and adaptation to work. Moreover, they lack an understanding of the subject and teaching skills. To perform the professional role of teaching, they do not have the required training and skills.

Table 4. Problems Encountered by the out-of-field SHS teachers

Area of Focus	W. M.	Q. D.
Lesson Planning		
1. I have difficulty in crafting lesson plan due to lack of prior knowledge.	3.29	S
2. I have difficulty in writing objectives in KSA form.	3.34	S
3. I have difficulty in choosing the right objectives following the revised Bloom's Taxonomy.	3.43	MS
4. I have difficulty in contextualizing the objectives in the given competencies.	3.51	MS
5. I have difficulty in aligning objectives to the lesson proper and assessment/evaluation.	3.88	MS
Mean	3.49	MS

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Pedagogy		
1. I don't have enough knowledge about the subject matter.	2.51	LS
2. I have difficulty in choosing appropriate teaching Strategies in delivering the lesson.	2.68	S
3. I have difficulty in integrating the lesson to real life Situation	2.15	LS
4. Relate previous lesson to the present	1.91	LS
5. I have difficulty in engaging and sustaining learners' interest in the subject matter by making content meaning and relevant to them.	1.88	LS
Mean	2.23	LS
Classroom Management		
1. I have difficulty in maintaining a safe and orderly classroom free from distractions.	1.93	LS
2.I have difficulty in handling students' behaviour problems quickly and with respect to children's Rights	2.12	LS
3. I have difficulty in encouraging free expressions of ideas from students.	2.25	LS
4.I have difficulty in taking measures to minimize anxiety and fear of students to teacher/subject Matter	2.15	LS

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5. I have difficulty in providing learners with a variety of learning experience/s.	2.63	S
Mean	2.23	LS
Assessment		
1. I have difficulty in aligning the assessment to the lesson objectives.	3.51	MS
2. I have difficulty in identifying appropriate and varied assessment tools.	3.86	MS
3.I have difficulty in crafting HOTS questions	3.67	MS
4. I have difficulty in using appropriate non-traditional assessment techniques.	4.12	MS
5.I have difficulty in crafting HOTS questions	4.10	MS
Mean	3.85	MS
Remediation		
1. I have difficulty in interpreting and using test results for the appropriate remediation	3.55	MS
2. I have difficulty in crafting the activity sheets for the remediation.	3.62	MS
3. I have difficulty in handling remediation because of the many learning competencies that the students need to master.	3.10	MS
4. I have difficulty in giving remedial class because I am not equipped with the strategies in handling it.	3.94	MS
5. I have difficulty in managing and conducting remediation.	3.70	MS
Mean	3.58	MS

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Over All Mean	3.08	S
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In the first area of focus, which is lesson planning, 3 indicators are identified as Much Serious problem identified by the out-of-field senior high school teacher respondents. Indicator 3, 4, and 5 are considered the most challenging item identified. Accordingly, they are not well oriented with the processes of lesson planning since it was not discussed during their schooling years since it is not part of their competencies. That is why they felt naïve in making lesson plans and other materials related to the teaching process. The result can be linked to Sharplin (2014), which felt alienated by out-of-field teachers due to the discrepancy between their field of research and their field of assignment, thereby lacking any ability to use their professional skills. also, Cinker and Kurum (n.d) quantified the educational history of teachers as an essential component of the quality of teachers.

Meanwhile, in the second and third areas of focus, which is pedagogy and classroom management, the respondents rated the two areas as Less Serious with an even mean of 2.23. These figures show that these areas were not deliberately considered as a problem by the out-of-field senior high school respondents. Furthermore, the outfield senior high school teachers are also professionals and already in the adult stage. They already have this sense of responsibility to study the lesson that they will deliver to their class and has the capacity to maintain the orderliness in the classroom.

Contrary to the result in table 3 where the school heads rated the out-of-field senior high school ability to maintain orderliness in the classroom as poor. This is because every teacher has his way of managing his/her class sometimes what is good to others may not acceptable to others as well. In their research, Cinker and Kurum (2014) discovered and clarified that recruiting outfield teachers often have advantages. out-of-field teachers could break the perceptions of teachers in such a way. In coping with their class, they have their way. Their brains could function and teach students differently in that way. The "out-of-field teachers could have extraordinary perspectives on teaching and they could make use of their field of study for teaching.

In the fourth and fifth areas of focus which is assessment and remediation the out-of-field senior high school respondents considered these 2 areas as a "much serious" problem with a mean of 3.85 and 3.58 respectively. This result clearly manifests that the outfield senior high school teachers are not acquainted with the process of assessment and remediation.

The result in this area can be associated with the results in the first area of focus which is the respondents found difficulty in crafting lesson plans. This is because they were not trained in the basic concepts in the field teaching which is giving varied appropriate assessment and remediation. In the finding of Du Plessis (2013) that out-of-field teachers do not have the required training and skills to fulfill the skilled teaching job, the described manifestations can be parallel. It will then lead to less successful evaluation and remediation for learners.

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Table 5. Relationship between respondents profile and performance

Age				
	x²	p-value	Decision	Conclusion
Lesson planning	0.000	1.000	H ₀ is accepted	Not Significant
Pedagogy	4.675	0.638	H ₀ is accepted	Not Significant
Classroom management	2.419	0.517	H ₀ is accepted	Not Significant
Assessment	8.260	0.999	H ₀ is accepted	Not Significant
remediation	0.164	0.134	H ₀ is accepted	Not Significant
Sex				
	x²-value	p-value	Decision	Conclusion
Lesson planning	0.079	0.961	H ₀ is accepted	Not Significant
Pedagogy	1.041	0.891	H ₀ is accepted	Not Significant
Classroom management	4.390	0.624	H ₀ is accepted	Not Significant
Assessment	0.100	0.557	H ₀ is accepted	Not Significant
remediation	6.795	0.745	H ₀ is accepted	Not Significant
Degree Finished				
	x²	p-value	Decision	Conclusion
Lesson planning	0.887	0.221	H ₀ is accepted	Not Significant
Pedagogy	0.799	0.201	H ₀ is accepted	Not Significant

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Classroom management	0.330	0.062	H ₀ is accepted	Not Significant
Assessment	0.264	0.114	H ₀ is accepted	Not Significant
Remediation	0.100	0.557	H ₀ is accepted	Not Significant
Number of hours of trainings attended related to teaching				
	x²	p-value	Decision	Conclusion
Lesson planning	0.104	0.949	H ₀ is accepted	Not Significant
Pedagogy	4.419	0.817	H ₀ is accepted	Not Significant
Classroom management	4.330	0.31	H ₀ is accepted	Not Significant
Assessment	0.169	0.316	H ₀ is accepted	Not Significant
remediation	0.189	0.262	H ₀ is accepted	Not Significant

The table encapsulates the relationship between the profile of the out-of-field senior high school and their performance in the field in terms of; lesson planning pedagogy classroom management, assessment, and remediation.

It shows that in terms of age of respondents, sex, degree finished, and the number of training related to teaching against the respondents' performance, having a Computed R near the boundary of 0 to -1 implies that the null hypothesis is accepted. This implies that their profile does not affect their performance as an out-of-field teacher.

Granting that this out-of-field teacher did not have sufficient background and training as to be a teacher, but still, they graduated a degree that enables them to act and function as professionals. With that, they also can impart knowledge to their student, even if they are considered out-of-field. The clamor of the in-field teachers, and the school heads, is that the learning's of the students is being jeopardized because of the presence of the out-of-field teachers. The findings of the report, however, support the finding of Miller (2011), which notes that teachers who have completed an advanced degree have had no substantial impact on student success. This was also corroborated by Nacario & et al. (2014), who argued that whether classroom teachers have advanced degrees is unaffected by student achievement. Hence, the blame should not be put on

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the shoulders of the out-of-field teachers. They just need assistance. Catolos, L. & Catolos F. (2017), in the finding of their study they elaborated that educational attainments are not significant to the performance of the non-education graduate teachers.

Moreover, before conducting classes, the out-of-field teachers have enough time for consultations and request mentoring from their subject and year level coordinators. Studies indicate that when teachers engage in mentoring and coaching, they become more focused on their aims and versatile approaches. They benefit from modeling and becoming more excited and optimistic. Notice that both the tutor and the mentee earn advantages (Ganser, 2006; Furlong & Salisbury, 2005).

The success of a teacher is not because of his effort but a product of collaboration. A study by Steinert et al. (2006) argues that shared goals and teamwork between staff are needed to achieve complex objectives such as quality of education and school growth, which promote the coordination of resources and strategies of individual teachers because no teacher can achieve these goals alone. Also, a collaboration between employees provides opportunities for social and emotional support, exchange of ideas, and practical advice. Professionalism and feelings of self-efficacy can be strengthened and fatigue and burnout can be prevented (Clement & Vandenberghe, 2000).

The result in problems 2 and 3 may not be commendable on the side of the out-of-field teachers, but it does not mean that they know nothing about teaching. It is just that they are still in the process of unlearning and learning things, or simply they are in an adjustment phase. Hence, a seminar-workshop is designed to address the problems met by the out-of-field senior high school. Through seminar-workshop, the out-of-field senior high school teacher will have the opportunity to update their selves in the process and techniques in writing Lesson plans, different pedagogical approaches, classroom management that suits learners' developmental stage, constructing proper assessments, and conducting remedial activities for students who need remediation

Conclusions

Based on the findings mentioned above, the following conclusions were drawn; the out-field senior high school teacher respondents need assistance in their performance as to writing lesson plans, pedagogy, classroom management, assessment, and remediation. In their problems met, they considered lesson planning, writing assessment, and conducting remediation as the "much serious" problem that needs to be addressed. It is concluded that there is no correlation between the profile of respondents to their performance as to lesson planning, pedagogy, classroom management, assessment, and remediation. The proposed intervention program is desired to improve the performance of the out-of-field senior high school teachers.

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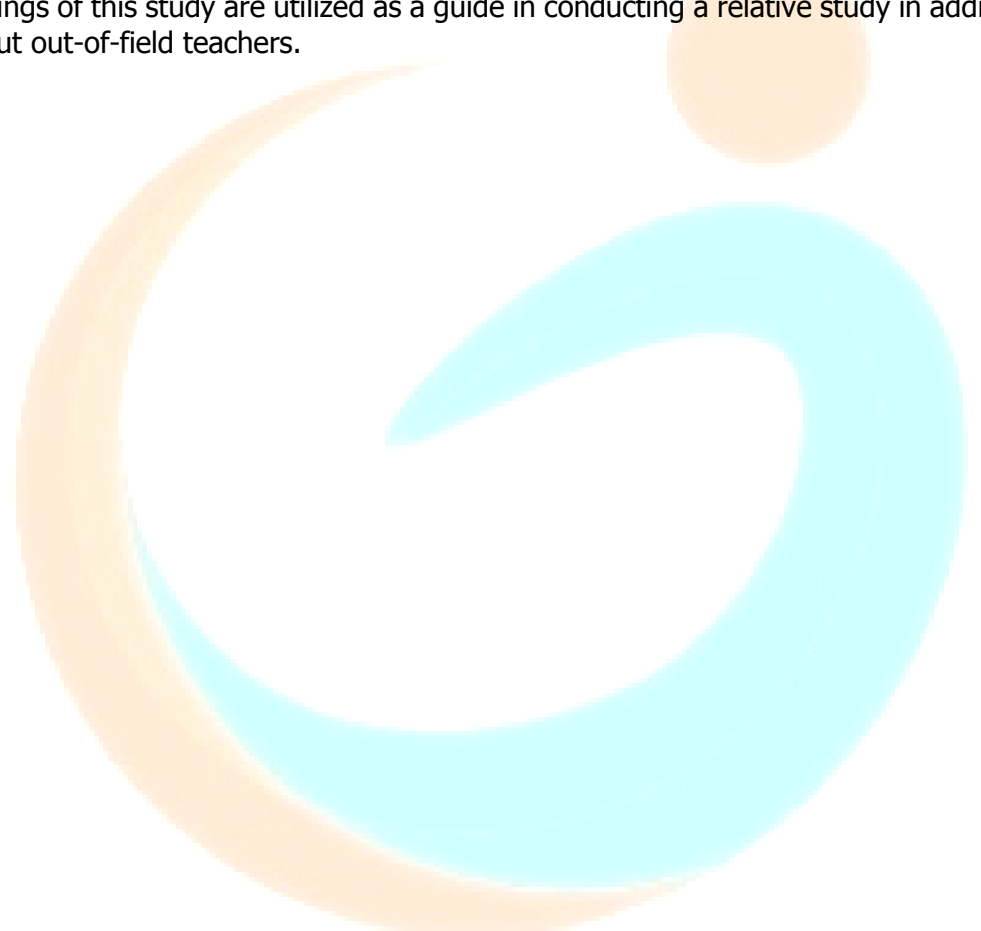
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Recommendations

Based on the findings and conclusions of this investigation, the following suggestions are offered to the Department of Education officials, it is recommended that they fully exercise standards in hiring new teachers. By this, a lot of things will be saved. Like a fewer number of hours incapacitating teachers since they are already oriented about the teaching process. The annual renewal of the contract for the out-of-field senior high school teachers will be wiped out since the licensed professional teacher applicants will be given priority instead. Also, the School Administrators and Master teachers, it is recommended to conduct mentoring and in-service training of the out-of-field teachers assigned to their school. Lastly, to the future researchers, the findings of this study are utilized as a guide in conducting a relative study in addressing problems about out-of-field teachers.



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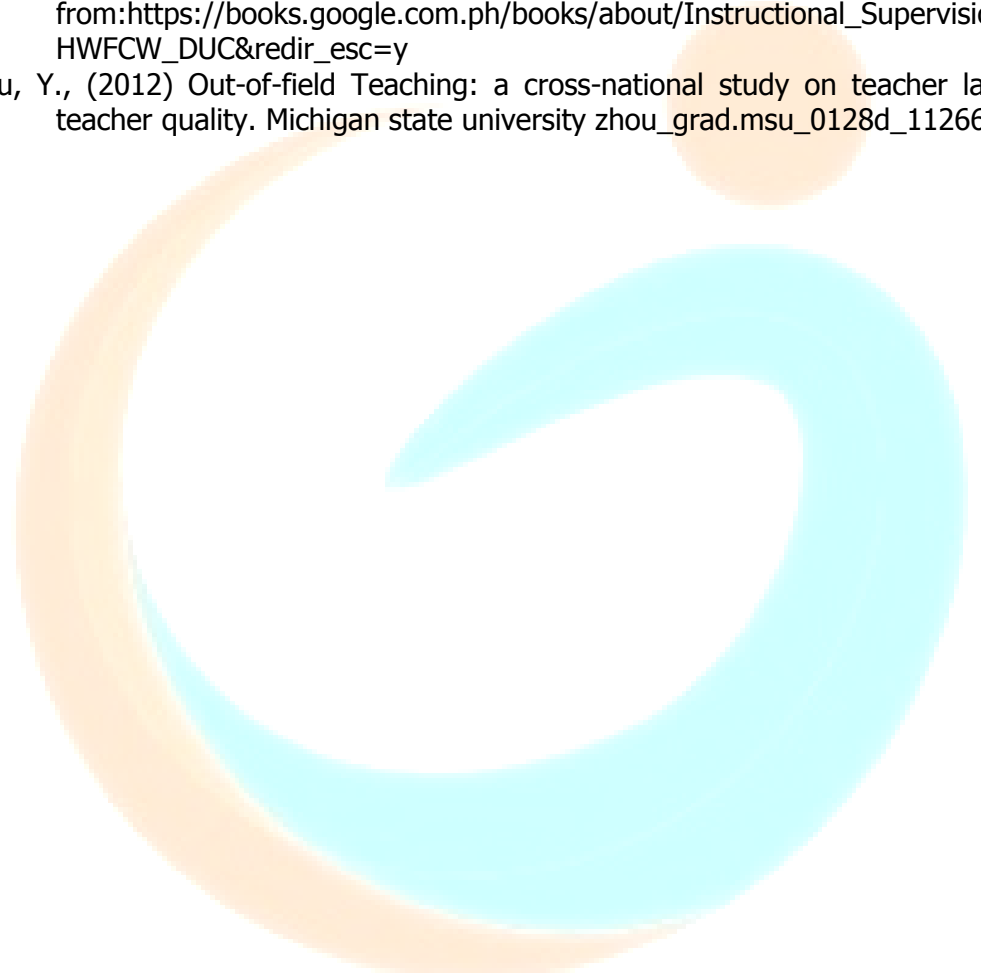


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