

# RESEARCH AND REFLECTIONS ON EDUCATION

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PCK in the Process of  
Re-Engineering  
Teacher Education

Challenging the Challenges of  
Self-Finance TEI

Teacher Education glimpse of  
NEP 2020

Gamification-A Transformative  
Approach to Developing  
21<sup>st</sup> Century Skills

Innovative Strategies for  
Supporting Children with ADHD

Managing Teachers'  
Mental Health

Challenges in teaching  
Out-of-Field

Well Being of Teachers

Responsibility of Institutions  
towards Teachers' Mental Health

Promoting Teacher  
Emotional Wellness

Inculcation of Values  
through Education

Empowering Teachers to  
Design Learning Activities



*Principals*

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Dear Readers,

Greetings from the members of Editorial Board!

The National Education Policy (NEP) aims to improve early childhood care, restructure the regulatory structure in the education system, raise the bar for effective teacher preparation, and alter the current testing procedure. Additionally, the NEP demonstrates remarkable promise for assisting and developing educators at the local level. Training for teachers will have an impact even in the most remote regions if there is ongoing support and vital nurturing activities. The training plan includes professional development programmes, classroom activities, recruitment, and preparation.

In teacher training efforts, the NEP presents the idea of Continuous Professional Development (CPD), which frames teaching as a lifetime learning path. The policy places a strong emphasis on the necessity of ongoing professional development opportunities, workshops, and training programmes for educators to stay abreast of changes in the field, technology, and pedagogy. The NEP's collaborative nature is seen in its advocacy for collaboration among education boards, teacher education institutions, and federal and state governments. These elements are demonstrated by programmes such as the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching of the UGC.

The NEP outlines numerous programmes designed to assist in teachers' capacity building and promote a shared learning culture. Participatory capacity-building techniques aid in identifying and fostering the growth of each teaching professional's prospective skill sets and building blocks. Training sessions, assessments, observations, evaluations, capacity development responses, assessments of needs and assets, and stakeholder involvement are some of the initiatives.

By 2030, multidisciplinary colleges and universities will incorporate teacher education. The NEP 2020 suggests that four years of integrated B.Ed. study be implemented as a dual-major holistic bachelor's degree provided in multidisciplinary institutions, combining education with a specialised field. In addition, the policy recommends a 1-year B.Ed. programme for candidates with a 4-year undergraduate degree in a specialised subject or a postgraduate degree in a school subject, who aspire to become subject-specific teachers, and a 2-year programme for students who have already completed a Bachelor's degree in a specialised subject.

Our college hosted a nationwide conference on "Re-engineering Teacher Education," in response to the NEP's emphasis on programme adjustments. The experts shared their expertise on NEP, technology, and teacher education research. The conference papers that have been chosen for publication in this issue will broaden your understanding of re-engineering teacher preparation.

With regards  
Editorial Board.



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**ABSTRACT**

*Quality education is integral to sustainable development and social equity. This article explores the challenges arising from teaching out-of-field, where educators are assigned subjects without adequate training, risking the compromise of education quality. Systemic teacher shortages, topic misalignment, high turnover rates, external influences on management decisions, and inadequate content expertise are the causes of the situation. These challenges impact teacher well-being, student outcomes, and overall educational experiences. Recognizing the importance of addressing this issue, the article advocates for systemic solutions, such as improved working conditions, targeted professional development, and effective retention strategies. It emphasizes the necessity of aligning teacher expertise with specific subject areas and grade levels to enhance the quality of education. Furthermore, the article argues that providing suitable professional development for teachers facing these challenges is crucial for upholding the true character of education. Despite its difficulties, teaching out-of-field can contribute positively to educators' professional development by fostering adaptability, problem-solving skills, and resilience.*

**Introduction**

Quality education is the heart of sustainable development and a powerful catalyst for developing more just, humane, and equitable societies. Quality education has become critical in many countries that are expanding enrolments rapidly to achieve Education for All. Recently, education systems have been under strain, but the assumption that there is a compromise between access and quality is flawed. In countries with constrained resources, the successful effort to increase access to education has often led to declining quality of education. Teacher quality is a widely discussed issue in education. One of the problems that caught my attention is teaching out-of-field, mismatched subject assignments at primary, high, higher secondary, and professional levels. The phenomenon of teaching subjects outside the discipline, where teachers lack educational background or training, has been neglected. It is a crucial issue because highly qualified teachers may, in actuality, become highly unqualified if they are assigned to teach subjects for which they have little training or education. (Annalene Grace, et.al, 2021)

**Teaching out-of-field**

Teaching out-of-field is a phenomenon where

teachers are assigned to teach subjects for which they have inadequate training and qualifications. (Ingersoll 1999; Hobbs 2013). This may refer to teaching subjects, grade/class levels, or school types without the necessary qualifications, certification, or specialization. Out-of-field teaching, a phenomenon where teachers instruct in areas without appropriate qualifications, is a challenge in teacher education, affecting the quality of teaching and student outcomes (Anna du Plessis, 2014). This phenomenon occurs when teachers instruct in areas outside their training or expertise, potentially leading to challenges in delivering effective education. (Linda hobbs & Raphaela porsch, 2021). Out-of-field teaching may arise due to staffing shortages, budget constraints, or other logistical issues. The complexities surrounding this practice include the potential impact on teacher quality, student learning outcomes, and

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the overall educational experience (Anna Du Plessis, 2013).

### **Factors contribute to teaching out-of-field**

Several factors contribute to educators teaching outside their expertise, creating challenges for both teachers and the education system. They are as follows:

#### **Systemic Teacher Shortages**

Shortages of qualified teachers lead to educators being assigned to teach subjects or levels for which they may not have specialized training. (Linda Hobbs & Raphaela porsch, 2021). The shortage arises due to various reasons such as unequal distribution of qualified teachers across educational institutions. Also, challenges in creating schedules that align with teacher availability and subject demand contribute to the systematic shortage. The scarcity of qualified teachers prompts educational institutions to assign educators to teach subjects for which they may lack specialized training.

#### **Subject Misalignment and Incongruence**

Incongruence in teacher specialization and subject misalignment contribute to educators being placed in roles that do not match their expertise. (Annalene Grace, et.al, 2021)

When teachers are assigned to subjects or grade levels for which they lack specialized training, incongruence arises. This incongruence stems from a misalignment between the educator's qualifications and the requirements of the assigned teaching role. Subject misalignment can impact the effectiveness of teaching. Teachers may face challenges in delivering content with confidence and accuracy, potentially leading to a less engaging learning experience for students. The strain of teaching out-of-field can contribute to burnout, affecting their overall job satisfaction and well-being.

#### **Teacher Turnover and Recruitment Necessities**

High turnover rates and recruitment necessities force educational institutions to assign teachers to positions based on immediate needs, regardless of their expertise. (Annalene Grace, et.al, 2021). High turnover rates within the teaching profession result in frequent vacancies that educational institutions must urgently address. The constant need for new hires can lead to a rushed recruitment process. The urgency to fill vacant positions sometimes takes precedence

over matching teachers' expertise with the specific subject areas or grade levels. Educational institutions may

prioritize immediate needs over ensuring a perfect match between teacher qualifications and assigned roles. Addressing the issue requires systemic solutions, such as improving working conditions, providing targeted professional development, and implementing effective retention strategies. These measures aim to create a more stable teaching workforce and reduce the constant pressure to fill vacancies

#### **Controlling Management Decisions**

Management decisions, sometimes driven by external factors, can lead to educators being placed in roles that deviate from their specialized areas. (Annalene Grace, et.al, 2021)

External factors such as socio-economic conditions can impact funding and resource allocation in educational institutions. Management decisions driven by financial constraints may lead to educators being placed in roles based on immediate needs rather than their specialized areas. Educational institutions often operate within the framework of government policies. Changes in educational policies can prompt management decisions that affect staffing and resource distribution, potentially leading to educators being assigned roles that deviate from their expertise.

#### **Lack of Content Knowledge**

Despite lacking content knowledge, teachers may still find themselves teaching outside their expertise due to various factors influencing their sense of competence (Tran Phuong Linh, 2023). In scenarios where there is a shortage of qualified teachers, educational institutions may face the challenge of filling positions promptly. This urgency can lead to teachers being assigned subjects or levels for which they may not have adequate content knowledge. Limited access to ongoing professional development can hinder teachers' acquisition of content knowledge. Teachers may find themselves teaching out-of-field if there are insufficient opportunities for skill enhancement. Teachers who have not received comprehensive training in a specific subject area may feel less confident in their content knowledge. Despite this, they might still be placed in roles that require expertise beyond their training. Teachers may feel a sense of

professional duty to support their schools and students, even in areas where they lack content expertise. This commitment can lead them to accept teaching assignments outside their specialized knowledge.

### Conclusion

Martin Luther King (Jr) once said, "... the function of education is to teach one to think intensively and to think critically. Intelligence plus character -- that is the goal of true education" (King, King, & Washington, 1986). We argue that providing suitable professional development for teachers in complicated teaching situations, such as those teaching outside their field of qualification, is a step towards upholding the true character of education. It protects these teachers from compromising intensive and critical thinking while it improves their knowledge base and supports their confidence development. Teachers are at the centre of exceptional educational reform and the key to the prosperous development of nations (Garet, Porter, Desimone, Birman, & Hoon, 2001) (Anna du Plessis et. al, 2014). Teaching out-of-field presents challenges but can enhance professional development by requiring teachers to learn new content and adapt to unfamiliar subjects. The need for out-of-field teachers to acquire new skills fosters continuous learning and adaptability, contributing to their professional growth. Additionally, facing the dilemma of teaching outside their field can prompt educators to develop problem-solving skills and resilience, vital aspects of professional development in a dynamic educational landscape (Merrilyn Goos, et.al, 2021). Out-of-field teaching, despite its challenges, can have positive impacts on teachers. It serves as a platform for professional development by requiring educators to adapt to new subjects and continually learns, fostering resilience and problem-solving skills (Anna du Plessis et. al, 2014). Additionally, out-of-field teaching can enhance teacher confidence and self-esteem as they overcome challenges and build expertise in diverse areas (Anna du Plessis et. al, 2014). It may contribute to teacher retention by providing opportunities for growth and avoiding stagnation in their careers

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