ISSUES AND CHALLENGES ENCOUNTERED BY NON-EDUCATION TEACHERS

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Quality education is the greatest achievement that a school can produce as its legacy not only to the students but also to other stakeholders. A literate nation can contribute to the viable economic progress and to the social welfare of the country. However, is quality education be possible if the increasing number of non-educator teachers exist in our education system?

As the onset of the senior high school, the Department of Education hired and placed teachers who are not graduate of education courses because of the demands of the strands included in its program. For an instance, a teacher with a degree of Hotel and Restaurant Management hired as teacher in FBS because of his/her expertise and someone who has a degree in Information Technology to be placed as a teacher in ICT. They may have attended trainings and seminar bout education however it might be less compared to the education training that education graduate teachers had when they are still in college.

According to Darling-Hammond (2000), one of the most important factors in shaping the progress of the students is the quality of teaching-learning process that a teacher can give. Conversely, because of the above-mentioned scenario, there is an issue if schools are manned with qualified teachers. It is an issue being tackled not only in one country but globally.

In addition to that, Bullock and Russell argued that quality education might be achieved through effective teaching. It is perceived to happen if teachers are qualified.
They are the most prominent people in the learners’ lives and mostly, students are the reflection of what teachers say and do. Teachers can be effective if they are skilled and equipped with different strategies and methods in executing lessons. Moreover, teachers who are not education graduate lack of training in lesson planning, proper execution of the lesson, limited knowledge on different strategies and approaches of teaching-learning process and mastery of the subject matter. Non-mastery of subject matter may lead to teacher’s anxiety because he may question his ability if he is teaching the right thing because he is teaching outside of his specialization.

Relatively, NÍ Riordáin and Hannigan (2011) stated that teachers who are placed to teach a subject outside of his expertise may perform substandard quality of teaching. Newly hired teachers are experiencing the same dilemma.

Therefore, the Department of Education must give lengthier and appropriate trainings and program to teachers who are not education graduate if their placement in education is inevitable. Retooling program will be a great help to teachers who are just new and teaching outside their expertise or specialization. Teachers may also equip their selves by researching and self-studying, they may also ask expert teachers for coaching or mentoring. They must find ways to deliver quality education for the better future of the students.
References:

