The Meaning of out-of-Field Teaching for Social Studies and Professional Experiences

Research Article

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ARTICLE INFO	ABSTRACT
<p><i>Article History:</i></p> <p>Received: 23.01.2021</p> <p>Available online: 06.09.2021</p>	<p>Researches about out-of-field teaching and out-of-field teaching in social studies are relatively limited in Turkey. This study aims to investigate what the social studies teachers from other fields think about out-of-field teaching and what their life experiences are as out-of-field social studies teachers. In the research, the case study method from qualitative research designs was used. The study group consists of 24 teachers who are working as social studies teachers in official secondary schools affiliated with the Ministry of National Education in the districts of Ankara province. During the data collection stage, a structured interview form was prepared by researchers based on literature and expert opinions. As we understand from the essential findings of the study, the opinions of social studies teachers who are teaching as out-of-field teachers may be supportive or adverse. The important thing is that there have been emerging opinions about increasing the quality of teachers. As one of the challenges of being an out-of-field teacher, participants bring forward the issue of lowering their tone to students' level, but it was found that usually there isn't much problem since the teachers transfer from similar fields. One of the prominent views is the idea of increasing the quality of out-of-field teachers by conducting professional development practices in their employment processes. Participants in the research stated that out-of-field education has a negative effect on the formation of a qualified education and that it is a difficult process for a teacher from outside the field to adapt to the current branch. The reason for this situation can be revealed with a new research (qualitative).</p>
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Introduction

There are many components that affect success in education. The primary component is the teacher factor (Çinkır & Kurum, 2015; Fitchett & Heafner, 2018; Pacaña et al., 2019). The teacher factor is discussed as a part of the education quality matter. Public dissatisfaction with the quality of education is associated with the quality of the teacher (Darling-Hammond, 2000). There are many research findings showing that teachers contribute significantly to student achievement in mathematics, reading and science (Savage, 2019).

In discussions about the quality of teachers, the teacher development before and during their employment is presented as a solution. In particular, teachers must graduate well-equipped before their service, and must be employed accordingly to the field and competencies in which they graduated. The source fields for social studies differ according to the teacher training and employment policies of the countries. The source fields for social studies differ according to teacher training and employment policies of the countries. Social Studies teachers who came from various fields can bring disadvantages in terms of completely mastering the knowledge in social studies. Since 1998, Social Studies Teacher program in Turkey has been a part of the higher education system. In the past, with the introduction of the Social Studies course in the curriculum in 1968, a department with the same name was opened in Educational Institutes (İnan, 2014; Kaymakçı, 2012). With the decision no. 9 of the Board of Education and Training, the General Directorate of Personnel has clearly stated the issues related to which areas of higher education programs will be graduated from the areas based on the appointment. In Turkey, there are several different branches (classroom teaching, history, geography, social studies teacher, etc.) that are sources for the field of social studies teaching. In 1998, social studies teaching department was established in Turkey during the restructuring of education faculties and gave its first graduates in 2002.

The teaching quality can be emphasized by associating the evaluation of social studies teachers' academic preparation processes with student outcomes. Teaching quality is related to the teacher's academic background. Employment in the graduating field is described as in-field teaching. The variation in the graduation field and the employment field highlight the concepts of the out-of-field education and out-of-field employment. There is little research on out-of-field teaching in the field of social studies education (Conklin, 2012; Pacaña et al., 2019; Savage, 2019). However, while how teachers affect student success is a matter of debate among researchers, there are also limited studies examining the role of social studies teachers in increasing student success (Fitchett & Heafner, 2018; Savage, 2019).

One of the primary objectives of teacher education is the development of teaching and professional knowledge. The successful development of field knowledge, pedagogical field knowledge and curriculum knowledge affects the teacher's ability to implement curriculums in the classroom and to include appropriate teaching processes. It is beneficial to improve the professional development field and competencies of social studies teachers who provide effective education in an integrated manner. In qualitative studies on the academic disciplines of social studies teachers coming from different fields, there are indications that social studies teachers prefer disciplinary knowledge and teaching appropriate to their academic disciplines (Savage, 2019).

Out-of-field education is a trending topic in educational policies and reform studies (Ingersoll, 2001a). Out-of-field teaching is a concept used in cases where the teacher does not have an academic main field or certificate related to the subject (Dee & Cohodes, 2008; Pacaña et al., 2019; Sharplin, 2014). When a highly qualified teacher in any field teaches in a different field from their primary field and has relatively less experience as background, it can be considered unqualified (Ingersoll, 2001a). In teaching profession, subject field knowledge and pedagogical content knowledge competency areas stand out in general. In cases where the subject field knowledge is sufficient, if the pedagogical content knowledge is sufficient, it can be mentioned the person is competent as a teacher. Ingersoll (2001a; 2001b), in his studies on the problem of teaching in and

out of the field, argues a teacher can be a successful regardless of educational background and preparation processes, which depend specifically on their own abilities, but in terms of professionalism, this cannot be generalized.

Out-of-field teaching has often been exposed due to the supply-demand balance related to teacher employment (Sharplin, 2014). In the United States, there are three criteria for a teacher to be recognized as a highly qualified teacher: To have a bachelor's degree in the field which he or she teaches, to have relevant certificates about teaching, and to be able to demonstrate content knowledge in the field he teaches (Sharplin, 2014). This certainly does not mean out-of-field teachers are unqualified. Essentially, it can be considered as employment incompatibility. Field identification can be a development area that should be acquired by out-of-field teachers. Identification with the field, just like professional identification, can contribute to the feeling of belonging to both the profession and the field. Studies have been conducted on the effect of out-of-field teaching on student achievement, professional development and its relationship with the problems experienced (Dee & Cohodes, 2008; Ingersoll & Gruber, 1996; Loveys, 2011; Olitsky, 2006; Pacaña et al., 2019; Sharplin, 2014). Issues like the relationship of out-of-field teaching with academic success, the professional development of the teacher, and their experiences in their career have been mentioned in the literature (Sharplin, 2014). People from other teaching branches and disciplines who choose to teach social studies as their alternative career may have various difficulties or conveniences in their transition to the profession. It is recognized that the branches of teachers who chose social studies teaching as their alternative career are primarily related to the social sciences. Professional identity formation is a long term process. The identity of the teacher must be balanced pedagogically and didactically. It is noted that experienced teachers in profession follow a more didactic approach in their classes and move away from the pedagogical approach (Hong, 2010). It is known that out-of-field teachers experience problems like lack of self-confidence, low interest, and confusion in learning transfer (Pacaña et al. 2019).

Social studies education and social studies teachers have a critical responsibility in supporting the intellectual development of students in terms of democracy (Conklin, 2012; Fitchett & Heafner, 2018). Basically, the field of social studies education has a relationship between citizenship skills (Öntaş & Koç, 2020) and political socialization (Öntaş et al., 2020). Teacher qualifications of social studies course, which has a central importance in the development of citizenship skills, can also be discussed. Applications such as inquiry, discussion and resource analysis that positively affect the teaching processes of social studies field can contribute to the skill development of students (Fitchett & Heafner, 2018).

Educating the teachers by acquiring relevant competencies and skills before job and then starting their career with being employed also includes various processes. The teacher's professional preparation process at the start of his/her career comes with it an internalized professional experience. However, the inability to continue the process by internalizing it may negatively affect professional development (Girgin & Cavus, 2019). Assimilation of professional life is associated with the development of professional identity. Choosing the profession, deciding to become a teacher (necessity, willingness, and family expectation), and professional life (appointment stretched -starting service, provinces-schools, trainings received and professional experiences-memories) are the experience patterns experienced by teachers in the career process (Girgin & Cavus, 2019). Along with these experience patterns, the patterns of role-congruence, role-displacement, role-, phase-congruence, phase-displacement and phase-stretched are also emerging in the service process (Sharplin, 2014). Role-congruence is the compatibility of skills and competencies with the field in which the teacher is assigned. It is the employment of a teacher graduated from the social studies teaching into the field of social studies teaching. Role-displacement is that skill competencies are incompatible with the field in which the teacher is assigned. An example is the employment of a teacher graduated from the field of social studies teaching as a philosophy teacher. Role-stretched is that although the skills and abilities are compatible with the

field in which the teacher is assigned, the previous experiences and qualifications of the teacher are unsuitable. Phase-congruence is the appointment of the teacher to the relevant teaching level in accordance with their skills and abilities. The phase-displacement is the teacher is not assigned to the teaching level in accordance with his/her skills and abilities. Phase-streched is also related to the incompatibility of previous experiences, although the skills and abilities are compatible with the teaching level. The mentioned patterns stand out in terms of out-of-field education.

The concept of identity, mentioned in the context of professional identity development, is a broad concept that concerns many social sciences such as psychology, sociology, and anthropology (Olsen, 2008). Identity can be divided into personal, social, professional identity and teacher identity (Kavrayıcı, 2019). Social studies course is also a curriculum that contributes to the development of identity for students. In this context, social studies teachers' professional identity and teacher identity characteristics are important. While teaching also involves highly dynamic and fluid processes, perceptions, attitudes, practices contain tensions and struggles throughout the entire career. There is a relationship between professional identity and professional actions. Teacher identity is important in terms of deciding who we are in private lives. The professional identity of the teacher is an effective tool to understand his professional life and career decision making processes (Hong, 2010). There are different models of professional identity formation (Gee, 1996a, 1996b, 2000; Beijaard et al., 2000). Studies on the teacher's professional identity show that identity is the main factor in teacher motivation, effectiveness, and retention (Avalos & Aylwin, 2007; Hong, 2010). The concept of professional identity does not only refer to the effects of other people's concepts and expectations. It also includes acceptable images of what the teacher should know and do. In addition, teachers' practical experiences and personal backgrounds are also important (Aslan, 2016). The contents that teachers encounter in working life affect their identities in many ways. Girgin & Cavus (2019) stated the content evaluated in two categories: class interactions, evaluations, material designs and task definitions in observable field and cognition, beliefs, expectations and emotions in unobservable field.

This study aims to investigate the thoughts of social studies teachers from outside the field and their life experiences as out-of-field social studies teachers. Although out-of-field social studies teaching does not stand as a problem in today's employment policies in Turkey, the presence of out-of-field social studies teachers currently working and the fact that no studies have been found in the field of social studies teaching can be stated as the necessity of the research.

Method

Research Model

The case study method, one of the qualitative research designs, was used in the study. Case studies are a way of looking at what is actually happening in the environment, collecting data, analyzing data in a systematic way, and presenting results. The resulting product is a sharp understanding of why the event is the way it is and what to focus on in more detail for future research (Davey, 1991). In addition, the case study is a research design that tries to reveal detailed information that investigates the participants, institutions or events in daily life and their effects on each other in an integral and realistic manner (Yıldırım & Şimşek, 2013). However, it is also possible to say the case study is a research method based on how and why questions, which allows the researcher to examine the depth of the event or something that the researcher cannot control. (Yıldırım & Şimşek, 2013). In this study, the detailed examination of the experiences of the out-of-field social sciences teachers within their personal views in the official secondary schools affiliated to the Ministry of Education in Ankara provincial districts established a rationale for the use of case study pattern.

Study group

The study group of the research consists of 24 teachers working as social studies teachers in official secondary schools affiliated to the Ministry of National Education in the districts of Ankara. Participants were selected equally in all districts of Ankara province. At the stage of determining the participants, a purposeful sample was used from non-probability sampling types. In addition, criteria sampling was used in the purposeful sampling stage. As a criterion, it has been determined that participants came from outside the field and works as a social studies teacher in official secondary schools affiliated to the Ministry of National Education in Ankara province districts. Some demographic information about the participants is covered in Table 1.

Table 1. Demographic data about participants

<i>Participant Name</i>	<i>Gender</i>	<i>Age</i>	<i>Graduation Year</i>
P1	Woman	48	History
P2	Man	39	Classroom Teaching
P3	Man	29	Others
P4	Woman	26	History
P5	Woman	29	Others
P6	Woman	25	History
P7	Man	26	Geography
P8	Man	46	History
P9	Woman	36	Geography
P10	Man	45	Classroom Teaching
P11	Man	53	Others
P12	Man	51	Classroom Teaching
P13	Woman	45	Geography
P14	Woman	40	Geography
P15	Woman	53	Geography
P16	Man	41	History
P17	Woman	44	Geography
P18	Man	46	Classroom Teaching
P19	Man	49	Others
P20	Man	42	History
P21	Woman	26	Geography
P22	Man	35	Others
P23	Woman	47	History
P24	Man	45	History

Data collection tool

In the data collection stage of this research, the structured interview form prepared by the researchers based on the literature and expert opinions was used. Structured interviews provide the opportunity to receive complete information and give instant feedback in addition to determine the parallelism and difference between the information provided by individuals and to make comparisons accordingly (Yıldırım & Şimşek, 2013). Validity in qualitative research can be described as stating the topic objectively in the frame of the main problem (Yıldırım & Şimşek, 2013). At this point, four main strategies, i.e., dependability, credibility, transferability and confirmability as trustworthiness criteria ensure the rigour of qualitative findings (Lincoln & Guba, 2000). In this study, there are eight questions in the structured interview form. Accordingly, participants answered questions about the place of out-of-field teaching in the functioning of a qualified education system, the attitudes of the school administration towards out-of-field teachers, the situation of out-

of-teachers from different discipline, their reasons for choosing social sciences as a out-of-field teacher, the difficulties you encountered during your time as an out-of-field teacher, how to improve the social studies teaching program as an out-of-field teacher, what acquisitions social studies teaching provided for you and whether they would recommend or not social studies teaching to the teachers who will come after them. While creating the questions, firstly, the literature on the subject was examined. The selection of participants followed a criteria-based rationale while all stages of the research have been stated clearly, thus confirming the existence of a transferability strategy. Regarding the credibility strategy, the research was shared with an expert who has conducted similar studies in the finalization stage of the research; this expert also examined the research with regard to all its contexts. The expert mentioned that there was logical credibility across the literature review, method, findings, results and research problem. Besides, the expert was asked about the confirmability of themes and sub-themes determined as a result of raw data findings and researchers' analysis, as well as confirmability the themes and sub-themes obtained in light of participants' opinions. Considering these processes, questions were conveyed to field experts. According to the feedback from the field expert, some changes were made on some questions. The draft form was finally sent to a linguist to be examined within the framework of spelling and spelling rules, and the interview form was made ready after corrections were made.

Data Collection

While the data were planned to be collected with the participants in a face-to-face semi-structured interview form during the planning stage of the research, it was decided to collect it through the structured interview form prepared through Google Forms, taking into account the social distancing rules with the declaration of a pandemic of covid-19 virus that has started in the world. In addition, the participant teachers were contacted for precautionary problems that may arise during the implementation process and the necessary feedback was given to them immediately.

Data Analysis

Within the framework of the responses to eight open-ended questions in the structured interview form, the data were subjected to content analysis. The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2013: 259). In order to avoid any confusion in the opinions of the participants, symbolic names starting from P1 to P24 were given to each of the 24 participants. In addition, the data in the study were coded separately by two researchers. Reliability = Consensus / Consensus + Disagreement x100 formula was applied (Miles & Huberman, 1994). The percentage of compatibility between the two encoders was calculated as 87%. Since it was deemed sufficient that the research questions could be used if the complity percentage was 70% or higher, reliability was ensured in terms of data analysis (Şencan, 2005).

Findings

In this study, the data were categorized under eight themes.

Findings regarding the place of out-of-field education in the functioning of a qualified education system: Out-of-field social studies teachers were asked the question 'How do you evaluate out-of-field education in the functioning of a qualified education system?', and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 2. Findings regarding the place of out-of-field education in the functioning of a qualified education system

Theme	Sub-theme	f	Codes
	Negative Impact	10	Out-of-field (7), mistakes (6), fit the goal (2), different system (2), scope (2), time (2), extra preparation (3),

The effect of out-of-field education on the education system	Constructive Impact	9	self-improvement (3), useful (3) , individual effort (2), equipment (3), quality (3), characteristic (2), positive (2), change (2), research (2), interdisciplinary (2), unsuitable (2), expertise (2), closeness to the course (3), needs should be met (2), extra preparation (2), history (1), geography (1), citizenship (1), interest (2), infrastructure (2)
	Teacher qualification that matters	5	

When Table 2 is examined, as a result of the analysis of the participant teachers' views on the effect of out-of-field teaching on the education system, three sub-themes were identified: Negative Impact, Constructive Impact, and Teacher qualification that matters. While ten of the participating teachers expressed the negative impact of out-of-field teaching on the education system, nine of them drew attention to the constructive effect of out-of-field teaching on the education system. According to five of the participants, it is important to increase the quality of education out of the field. Highlights from teacher opinions that support this data:

"My field is history, but I attend the social studies course. Social studies is a very comprehensive course. I do not need to prepare extra while explaining the history subjects in social studies. However, I have extra preparations for topics such as geography and citizenship. These are not cons for me. On the contrary, I am improving myself in other areas" (P4).

"As a versatile and well-equipped individual, significant contributions can be made to the formation of a qualified education system" (P8).

"I think it is a wrong practice, it is not very efficient to work in an field that you don't master" (P5).

"I don't think that the out-of-field education is very effective in the functioning of a qualified education system" (P18).

"The teacher's enthusiasm in the professional field affects the performance of the teacher, the result of a purely individual effort will answer this question" (P7).

Findings regarding the attitudes of the school administration towards out-of-field teachers: Participants were asked the question 'What are your observations about the school administration's attitudes towards out-of-field teachers?', and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 3. Findings regarding the attitudes of the school administration towards out-of-field teachers

Theme	Sub-theme	f	Codes
The attitude of the school administration	Positive	14	Observation (7), difference (6), attitude (2), administration (2), out-of-field (2), time (2), extra preparation (3), self-improvement (3), useful (3), individual effort (2), equipment (3), quality (3), characteristic (2), positive (2), change (2), research (2), interdisciplinary (2), unsuitable (2), expertise (2)
	Negative	5	, closeness to the course(3), needs should be met (2), extra preparation (2), history (1), geography (1), citizenship (1), interest (2), infrastructure (2)
	Uncertain	5	

When Table 3 is examined, as a result of the analysis of the participant teachers' views on the attitudes of the school administration towards out-of-field teachers, three sub-themes were identified: Positive attitude, Negative attitude and Uncertain. Fourteen of the participating teachers stated that the school administration's attitudes towards out-of-field teachers were positive, five of them stated that the school administration

showed a negative attitude towards out-of-field teachers, and five participants stated that they were uncertain about the attitudes of the school administration. Highlights from teacher opinions that support this data:

"At my school, the administration assists us under all circumstances. They don't make us feel like we are out-of-field teachers" (P4).

"In the institutions I have worked for throughout my professional life i, I have not witnessed any negative or discriminatory attitude towards myself or colleagues" (P16).

"They are taking a prejudicial stance that monitoring the process" (P8).

"School administrations do not trust out-of-field teachers as much as they trust field teachers" (P18).

"I didn't make such an observation in our school" (P1).

Findings regarding the out-of-fields teachers teaching in a different field: Participants were asked the question 'As an out-of-field teacher, how do you perceive a teacher teaching outside their graduation field?' and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 4. Opinions of the out-of-field teachers about teaching in a different field

Theme	Sub-theme	f	Codes
Perceptions of out-of-field teachers towards their own teaching process	A difficult process	11	Out of field (5), social studies, difficult process (5), purpose and content, knowledge, equipment, opposite field, wrong (6), minor (2), I do not recommend (4), different experience (3), communication, ideal, positive (2), history, geography, neutral (4)
	There is no difference	8	
	Gaining new experiences	5	

When Table 4 is examined, as a result of the analysis of the participant teachers' views on the perceptions of out-of-field teachers towards their own teaching process, three sub-themes were identified: Teaching in a different branch from out of their field is a difficult process, they don't experience any differences, and it offers the opportunity to gain new experiences. While eleven of the participating teachers stated that teaching outside the field requires preparation for a new field, it was a difficult process, eight of them stated that they did not think that teaching outside the field brought any difficulties or differences. Five of the participating teachers stated that working outside the field and teaching in a different branch brought new experiences. Highlights from teacher opinions that support this data:

"Naturally it's a difficult process. However, over time, we try adapting to the studies carried out in accordance with the objectives and contents of the course" (P2).

"It's hard to come from a different field and teach in a course that wasn't in the field, to be honest. If their knowledge and qualifications are insufficient, it will be hard to eliminate the deficiencies" (P3).

"I do not recommend doing it unless it is absolutely necessary and I do not find it healthy" (P6).

"Having started my career as a classroom teacher as a graduate of history teaching and continuing as a social studies teacher enabled me to gain interesting experiences. I can state numerous experiences are a plus when the managerial role is included" (P8).

"Positive results can be obtained if the necessary preliminary preparations can be made and more information can be obtained in the field." (P12).

"I can say it was ideal for me. I have a social personality. I enjoy this field. Of course, It's a plus for me that I've pursued my bachelor's degree in this field. I believe I am more productive with my experience in dialogue with students and classroom management"(P11).

"Undoubtedly not ideal, but I don't regard it as a negative situation in all circumstances" (P16).

"No problem for social studies" (P13).

Findings regarding the reasons for choosing social sciences as an out-of-field teacher: Participants were asked the question 'As an out-of-field teacher, could you explain why you chose to teach social studies?' and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 5. Opinions on the reasons for choosing social studies as an out-of-field teacher

Theme	Sub-theme	f	Codes
Reasons for choosing social sciences	Related to my field	10	History (3), society, social sciences, field relation (8), geography (2), teacher, preference, field conjunction (2), appointment (5), interest (3), personal characteristics (1), necessity (3)) branch, quota, entertainment (1), conditions (1), license, social studies, system (1)
	The thought that I can be appointed	5	
	Interest	4	
	Necessity	5	

When Table 5 is examined, as a result of the analysis of the participant teachers' views on the reasons for choosing social sciences as an out-of-field teacher, four sub-themes were identified: Being relevant to their field, the thought that I can be appointed, Interest and Necessity. While ten of the participating teachers highlighted the relevance their field or the minor branch factor among the reasons for choosing social sciences as an out-of-field teacher, five participating teachers for each sub-theme stated that they chose the social studies branch to get appointed or because of necessity. It was stated by four other teachers that the personal interests were prominent in choosing the social studies branch. Highlights from teacher opinions that support this data:

"The most relevant one to my field was Social Studies teaching. I like Social Studies course because it is very comprehensive and part of life" (P4).

"It felt close to me because I studied history and it is a field I love" (P6).

"Because it is much closer to my own personality traits, because I have confidence in my communication skills, because I can get along better with children of this age group, and most importantly because I believe I can more productive and I love it" (P11).

"I did not choose, unfortunately, this was my appointment decree" (P13).

"Since no geography teacher was appointed in the field of geography, which is my graduation field, in 2000, we were given a social studies teacher certificate at the time of our graduation and we were appointed according to our DGS result. In other words, it was a process beyond our own preference" (P14).

"In my first appointment process, since the ministry did not open a quota from my graduation field, I chose this field to be appointed out of necessity under the conditions of that day" (P16).

"Although I had a history license in 2000, no teachers were hired in the field of history during the appointment period. However, there was a system that allowed me to choose the field of social studies" (P20).

Findings regarding the challenges you faced during the period when you started teaching social studies:

Participants were asked the question 'As an out-of-field teacher, what challenges did you face when you started teaching social studies?' and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 6. Opinions on the challenges faced by out-of-field social studies teachers

<i>Theme</i>	<i>Sub-theme</i>	<i>f</i>	<i>Codes</i>
The challenges faced by out-of-field social studies teachers	Didn't encounter any challenges	12	Challenge (12), lack of field knowledge (5), extra research (2), exercise (2), preparation, principle, adaptation (2), communication, method, curriculum (1), motivation, equipment, out of field, classroom management
	Field Knowledge	8	
	Adaptation	4	

When Table 6 is examined, as a result of the analysis of the participant teachers' views on the challenges faced by out-of-field social studies teachers, three sub-themes were identified: Didn't encounter any challenges, Field Knowledge and Adaptation. Twelve of the participating teachers stated that they did not encounter any difficulties. Eight of them stated that they encountered difficulties due to the lack of field knowledge, while four participating teachers stated that they had problems in the adaptation process. Highlights from teacher opinions that support this data:

"I did not have any difficulties, the school administration and the group leader helped with this" (P7).

"I had no problem other than getting used to the teachers' room" P (6).

"I had difficulties in lowering the tone to student level in the preparation stage and while lecturing" P (9).

"I had to read more because the field was extensive. In addition, I had to use different methods in classroom management because of the older age of the students" (P12).

"I worked on learning the curriculum and how to teach more effectively" (P14).

"I did not have any difficulties" (P15).

"I did not encounter any problems because my motivation and knowledge was high" (P17).

"Since I had just started teaching, I had exactly the same problems that a new teacher experienced at that time (especially in pedagogy)" (P20).

Findings on how to improve the social studies curriculum as an out-of-field teacher:

Participants were asked the question 'As an out-of-field teacher, how do you think the social studies curriculum can be improved? Please, write down your thoughts' and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 7. Opinions on how to improve the social studies curriculum as an out-of-field teacher

<i>Theme</i>	<i>Sub-theme</i>	<i>f</i>	<i>Codes</i>
How to improve the social studies curriculum	Simplification of textbooks and teaching curriculum	16	Textbooks (5), content (4), achievement (3), curriculum (3), modest (3), visuals, examples, positive, abstract concepts, learning by experiencing (2), subject, activity, practice (2), content, insufficient, permanent learning (2), observation, age level (1), program (3), information error, adaptation, lesson time, update (2)
	It should be suitable for the readiness level of the students	5	
	It should be concentrated on the practice	3	

When Table 7 is examined, as a result of the analysis of the participant teachers' views on how to improve the social studies curriculum as an out-of-field teacher, three sub-themes were identified: Simplification of textbooks and teaching curriculum, It should be suitable for the readiness level of the students, and It should be concentrated on the practice. Sixteen of the participating teachers stated as an out-of-field teacher that the simplification of the textbooks and the teaching curriculum would be important in the development of the social studies curriculum, while five of them stated the curriculum should be suitable for the readiness level of the students. In addition, three (3) of the participating teachers stated it would be important to make the curriculum more practice-oriented than theoretical. Highlights from teacher opinions that support this data:

"The opinions of field teachers on this issue are important. The achievements and course contents should be reviewed and re-prepared by considering the characteristics of the student" (P2).

"In addition to the course materials, the lesson should be supported with presentations or visuals from the smart board. Otherwise, things told can be up in the air. I am happy with the book we use for the course material, because the information is lesser and examples and pictures are in the majority. It is easier for a piece of information to be kept in memories by explaining it through examples" (P4).

"If the textbooks of the Ministry of National Education, especially the 6th grade and 8th grade subjects of the Reform courses, are simplified, it will be more efficient, and also for students to learn abstract concepts by experience learning method, Meb should send circulars to schools and allocate funds for them to make trips especially for students to see historical places and natural beauties in person and ask schools to make a trip every month. If this happens, if the student goes to the place where a historical event took place and examines it concretely, that subject will be more productive than the lecture, I think that the student will never forget the place where the historical event took place or a place of natural beauty throughout his life" (P10).

"More practice can be included" (P12).

"While preparing the curriculum, according to the age levels of the children, the achievements should be reduced and regulated, and the time should be increased for the current achievements and supported with the activities related to the outcomes" (P18).

"Topics sometimes are disconnected, for example, books can be edited so that the topics are in a meaningful order. For example, when studying Turkey's climate, they are moving to another topic in the book, and after that the topic of earth climate studied in the book. This kind of order is disconnected. It would have been more appropriate to study the earth climate after Turkey's climate." (P21).

Findings regarding the gains of social studies teaching for you: Participants were asked the question 'As an out-of-field teacher, have you had any gains in social studies teaching? Please, tell us about it' and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 8. Opinions on the gains of social studies teaching for you

Theme	Sub-theme	f	Codes
The gains of social studies teaching	New knowledge outside of their field	11	Gain (2), inquiry (5), research (4), current, learning (4), experience (3), experience (2) different (2), activity, fun, perspective (6), out of field, analysis (2), review (3), depth of knowledge (2), thinking (2), related field, new knowledge (3), disciplines (1)
	Developing a different perspective	8	
	Gaining experience	5	

When Table 8 is examined, as a result of the analysis of the participant teachers' views on the gains of social studies teaching, three sub-themes were identified: New knowledge outside of their field, Developing a different perspective and Gaining experience. Eleven of the participating teachers emphasized that teaching social studies contributed to gaining new knowledge outside their field, while eight of them stated that it can contribute to developing different perspectives. Five participant teachers stated that it would contribute to the teachers' experience. Highlights from teacher opinions that support this data:

"Yes. There have been gains like looking at the events in different perspectives, questioning, research etc." (P2).

"I am doing research for my students. I get information while researching. This field has brought me a lot" (P4).

"Of course it has. First of all, you are changing the perspective of students who are older than primary school students age group. You are trying to teach them to look at things from different angles and this makes you enjoy it" (P10).

"A lot indeed. My ability to think in a versatile way has increased. I learned once again to ask why questions, the importance of communicating with people, how we have gone through difficult processes as we come to these days, and that there is no limit to learning" (P11).

"Of course. As someone who tends to see social sciences as a whole, I can say that those who are equipped in fields such as history, geography, sociology, social psychology, law will strengthen the basis of perceiving history as a mere series of events and will move it beyond the teaching" (P20).

Findings regarding the situation of recommending teaching social studies to future teachers: Participants were asked the question 'As an out-of-field teacher, please explain to teachers in different fields whether or not you recommend the social studies branch' and themes, sub-themes and codes are determined based on the answers given. In addition, the opinions of the participants supporting the relevant opinions are included below the table.

Table 9. Opinions on recommending teaching social studies to future teachers

Theme	Sub-theme	f	Codes
Recommending teaching social studies to future teachers	I recommend	12	History (2), social, own field (5), advice (5), different (2), social studies (3), branch, preference, need, course load, geography, devaluation, interest (2), communication, different age groups, problem, general culture (2), curriculum (2), trust, ideal, current, verbal, participation (2), ability, education (2), learning (3)
	I don't recommend	12	

When Table 9 is examined, as a result of the analysis of the participant teachers' views on recommending teaching social studies to future teachers, two sub-themes were identified: I recommend and do not recommend. Twelve of the participating teachers recommend teaching social studies from outside the field, while the other twelve (12) participants do not recommend teaching social studies from outside the field. Highlights from teacher opinions that support this data:

"Everyone should work in their field. I would not recommend" (P3).

"I think everyone should work in their own branch" (P5).

"The reason I don't recommend it is that I find it right for everyone to work in their own branch. Unless it is out of necessity, I do not find it appropriate to prefer another field" (P6).

"Thinking about issues such as need, course load, importance in exams, I don't recommend it" (P8).

"I have always recommended it. As a justification, I can say that social studies is life itself" (P10).

"If you are interested, if you really like it, if you have education on the subject too, If you also trust your communication skills, If you have the ability to think in a versatile way, I highly recommend it" (P11).

"I would recommend. It opens up your horizon. You would have also some contribution in informing the public" (P12).

"I would recommend because the topics are current and from life. You will study these topics with children while enjoying. There's more participation in the class. At the same time, social studies improve the cultural knowledge of a person. We learn our own history better" (P17).

Conclusion and Discussion

This study aims to investigate the thoughts of social studies teachers from outside the field and their life experiences as out-of-field social studies teachers.

In the study, the place of the out-of-teaching teaching in the functioning of a qualified education system was asked to the participants, and three sub-themes became prominent under the title of negative impact of out-of-field teaching on qualified education, constructive impact, teacher qualification that matters. Teaching in an outside field has a relationship with the concept of profession and deprofessionalizing (Ingersoll, 2001b). Obtaining undergraduate level education in the core academic field can traditionally be seen as a reality accepted in the context of professionalism. When taken in the context of being qualified and unqualified, there may be criticism of the teacher's academic background, such as incomplete academic learning of out-of-field teaching for a qualified education system. The meaning of out-of-field teaching, which can be discussed on issues of teaching and teacher quality, can be considered multifaceted for a qualified education system. In the Turkish sample, it is not common to change branches in the teaching profession or to direct careers depending on professional development, which can be considered as "mid-career". The concept of mid-career can refer to the period in which field change takes place by obtaining a certificate or diploma from alternative programs after becoming a teacher (Ingersoll, 1998). In the processes of employment and career development, out-of-field education, which is strict and permeability-limiting and often handled as a placement problem, is need to be addressed in the context of quality and professional development.

Participants were asked about the attitude of the school administration towards out-of-field teachers and three sub-themes were stated as positive attitude, negative attitude and uncertain. Çinkır & Kurum (2015) found that there are approving and non-approving views on the employment of out-of-field teachers in their research. The main arguments of approving opinions are lack of teachers and field knowledge, and the main argument of non-approving views have been identified as lack of field knowledge, experience of teaching, as well as professional specialization. Attitudes towards out-of-field teachers may vary depending on the leadership styles, or management styles of school administrators (du Plessis et al., 2017). In the study, which evaluated that inexperienced teachers were preferred during employment process because they were less burdening on the budget, instructional leadership and transformative leadership styles were also compared in terms of leadership style. It is expected that out-of-field teachers will be supported and mentored by education administrators who adopt instructional leadership and transformative leadership roles. However, it cannot be stated that out-of-field teachers are fully aware of teaching positions and life experiences of teachers (du Plessis et al., 2017). In this regard, while there is no study in the field of social studies in the Turkish sample, there are studies in the field of classroom teaching.

Hobbs (2013) identified the factors that enable teachers to consider/accept themselves as out-of-field teachers in three categories: Context (geographical region, school size, administrative structure, etc.), support mechanisms and personal resources. The question of in which schools and how out-of-field are employed was investigated especially by Ingersoll (2003) in the USA in the late 1990s and early 2000s. In his research on out-of-field education and teacher employment policies, discussions especially focused on the employment

themes. The prevalence of out-of-field teachers varies according to the school sector and school size. Interestingly, there is less out-of-field teacher employment in large schools (where the student population is over 300). The reflection of out-of-field teaching on schools was discussed over teacher quality. For Turkey, especially social studies branch, the field is closed to appointment of out-of-field teachers for many years. The department, which started to receive its first students in the 1998-1999 academic year, started to give its first graduates in 2002. Since 2002, approximately 20000 social studies teachers have been appointed. Out-of-field teacher assignments were experienced intermittently along with periodic policy transitions.

As an out-of-field teacher, the reasons for choosing social knowledge were asked to the participants, four sub-themes were identified as being relevant to their field, the probability of my appointment is higher than the previous branch, personal interest and having no choice and it is being substantially necessity. It is known that the problems faced by out-of-field teachers are commitment, job satisfaction and motivation, field knowledge and adaptation to the profession with teaching (Çinkır & Kurum, 2015). There may be situations related to commitment, feeling belonging to the teaching profession, internalizing the profession, and not accepting teaching as a priority. Although the employment of out-of-field teachers is generally unapproved, there may be situations such as teacher employment, unemployment and approaching education from different perspectives, considered to be advantageous (Çinkır & Kurum, 2015). There are criticisms of the professional identity development of out-of-field teachers. There are factors affecting the professional identities of teachers like personal characteristics, professional requirements, institution, perspective, professional stakeholders, conditions, society and values (Soydaş, 2020). In the context of professional identity perception and professional identity factors, it is significant how out-of-field teachers are affected.

Acquiring teaching skills related to a different curriculum in the learning of out-of-field teaching in professional development can resemble to relive a second "re-novicing" (Kenny et al., 2020). The fundamental conditions that determine the employment of out-of-field teachers may be related to the budget (du Plessis et al., 2017). The daily routines and actions of an out-of-field teacher and their life experiences can be different. Whether out-of-field teachers teach in an area suitable for their current positions and qualifications can expand their experience. When considering the career process of out-of-field teachers in terms of role-congruence, phase-congruence, In Sharplin's (2014) research with out-of-field teachers working in rural areas of Western Australia, teachers feel safe and highly self-sufficient if their skills and competencies and the teaching grade are suitable. If the role and phase-displacement are experienced, it is stated that they experience alienation, lack of autonomy, lowly professional status and lack of opportunity. Assigning or employing teachers in areas where they experience skills and proficiency mismatch can adversely affect feelings of job satisfaction, quality of work life, well-being (Sharplin, 2014).

The lack of teaching knowledge in terms of pedagogical field knowledge and content knowledge can complicate the teaching process. Teachers from outside the field may need to be empowered by colleagues in terms of teaching knowledge, support, and motivation (Kenny et al., 2020). A supportive school environment can contribute to the professional development of teachers. Social studies teachers whose academic background is in history or secondary school education can relate their knowledge in their field to the social studies (Fitchett & Heafner, 2018).

Recommendations

According to the results obtained from the research, it may be recommended that out-of-field teachers can try to approach to the Social Research field and engage in professional development activities that will enrich their knowledge of the pedagogical field. In the context of colleague learning, pedagogical field knowledge and content knowledge can be ensured to be up-to-date. Researchers can conduct studies using a wide range of qualitative, quantitative, or mixed methods that will specifically link out-of-field teaching to student success. Policy makers can identify pre-service and during-service needs for teacher employment and

ensure consistency between elements of the system. Activities for the professional development of the out-of-field teachers within the service can be organized.

Ethical Text

“In this article, journal writing rules, publishing principles, research and publishing ethics rules, journal ethics rules are followed. The author is responsible for any violations that may arise in the article.”

Author (s) Contribution Rate: The author's contribution to this article is to 100%.

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