



EXPERIENCES OF TEACHER APPLICANTS IN THE HIRING PROCESS OF THE DEPARTMENT OF EDUCATION: BASES FOR POLICY RECOMMENDATION

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ABSTRACT

The qualitative study aimed to determine the experiences of teacher applicants in the hiring process of the Department of Education (DepEd). The research method utilized in the study was qualitative using in-depth interview and the design was phenomenology. It was found out that teacher applicants' experiences in the hiring process were struggle and difficulty, need many preparations, disappointments, favoritism, and unprepared for the series of activities.

It was also found out that financial issues, time management, unfavorable practices, and use of technology were the challenges encountered by the teacher applicants during the entire hiring process. Through in-depth interview with the participants, it was found out that accepting reality, staying focus, trusting God, establishing support system, and getting prepared were among the ways on how teacher applicants managed the challenges they encountered in the hiring process. Results and recommendations served as the bases for policy recommendation.

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Keywords: *Experiences, Teacher Applicants, Hiring Process, Policy Recommendation*

INTRODUCTION

Education is a powerful driver of youths for country's development. Most of the youths need qualified, excellent, and dedicated teachers for their educational journey.

Conversely, becoming a permanent teacher is not easy. Teacher applicants need to face all the challenges and struggles in applying before landing in a permanent position. Most of them suffer in a flawed hiring process but it cannot be denied since it's the scenario in DepEd hiring process that an applicant should undergo.

The Southeast Asia Primary Learning Metrics' Report (2019) reveals that the lack of qualified teachers was a significant issue impeding school capacity to instruct children as a result of various hiring and selection process inconsistencies. In almost all countries, a non-negligible proportion of children was taught by teachers who had not received any training in reading prior to or during their service. If the hiring and selection process is structured in such a way that qualified teachers are selected, it is unlikely that poor performance will occur.

The recruitment, selection, and placement (RSP) system plays a critical role in ensuring that an organization has right talent in the right positions. Effective recruitment, selection, and placement processes contribute to the overall success and productivity of the workforce. It also

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plays a vital role in the satisfaction and retention of employees, as individuals who are well-suited for their roles and are more likely to be engaged and motivated in their work. The emphasis on organization's ability to respond to the challenges and opportunities of the 21st century, particularly in the context of delivering quality, accessible, relevant, and liberating basic education, suggests a forward-looking approach to human resource management within the Department of Education. Therefore, it is necessary to uphold the integrity and sanctity of this system for the ultimate losers will be our learners, who are also the future of our country (Tejano, 2022).

Furthermore, the success of a school is intricately linked to the effectiveness of its workforce. Quality recruitment and selection processes are keys to ensure that the right people contribute to the growth and success of the educational institution.

Teacher applicants who wish to enter in DepEd should take all necessary preparations during the hiring and selection processes. As applicants, there are more struggles which constitute to become successful teachers. Despite of the different struggles and challenges being faced by each applicant, there are still many of them who aspire for a permanent position in DepEd for security reasons. Some of them submit application in their respective district for ranking purposes several times and others are fresh graduates and do several preparations during the entire process.

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Based on my observations, those applicants who did not find luck in their district preferred to transfer in other places but others still stayed on their respective district for several reasons. Others lose their hopes and quitted on ranking due to financial constraints. Applicants who usually enter the permanent position are those who have relatives currently working in the DepEd or due to political intervention.

Being an aspirant for permanent position is not easy. Everyone needs patience, resilience, and dedication. Others experience a feeling of disappointments and tend to lose hope, while others continue to aspire. They still hope for a luck in permanent position.

Due to these observations, the researcher would like to determine the experiences of teacher applicants in the hiring process of the Department of Education (DepEd) as bases for policy recommendation.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research design, research method, participants of the study, sampling design, data-gathering procedures, research instrument, and data analysis used in this study.

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Research Method

The research method utilized in the study was qualitative research using in-depth interview.

Qualitative research involves interacting with participants and asking them about their viewpoints, feelings, and interpretations of events. It seeks to capture the subjective aspects of human existence (Austin, 2014).

The method involved direct interaction between the interviewer and the interviewee. The face-to-face setting allowed for a more personal and in-depth exploration of the participant's views and experiences.

Research Design

The study adopted a phenomenological research design, indicating an approach that aimed to explore and understand the subjective experiences and interpretations of individuals. Phenomenology focused on how individuals made sense of and interpret their lived experiences.

According to Smith (2013), phenomenology is a study of conscious experience, highlighting the importance of intentionality, object-directedness, content, meaning, and enabling conditions in understanding the structures of consciousness from a first-person perspective.

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Participants of the Study

The participants of the study were the twenty-one (21) purposely selected teacher applicants from the First Congressional District of Iloilo, who had four to eleven years of experiences as teacher applicants in the Department of Education (DepEd).

Two (2) participants had 11 years of experiences as teacher applicants, two (2) participants had 10 years, two (2) participants had eight (8) years, five (5) participants had seven (7) years, three (3) participants had six (6) years, three (3) participants had five (5) years, and four (4) participants had four (4) years of experiences as teacher applicants.

The participants came from the First Congressional Districts of Iloilo that included the seven districts namely; Guimbal, Igaras, Miagao, Oton, San Joaquin, Tigbauan and Tubungan. Each district was represented by three (3) teacher applicants.

Sampling Design

Purposive sampling design was used in the study. This was used to select participants from the population according to the purpose of the study.

According to Fraenkel and Wallen (2007), a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.

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Research Instrument

The research instrument employed in the study was a researcher-made interview schedule. This is a set of predetermined questions designed by the researcher to guide the interview process.

In this case, there are four (4) questions that specifically focus on the purpose of the study.

Validity of the Research Instrument

The validation process involved seeking input from various experts in the field. The participants in the validation process were composed of the adviser, Dean of the Graduate School, and a panel of jurors. Each of these individuals likely brings expertise in different areas relevant to research, testing, assessment, and English.

Validity refers to appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Good & Scates, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix D).

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Data Gathering Procedures

The researcher secured permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants to allow the researcher to conduct the study. The researcher personally went to the schools, community or place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but prior to this, the researcher encouraged first the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorder were also provided to completely capture the interviewee's words. The researcher consolidated all of the collected data after series of interviews.

Data Analyses

The information gathered were analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address

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the research or say something about an issue. In essence, it involved summarizing, analyzing, interpreting, and making sense of the gathered data.

RESULTS AND DISCUSSIONS

The study determined the experiences of teacher applicants in the hiring process of the Department of Education (DepEd) as bases for policy recommendation in the First Congressional District of Iloilo during the school year 2022-2023.

The research method utilized in this study was qualitative method using in-depth interview and the research design was phenomenology.

The participants of the study were the twenty-one (21) purposely selected teacher applicants in the First Congressional District of Iloilo who remained as teacher applicants in the DepEd for four to eleven years.

A researcher-made interview schedule was used as an instrument to gather data. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

The questionnaire underwent content validation by the Panel of Experts. All comments and suggestions relative to the validation of the tool were considered. After the questionnaire had found valid, permits were prepared to allow the researcher to start conducting the in-depth

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interview. The researcher personally went to the schools, community or place convenient on the part of the participants to conduct the interview.

The researcher consolidated all collected data after series of interviews. The information gathered were analyzed and interpreted using thematic approach.

The following were the findings of the study:

Based on the results of the in-depth interview with the teacher applicants, it was found out that the experiences of teacher applicants in the hiring process were struggle and difficulty, many preparations, disappointments, favoritism, and unprepared for series of activities.

It was also found out that dealing with financial issues, managing time, having unfavorable practices, and using of technology were the challenges encountered by the teacher applicants during the hiring process.

Furthermore, it was found out that accepting reality, staying focus, trusting God, establishing support system, and getting prepared were among the ways on how teacher applicants managed the challenges they encountered in the hiring process.

Based on the findings, the following insights were drawn:

The teacher applicants have negative and scarce feelings during the hiring process.

They had inadequate resources and not comfortable with the latest state of the art in teaching.

The teacher applicants realized that they need to have high self-confidence and more resilient during the hiring process.

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CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations were forwarded:

DepEd officials and District Committees assigned for recruitment, selection and hiring process must release and disseminate the DepEd Memo ahead of time. This will give ample time for the teacher applicants to prepare and gather the needed documents.

Government agencies assigned for the documents needed by the teacher applicants must issue the documents for free or at a reasonable price. These could lessen the finances of the teacher applicants due to voluminous documents needed.

DepEd Officials should get rid of favoritism that exist during the entire hiring process. Many applicants are potentially capable for the position but not given a chance to be permanent in a position.

DepEd Officials and School Heads must eliminate the unfair hiring practices and observe transparency of the results of ranking on each district so that teacher applicants will respect and remove their doubts on their obtained scores.

A copy of the policy recommendation should be given to the Schools Division Office, Regional Office, and Central Office for them to analyze if it can be considered to be incorporated in the amended policy for requirement, selection, and hiring guidelines.

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A similar study is also encouraged to be conducted in the future and consider other variables not used mentioned in the study at a wider scope.



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