****

HIRING EXPERIENCES ENCOUNTERED BY NEWLY HIRED TEACHERS: BASES FOR INTERVENTION PROGRAM

MAE ANN A. BALUYOT
ESL Teacher
Talkstation
maeannbaluyot13@gmail.com

ABSTRACT

This research investigated the Hiring Experiences encountered by newly hired teachers, focusing on the bases for the intervention program, using a phenomenological approach. The participants of the study were fifteen (15) newly hired teachers from the Schools Division of Iloilo City. The data were collected using a researcher-made questionnaire through interviews. The results showed that newly hired teachers experienced an emotional journey through the hiring process, a prolonged path to employment, and a smooth and fair recruitment process. Participants also reported several challenges, including managing time and finances, the competitive ranking process, uncertainty and anxiety, and exhaustion from document preparation. Despite these difficulties, newly hired teachers showed various coping strategies. These included maintaining perseverance and a positive mindset, family and peer support, seeking information and guidance, faith and spiritual strength, and continuous professional growth. Overall, the results highlight applicants' challenges and the need for support. An intervention program was created to enhance hiring experiences.

Keywords: *newly-hired teachers, hiring experiences, challenges, coping strategies*

****

****

****

INTRODUCTION

The hiring process is critical for teachers because it establishes the groundwork for their careers in the education sector. The demand for qualified teachers has steadily increased as the population and school expansion have grown. Despite the availability of teaching positions, many newly hired educators face significant difficulties during the hiring process and in the early stages of their careers.

For instance, research in the US has revealed that there are still a lot of teacher openings in several states, which present excellent chances for educators looking for work. Districts are actively hiring, offering clear career tracks, competitive salaries, and hiring incentives (Bouchrika, 2026). Moreover, Perrone, F., and Meyers, C.V. (2021) conducted an integrative literature review, analyzing 71 empirical studies on K-12 teacher hiring in the United States between 2001-2020, which highlighted the lack of systematic synthesis in this field and identified a significant knowledge gap as a result of sample limitations and methodological constraints. The authors emphasized the importance of conducting more comprehensive research to inform effective hiring policies and practices. Similarly, there is still a teacher shortage in many areas, along with a growing need for competent educators and persistent difficulties with teacher retention (Comai et al., 2025). This emphasizes how urgent it is for the education industry to implement efficient recruitment, hiring, and retention techniques.

The number of teaching posts available for hiring has been directly impacted by the ongoing teacher shortage in the Philippine educational system. More than 30,000 teaching

****

****

****

posts were left empty nationwide in 2025, according to the Department of Education (DepEd), which resulted in frequent job openings, competitive hiring procedures, and a variety of experiences for recently hired instructors (Delon Porcalla, 2025).

Based on the researcher's initial observations, newly hired instructors frequently face a variety of challenges during the hiring process. Many of them endure unclear or uneven recruitment procedures, long and occasionally unpredictable processing timeframes, and difficulties obtaining suitable placements. These challenges are often compounded by financial concerns because teacher candidates must submit various documents, meet numerous requirements, and sometimes pay for extra placement, certification, and ranking. Magsambol (2025) reported that recruiting new teachers usually presents a number of difficulties, such as ambiguous protocols and protracted, erratic processing timeframes. Because the hiring process frequently requires several agencies and permissions, many candidates experience procedural bottlenecks that can cause placement decisions to be delayed for months.

Based on these observations, the researcher hoped to determine the hiring experiences encountered by newly-hired teachers as bases for intervention program.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, validity of the research instrument, and data

****

analysis. The purpose of this study was to find out the hiring experiences encountered by the Newly-Hired teachers as Bases for Intervention Program.

Research Method

This study employed a qualitative research method using a phenomenological approach. Phenomenology is an in-depth interview to identify and gather information based on the personal experiences and perceptions of the participants. In this approach, the researcher wanted to examine the hiring experiences encountered by the newly-hired teachers.

According to Singh (2023), descriptive research is an exploratory research method that aids a researcher in the description of a population, situation, or phenomenon. It can help in answering questions about what, where, when, and how, but not why.

Research Design

This study used a qualitative research design under a descriptive method that utilized a phenomenological approach. Phenomenology in qualitative research is defined by a focus on comprehending the meaning of lived experience from the individual's point of view (McLeod, 2024). It is well-suited for exploring the hiring experiences of the Newly-hired Teachers.

Descriptive survey research provides the researcher with relevant and accurate information. It engages the people who are at the center of the research objectives.

****

According to Bhandari (2025), qualitative research entails gathering and evaluating non-numerical data (such as text, video, or audio) in order to comprehend ideas, viewpoints, or experiences.

Participants of the Study

The participants of this study were the Newly-hired public elementary school teachers from six (6) out of ten (10) districts of the Schools Division of Iloilo City who had three or fewer years of experience. In this study, there were fifteen (15) participants in the selected public elementary schools in six of the ten districts of the Schools Division in Iloilo City. They were given a questionnaire in which they shared the hiring experiences, challenges, and coping strategies they encountered during the hiring process in Iloilo City. The participants were selected randomly. Due to logistical limitations and the availability of respondents, these districts were chosen because of their varied school environments and ease of access.

The participants came from six of the seven administrative districts of Iloilo City, namely, City Proper, Lapaz, Montes-Lapuz, Mandurriao, Jaro, and Molo. City Proper was represented by three (3) newly hired teachers, La Paz was represented by three (3) newly hired teachers, Molo was represented by four (4) newly hired teachers, Monter-Lapuz was represented by two (2) newly hired teachers, Jaro was represented by 2 newly hired teachers, and Mandurriao was represented by one (1) newly hired teacher.

Sampling Design

A purposive sampling design was used in the study. Purposive sampling is a collection of non-probability sampling methods where units are chosen based on the qualities you

****

****

****

require in your sample. To put it another way, purposive sampling selects units "on purpose", (Nikolopoulou, 2023). The main selection criteria are the Newly-hired teachers in the selected public elementary schools in Iloilo City.

Research Instrument

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

In this case, three (3) questions particularly addressed the study's goal.

According to Rutledge and Hogg (2020), an in-depth interview is a type of qualitative research in which the researcher has close conversations with a limited number of participants. The researcher spends more time with each person and engages in friendly, conversational dialogue rather than asking numerous brief questions. Since most of the questions are open-ended, participants are free to explain on their responses. Gaining a thorough understanding of someone's thoughts, feelings, experiences, and opinions regarding a certain subject is the aim of an in-depth interview.

Validity of the Research Instrument

A panel of experts validated the researcher-made interview guide. All comments and suggestions relative to the validation of the tool were considered and integrated. The validation ensured that the questions would gather the needed information to answer the research questions.

****

Data Gathering Procedures

The researcher proceeded with the research study after receiving approval from the adviser, the graduate school dean, the office of the superintendent of the school's division, the office of the district supervisors, the school heads, and individual participants. The researcher personally visited the schools, community, or place of convenience on the part of the participants to conduct the interview.

Before conducting an interview with the participants, the researcher asked them to sign a consent form or waiver pertaining to the study's conduct.

A phone with a voice recorder was used for the in-depth interview to fully capture the interviewee's statements. Following a number of interviews, the researcher combined all of the information gathered.

Data Analyses

The data gathered was analyzed using the thematic approach. This study adopted Braun and Clarke's (2006) thematic analysis as described in Stevens, (2024). Thematic Analysis is the process of finding, examining, and summarizing patterns (themes) in data. According to Braun and Clarke (2006), there are six steps for conducting thematic analysis: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the report.

****

****

****

RESULTS AND DISCUSSIONS

This study was conducted to find out the Hiring experiences of the newly-hired teachers: bases for an intervention program in six (6) out of ten (10) districts of the Schools Division of Iloilo City during the school year 2025-2026.

This study used the phenomenological approach under qualitative research. This approach was appropriate because the researcher studied a group of people to gain a larger understanding of their lives or specific aspects of their lives, focusing on the study of practices.

The respondents of this study were fifteen (15) newly-hired teachers in six (6) out of ten (10) districts of the Schools Division of Iloilo City during the school year 2025-2026.

The research instrument utilized in this study was a researcher-made interview schedule.

A mobile phone with an audio recorder was used for data gathering and documentation, depending on the

permission of the respondents.

A panel of experts validated the interview guide. All comments and suggestions relative to the validation of the tool were considered.

All permits, especially from the individual participants, were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient for the respondents to conduct the interview.

Using the in-depth interview, a mobile phone with an audio recorder was provided to completely capture the interviewee's words. The participants were asked individually to

****

****

****

provide their responses to the questions. The objective is to get the participants' experiences, challenges, and coping strategies about the study. The researcher consolidated all of the collected data after a series of interviews.

The information gathered was analyzed using a thematic approach.

The following are the findings of this study:

Based on the results of the in-depth interview, it was found out that the following are the hiring experiences encountered by the newly hired teachers in Iloilo City: (1) Emotional Journey of the Hiring Process, (2) Prolonged Journey to Employment, (3) Transparent Hiring, and (4) Navigating the Hiring Process.

Moreover, the following are the challenges encountered by the newly hired teachers during the hiring process: (1) Managing Time and finances, (2) Competitive Ranking Process, (3) Uncertainty and Anxiety, and (4) Exhaustion from Document Preparation.

In addition, the following are the coping strategies of the newly hired teachers during the hiring process in Iloilo City: (1) Perseverance and Positive Mindset, (2) Family and Peer Support, (3) Seeking Information and Guidance, (4) Faith and Spiritual Strength, and (5) Continuous Professional Growth.

Conclusion

Based on the findings of this study, several insights were drawn regarding the hiring experiences encountered by newly hired teachers. During the hiring process, newly recruited instructors encountered both positive and negative experiences. Even before they start

****

****

****

working there, their confidence and opinion of the organization are influenced by the emotional highs and lows. Hiring organizations can reduce tension and promote positive early involvement by providing reassurance and supportive communication. Despite challenges, many teachers persevere because they have a strong commitment to the teaching profession. Lengthy procedures may test resilience and have an impact on motivation, influencing how new instructors value institutional efficiency and job stability. To increase productivity and maintain candidate motivation, institutions should think about creating more transparent timetables and quicker feedback systems. While unclear or inconsistent processes can lead to dissatisfaction, transparency fosters trust and confidence in the organization. Transparent hiring practices positively impacted teachers' initial organizational commitment and sense of professional aspect. By outlining ranking methods, selection criteria, and decision-making procedures in detail, educational institutions should continue to place a high priority on transparent employment practices.

In addition, knowing that only a small number of applicants would be chosen heightened feelings of comparison and fear of being overlooked despite qualifications. This experience often challenges their confidence and tests their emotional resilience. Keep on giving clear explanations of ranking outcomes, and constructive feedback can help applicants better understand results and maintain motivation for future applications. It was also found that it was challenging to make plans for their personal and professional futures as applicants awaited the outcomes. Throughout the process, this uncertainty frequently had an impact on their motivation and emotional health. Providing regular status updates and transparent

****

****

****

timelines can reduce anxiety and help applicants plan their personal and professional lives more effectively. The preparation of documents was physically and emotionally exhausting. Adopting consolidated or standardized submission procedures and simplifying paperwork requirements may reduce application fatigue and boost productivity. Applicants were able to maintain their confidence and productivity by using the waiting period for professional development. This demonstrates a long-term dedication to teaching and a proactive career orientation. In order to remain effective in the face of changing educational demands—such as new technology, teaching strategies, and student needs—teachers must pursue ongoing professional development in order to stay effective and provide high-quality instruction that improves learning outcomes.
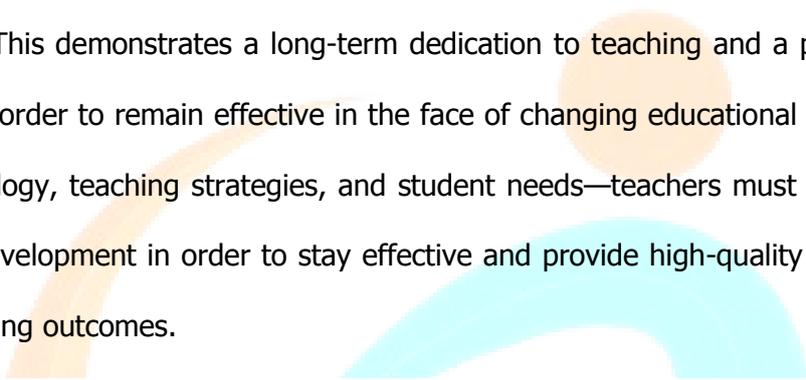
****

****

****

References

Abakah, E. (2023). Teacher learning from continuing professional (CPD) participation: A sociocultural perspective. Retrieved on September 7, 2025, from https://doi.org/10.1016/j.ijedro.2023.100242

Aderiye, O.Y. (2021). Organisational socialisation theory. Integrating outsourced FM employees into organisations. Retrieved from https://shura.shu.ac.uk/29974/

Amora, E.J., & Simpal, E.A.A. (2025). Perceptions, motivations, and experiences of the newly hired public school teachers on the 2023 hiring policy guidelines. International Journal of Interdisciplinary Viewpoints, 1(2), 133–144. Retrieved on July 12, 2025, from https://doi.org/10.5281/zenodo.15818086

Arcenas, W.P. T., et al. (2025). Time management and work-life balance of teacher-coaches. Retrieved on September 23, 2025, from https://doi.org/10.51584/IJRIAS.2025.10030052

A.W., & Baumgartner, J.J. (2023). So much new to learn and so much unknown: Novice teachers' experiences during COVID-19. Journal of Educational Research & Practice. Retrieved on October 11, 2025 https://doi.org/10.5590/JERAP.2023.13.1.17

Armstrong, L., & Metaxa, D. (2025). Navigating automated

****

****

****

hiring: Perceptions, strategy use, and outcomes among young job seekers. Retrieved November 3, 2025, from https://arxiv.org/abs/2502.05099

Bhandari, P. (2025). What Is Qualitative Research? |Methods & Examples. scribbr. https://www.scribbr.com/methodology/qualitative-research/

Banihit, K.J. et al. (2025). Describing the budgeting Practices of newly hired instructors in a private higher educational institution. EPRA Journals, 12(4). Retrieved on September 22, 2025, from https://doi.org/10.36713/epra20877

Barattucci, M., et al. (2025). Candidates' reactions to job application rejections at different phases of the recruitment process: The impact of employability and communication delays on perceived fairness and recruitment selection outcomes. Journal of Management and Organization, 31(5). Retrieved on November 12, 2025, from https://www.cambridge.org/core/journals/journal-of-management-and-organization/article/candidates-reactions-to-job-application-rejections-at-different-phases-of-the-recruitment-process-the-impact-of-employability-and-communication-delays-on-perceived-fairness-and-recruitment-selection outcomes/19E355C9402182D3AABE524EDBD8582C

Barrios, R., & Senining, J. (2023). The ordeal and the

****

triumph in becoming a permanent teacher. International Association of Research in Education, 4(1). Retrieved on October 18, 2025, from content/uploads/iarr.v4.1.icmiar23.888.pdf

Barton, J. (2023). The struggle to recruit and retain new teachers. Retrieved October 17, 2025, from https://www.tasb.org/news-insights/the-struggle-to-recruit-and-retain-new-teachers

Binalay, I., et al. (2025). Teachers' time management practices and their effect on career contentment. Retrieved on October 31, 2025, from https://doi.org/10.47191/ijmra/v8-i04-56

Black, S.L., et al. (2021). Multisource feedback as an experiential learning enabler in large-format management classes. SAGE Journals. Retrieved from August 9, 2025, from https://journals.sagepub.com/doi/abs/10.1177/1052562920987292

Bouchrika (2026). 2026 High-Demand States for Teachers: Where to Apply and Get Certified. https://research.com/careers/high-demand-states-for-teachers-where-to-apply-and-get-certified

Cambridge. (2025). Hiring. In the Cambridge Dictionary. Retrieved on August 2, 2025, from https://dictionary.cambridge.org/dictionary/english/hiring

Cambridge. (2025). Intervention. In the Cambridge

****

****

****

Dictionary. Retrieved on August 2, 2025, from https://dictionary.cambridge.org/us/dictionary/english/intervention

Candole, M.M., & Selecios, A. (2025). The lived experiences of teacher applicants. Psych Education. Retrieved on October 21, 2025, from https://journals.indexcopernicus.com/api/file/viewByFileId/2437119

Carulasan, A. (2024). Coping with work environment challenges: Tales of newly hired teachers. International Journal of Innovative Science and Research Technology, 9(8). Retrieved on November 15, 2025, from https://doi.org/10.38124/ijisrt/IJISRT24AUG1404

Catulpos, L., Rodriguez, J., Sambrana, G.A., & Cabello, C. (2024). Newly hired teachers' lived experiences in classroom management during the full face-to-face classes in the new normal: A phenomenology. ResearchGate. Retrieved on October 3, 2025, from https://www.researchgate.net/publication/383784180_Newly_Hired_Teachers_Lived_Experiences_in_Classroom_Management_During_the_Full_Face-to Face_Classes_in_the_New_Normal_A_Phenomenology

Cells, P. et al. (2023). Addressing teacher retention within the first three to five years of employment. Athens Journal of Education, 10(2), 205–222. Retrieved on November 11, 2025, from https://files.eric.ed.gov/fulltext/EJ1377742.pdf

Cherry, K. (2025). The experiential learning theory of

****

****

****

David Kolb. Verywell Mind. Retrieved on July 12, 2025, from

https://www.verywellmind.com/experiential-learning-2795154

CIPD. (2023). Fair selection: An evidence review. Retrieved

from October 25, 2025, from

https://www.cipd.org/globalassets/media/knowledge/knowledge-hub/evidence-

reviews/2023-pdfs/fair-selection-evidence-scientific-summary.pdf?utm_

Collins. (2025). Experience. In Collins Dictionary.

Retrieved on August 2, 2025, from

https://www.collinsdictionary.com/dictionary/english/experience#google_vignette

College of Education and Human Development (2025). Teacher

Education Residency Model (TERM). Retrieved December 2, 2025, from

https://eahr.tamu.edu/term/

Comai, S., et al. (2025). 2025 update: Latest national scan

shows teacher shortages persist. Learning Policy Institute.

https://learningpolicyinstitute.org/blog/2025-update-latest-national-scan-shows-

teacher-shortages-persist?utm_

Davis, R., & Park, H. (2025). A systematic review of early-

career teacher wellbeing, stress, burnout, and support mechanisms during and

post COVID-19 pandemic. Retrieved on November 1, 2025, from

https://doi.org/10.3390/educsci15080996

Dayagbil, M., & Alda, L. (2024). Continuing professional

****

****

****

development opportunities: Teachers' motivation and perceived effectiveness. Retrieved on October 29, 2025, from://doi.org/10.18488/61.v12i3.3733

Delon Porcalla, B. C. (2025). DepEd: Shortage of teacher

Nationwide still at 30,0000. Retrieved on January 29, 2026, from https://www.philstar.com/headlines/2025/05/21/2444622/deped-shortage-teachers-nationwide-still-30000

DepEd. (2024). DepEd DO_s2024_020. Philippine Department of

Education issuance. Retrieved on July 20, 2025 from https://www.deped.gov.ph/wpcontent/uploads/DO_s2024_020.pdf

Department of Education. (2025). Recruitment, selection and

placement (RSP) system for public school teachers. Retrieved on 20, 2025 from content/uploads/2020/05/RSP-FAQs-for-SY-2020-2021-BHROD-HRDD.pdf

DepEd Order No. 007, s. 2023. (2023). Guidelines on

recruitment, selection, and appointment in the Department of Education. Retrieved on July 19, 2025 from https://www.deped.gov.ph/wpcontent/uploads/DO_s2023_007.pdf

DepEd Recruitment, Selection, and Placement (RSP) System

FAQ. (2020). Recruitment, selection, and placement (RSP) system for public school teachers. https://www.deped.gov.ph/wpcontent/uploads/2020/05/RSP-FAQs-for-SY-2020-2021- BHROD-HRDD.pdf

de Vera, R. L. (2021). Transitional experiences of newly

****

****

****

hired teachers in the Department of Education. IJMRAP. Retrieved October 30, 2025,

from https://ijmrap.com/wp-content/uploads/2021/05/IJMRAP-V3N11P52Y21.pdf

Edara, I., et al. (2021). Religiosity and contentment among

teachers in the Philippines during COVID-19 pandemic: Mediating effects of resilience,

optimism, and well-being. Religions, 12(10). Retrieved on November 1, 2025, from

https://doi.org/10.3390/rel12100879

EduCorpus. (2025). Understanding Kolb's experiential

learning cycle: A comprehensive guide. Retrieved on September 22, 2025, from

https://educorpus.com/kolbs-experiential-learning-cycle/

Encounter (2025). Retrieved on June 8, 2025 from

https://www.merriam-webster.com/dictionary/encounter

Estomo, S.E. (2024). Experiences of teacher applicants in

the hiring process of the Department of Education: Bases for policy recommendation.

Instabright e-Gazette. Retrieved on November 2, 2025, from

https://www.instabrightgazette.com/blog/experiences-of-teacher-applicants-in-the-

hiring-process-of-the-department-of

Experience (2025). Retrieved on July 8, 2025 from

https://www.collinsdictionary.com/dictionary/english/e

xperience

Faisal, H., & Hussien, O. (2023). Challenges encountered by

****

****

****

The newly hired teachers in the new normal: Tagoloan district experience. Scribd. Retrieved on November 2, 2025 from https://www.scribd.com/document/684086562/Challenges-Encountered-by-the-Newly-Hired-Teachers-in-the-New-Normal-Tagoloan-District-Experience

Faisal, N., Neliwati, & Rifa'i, M. (2023). Recruitment and selection management of educators and education staff to improve education quality. ResearchGate. https://www.researchgate.net/publication/377104042_Recruitment_and_Selection_Management_of_Educators_and_Education_Staff_to_Improve_Education_Quality Gate

Ferraro, J. et al. (2022). Job hunting: A costly quest. Retrieved on November 17, 2025, from https://static1.squarespace.com/static/604bca95ea02b72e9f349b1f/t/636eec15bdadc80a41c89128/1668213784375/Version11112022.pdf

Folger, R., et al. (2022). Applicant reactions to digital selection methods: A signaling perspective on innovativeness and procedural justice. Springer. https://link.springer.com/article/10.1007/s10869-021-09770-3?utm_

Garcia, E., & Weiss, E. (2019). The teacher shortage is real, large, and growing, and worse than we thought. ERIC. Retrieved on August 1, 2025, from https://eric.ed.gov/?id=ED598211

Gore, J., & Rosser, B. (2022). Beyond content-focused

****

****

****

professional development: Powerful professional learning through genuine learning communities across grades and subjects. Professional Development in Education, 48(2), 218–232. https://doi.org/10.1080/19415257.2020.1725904

Halling, A., & Bækgaard, M. (2024). Administrative burden in citizen–state interactions: A systematic literature review. Journal of Public Administration Research and Theory, 34(2), 180–195. Retrieved on October 21, 2025, from https://doi.org/10.1093/jopart/muad023

Hardacre et al. (2021). The impact of test anxiety on teacher credential candidates. Retrieved on November 9, 2025, from https://files.eric.ed.gov/fulltext/EJ1328005.pdf?utm_

He, L. et al. (2023). Exploring the relationship between teacher growth mindset, grit, mindfulness, and EFL teachers' well-being. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1241335

Henderson, C. (2025). Teacher wellbeing and the shaping of teacher shortages in crisis-affected contexts. International Task Force on Teachers for Education 2030. Retrieved on August 1, 2025, from https://teachertaskforce.org/sites/default/files/2025-01/TTF_Teacher%20wellbeing%20and%20the%20shaping%20of%20teacher%20shortag es%20in%20crisis-affected%20contexts_Jan25.pdf

Heng, L., et al. (2024). Pre-service EFL teachers' emotional experiences, emotion regulation

****

****

****

strategies, and influencing factors in research: A Chinese case study. Heliyon, 10(17).

Retrieved from November 1, 2025, from

https://doi.org/10.1016/j.heliyon.2024.e36843

Hernandez, G.W. (2022). The teaching-learning process or

the teaching process and the learning process. Retrieved on October 17, 2025, from

https://doi.org/10.1177/1354067X221097610

Hernando-Malipot, M. (2024). Gov't neglect, persistent

shortages worsen education crisis as SY 2025–2026 opens, says group. Manila Bulletin.

Retrieved on July 22, 2025, from https://mb.com.ph/2025/06/16/govt-neglect-

persistent-shortages-worsen-education-crisis-as-sy-20252026-opens-says-group

Hiring (2025). Retrieved on June 8, 2025, from

https://dictionary.cambridge.org/us/dictionary/english

/hiring

Hoffman-Miller, P., 2024. Expectancy theory.

https://www.ebsco.com/researchstarters/economics/expec

tancy-theory

Hulme, J., & Wood, A. (2022). The importance of starting

well: The influence of early career support on job satisfaction and career intentions in

teaching. Educational Review, 46(4), 504–521. Retrieved on November 3, 2025,

from https://doi.org/10.1080/0309877X.2021.1985981

Ingersoll, R.M. (2001). Teacher turnover and teacher

****

****

****

shortages: An organizational analysis. American Journal of Education, 38(3), 499–534. Retrieved on April 19, 2025 from https://doi.org/10.3102/00028312038003499

Institute for Experiential Learning. (2025). Retrieved on August 2, 2025 from https://experientiallearninginstitute.org/what-is-experiential-learning/

Intervention (2025). Retrieved on June 8, 2025 from https://dictionary.cambridge.org/us/dictionary/english/intervention

Jin, H., et al. (2025). The influence of social support on the job involvement of newly hired physical education teachers: A study based on SOR and COR theories. Behavioral Sciences, 15(3). https://doi.org/10.3390/bs15030271

Johnson, P., et al. (2024). Christian school leaders' perspectives on identifying and hiring high-quality teachers. Springer, 72, 183–201. Retrieved on November 9, 2025, from https://link.springer.com/article/10.1007/s40839-024-00233-4?utm

Keating, M., & Heslin, P. (2024). Is the devil in the details? A qualitative exploration of differentiated mindsets during job search. Retrieved on November 2, 2025, from https://doi.org/10.1111/apps.12560

Lee, K., & Jex, S. (2024). Waiting for somebody to show up:

****

****

****

The effect of applicant waiting on organizational attraction. Journal of Personnel Psychology. Retrieved on October 28, 2025, from https://www.ioatwork.com/job-applicants-become-less-interested-when-forced-to-wait/?utm_

Linos, K., & Riesch, N. (2020). Thick red tape and the thin blue line: A field study on reducing administrative burden in police recruitment. Public Administration Review. Retrieved on November 7, 2025, from https://doi.org/10.1111/puar.13115

Liu, Y., et al. (2023). A model of teachers' growth mindset, teaching enjoyment, work engagement, and teacher grit among EFL teachers. Frontiers in Psychology, 14. Retrieved on November 2, 2025, from https://doi.org/10.3389/fpsyg.2023.1137357

Lozada-Urbano, M., et al. (2025). Value of the teaching career and factors in its path in Peru. arXiv. Retrieved on November 8, 2025, from https://doi.org/10.48550/arXiv.2508.00966

Lucker, J., et al. (2022). Stress, coping and considerations of leaving the profession—A cross-sectional online survey of teachers and school principals after two years of the pandemic. International Journal of Environmental Research and Public Health, 19(23). Retrieved on September 20, 2025, from https://doi.org/10.3390/ijerph192316122

Mabunda, P.L., & McKay, V.I. (2024). Navigating the first

****

****

****

years: Newly qualified teachers' experiences with professional learning communities. Systemic Practice and Action Research, 37, 1281–1302. Retrieved on November 30, 2025, from https://ideas.repec.org/a/spr/syspar/v37y2024i6d10.100 7_s11213-024-09707-w.html

Maculada, R.D., & Guanzon, R.S. (2023). Teachers'

religious commitment and work performance in public schools. Polaris Global Journal of Scholarly Research and Trends, 3(1), 29–38. Retrieved on December 7, 2025, from https://doi.org/10.58429/pgjsrt.v3n1a109

Maurer, R. (2024). Research reveals candidates'

frustrations with hiring process. SHRM. Retrieved on October 29, 2025, from https://www.shrm.org/topics-tools/news/talent-acquisition/candidate-experience-talent-board-research-candes?utm_

Mcleod, S. (2024). Kolb's learning styles and experiential

learning cycle. Retrieved on July 5, 2025, from https://www.simplypsychology.org/learning-kolb.html

Singh, S. (2023). What is Descriptive Research? Definition,

Methods, Types, and Examples. Researcher.Life. Retrieved on January 28, 2026, from https://researcher.life/blog/article/what-is descriptive-research-definition-methods-types-and-examples/

Magsambol, B. (2025). Repetitive paperwork distracts

****

****

****

teachers from classroom focus. Retrieved on January 30, 2026, from

https://www.rappler.com/philippines/repetitive-paperwork-distracts-teachers-

classroom-focus-edcom-2-report/

Miano, M. (2024). Search costs, outside options, and on-

the-job search. Retrieved on November 17, 2025, from

https://www.aiel.it/Files/Administrator/Submissions/Documents/submission63849728

2383224582.pdf?utm_

Moglen, D.J. (2020). Infusing positivity into your job

search. Inside Higher Ed. Retrieved on October 21, 2025, from

https://www.insidehighered.com/advice/2020/09/28/importance-cultivating-positive-

mind-set-job-market-today-opinion

Morga, R., et al. (2021). Casting the shadows of doubts:

The perspectives of teachers in the employment process. Retrieved on November 9,

2025, from https://doi.org/10.51629/ijeamal.v2i2.25

Mugat, A.J. (2025). Stressors and coping strategies of

teachers. Vol. 6(1). Retrieved on September 20, 2025, from

https://doi.org/10.56738/issn29603986.geo2025.6.116

Narcilla, D.C., et al. (2025). Enhanced teacher induction

program: Its impact on the professional development and competence of novice

teachers in Tacurong City Division. September 5, 2025, from

https://dx.doi.org/10.47772/IJRISS.2025.905000182

****

****

****

Nikolopoulou, K. (2023). What Is Purposive Sampling? | Definition & Examples. scribbr. Retrieved on January 28, 2026 from https://www.scribbr.com/methodology/purposive-sampling/

Núñez-Regueiro, F., et al. (2024). Motivated to teach, but stressed out by teacher education.Journal of Teacher Education, 75(1). Retrieved on November 9, 2025, from https://doi.org/10.1177/00224871231181374

Nwoko, J.C., et al. (2024). SHIELDing our educators: Comprehensive coping strategies for teacher occupational well-being. Behavioral Sciences, 14(10). September 20, 2025, from Retrieved on September https://doi.org/10.3390/bs14100918

Nyhus, J. (2019). Why teacher recruitment needs to change. LinkedIn. Retrieved July 25, 2025, from https://www.linkedin.com/pulse/why-teacher-recruitment-needs-change-jill-e-nyhus

Olana, H., & Tefera, B. (2022). Family, teachers and peer support as predictors of school engagement among secondary school Ethiopian adolescent students. Retrieved on November 1, 2025, from https://doi.org/10.1080/23311908.2022.2123586

Özsoy, G., & Tabancali, E. (2023). Teacher hiring processes in private educational institutions: Methods, qualifications, and challenges. Retrieved on October 17, 2025 from https://files.eric.ed.gov/fulltext/EJ1409113.pdf?utm_

Pacala, F.A. (2023). Is the scientific literacy of the

****

****

****

Philippines in the ICU? Retrieved on July 19, 2025, from https://www.researchgate.net/publication/369947945_Is_the_Scientific_Literacy_of_the_Philippines_in_the_ICU

Papay, J., Qazilbash, E.K., & Claiborne, C. (2025). From candidate to classroom: Research- based practices for recruiting and hiring effective teachers. EdResearch for Action. Retrieved on October 22, 2025, from https://files.eric.ed.gov/fulltext/ED671885.pdf

Perrone, F., & Meyers, C.V. (2021). Teacher hiring in the United States: A review of the empirical research (2001–2020). EdWorkingPaper: 21-459. April 19, 2025 from https://edworkingpapers.com/sites/default/files/ai21-459.pdf

Phillips, R. (2021). Teachers' faith, identity processes and resilience: A qualitative approach. British Journal of Religious Education. Retrieved October 3, 2025, from https://eric.ed.gov/?id=EJ1298906

Piccolo, R., et al. (2024). Fairness in e-recruitment: Examining procedural justice perceptions and job seekers' intentions. Retrieved on October 27, 2025, from https://doi.org/10.3390/su16188124

Phillips, R. (2021). Teachers' faith, identity processes and resilience: A qualitative approach. British Journal of Religious Education. https://doi.org/10.1080/01416200.2021.1891860

Porter, S., et al. (2022). Teachers' emotions in the time

****

****

****

of COVID: Thematic analysis of interview data reveals drivers of professional agency.

Frontiers in Psychology, 13. Retrieved on November 2, 2025, from

https://doi.org/10.3389/fpsyg.2022.987690

Program (2025). Retrieved on June 8, 2025, from

https://www.dictionary.com/browse/program

Quimque, P.L. (2020). Lived experiences of newly hired

teachers: Basis for policy recommendations. Multidisciplinary Research. Retrieved from

October 17, 2025, from https://doi.org/10.7719/jpair.v39i1.766

Quitalla, W., & Espiritu, M. (2025). The lived-experiences

of the newly hired teachers in the recruitment process of DepEd-Division of Gumaca:

Inputs for policy instruction. Retrieved on October 17, 2025 from

https://ejournals.ph/article.php?id=30257

Romo, A., & Pimienta, L. (2024). Preparedness and emotional

struggles of public elementary school teaching applicants. Philippine E-Journals, 2(1).

Retrieved on November 2, 2025, from https://ejournals.ph/article.php?id=22240&utm

Rutledge, P and Hogg, J.L., 2020. In-Depth Interviews.

Retrieved on January 28, 2026, from

https://doi.org/10.1002/9781119011071.iemp0019

Shaoan, M.M.R., et al. (2024). A systematic literature

****

****

****

review on the importance of teacher recruitment and retention in global educational reform. Frontiers in Education, 9. Retrieved on November 8, 2025, from https://doi.org/10.3389/feduc.2024.1447752

Shi, Y., et al. (2025). ProMatch: A novel dynamic process-unpacking approach for two-way proactive recruitment. Retrieved from October 18, 2025, from https://doi.org/10.1016/j.dss.2025.114564

Simkhada, R., et al. (2025). Stories of stress: Unveiling professional anxiety in mathematics teaching. Retrieved on November 9, 2025, from https://doi.org/10.3389/feduc.2025.1553932

Sievert, M., Vogel, D., & Feeney, M.K. (2020). Formalization and administrative burden as obstacles to employee recruitment: Consequences for the public sector. Public Personnel Management. Retrieved on October 30, 2025, from https://doi.org/10.1177/0734371X20932997

Singh, S. (2023). What is Descriptive Research? Definition, Methods, Types and Examples. Researcher.Life. Retrieved on January 28, 2026 from https://researcher.life/blog/article/what-is-descriptive-research-definition-methods-types-and-examples/

Sparks, J. (2020). An investigation of new teacher mentorship. Retrieved on December 2, 2025, from https://files.eric.ed.gov/fulltext/EJ1327512.pdf

****

****

****

Staudt Willett, K. (2024). Early career teachers' expansion of professional learning networks with social media. Teaching and Teacher Education, 50(2). Retrieved on October 28, 2025, from https://doi.org/10.1080/19415257.2023.2178481

Stevens, G. (2024). Braun and Clarke's Approach to Thematic Analysis. Retrieved from https://academic-writing.uk/braun-clarke-thematic-analysis/

Tagapulot, S., & Macalisang, D. (2024). Financial challenges among public school teachers: Basis for proposed program. Philippine E-Journals, 2(7). Retrieved on November 1, 2025, from https://ejournals.ph/article.php?id=23958&utm_

Tejano, L.D. (2022). Falling behind: Relevance of teachers' recruitment, selection, and placement to Filipino students' low performance in international learning metrics. International Journal of Creative Research Thoughts, 10(6), 203–206. Retrieved on July 22, 2025, from https://ijcrt.org/papers/IJCRT22A6634.pdf

The Teacher's Craft. (2025). DO 21, s. 2024—Amendments to DepEd Order No. 007, s. 2023: Guidelines on recruitment, selection, and appointment in the Department of Education. Retrieved on July 20, 2025, from https://www.theteacherscraft.com/2025/03/guidelines-on-recruitment-selection-and.html

****

****

****

Unesco. (2025). Newly-hired teacher. In UNESCO Dictionary.

Retrieved on August 2, 2025, from   https://uis.unesco.org/node/3079939

Vosen, T. (2021). Social media screening and procedural

justice: Towards fairer use of social media in selection. Journal of Business Ethics, 33,

281–309. Retrieved on October 25,   2025,   from

https://doi.org/10.1007/s10672-021-09372-4

Worcester, E.W. (2023). Hiring for success: The hiring

practices   of   site-based   principals   in   one   district   in   Virginia.

https://vtechworks.lib.vt.edu/server/api/core/bitstreams/1855ea61-57f7-465a-8511-

8349984e60e4/content

Wu, S., et al. (2025). The relationship between social

support   and   work   engagement   of   rural   teachers: A   moderated   mediation   model.

Frontiers   in   Psychology,   15.   Retrieved   on   November   3,   2025,   from

https://doi.org/10.3389/fpsyg.2024.1479097

Wu, S. (2024). The impact of workplace spirituality and

psychological capital on elementary school teachers' motivation. Behavioral Sciences,

14(10). Retrieved on October 29, 2025, from https://doi.org/10.3390/bs14100881

Yilmazel, G. (2023). Challenges faced by newly-hired

teachers   at   Modern   Languages   Department   of   Middle   East   Technical   University.

International Journal of Research   in Teacher Education. Retrieved on October 17,

2025 from https://doi.org/10.29329/ijrte.2023.523.5

****

****

****

Zhang, X., et al. (2025). How mentor teachers and emotions influence professional identity and career decisions of preservice preschool teachers. Frontiers in Education, 10. Retrieved on October 17, 2025 from https://doi.org/10.3389/feduc.2025.1569062

****

****