



PERCEIVED HIRING PROCESS AND EMPLOYABILITY COMPETENCIES OF TEACHER APPLICANTS IN ALBUERA SOUTH DISTRICT

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ABSTRACT

This study evaluates the employability competencies and hiring practices for teachers 1 applicants. The locale of this study is in the Municipality of Albuera, Leyte. The eighteen (18) aspiring teachers from the above-mentioned locale were involved in the study. The researcher utilizes two different survey to measure the employability competencies and hiring practices for teachers 1 applicants. Part 1, this study utilized the survey used by Orji (2013) in his study about "Employability Skills Assessment Instrument" while part 2 of the survey is taken from the study of Pagan (2020), "Analysis of the hiring process to ensure that the best teacher candidate is selected" and from DepEd Order No. 07, s. 2023. study revealed that there is a significant relationship between the employability competencies of teachers and the perceived hiring process for teacher applicants. This means that applicants with higher employability competencies are more likely to perform effectively and obtain favorable results during the recruitment and selection process. The findings therefore suggest that employability competencies play a vital role in teacher hiring and selection. Competency-based

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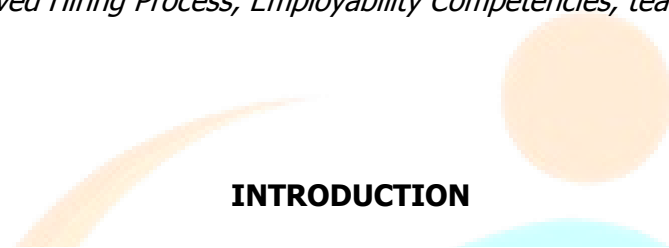
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hiring practices help ensure that qualified, capable, and professionally prepared applicants are selected for teaching positions. Consequently, strengthening employability competencies among aspiring teachers contributes significantly to improving teacher quality and educational effectiveness.

Keywords: *Perceived Hiring Process, Employability Competencies, teacher Applicants*



INTRODUCTION

The quality of education in any country largely depends on the competence and preparedness of its teachers. As the primary facilitators of learning, teachers are expected to possess not only strong pedagogical knowledge but also a wide range of professional and employability competencies that enable them to perform effectively in the classroom. In recent years, educational institutions and government agencies have placed increasing emphasis on identifying the competencies required of teacher applicants to ensure that recruitment and hiring processes select the most qualified candidates for the profession.

Employability competencies refer to a set of knowledge, skills, attitudes, and personal attributes that enable individuals to gain employment and succeed in the workplace. These competencies include communication skills, critical thinking, problem-solving, adaptability, teamwork, leadership, and professional ethics. Such competencies are increasingly recognized as essential for teacher applicants who must navigate complex classroom environments, diverse learner needs, and rapidly evolving educational demands. According to a scoping

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review on teacher education graduates in the Philippines, the most important employability skills identified include communication, information and communication technology (ICT) competence, collaboration, research skills, leadership, and problem-solving abilities (Caingcoy, 2021).

The growing emphasis on employability competencies is closely linked to the evolving expectations of the teaching profession. Educational reforms, technological advancements, and globalization have transformed the competencies required of teachers. Modern educators must demonstrate adaptability, innovation, and digital literacy to respond effectively to changes in teaching and learning environments. Studies also show that soft skills or over-professional competencies are now evaluated alongside technical skills in many professions because they significantly influence workplace effectiveness and professional success (Romanenko et al., 2024).

In the context of teacher recruitment, evaluating employability competencies has become an essential aspect of hiring practices. School administrators and education agencies seek teacher applicants who possess both academic qualifications and professional competencies that align with the needs of learners and schools. Research on teacher education graduates indicates that employability competencies are closely associated with work productivity and employer satisfaction in educational institutions, emphasizing the importance of assessing these competencies during hiring processes (Hornido et al., 2024).

Moreover, recent studies highlight that gaps often exist between the competencies acquired by teacher education graduates and those required in the workplace. For instance,

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a study on teacher-trainees revealed deficiencies in critical thinking, communication, leadership, and self-management skills, which may affect their readiness for employment and professional responsibilities (Adu et al., 2025). These findings suggest the need for further research to determine the level of employability competencies among teacher applicants and how these competencies influence hiring decisions.

Additionally, examining employability competencies is essential in improving teacher education programs and recruitment systems. Understanding the strengths and weaknesses of teacher applicants can help educational institutions design better professional preparation programs and assist school administrators in refining hiring practices that prioritize both competence and professional readiness. Research also shows that competencies such as instructional skills, adaptability, and professional behavior are strongly linked to effective teaching performance and improved educational outcomes (Bagus, 2025).

Despite the growing recognition of employability competencies in education, limited studies have examined how these competencies influence hiring practices for teacher applicants. Most research focuses on teacher performance or graduate employability rather than the competencies demonstrated by applicants during recruitment. Therefore, investigating the employability competencies of teacher applicants can provide valuable insights for school administrators, policymakers, and teacher education institutions in developing more effective hiring policies and professional development initiatives.

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This study evaluates the employability competencies and hiring practices for teachers 1 applicants in Albuera South District, Leyte Division. The findings of the study were basis for the proposed intervention plan.

Further, it sought to answer the following sub-problems:

1. What is the level of employability competencies of teacher 1 applicants in terms of:
 - 1.1 communication skills
 - 1.2 problem-solving and critical thinking
 - 1.3 teamwork and collaboration
 - 1.4 personal management and professionalism, and
 - 1.5 adaptability and lifelong learning?
2. What is the extent of hiring practices for teacher 1 position in terms of:
 - 2.1 recruitment practices,
 - 2.2 evaluation of documents,
 - 2.3 assessment process,
 - 2.4 posting of Comparative Assessment Results, and
 - 2.5 hiring decision?
3. Is there a significant relationship between the employability competencies of teacher 1 applicants and hiring practices for teacher 1 position?
4. What intervention plan can be proposed based on the findings of this study?

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METHODOLOGY

Design. This study employed descriptive-correlational research design to evaluate the employability competencies and hiring practices for teachers 1 applicants. The locale of this study is in the Municipality of Albuera, Leyte. The eighteen (18) aspiring teachers from the above-mentioned locale were involved in the study. The researcher utilizes two different survey to measure the employability competencies and hiring practices for teachers 1 applicants. Part 1, this study utilized the survey used by Orji (2013) in his study about "Employability Skills Assessment Instrument" while part 2 of the survey is taken from the study of Pagan (2020), "Analysis of the hiring process to ensure that the best teacher candidate is selected" and from DepEd Order No. 07, s. 2023.

Sampling. The eighteen (18) aspiring teachers from the above-mentioned locale were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor of the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey questionnaire to the aspiring teacher-respondents.

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They were given ample time to accomplish the survey. After answering the survey, it was collected, tabulated and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While reviewing the survey questionnaires used, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the level of employability competencies of teacher 1 applicants in terms of communication skills, problem-solving and critical thinking, teamwork and collaboration, personal management and professionalism, and adaptability and lifelong learning and extent of hiring practices of the department in terms of recruitment practices, evaluation of documents, assessment process, posting of Comparative Assessment Results, and hiring decision. Pearson r was used to determine the significant relationship between the dependent (employability competencies) and independent variables (hiring practices).

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RESULTS AND DISCUSSION

Table 1

Extent of Employability Competencies of Teacher 1 Applicants

Domain	Indicator	Weighted Mean	Interpretation
A. Communication Skills	1. I can clearly explain ideas and concepts during discussions or interviews	3.17	Agree
	2. I communicate effectively with students, colleagues, and school administrators	3.22	Agree
	3. I listen carefully and respond appropriately to feedback	3.22	Agree
	4. I demonstrate confidence when speaking in front of a group	2.72	Neutral
	5. I can express my thoughts clearly in written communication	3.00	Neutral
B. Problem-Solving and Critical Thinking	6. I can identify problems in teaching and learning situations	2.94	Agree
	7. I analyze different solutions before making decisions	3.00	Neutral
	8. I can make appropriate decisions when faced with classroom challenges	3.06	Agree

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Domain	Indicator	Weighted Mean	Interpretation
	9. I apply creative thinking to solve instructional problems	2.94	Agree
	10. I evaluate situations carefully before responding	3.00	Neutral
C. Teamwork and Collaboration	11. I cooperate effectively with colleagues and school community	3.17	Agree
	12. I contribute ideas when working in a group or team	3.22	Agree
	13. I respect and consider the opinions of others	5.00	Strongly Agree
	14. I help colleagues accomplish shared goals or tasks	4.78	Strongly Agree
	15. I can work effectively in collaborative teaching environments	3.33	Agree
D. Personnel Management and Professionalism	16. I demonstrate responsibility and accountability in my work	4.78	Strongly Agree
	17. I manage my time effectively when completing tasks	3.67	Agree
	18. I show professionalism in behavior and appearance	4.89	Strongly Agree

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Domain	Indicator	Weighted Mean	Interpretation
	19. I remain positive and motivated when facing challenges	4.61	Strongly Agree
	20. I demonstrate integrity and ethical behavior	5.00	Strongly Agree
E. Adaptability and Lifelong Learning	21. I easily adapt to changes in teaching strategies or policies	3.22	Agree
	22. I am willing to learn new teaching methods and technologies	5.00	Strongly Agree
	23. I seek opportunities for professional growth and development	4.89	Strongly Agree
	24. I can adjust my teaching approach based on students' needs	5.00	Strongly Agree
	25. I accept constructive criticism and use it to improve performance	5.00	Strongly Agree
Overall Weighted Mean		3.83	Agree

LEGEND:

RANGES

INTERPRETATION

4.21 – 5.00

Strongly Agree/Very High

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<i>3.41 – 4.20</i>	<i>Agree/High</i>
<i>2.61 – 3.40</i>	<i>Neutral/Moderately High</i>
<i>1.81 – 2.60</i>	<i>Disagree/Low</i>
<i>1.00 – 1.80</i>	<i>Strongly Disagree/Very Low</i>

Table 1 presents the extent of employability competencies of teacher 1 applicants in terms of communication skills, problem-solving and critical thinking, teamwork and collaboration, personal management and professionalism, and adaptability and lifelong learning. It was revealed on the table that the extent of employability competencies of teacher 1 applicants in terms of communication skills, problem-solving and critical thinking, teamwork and collaboration, personal management and professionalism, and adaptability and lifelong learning obtained an overall weighted mean of 3.83 (Agree) which is interpreted as Moderately High. This implies that the Teacher I applicants possess the essential competencies needed in the teaching profession, particularly in communication, problem-solving, critical thinking, teamwork, and collaboration. Effective communication skills are considered one of the most important employability competencies because teachers are expected to convey ideas clearly, establish rapport with learners, and collaborate effectively with stakeholders. This result supports the study of Wu, Xu, and Philbin (2023), which emphasized that communication skills significantly contribute to employability and workplace effectiveness. Teacher I applicants can analyze classroom situations and making sound judgments to address instructional concerns effectively. Such competency is vital because teachers frequently encounter diverse learner

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needs and classroom management challenges that require immediate and logical solutions.

The result aligns with previous studies emphasizing that critical thinking and problem-solving are among the most essential employability skills in the educational and professional sectors (Li, 2023). These competencies are essential in ensuring that beginning teachers are adequately prepared to meet the demands of the teaching profession and contribute positively to school effectiveness.

Table 2

Perceived Hiring Process for Teacher 1 Applicants

Domain	Indicator	Weighted Mean	Interpretation
A. Recruitment Process	1. The school advertises Teacher I vacancies through official channels	5.00	Always Practiced
	2. The school encourages qualified applicants to apply for teaching positions	4.67	Always Practiced
	3. The school provides clear information about qualifications and requirements	4.50	Always Practiced
	4. Recruitment efforts aim to attract highly qualified teacher applicants	4.06	Often Practiced

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Domain	Indicator	Weighted Mean	Interpretation
	5. The school ensures transparency in the recruitment process	3.83	Often Practiced
B. Screening of Documents	6. Applicants' academic qualifications are carefully reviewed	4.50	Always Practiced
	7. Professional licensure is considered in evaluating applicants	4.89	Always Practiced
	8. Teaching experience or internship experience is assessed	5.00	Always Practiced
	9. Submitted documents are evaluated	5.00	Always Practiced
	10. Professional training and seminars are considered	5.00	Always Practiced
C. NCOI Assessment	11. Structured interview is conducted with applicants	4.06	Often Practiced
	12. Interview questions are aligned with teaching competencies	4.06	Often Practiced
	13. Multiple interviewers evaluate applicants	4.28	Always Practiced
	14. Communication and interpersonal skills are assessed	4.33	Always Practiced

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Domain	Indicator	Weighted Mean	Interpretation
	15. Interview results are documented and used	3.94	Often Practiced
D. COI Assessment (Demonstration Teaching)	16. Applicants undergo demonstration teaching	5.00	Always Practiced
	17. Demonstration teaching is evaluated using a rubric	5.00	Always Practiced
	18. Classroom management and instructional strategies are assessed	4.94	Always Practiced
	19. Feedback from demonstration teaching is considered	4.39	Always Practiced
	20. Demonstration teaching determines readiness for teaching	4.94	Always Practiced
E. Final Selection and Hiring Decision	21. Hiring decisions are based on multiple criteria	4.44	Always Practiced
	22. Hiring committee discusses applicants before decisions	4.00	Often Practiced
	23. Most qualified applicants are selected based on standards	3.67	Often Practiced
	24. Hiring process follows standardized guidelines	3.94	Often Practiced
	25. Hiring results are communicated clearly	3.89	Often Practiced

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Domain	Indicator	Weighted Mean	Interpretation
Overall Weighted Mean		4.45	Always Practiced

LEGEND:

RANGES	INTERPRETATION
4.21 – 5.00	Always Practiced
3.41 – 4.20	Often Practiced
2.61 – 3.40	Sometimes Practiced
1.81 – 2.60	Rarely Practiced
1.00 – 1.80	Never Practiced

Table 2 presents the perceived hiring process for teacher 1 applicants in terms of recruitment practices, evaluation of documents, assessment process, posting of Comparative Assessment Results, and hiring decision. It was revealed on the table that the perceived hiring process for teacher 1 applicants in terms of recruitment practices, evaluation of documents, assessment process, posting of Comparative Assessment Results, and hiring decision obtained an overall weighted mean of 4.45 (Always Practiced). This indicates that the respondents strongly perceived that the hiring procedures for Teacher I applicants were consistently implemented in accordance with established standards and guidelines. The result further implies that the schools and hiring committees demonstrated adherence to systematic and competency-based recruitment practices designed to ensure fairness, transparency, and

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meritocracy in the selection of qualified teaching personnel. The result signifies that the teacher hiring process is highly institutionalized and consistently implemented, particularly in the areas of recruitment, assessment, demonstration teaching, and final selection. Such practices contribute to the recruitment of competent educators who can effectively respond to the demands of the teaching profession and support the achievement of educational goals. This finding is supported by the study of Özsoy and Tabancalı (2023), which emphasized that educational institutions highly value organized and systematic teacher recruitment processes to ensure the selection of qualified and competent teachers. Their study further revealed that interviews, evaluations, and professional qualifications are central components of effective teacher hiring practices. This finding aligns with the provisions of the Department of Education’s recruitment policies, particularly DepEd Order No. 7, s. 2023, which highlights the importance of competency-based evaluation, document verification, and equal opportunity in the hiring process.

Table 3
Test of Relationship Between Employability Competencies of Teacher 1 Position and Perceived Hiring Process

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Extent of Employability Competencies of Teacher 1 Applicants (Table 1) and	0.82	9.87	1.96	Reject Ho	Significant Relationship (Very Strong)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Perceived Hiring Process for Teacher Applicants (Table 2)					

Table 3 presents the test of relationship between employability competencies of teacher 1 applicants in terms of communication skills, problem-solving and critical thinking, teamwork and collaboration, personal management and professionalism, and adaptability and lifelong learning and perceived hiring process in terms of recruitment practices, evaluation of documents, assessment process, posting of Comparative Assessment Results, and hiring decision. It was revealed on the table that employability competencies of teacher 1 applicants and perceived hiring process obtained a computed t of 9.87 which is higher than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between employability competencies of teacher 1 applicants and perceived hiring process. The r value of 0.82 shows a Very Strong Correlation between the variables. This means that applicants who possess higher employability competencies are more likely to perform well and be favorably evaluated during the hiring and selection procedures. The very strong correlation suggests that schools and hiring committees highly consider applicants' competencies when evaluating their qualifications, demonstration teaching, interviews, and overall suitability for teaching positions. This further indicates that

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competency-based hiring practices are evident in the teacher selection process, wherein applicants' professional abilities significantly affect their chances of being selected for employment. According to the study of *Skill Profiles for Employability: (Mis)Understandings between Higher Education Institutions and Employers* (2023), employers place significant importance on applicants' communication skills, problem-solving abilities, teamwork, and adaptability when making hiring decisions. The study emphasized that employability competencies are strongly associated with successful recruitment outcomes and workplace performance. Similarly, the findings align with the study conducted by Segbenya et al. (2023), which revealed that employability skills significantly influence graduates' preparedness and success in professional employment. The study found that learner-centered teaching approaches and competency-based assessments contribute significantly to the acquisition of employability skills that employers value during hiring and selection processes.

Conclusion

Based on the findings of the study, it was concluded that the Teacher I applicants possess a high extent of employability competencies, particularly in communication, problem-solving, critical thinking, teamwork, and collaboration. This indicates that the applicants are generally equipped with the essential skills, knowledge, and professional attributes necessary to meet the demands of the teaching profession. Likewise, the perceived hiring process in terms of recruitment process, screening of documents, NCOI assessment, COI assessment (demonstration teaching), and final selection was found to be "Always Practiced," implying

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that the hiring procedures were consistently implemented in accordance with established standards and competency-based evaluation systems. Furthermore, the study revealed that there is a significant relationship between the employability competencies of teachers and the perceived hiring process for teacher applicants. This means that applicants with higher employability competencies are more likely to perform effectively and obtain favorable results during the recruitment and selection process. The findings therefore suggest that employability competencies play a vital role in teacher hiring and selection. Competency-based hiring practices help ensure that qualified, capable, and professionally prepared applicants are selected for teaching positions. Consequently, strengthening employability competencies among aspiring teachers contributes significantly to improving teacher quality and educational effectiveness.

Recommendations

1. Teacher applicants should continuously enhance their employability competencies, particularly in communication skills, critical thinking, problem-solving, demonstration teaching, and professional confidence.
2. Teacher applicants should participate in seminars, workshops, mock interviews, and teaching demonstrations to further strengthen their preparedness for the hiring process.

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3. Teachers and pre-service educators should engage in continuous professional development activities that promote 21st-century teaching competencies, collaboration, adaptability, and instructional effectiveness.
4. Teacher education institutions may integrate more competency-based training and experiential learning opportunities to improve graduates' employability and readiness for professional teaching practice.
5. School heads and hiring committees should continue implementing fair, transparent, and competency-based hiring procedures to ensure that only qualified and deserving applicants are selected.
6. School heads and hiring committees provide clear guidelines, orientation programs, and constructive feedback mechanisms to assist applicants in understanding the hiring standards and expectations.
7. The Department of Education may further strengthen recruitment and selection policies by enhancing competency assessment tools, demonstration teaching rubrics, and professional evaluation systems to ensure alignment with the current demands of quality education and teaching standards.
8. Future researchers may conduct similar studies using larger samples, different locales, or additional variables related to teacher employability and hiring practices. They may also explore other factors influencing teacher selection such as emotional intelligence, technological competence, teaching performance, and professional ethics to further enrich the existing body of knowledge.

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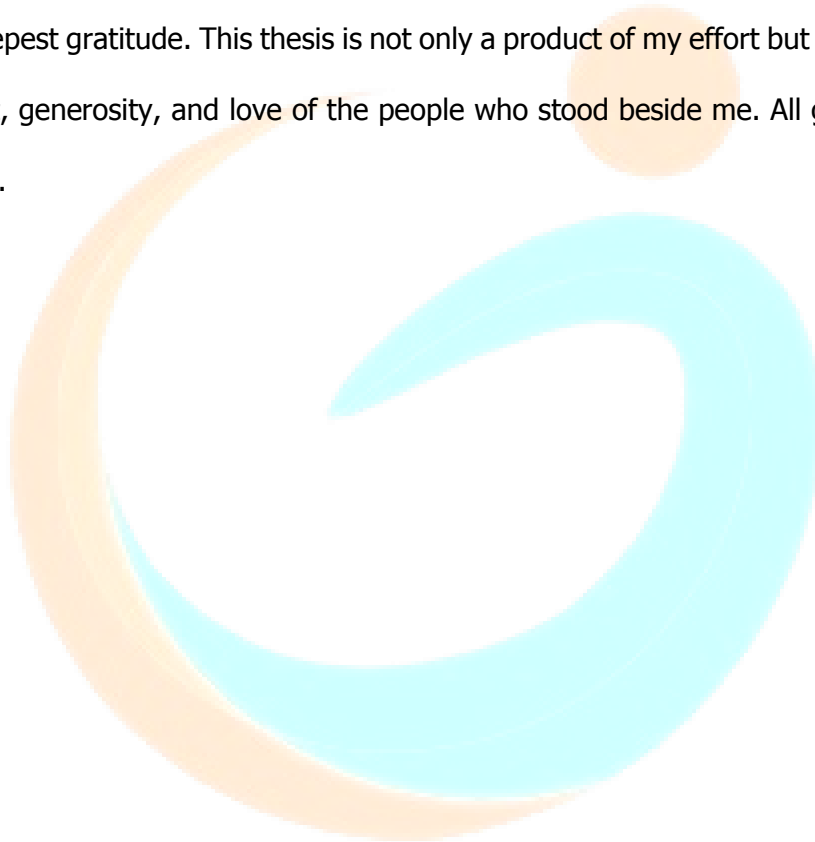
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AUTHOR'S PROFILE



MS. JESSY CLARE A. LABOR

Jessy Clare A. Labor, born on August 1, 2001, in Brgy Tinag- An, Albuera, Leyte. Her journey in education began at Albuera South Central School, followed by her Junior-High and Senior- High at Dr. Geronimo B. Zaldivar Memorial School of Fisheries. My journey is a testament to perseverance, dedication, and the transformative power of education. Once a student filled with dreams and determination, she embraced every challenge as an opportunity to grow. Through years of hard work, discipline, and passion for learning, she transitioned from being a learner to becoming an educator—proving that knowledge, when nurtured, blossoms into wisdom meant to be shared.

Jessy Clare continued her academic journey at Visayas State University-Main Campus and a University Scholar, where she earned her Bachelor of Elementary Education, specializing in General Education, in 2023. In year 2024, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Her experience as a student shaped her empathy and resilience, while her role as a teacher reflects her commitment to guiding others toward success. She believes that teaching

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is not merely a profession but a calling—an act of service that empowers minds and inspires futures.

Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in Elementary Education. She successfully completed the academic requirements for her MAEd in December 2026, driven by her diverse experiences and the support. Her pursuit of a master’s degree further exemplifies her dedication to personal and professional growth. This achievement not only signifies her academic excellence but also serves as a light of inspiration for others who aspire to advance their knowledge and careers. Jessy Clare master’s journey underscores the belief that education is a lifelong endeavor, and that determination can turn aspirations into accomplishments.

"Education is not just about reaching the finish line; it is about becoming the light that guides others along the way. From student to teacher, I stand as proof that dreams are achievable when fueled by passion, perseverance, and faith." – **Jessy Clare Labor**

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