

## **ABSTRACT**

**LIGAYA, MASSULINIE ANTONIO D. "FACTORS AFFECTING THE RECRUITMENT AND SELECTION OF TEACHERS IN SELECTED PRIVATE TECHNICAL SCHOOLS OF BULACAN: A POLICY STUDY, "Unpublished Masteral Thesis, Bulacan State University, Malolos, Bulacan, March 12, 1999.**

This study determined the extent of implementation of the policies and guidelines in the recruitment and selection of teachers in selected private technical schools in Bulacan as well as the extent of influence of various factors in the hiring process. Answers to the following questions were sought:

1. What are the policies relative to the recruitment and selection of teachers as established by the private technical schools in Bulacan and as mandated by "education-related" laws?
2. To what extent are the policies relative to recruitment and selection of teachers implemented as perceived by the school administrators and as perceived by the teachers?
3. To what extent do the private technical schools follow recruitment and selection procedures as mandated by education-related laws?
4. Is there significant difference between the extent of policy implementation, as perceived by school officials and administrators on one hand and the teachers on the other?
5. To what extent do the following factors influence the hiring of teachers as perceived by school officials and administrators on one hand and the teachers on the other:
  - 5.1. "must" factors
    - 5.1.1. educational qualifications

- 5.1.2. scholastic records
- 5.1.3. demonstration teaching result
- 5.1.4. aptitude/personality tests
- 5.1.5. clearances coming from health officials [medical/dental], police authorities,
- 5.1.6. personnel needs and vacancies

5.2. “relevant” factors

- 5.2.1. academic experience and length of service
- 5.2.2. relevant training/seminars attended and undertaken
- 5.2.3. special talents
- 5.2.4. government examinations passed
- 5.2.5. recommendations coming from DECS/CHED/TESDA officials, community/civic leaders and politicians
- 5.2.6. Personal characteristics such as sex, age, appearance, civil status and religion?

6. What suggestions may be forwarded to improve the teacher recruitment and selection procedures?

In this study, using the null form, the research hypothesized that:

1. There is no significant difference between the extent of implementation of policies/procedures in the hiring of teachers as perceived by the school administrators and by the faculty members.

2. There is no significant difference between the extent of the influence of certain factors on the hiring of teachers as perceived by the school administrators and by the faculty members.

It was on the theory that “human resources are the lifeblood of an institution” that this research was anchored. This theory suggests that the success of any institution – military, religious, business, or academic – hinged on the quality of its work force. Only when an educational institution is staffed with “quality teachers” that it can hope to deliver “quality education.”

The conceptual paradigm of the research revealed how the different variables identified be made to effectively relate to bring forth an effective recruitment and selection program.

It is for several reasons that this study was considered significant. The results will be used as bases for enhancing further the quality of technical educational in Bulacan and other parts of the county by ensuring that only the most qualified and experienced become faculty members. The study will also provide the administrators, supervisors and policy makers of private technical institutions a comprehensive view of the status of the recruitment and selection practices which they may utilize in the creation of guidelines and policies in controlling and regulating the entry of teachers into the service.

This study was descriptive-analytic and correlation in nature. Used as research instrument were the questionnaire-checklist and “structured interview”. The statistical tools used included percentage, mean, weighted mean, t-test, and Spearman Rank Correlation.

### **Findings**

The major findings were summarized in accordance to the answers sought to the problems of this investigation.

**1. Policies and Guidelines Relative to the Recruitment and Selection of Teachers as Established by the Technical School**

- 1.1 Teaching vacancies in the respondent schools are determined at the beginning or end of a school year or semester. There are times when vacancies for a teaching position are established only when the need arises. Advertisement, solicited or unsolicited application letters, and through “walk-in” applicants are some of the methods utilized in filling the vacancies.
- 1.2 Preferences are accorded in the selection of teachers “Most-preferred” are applicants with the highest educational qualification and with the most number of years of teaching experience. In considering educational qualifications most preferred are graduates of education and education-related courses.
- 1.3 In the recruitment and selection process, applicants are made to undergo the following: submit needed credentials and requirements; pass interviews; take examinations; and sign a contract when hired.
- 1.4 Applicants are required to submit certain requirements/credentials like application letter, application form, transcript of records, certificate of graduation, p[police clearance and medical clearance. The tests the teacher-applicants are required to take are the following: intelligence test, aptitude test and personality test.
- 1.5 The process of the recruitment and selection of teachers are undertaken by a committee. The same committee takes care of the interview.
- 1.6 Appraised during the interviews are personal characteristics like personal appearance, attitude toward work, interest in people and students, ability to communicate, ability in the

subject matter the applicant proposes to teach, emotional stability, and the ability to establish rapport.

**2. Policies and Guidelines Relative to the Recruitment and Selection of Teachers as Mandated by Certain “Education-Related” Laws**

- 2.1 An applicant proposing to teach a “skill-oriented” subject must be a holder of a Trade-Testing Officer Certificate which the TESDA issues.
- 2.2 A teacher-applicant must possess the minimum qualification. Accordingly, teaching personnel are classified as professor, associate professor, and instructor depending on the previously set-forth criteria. A newly-hired faculty member begins at the lowest level of teacher classification and subsequently promoted but by virtue of training and scholarly maturity he may be classified higher.
- 2.3 Appointments to teaching positions are made using as bases results of competitive examinations and appropriate evaluation based on experience, education, aptitude, capacity, skills, knowledge, character, physical fitness, and potentials of the applicants properly screened by a designated committee with unquestionable competence.
- 2.4 The following are “labor-law” related provisions of the recruitment and selection policies and guidelines: probation period for teacher is 3 years or 6 semesters; salaries of teachers must be within the prescriptions of existing wage laws; schools must employ full-time teachers; and teachers must have employment contract.

**3. Extent of Implementation of the Policies and Guidelines Relative to the Recruitment and Selection of Teachers as Established by the Private Technical Schools of Bulacan**

### **3.1 Extent of Implementation as Perceived by the School Administrators and Faculty Members.**

In general, the school administrators and the faculty members identically perceived that the policies and guidelines on the hiring of teachers were implemented to a “great extent” with overall weighted means of 3.61 and 3.62, respectively.

### **3.2 Test of Difference between the Respondents’ Perception**

The null hypothesis was accepted. The t-test value of .34 reveals that there exist no significant difference between the perceptions of the faculty member and the school administrators. There existence therefore no significant difference in the respondent’s perception.

### **3.3 Perceived Problems in the Policy Implementation**

The following were the inconsistencies, problems, (and unfavorable provisions) noted in the implementation of the hiring policies as perceived by the faculty members and the school administrators.

#### **3.3.1 Inconsistencies**

- Not all teacher-applicants were made to undergo written examinations.*
- Some teacher-applicants were hired after undergoing only an interview*
- Some teacher-applicants were hired after undergoing only a demonstration-teaching.*

#### **3.3.2 Problems**

- Dearth of qualified applicants*
- Low salaries turned qualified applicant away*
- Existence of unfavorable provisions*

#### **3.3.3 Unfavorable Provisions**

- *Preferences accorded to the teacher-applicants with the highest educational qualifications and with teaching experience.*
- *Submission of a “graduation certificate” aside from “transcript of records”.*
- *Taking of too many examinations/tests.*

#### **4. Extent of Implementation of the Policies and Guidelines Relative to the Recruitment and Selection of Teacher as Mandated by “Education-Related” Laws.**

##### **4.1 Extent of Implementation as Perceived by the School Administrators and Faculty Members**

In general, the extent of implementation of the hiring policies as mandated by “education-related” laws were perceived by the school administration to have been implemented to a “great extent” (3.56) and only to a “moderate extent” as perceived by the faculty members (3.41).

##### **4.2 Test Difference between the Respondents’ Perception**

The null hypothesis was accepted. The t-test value of -.72 reveals that there exist no significant difference between the perceptions of the faculty member and the school administrators.

##### **4.3 Perceived Problems in the Policy Implementation**

The following were the problems observed by the faculty member respondents in the implementation of hiring policies as mandated by “education-related” laws, problems which were not recognized by the school administrators.

- *Non-extension of teachers’ employment contract after 2 school years (4 semesters) notwithstanding superb performance as a teacher.*
- *Insufficiency of salaries when ranged against the prevailing daily cost-of-living.*

- *Absence of an employment contract.*

## **5. Influence of Certain Factors in the Process of Recruitment and Selection of Teachers**

### **5.1 Extent of Influence of Certain Factors in the Hiring of Process as Perceived by the School Administrators and by the Faculty Members**

#### **5.1.1 “Must” Factors**

In general the “must factors” exerted influence in the recruitment and selection to a “moderate extent” as perceived by both school administrator and faculty members with weighted means of 3.48 and 3.40, respectively.

### **5.2 Test of Difference Between the Respondents’ Perception on the Extent of Influence of Certain Factors in the Hiring Process**

#### **5.2.1 Test of Difference on the “Must” Factors**

Null hypotheses accepted. The t-test value of -.18 reveals that there exist no significant difference between the perceptions of the faculty member and the school administrators.

The computed Spearman Rank Correlation value was .93 which is highly significantly different from 0 indicating that as the ranking of the perception of the faculty members increased the ranking of the perception of the school administrators also increased.

#### **5.2.2 Test of Difference of the “Relevant” Factors**

Null hypotheses accepted. The t-test value of -.21 reveals that there exist no significant difference between the perceptions of the faculty member and the school administrators.

The computed Spearman Rank Correlation value was .79 which is significant at .05 level of significance indicating that as the ranking of the perception of the faculty members increased the ranking of the perception of the school administrators also increased.

**5.2.3 Relationship Between the School Administrators' and the Faculty Members' Ranking of the Factors Influencing the Hiring Process**

The positive  $r$  of .78 is significant at .01 level of significance. This implies that a positive relationship exist between the respondent's ranking.

**6. Suggestions that may be considered to Further Improve the Recruitment and Selection Process**

- Exclusion of the time factor “beginning of a semester or school year” as an option when choosing the time to begin recruitment for a teaching position.
- Inclusion of a provision for a “substitute teacher”.
- Before being made to undergo a series of interviews and examinations to a teacher-applicant should be required first to pass a “demonstration teaching”.
- Include TESDA’s certificate for a Trade Testing Officer Certificate Course among the requirements that teacher-applicants must submit on a compulsory basis.

**Conclusions**

In the light of he aforementioned findings of the study, the following conclusions were deduced.

1. The respondent schools have existing policies and guidelines (relative to the requirement and selection of teachers) which were both established upon the opening of the technical institutions and evolved through the years of their operation.
2. Notwithstanding the flaws in implementation, this hiring policies and procedures established by the respondent schools were based on the accepted standards and norms in the recruitment and selection of teachers and on the provisions of “education-related” laws.

3. Certain factors were perceived to have influenced the process of teacher recruitment and selection in the respondent schools.
4. In general, the policies and guidelines relative to recruitment and selection of teachers as established by the technical institutions in Bulacan were implemented to a “great extent” as observed by both the school administrator and faculty member respondents. There was no significant difference on their perceptions on the extent of implementation of these policies.
5. The policies and guidelines relative to recruitment and selection of teachers as mandated by “education-related” laws in Bulacan were implemented, in general, to a “great extent” as observed by the school administrators. The faculty members perceived the extent of implementation only as “moderate extent.” There was no significant difference though on their perceptions on the extent of implementation of these policies.
6. There was no significant differences between the school administrators’ and faculty members’ perception on the extent of influence of the factors identified to have exerted influence on the hiring process.
7. A significant relationship in the respondents’ ranking for the “must” factor, “relevant” factor, and for all these factors pooled together existed. As the school administrators’ ranking favoring particular factors increases that of the faculty members increases as well.
8. Among the identified factors influencing the recruitment and selection of teachers, the following were considered to have the strongest influence: educational qualification, special talents and potentials of the teachers, scholastic records, academic experience and length of service, and relevant training/seminars attended and undertaken.

9. Police and medical clearances, although identified as among the requirements a teacher-applicant must submit, if not completely disregarded, were given the least priority. Teacher-applicants got hired even without submitting the aforementioned.
10. In the recruitment and selection process, greatest preferences was accorded to teacher-applicants with the highest educational qualifications and with teaching experience. New graduates were rarely considered.
11. Inconsistencies existed in the implementation of the recruitment and selection policies and guidelines specifically in the area “actions teacher-applicant are required to undertake.” Some aspiring teachers were taken in without completely undertaking all the actions.
12. Problems such as “dearth of qualified applicants”, “qualified applicants getting turned off by low salaries,” “existence of unfavorable provisions in the schools’ recruitment program”, and the “existence of disagreements between the schools’ recruitment program and the provisions in ‘education-related’ laws on security and tenure, compensation, and employment contracts” were encountered in the hiring process.

### **Recommendations**

On the bases of the significant findings and conclusions draws, the following recommendations have been formulated:

1. It is recommended that the institutions with existing policies and guidelines must ensure that such policies be implemented in the highest degree of consistency. For the schools who leave their hiring to chance, schools who don’t have a guide book of sort upon which decision making in the recruitment and selection of teachers are made, a formulation of such hiring policies should be in order.

2. School officials and policy makers need to either ensure the strict implementation of existing hiring practices in order to make them attuned to the provisions of “education-related” laws.
3. Only the following significantly essential factors should be considered in the recruitment and selection of teachers: educational qualifications, academic experience and length of service, special talents and potentials of the teacher, scholastic records, results of demonstration-teaching, results of written examinations, and police and medical clearances.
4. It is recommended that “police and medical clearances” be made compulsory for teacher-applicants. This way, health and safety of the members of the academe will not be undermined.
5. The probationary period of 3 schools years or 6 semesters is considerably long and unfavorable for the teachers. It is recommended that the probationary period be shortened to 1 year or 2 semesters, enough duration to determine whether or not the teacher deserves to be in the service.
6. The provision in the Manual of Regulation for Private Schools citing the minimum qualification for the teachers in the different levels should be subjected to a review exploring the possibility of allowing graduates of 2-year technical courses with exemplary academic performance in both the theoretical and practical (or applied) aspects of their respective courses to teach in their fields of specialization.
7. The TESDA, as a government agency supervising the operation of technical/vocational schools, must either establish norms and standards upon which the private technical

school may base their hiring policies and procedures or formulate policies and guidelines that will directly govern the same.

8. Studies that will investigate the recruitment and selection practices of colleges and universities in Bulacan are recommended.