

The Ordeal and the Triumph in Becoming a Permanent Teacher

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Abstract

This phenomenological study aims to identify the different experiences of the Department of Education teacher-applicants who are seeking for a permanent teaching position in the government. Seven teacher-applicants from the different schools in the District of New Washington – Division of Aklan, Philippines were included in this study purposively. The conduct of this study was from August 2022 to November 2022. The researcher utilized semi-structured (individual) interviews in gathering the data. Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. Findings revealed that generally, there were seven (7) main experiences of the teacher-applicants encountered during their application for permanent teaching position in the Department of Education. These experiences are: challenging; exhausting and costly collection of pertinent papers for the application; humiliation and emotional trauma caused by the evaluation panel; losing eagerness and determination because of the system; stress and frustrations; limited or no vacancy of teaching position and applying all over again if not hired; and learning valuable and life changing lesson/s. In conclusion, despite the different challenges they encountered, teacher-applicants stayed being resilient and hopeful. They have also given more concentration upon developing their self-knowledge, esteem and professional identity through all-inclusive approaches.

Keywords: *teacher-applicants, permanent position, ranking, hiring, registry of qualified applicants*

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Introduction

The process of recruiting and hiring teacher-applicants who will mold the characters and values of young children is very important (Demitchell, 2010). All applicants who wish to be given a permanent teaching position in the public - school system need to undergo a rigid process of selecting the most qualified applicants as stipulated in Department of Education (DepEd) order no. 7 s. 2015. This study aims to identify the different experiences of the DepEd teacher applicants who are seeking for a permanent teaching position in the government. The researcher wanted to explore the different stories of teachers who have applied and submitted themselves in the ranking process of the DepEd. Likewise, wanted to discover the reasons why some of the applicants were until now remained to be un-hired even though they tried to apply several times already. Specifically, it sought answers to questions with regards to the lived experiences of the DepEd teacher-applicants; challenges encountered by the DepEd teacher-applicants; the coping strategies employed by the DepEd teachers-applicants in addressing the challenges they encountered; and the upskilling program can be proposed to help the teacher-applicants to be ready in the selection process.

Methodology

In this study, phenomenological qualitative research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. This study was conducted in the District of New Washington in the Division of Aklan. New Washington, officially the Municipality of New Washington is a 3rd class municipality in the province of Aklan, Philippines. The participants for this study were the 7 teacher-applicants in the District of New Washington. Participants were chosen using the following inclusion criteria: Criterion No. 1: New and old applicants will be chosen who were able to garner 70 points and above and who qualified in the rank list; Criterion No. 2: Age and sex will be considered in choosing the participants; Criterion No. 3: There will be participants who applied in the Elementary, JHS and SHS levels and Criterion No. 4: RQA scores will be considered in selecting the participants. Researcher-made interview guide that was based on the statement of the problem was used to collect the necessary information from the teacher-participants. Questions included in the interview guide were open-ended or unstructured in nature so that it would enable the researcher to insert follow up questions to extract the most comprehensive and substantial

information. The instrument in this study underwent a content validation by a panel of expert composed of 3 members who were selected for their expertise and competence. The panel was composed of one member of the school selection committee, adviser of the researcher and Human Resource Officer of the Division of Aklan. Prior to data gathering, permission was obtained from the Schools Division Superintendent and Education Program Specialist in Research and Planning of the Division of Aklan. Letter of informed consent explaining the purpose of the study and the extent of participation was given to the participants. Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. All the information disclosed by the participants will be treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012 and National Ethical Guidelines for Health and Health-Related Research s. 2017.

Findings

In terms of their lived experiences of teachers-applicants; out of the responses, majority of the participants experienced various encounters during their application for the permanent teaching position in the DepEd. Challenging, exhausting and costly collection of pertinent papers for the application were common among the participants. Applicants gone through a series of requirements just to get it. It quite exhausting and way too expensive as well. These results to having physically, emotionally, and mentally challenging and exhausting experiences.

In terms of the challenges encountered; Padrino system is one of the top problems of the applicants in the ranking process and it so widespread within the Philippine societal customs. This value still existed within the department base on the participants. This also intertwined with the selection process that barred of the opportunity of the deserving applicant to be getting hired.

In terms of their coping mechanisms; generally, there were numerous coping mechanisms that the seven participants developed in order to address the challenges they encountered. Having positive mindset were one of the four coping mechanism that arose from the narrations of the participant. listening to music and watching motivational movies were very helpful to the some of the participants in dealing with a problematic situation. Letting God to do the rest, was another effective coping intervention among the participants that served them comfort and inspiration. Personal and Professional Development was another trending coping method. They believed it gave them advantages for the next chapter of their life. This type of

addressing of problems, helped participant on their holistic aspect and become a more rounded individual in the future.

Conclusion

In view of the forgoing findings, the following conclusions were drawn:

1. DepEd Teacher-applicants were mostly experiencing varied problem and challenges upon their pursuit in applying for a permanent teaching position in the Department of Education. Apart from these problem such as challenging and costly preparation of pertinent papers, financial crisis, stress and frustrations, applicants cried for a decent and fair ranking processing and being hired, were the very gist of the findings of this research. They wanted an applicant-friendly and low-cost evaluation and selection system that will serve them opportunity to fairly demonstrate their skill as professional and unbiased grading upon that performance. They wished that the Department would be more transparent with the result and publicly laid down the number of items within the division, district, and local schools.

2. Despite of these problems, teacher-applicant were resilient and hopeful. They were still intact to their profession for they believed and loved the very mission and vision of education, thus losing eagerness and despair among them were rarely noticeable. This resiliency and hopeful values were common to Filipinos, especially to teachers who are the facilitators of hope and learnings. Teachers were trained to be knowledgeable, loving, dynamic, innovative, hopeful, and resilient. Maquirang (2019)

3. The researcher was more positive when participants have given more concentration upon developing their self-knowledge, esteem, and professional identity through all-inclusive approaches such as personal and professional development, improving optimism towards work and people, and fostering better relationship with God, which can completely facilitate improvement upon their personal and professional milieu.

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