



PROFILE OF TEACHER APPLICANTS: IT'S IMPLICATION ON PROFESSIONALISM

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ABSTRACT

The study aimed to determine and describe the profile of teacher applicants in Jones West District, Jones, Isabela. The respondents were forty (40) teacher applicants for School Year 2014-2015. A modified questionnaire was used to gather data. Frequency, percentage and mean were used to analyse the data. The results reveal that the teacher applicants come from different cultural backgrounds. They perceive they possess a limited or not quite adequate communication skills, human relation skills, leadership skills, research skills, problem-solving skills and moderately adequate technology skills. The results further show that the teacher applicants hardly meet the evaluation and selection procedure and criteria in hiring teachers. The situation creates a dynamic struggle towards professionalism. The teacher applicants exert more effort and spend time and money to equip themselves with necessary skills by attending relevant trainings, offering voluntary services in school and enrolling in graduate studies. The profile of teachers can be an authentic supplementary basis for hiring new teachers. The profile shows the qualifications of applicants other than those in the guidelines in hiring. Based on the findings, it is recommended that the Department of Education Jones West District consider revision or modification of points on demonstration teaching and interview, and teacher training institutions request DepEd to furnish them results of evaluation to serve as basis of enriching the pre-service preparations of the prospective teachers.