



## 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.*

### INTRODUCTION

*“Teaching is complex and demanding work that requires highly specialised skills and knowledge to impact significantly on student learning “ (<http://www.sofweb.vic.edu.au/blueprint/fs5/default.asp>)*

The job of a teacher is a challenging one, encompassing a diverse range of roles and responsibilities. Teachers must possess skills and qualities that have long been informally inspiring, advising, supporting and understanding to their pupils. Indeed, schools are beginning to recognise the potential of harnessing and developing these assets in order to help them to work in complementary ways alongside other teachers, enabling them to play a more active part in shaping their pupils' education and that of their peers (Hampson, M., Patton, A. and Leonie Shanks,2015).

The 21st century is a critical time in education and how it and teachers are being perceived. With the common core being implemented and judged, the teaching profession is being met with a closer focus and perspective now more than ever before. Instead

of sitting back, 21<sup>st</sup> century teachers take a stand for themselves and advocate for their profession. They pay close attention to the important issues and talk about them with their community. They keep parents and students informed on what is going on in education and address the issues head on ( <http://edorigami.wikispaces.com/21st+Century+Teacher>) They, the teachers, will serve as a facilitators and guides to help embrace 21<sup>st</sup> century learning.

The 21st-century teachers provide learner-centered classroom and personalized instructions; treat students as producers; learn new technologies; go global; be smart and use smart phones; Blog; go Digital; Collaborate; use Twitter Chat; connect; offer project-based learning; build positive Digital Footprint; Code; Innovate; and keep learning ( Palmer, T. ,2015 )

The 21st century educators are student centric, holistic, they are teaching about how to learn as much as teaching about the subject area and they are 21st century learners as well. The 21st century teacher possesses the following characteristics: adaptor, communicator, risk taker, collaborator, learner, leader, visionary and model (Nussbaum-Beach, S., Rod Fee, Kim Cofino, Doug DeKock, David Truss. <http://edorigami.wikispaces.com/21st+Century+Teacher>).

The Partnership for 21st Century Skills (P21) defines 21st century learning environments as “the support systems that organize the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning” (p.3). Thus, 21st century learning environments are the physical spaces, tools, and learning communities that encourage and enable students and educators to attain the skill-sets that the 21st century requires. This includes a number of important elements such as the physical environment, a school’s daily operations – including scheduling, courses and available activities, technology infrastructure, school culture, community involvements, and school leadership. P21 states that 21st century learning environments are *system of systems* that: 1) Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes 2) Supports professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice .3) Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).4). Allows equitable access to quality learning tools, technologies, and resources.5). Provides 21st century architectural and interior designs for group, team, and individual learning. 6). Supports expanded community and international involvement in learning, both face-to-face and online.

Emerging research encourages teachers and other educational stakeholders to a) focus on real-world problems and processes, b) support inquiry-based learning experiences, c) provide opportunities for collaborative project approaches to learning, d) and focus on teaching students how to learn (above “what” to learn). Linda Darling-Hammond & P. David Pearson (<http://epaa.asu.edu/ojs/article/view/392/515>), in their recent work, *Powerful Learning – What we Know about Teaching for Learning*, provides a meta-review of accumulated research on project-based learning, problem-based learning, and design-based learning.

The qualities of 21<sup>st</sup> century teachers in the 21<sup>st</sup> century education has become a challenge to teacher training institutions in the Philippines, and to the Department of Education (Dep Ed). The department wants to ensure that all teachers hired to teach are qualified for the positions in the elementary and secondary levels. In this regard, the Department of Education issued DO 48, s. 1988, the Qualification Standards Manual for 1987 which prescribes the basic requirements. Applicants should hold the necessary education to teach in the elementary and high school respectively and possess appropriate Civil Service Eligibility or passed the Licensure Examination for Teachers (LET).

The Department of Education (DepEd) stresses that the success of any education system greatly depends on the competence of its teachers. So, one of the primary issues the Department addresses through its comprehensive implementation of the K to 12 Basic Education Program is the need for highly competent teachers in public elementary and secondary schools. The program aims to achieve its objective through significantly improving professional standards that will better ensure that the teachers hired are able to substantially contribute to the development of lifelong learners.

School administrators compose the committee on evaluation of teacher applicants. Evaluators observe that there are applicants who are very qualified ,meaning they meet the degree and eligibility requirements. There are those who are not qualified to teach in the Kindergarten because they do not have the required 18 units in the Early Childhood Education. There are also applicants who are not familiar with appropriate strategies in teaching a particular subject. The teacher-applicants may meet all requirements set by Dep Ed but still wanting in instructional competence. This is the concern of the administrators. How can they be sure that the teacher-applicants are truly competent and effective teachers?

Jones West District is one of the school districts in the Department of Education, Division of Isabela in Northern Philippines. Every year, teacher applicants flock to the District Office for evaluation. The school principal wants to enhance the requirements set by Department of Education Central Office. The school principal aims to hire the best among the applicants. She needs a

comprehensive profile of the applicants before the selection and hiring in May 2016. The profile will also serve as record and reference when hiring for substitutes. This immediate need prodded the conduct of this study. The Schools District Supervisor and the School Principal collaborated with the Philippine Normal University-North Luzon to conduct the study.

### Statement of the problems

The study aimed to have a profile of teacher applicants and to gather data on their self-perceived skills and potentials in teaching. Specifically, the study sought answers to the following queries:

1. What is the profile of the teacher-applicants in terms of :

1.1. age?

1.2 sex?

1.3 civil status?

1.4 ethnicity?

1.5 university graduated from?

1.6 degree and specialization?

1.7 LET rating?

1.8 Undergraduate Degree?

1.9 Graduate Degree and Specialization?

1.10 seminars and trainings?

1.11 special trainings and skills?

1.13 membership to organizations?

2. What is the perception of the teacher applicants on their

2.1 communication skills?

2.2 human relation skills?

2.3 leadership skills?

2.4 problem solving skills?

2.5 research skills?

2.6 Information and technology skills?

3. What is the implication of the profile and skills of applicant teachers on the selection and hiring in the Department of Education?

### Conceptual Frameworks

The 21st century life and career skills focus on the ability of individuals to work effectively with diverse teams, be open-minded to varying ideas and values, set and meet goals, manage projects effectively, being accountable for results, demonstrate ethical practices, and be responsible to both one's self and the larger community. The undeniable traits of an effective 21<sup>st</sup> century teachers are student-centered, forward thinking, actively engaged, flipped, relevant, social, lifelong learner, and collaborative (Daugherty, 2015)

With the demands on the 21<sup>st</sup> century education, it is necessary to look into the qualities of the teachers particularly applicants to teaching positions. The DepEd Order No. 7, s. 2015 aims to integrate and further institutionalize the primary objective of the K to 12 Basic Education Program, which is to enhance the overall quality of basic education in the country by hiring highly-competent teachers, and to uphold the Department's mandate under the Magna Carta for Public School Teachers (Republic Act 4670) to promote and improve public school teachers' employment and career opportunities as well as to attract more people with proper qualifications to the teaching profession.

Do the applicants possess the necessary qualifications to teach in the 21<sup>st</sup> century classroom? Do they meet the standard qualifications set by the Department of Education?

The evaluation and selection procedure and criteria set by DepEd.

Criteria	Points
Education	20
Teaching Experience	15
LET/PBET Rating	15

Specialized Training and Skills	10
Interview	10
DemonstrationTeaching	15
Communication Skills	15
<b>Total</b>	<b>100</b>

A teacher applicant must obtain 70 points to be included in the Registry of Qualified Applicants (RQA).



Figure 1. Paradigm of the study

**METHODOLOGY**

**Research Design**

The research is descriptive. Descriptive research provides an accurate portrayal of characteristics of a particular individual, situation or a group. (Fraenkel and Wallen, 1994). The study will describe the profile - and skills of teacher applicants and the implications to the hiring guidelines of Dep .

**Respondents**

The respondents are the 40 teacher applicants in Jones West District for the School Year 2014-2015.

**Instrument**

A modified questionnaire composed of two parts was used in the study. Part I deals with demographic profile of the teacher applicants and Part II is about their perceptions on their skills in communication, leadership, human relation, research, decision making and ICT.

**Data analysis**

The data gathered were subjected to statistical method. Frequency ,percentages and means were used to analyze the data.

The rating scales were used to determine the extent and adequacy of the skills of the teacher applicants. For statistical purposes, the range below was used.

Range	Interpretation	
4.50-5.00	To a great extent	Highly adequate
3.50-4.49	To some extent	Moderately adequate
2.50-3.49	To a limited extent	Not quite Adequate
1.50-2.49	To a very limited extent	Slightly adequate
1.00-1.49	Not at all	Not adequate

**RESULTS AND DISCUSSION**

Table 1- Profile of Teacher Applicants in terms of sex, age, civil status, ethnicity, religion, and address

Sex	Frequency	Percent	Civil Status	Frequency	Percent
Male	3	7.50	Single	23	57.5
Female	37	92.5	Married	17	42.5
Total	40	100	Total	40	100
Age			Ethnicity		
20-23	19	47.5	Ilocano	34	85
24-27	11	27.5	Itawes	5	12.5
28-31	4	10	Yogad	1	2.5
32-35	4	10	Total	40	100
36-39	1	2.5			
40-43	1	2.5			
Total	40	100			

It can be gleaned from the table the following profile:

**Sex.** There are 40 teacher applicants. Three are male and 37 are female. The applicants are predominantly female. This reaffirms that teaching is dominated by female teachers.

**Age:** The applicants' ages range from 20 to 43. The youngest applicant is 20 years old while the oldest is 43.

**Civil Status.** Twenty –three ( 23) of the applicants are single while 13 are married. There are more single applicants than married.

**Ethnicity.** The applicants come from different ethnic groups such as Ilocano, Yogad, and Itawes. There are more Ilocano teacher applicants.

Jones West District is dominated by Ilocanos. Yogad and Itawes are considered IPs. For applicants who may be assigned to a school located in an IP community and/or serving IP learners, knowledge and proficiency in the language(s) and culture of the concerned IP community shall be validated with the following: Can speak the community's language with adequate fluency and ease to discuss various concerns with adults in the community supported by a certificate of language proficiency to be presented to elders. Has undergone training related to the indigenization of teaching-learning process.

The profile of the teacher -applicants show they come from different cultural backgrounds.

Table 2- Profile of Teacher Applicants in terms of College/ university graduated from

College/University Graduated from	Frequency	Percent
Isabela State University, Jones Campus	26	65
Northeastern College	2	5
Patria Sable Corpuz College	1	2.5
Philippine Normal University- North Luzon	8	20
St Louis University	1	2.5
NVSU, Bayombong	1	2.5
ULS. Santiago City	1	2.5
Total	40	100

Teacher –applicants graduated from private and state universities. The private colleges and university are Northeastern College, Patria Sable Corpuz College, St Louis University and University of La Sallette. The state universities are Isabela State Universities, Philippine Normal Universities and Nueva Vizcaya State University.

Most the applicants graduated from state universities. Twenty-six (26 or 65%) are graduates of Isabela State University. This can be attributed to the fact the Isabela State University Jones Campus is right in the town. Eight or 20% are graduates of the Philippine Normal University. The other 15% are graduates of private colleges in the region.

There is a rich pool of teacher applicants in Jones West District.

Table 3. Profile of Teacher Applicants in terms of Undergraduate and Graduate Degree and Specialization

Degree and Specialization	Frequency	Percent
BEED	33	82.5
BEED with Certificate in Early Childhood Education	1	2.5
BEED with units in Pre School Education	3	7.5
BEED with Specialization in Mathematics	1	2.5
BSE-English	2	5
Total	40	100
Graduate Degree	Frequency	Percent
MAED with earned units	6	15
MAED	1	2.5
		<b>17.5</b>

The table shows that all the teacher –applicants possess the educational qualifications. They hold the appropriate Bachelor Degrees and those who hope to be accommodated either in Kindergarten or elementary have earned education units to qualify them for the positions. It is interesting to note that one (1) applicant is already a Master’s Degree holder and six (6) have already units in Master of Arts. This is a sign that the teacher –applicants manifest a desire to improve themselves professionally since they would be also leaders someday.

Education has 20 points (DepEd Order). Education shall be rated in terms of the applicant’s academic achievement. Hence, all subjects with corresponding units must be included in the computation. Rating of Education is based on the following equivalents, with 1.0 as the highest and 3.0 as the lowest. Example, 1.0 is equal to 18.00 points and 3.0 is equal to 6.6 points.

Out of 40 applicants, 30 have General Weighted Average (GWA) of 1.6 or 14.40 points.

The Philippine Normal University-North Luzon is recognized as Center of Excellence in Education in Region 02. The graduates as applicants are often praise in their demonstration teachings. Unfortunately, the eight applicants who were graduates of PNU got lowest at 2.0 or 12.00 points. The rests of the applicants scored better in Education. They got higher GWAs. This caused too much dismay to the eight applicants that they went back to PNU and informed the Associate Dean of their predicament. They even suggested the faculty should not be so rigid in giving grades. Because of the GWA, they are often outranked by other applicants.

The GWA representing Education of the applicants presents a big hurdle for struggle towards professionalism. The teacher education institution particularly state universities should consider this issue on GWA without sacrificing academic quality.

Table 4. Licensure Examination for Teachers (LET) Rating

LET Rating	Frequency	Percent
75-76	21	52.5
77-78	7	17.5
79-80	7	17.5
81-82	4	10
83-84	1	2.5
Total	40	100

All teacher-applicants are Civil Service eligible. Their LET rating that ranged from 75-84.

According to the evaluation criteria, ratings of applicants in the LET/PBET shall have the following equivalent points. 87 and above= 15; 84-86= 14; 81-83=13; 78-80=12; and 75-77=11. Ratings of applicants range from 11 to 14.

Teacher eligibility is a strong factor in employment. It gives edge in terms of better job or career prospects and financial advantages related to better pay than being ineligible. Majority claim that a teacher’s eligibility status enhances classroom productivity and effectiveness.

Having credentials, or being qualified, makes one eligible for a job, but normally just being qualified is not enough to get hired. It depends upon to those who conduct interviews and evaluate their work to determine which people in the pool are best suited for the job. (Pasion, 2013).

The list authorities and the results of their studies clearly indicates that a teacher should be professionally equipped to ensure excellent teaching-learning outcomes. There is no doubt that teachers should also be qualified but according to authorities, qualifications are only fragment from among the elements of exemplary job performance

This is another struggle towards professionalism among the teacher applicants.

Table 5- Profile of Teacher Applicants in terms of seminars and trainings attended

School Level	Frequency	Percent
1. Conference on Literary Experience	1	2.5
2. Classical Instructional Materials	1	2.5
3. Basic Training on Computer Literacy and Computer Assisted Instruction	1	2.5
4. Empowering 21 <sup>st</sup> Century Teachers thru Multiple Intelligences and Teaching Strategies	2	5
5. Abot Alam Multi-Sectoral Convergence	1	2.5
6. Panagkaykaysa 2011 Leadership Training	1	2.5
7. Gender Equality Training	1	2.5
8. Child Protection Policies and Diversity Learners Classroom Management	1	2.5
9. DUBS	1	2.5
10. Tutor in Education On Wheels	2	5.0
11. Computer Literacy Course	1	2.5
		<b>32.5</b>
District Level	Frequency	Percent
Advocacy Training on Child Protection	8	20
Computer Literacy Course	5	12.5
Test Construction	4	10
Advocacy on Climate Change and Global Warming	1	2.5
Practical Spoken English Program	1	2.5
Enhancing Instruction in Standard K-12	1	2.5
Empowering 21 <sup>st</sup> Century Teachers	1	2.5
Gender Development	1	2.5
2013 ALS Orientation	1	2.5
		<b>57.5</b>
Municipal Level	Frequency	Percent
Campus Journalism	1	2.5
Computer Programming	1	2.5
Understanding by Design Redefining Effective Teaching Strategies	1	2.5
Computer Hardware Servicing	3	7.5
Software Application Training	3	7.5
		<b>22.5</b>
Division Level	Frequency	Percent
Enrichment Seminar Workshop for Kinder Teachers	5	12.5
Division Schools Press Con	1	2.5
GSP Training	1	2.5
Division Training for Grade 2	3	7.5
K-12 Rationale and Transition	2	5
Enhancing Instruction in Standards Based Curriculum for a Seamless K-12		
Implementation of the Universal Kindergarten	1	2.5
Dance Sports Development Program	1	2.5
Basic Course for Troop Leadership	1	2.5
		<b>37.5</b>
Regional Level	Frequency	Percent
Leadership Training	1	2.5
Enhancing Teaching Competencies of Kinder Teacher	1	2.5
First Regional Training of Private Elementary Supreme Pupil Gov't Officers	1	2.5

Kindergarten Catch-up Educational Program	1	2.5
<b>National /International Level</b>	Frequency	Percent
International Training ACTION Research	11	27.5
Private Teachers on Grade 3 Curriculum of the Enhanced Basic Education Program	1	2.5
Responsible Classroom Management	1	2.5
Designing and Using Standards Based Assessment and RUBRICS for Science	1	2.5
Fundamental Training Skills for Kinder Teachers	1	2.5
Effective Classroom Management and Intervention for Bullying	1	2.5
		<b>40</b>

It can be gleaned from the table that the teacher applicants have attended seminars and trainings at different levels to keep up with the demands of teaching. They have trainings on curriculum, strategies, preparation of instructional materials, classroom management, alternative education, scouting, gender development, rights of children, and computer /technology literacy.

Specialized training for skills development in fields related to the work, duties, and functions of the teacher position shall be given a maximum of 10 points. In the assignment of points, the following should be met: presentation of a certificate of at least ten days' training= 5 points or nothing and demonstration of the skill= 5 points or nothing (RQA).

The seminars and training attended by the applicants were at different levels and were all good for one day or two days for national and international seminars. It is a common knowledge that attending to national and international seminars are costly. Registration fees range from Php5,000 to Php10,000 which very few applicants can afford.

The profile of the teacher applicants in terms of trainings shows they want to be competent and effective teachers. This can be in response to the challenges of the 21st century place demands on young teachers to be good teachers. They need to be resilient learners, and learn from seminars and training. And to be flexible teachers, ready to use different learning strategies to navigate and adapt to a rapidly changing world. If teacher-applicants are to achieve this they must have effective 'teachers of learning', who fully understand the process of learning – and the best way for teachers to achieve this is to become learners themselves ([www.innovationunit.org](http://www.innovationunit.org)). But the effort to qualify for the RQA was to no avail. They have attended in-service trainings but not enough to meet the required points.

Again, the applicants suffered setbacks in terms of trainings and seminars. This another struggle towards professionalism.

Teacher-applicants have also taken learning entirely into their own hands by attending formal conferences even at school levels. These are being organized by school heads all over the province, and hundreds of teachers and applicants are attending – not because anybody is telling them to, but because they are hungry to learn more about their job. Now, the more pressing reason is to qualify for the RQA. They have to struggle more to score high in the evaluation.

Table 6. Teacher-Applicants Special Training and Skills

<b>National Certificate II</b>	Frequency	Percent
Food Processing	2	5
Caretaker Training Course	1	2.5
<b>Special Skills</b>	Frequency	Percent
Computer skills	21	52.5
Basic sign language	1	2.5
Cooking	5	12.5
Basic Braille reading and writing	1	2.50
Letter cutting	1	2.50
Playing volleyball	4	10.0
Dancing	6	15.0
Playing guitar, musical instruments	2	5.0
Singing	1	2.5
Drawing	4	10.0
Poem writing	1	2.5
Hardware servicing	1	2.5

As shown in the table, the only four applicants possess skills in food processing, caretaker training, basic braille and hardware servicing which are not directly related to their teaching jobs. It is interesting to note, they possess talents in music and arts..

Teaching is a dynamic profession and, as new knowledge about teaching and learning emerges, new types of expertise are required by educators. Teachers must keep abreast of this knowledge base and use it to continually refine their conceptual and pedagogical skills. The field of inquiry that has had most significance for teachers and teaching is that of how students learn. The growing evidence base about student learning forms a compelling case for engaging teachers in highly effective professional learning and has profound implications for what is taught, how it is taught, and how learning is assessed (Bransford et al. 2000). In short, teacher applicants must possess skills relevant to their jobs.

Table 7. Teacher-Applicants' membership to organizations

Organizations	Frequency	Percent
School Paper	2	5
SPED Club	1	2.5
Lectors and Commentators	1	2.5
JIGLO	1	2.5
Young Educators Club	2	5
Teatro Paddaraffung	1	2.5
Christian Evangelical Fellowship	1	2.5
		<b>22.5</b>

The table shows applicants are members of several organizations although the membership was during their pre-service education. Some of the organizations are university and department –based like the school paper, Young Educators' Club, SPED Club and Teatro Paddaraffung. The rests are religious in nature like Lectors and Commentators, Christian Evangelical Fellowship. The Jones Isabela Green Ladies Organization is a civic organization composed of wives of local government officials, and women in government and non-government offices as well as housewives who love community service. Involvement in organizations develop social competencies they need to be able to work with other people.

Bascia (1997) commented that involvement in teacher organizations “offers teachers opportunities to participate in curricular and organizational development activities as well as access to decision-making, information, and resources”, which, in turn, provide the foundation for other leadership and advocacy work.

Involvement to organizations is not included in the evaluation criteria but can be a factor in assessing the decision-making skills and human relation skills of the applicants.

Table 8. Profile of Teacher Applicants in terms of their occupational data, and Current employment status

Nature of Occupation	Frequency	Percent
Teaching	31	77.5
Non-Teaching	9	22.5
		<b>100</b>
Current Employment Status if Teaching		
Substitute	5	12.5
Volunteer	13	32.5
Local School Board (LSB)	3	7.5
Contractual	1	2.5
Private Tutor	2	5
Teacher in Private Schools	7	17.5
		<b>77.5</b>

Thirty-one (31) or 77.5% of the applicants are already teaching. Five (5) have been hired as substitute, contractual, work as tutor and seven (7) are teaching in private schools. There are 13 who are volunteers. They teach without compensation. When asked about their status, the applicants confided they need experience to earn higher points in the ranking/evaluation. To have experience is to offer free teaching services while waiting for vacancies.

Those hired as substitutes are those with MA degree and units. They are those with teaching experiences already. The younger applicants particularly the new LET passers got low or no points in experience.

Teaching experience in all levels even prior to passing the LET is given 1.50 points for every school year but shall not exceed 12 points. For every month of service, 0.15 point shall be given. Example: 8 months=1.20 points/10 months=1.50 points. The full 0.15 point per month of teaching experience shall be given to the applicants who have come from schools and institutions that are government accredited or recognized. TeacherPH.com.Certificate/s of employment are used to determine validity of teaching experience.

Only two (2), the 43 year-old and the 38 year-old applicants who have taught for several years in private schools and with Master's Degree and units in MA got good scores. The rests flanked.

The teacher applicants in their desire to gain points in teaching experience volunteer to teach in some schools- be it public or private. They have to struggle to earn points for the next evaluation and have greater chances of employment.

The Division Selection Committee interview applicants on topics such as professional experiences, instructional skills, technology/computer skills, classroom discipline, knowledge of content/materials, planning skills, relationship with administrators, staff, parents and students, and personal qualities. Maximum is 10 points (RQA).

The teacher applicants assessed their competencies using the modified questionnaire. Results are presented in tables and are analysed using descriptive mean.

Table 9. Descriptive Mean of the communication skills of teacher applicants

Communication Skills	Mean	Interpretation
1. Express ideas in clear and logical manner	2.85	To a limited extent/ Not quite adequate
2. Use various forms and styles of written communication	2.90	To a limited extent/ Not quite adequate
3. Use grammatically correct language and vocabulary	2.78	To a limited extent /Not quite adequate
4. Listen with objectivity to gain understanding on the ideas of others	3.28	To a limited extent/ Not quite adequate
	<b>2.95</b>	To a limited extent/ Not quite adequate

Data on the table show that teacher applicants' communication skills is to a limited extent and not quite adequate. This indicates the teacher applicants have yet to learn to express their ideas in clear and logical manner, be proficient in grammar, both in oral and written communication and be adept at getting the ideas of other people. The teacher applicants will have to take conscious efforts to communicate proficiently and effectively.

The teacher applicants' communication skills is quite below the standard set by DO 7, s. 2015. To pass the evaluation, there is a need to improve their communication skills.

However, there is a language proficiency examination every evaluation period. Most of the applicants, during an interview, admitted they got low scores in the examination. To enhance their communication skill in English, they expressed a desire to enroll in a Language Proficiency Program.

This inadequacy in communication competence can be cascaded to the school where the teacher applicants graduated or finished the degree. It may propel the institution to provide pre-service training in Language Proficiency for the students who perform low in their English subjects. Anyway, the teacher applicants carry the name of their Alma Mater so it would be beneficial for both to ensure that the graduates will have better employment opportunities.

Table 10. Descriptive Mean of Human Relation Skills of Teacher applicants

Human Relation Skills	Mean	Interpretation
1. Demonstrate effective social behaviour in a variety of setting and under different circumstances	3.20	To a limited extent/ Not quite adequate
2. Responds to the needs of colleagues in the workplace	3.30	To a limited extent/ Not quite adequate

3. Apply effective conflict relation skills	2.90	To a limited extent /Not quite adequate
4. Foster professional relationship with people in the workplace	3.38	To a limited extent/ Not quite adequate
5. Exhibit cooperative and supportive relations with others	3.4	To a limited extent/ Not quite adequate
	<b>3.24</b>	To a limited extent/ Not quite adequate

The table shows teacher applicants perceived their human relation skills are still limited and not quite adequate. This implies that teacher applicants have to enhance their human relations skills.

Table 11. Descriptive Mean of Leadership Skills of teacher applicants

Leadership Skills	Mean	Interpretation
1. Stimulate collaborative efforts with colleagues in the workplace	3.23	To a limited extent/ Not quite adequate
2. Motivate, mobilize and inspire people to move toward the goal of the organizations	3.25	To a limited extent/ Not quite adequate
3. Organize and coordinate people and tasks to achieve the organization's goal	2.90	To a limited extent /Not quite adequate
4. Facilitate effective implementation of Programs of the department/ school/ organization	3.03	To a limited extent/ Not quite adequate
5. Maintain self-control in the midst of stressful encounters with group members.	3.35	To a limited extent/ Not quite adequate
6. Take responsibility and risks in making decisions	3.08	
	<b>3.14</b>	To a limited extent/ Not quite adequate

The leadership skills of the teacher applicants are to a limited extent and not quite adequate as shown by the mean 3.14. They manifest highest rating in maintaining self-control in the midst of stressful encounters with group members but they perform lowest in organizing and coordinating people and tasks to achieve the goal of the organization. Leadership and responsibility skills include the ability of individuals to work with the interest of the larger community in mind, to inspire others by example, and to capitalize on the strengths of others to achieve a common goal ( Partnership for 21st Century Learning, 2009) The applicants are aware of their still inadequate skills along leadership and responsibility. Their perception indicates they still need training and experience to be highly effective leaders.

Table 12. Descriptive Mean of the Problem Solving Skills of Teacher Applicants

Problem Solving Skills	Mean	Interpretation
1. Identify the underlying issues in a problem	3.03	To a limited extent/ Not quite adequate
2. Examine alternative solutions and strategies to make an informed decision on the problem	3.05	To a limited extent/ Not quite adequate
3. Develop a clear plan to solve the problem	3.1	To a limited extent /Not quite adequate
4. Evaluate action for making future decisions	3.05	To a limited extent/ Not quite adequate
	<b>3.06</b>	To a limited extent/ Not quite adequate

The problem-solving skills of the teacher applicants is to a limited extent or not quite adequate. Problem-solving capability is included in productivity and accountability category of 21st century skills. Skills that fall into the "productivity and accountability" category include: setting and meeting goals, prioritizing needs, managing time, working ethically, and collaborating and cooperating

with colleagues and clients. The Partnership for 21st Century Skills (2009) maintains that teachers should be able to manage projects; set and meet goals; prioritize, plan, and manage work; produce results; multitask; work positively and ethically; be accountable for results; and collaborate and cooperate effectively with teams.

Table 13. Descriptive Mean of the Research Skills of Teacher Applicants

Research Skills	Mean	Interpretation
1. Identify research problems in one's discipline	2.80	To a limited extent/Not quite adequate
2. Formulate testable hypothesis	2.73	To a limited extent/Not quite adequate
3. Demonstrate knowledge of various data gathering technique	2.93	To a limited extent/Not quite adequate
4. Apply appropriate statistics in processing data	2.73	To a limited extent/Not quite adequate
5. Analyze and interpret research results	2.63	To a limited extent/Not quite adequate
6. Draw conclusions and generalizations from research data	2.88	To a limited extent/Not quite adequate
7. Use technology to acquire needed information	2.98	To a limited extent/Not quite adequate
	<b>2.81</b>	To a limited extent/Not quite adequate

Data shows the research skill of the teacher applicants is to a limited extent, or not quite adequate. Research skill is among the 21<sup>st</sup> century skills that teachers should possess..

Due to the increasing volume of information available, teachers, students, and other stakeholders are faced with diverse, abundant information choices. Additionally, evermore so, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. The uncertain quality and expanding quantity of information pose large challenges for the effectual application of relevant information. The mere abundance of information will not in itself create a more informed citizenry without a related set of abilities necessary to use information effectively (LearnHigher, 2006 in Daugherty, 2015). Hence, to be an effective 21<sup>st</sup>-century teacher, a teacher must first possess the very same 21st-century research skills that their students are expected to have. And, in addition to those skills, they must be able to help all of their students obtain and develop 21st-century skills. (<http://www.eschoolnews.com/2011/09/09/five-characteristics-of-an-effective-21st-century-educator/3/>)

Table 14. Descriptive Mean of Information and Technology Skills

Information and Technology Skills	Mean	Interpretation
1. Start up, log in, and shut down computer properly	3.7	To some extent/Moderately adequate
2. Understand and manage the file structure of a computer	3.83	To some extent/Moderately adequate
3. Create documents and various types and save in a desired location	3.53	To some extent/Moderately adequate
4. Print document	3.63	To some extent/Moderately adequate
5. Email using a common email program	3.23	To a limited extent/Not quite adequate
6. Make presentations through the computer	3.48	To a limited extent/Not quite adequate
	<b>3.57</b>	To some extent/Moderately adequate

Teacher applicants possess to some extent moderately adequate information and technology skills. This shows they need more training to acquire the 21st Century Information, Media, and Technology Skills. The literature on 21st century media skills argues that it is essential for individuals to be able access, understand, and analyze media and media messages. This skill set includes the ability to understand media bias and the ways in which media influences beliefs and behaviors. A media literate teacher will be

able to understand ethical issues surrounding the production of and use of various media forms and critique the inclusion or exclusion of opinions or factual information in media reports. 21st century media skills also refer to the ability of individuals to effectively create and deliver media products. Teachers need skills in critically evaluating and creatively producing representations in a variety of media (<http://www.eschoolnews.com/2011/09/09/five-characteristics-of-an-effective-21st-century-educator/3/>).

The over all mean of 3.57 shows the teacher applicants possess to a limited extent or not quite adequate skills of the 21<sup>st</sup> century teachers. The teacher applicants barely meet the qualification standards of the Department of Education. The world of teaching in the 21<sup>st</sup> century is highly competitive. The applicants have to fully equip themselves with skills the Department of Education requires and expects from them. They have to excel and stand out personally and professionally.

### Implications

Teacher applicants are busy people, and it might be argued that lack of time prevents them from really learning, evaluating and reflecting upon the 21st century skills Dep Ed expects from them. And yet in all of the situations described in this paper, there are evidences of teacher applicants collaborating with other teachers and professionals to expand their knowledge and skills.

The desire to learn is strong among the teacher applicants, but it is important that they are given adequate platforms – both at a school and system level – to pursue it.

The profile of teacher applicants, their perceived skills and the environment of hiring indicate a dynamic struggle towards professionalism. Teaching is a complex and challenging work. Teacher applicants need in-depth knowledge of the subject areas they teach, how students learn that content and an understanding of classroom environments that optimise learning. They need access to ongoing, high quality professional learning opportunities to develop and enhance the necessary skills and understandings. Like the members of other professions, teachers need to be continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional. As Sockett (1993 in Osmond-Johnson, 2015) stated, “*Professionalism requires that we go beyond the classroom performance or classroom activity as descriptors of teaching acts to the complete and complex role a teacher fulfill. Public education needs teachers who are able to not only shine in the categories mentioned within the classroom but are also able to undertake the demands of partnership with other professionals, of collaborative leadership, and of a wider role within the school.*”

### CONCLUSION

The profile of teacher applicants show they come from different cultural backgrounds: sex, age, ethnicity, education, school graduated from, training, and experiences. They perceived 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 teacher applicants hardly meet the evaluation and selection procedure and criteria in hiring teachers. It is very difficult for them to meet the 70 points to be included in the Registry of Qualified Applicants.

There is a dynamic struggle towards professionalism. With the challenge of the 21<sup>st</sup> century education through the existing hiring guidelines of the Department of Education, 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 teacher applicants can be an authentic supplementary basis for hiring new teachers. The profile is the teacher applicant’s portfolio that showcases his/her qualifications.

### RECOMMENDATION

The Department of Education Jones West District should consider the result of this study. They may consider revision or modification of points assigned to every criterion. For example, demonstration teaching and interview be given higher points than trainings attended. This will lessen the big gap between the old and new applicants.

The Department of Education should furnish teacher training institutions a copy of the Department Order on Qualification Standards and results of committee evaluation. The information can be a basis of enriching the pre-service preparations of the prospective teachers.

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