



## RECOGNIZING THE INCLUSION OF SCHOOL HEADS' CONTEXT IN DEPED'S HIRING GUIDELINES

by Froilan B. Manas



### HIGHLIGHTS

- ✓ Cognizant of the responses of the different heads of schools and the wisdom these responses provide; it is encouraged that being steadfast, progressive, decisive, deferent, and ingenuine be given a certain percentage in the criteria for hiring teacher 1 applicants.
- ✓ School heads put premium importance on the manifestation of being steadfast, progressive, decisive, deferent, and ingenuine by teachers.
- ✓ Being steadfast towards work is one of the most desired attribute preferred by school heads.



### INTRODUCTION

In 2015, DepEd issued Department Order number 7 detailing the guidelines for hiring of Teacher 1 applicants. In the issuance, teaching experience (20 pts), LET/PBET rating (15 pts), specialized training and skills (15 pts), interview (10 pts), demonstration teaching (10 pts) and communication skills (15 pts) are the basic criteria the DEPED employers are looking for in an applicant.

DepEd D.O No. 7 s. 2015 was followed by D.O no. 22 s. 2015. The earlier issuance focused on alignment of the interview with general skills- teaching ability, classroom management and school fit while later reorganized, expanded and specified some skills. While there is an existing guideline for hiring teacher 1 applicants in DepEd, the study explored on the school heads' thoughts, and perspectives on what behavior are to be manifested by teachers in the workplace. This context of the school heads may be given a part in the guidelines of hiring teacher applicants.

Having all these be specified and included in the order, it is assumed that such are attributes that the government prefers of its teachers to have acquired as they initially enter the workplace. While there is an existing guideline for hiring teacher 1 applicant in DepEd, the study explored on the school heads' thoughts, and perspectives on what behavior are to be manifested in the workplace. Significantly, good behavior in the workplace contributes to a positive work environment, which in turn benefits both employers and employees. The context of the school heads may be given a part in the guidelines of hiring teacher applicants.



## METHODOLOGY

The study used the mixed method particularly the exploratory sequential design. As such, data were collected initially for the first objective through an interview guide from the 60 school heads purposefully selected using the maximal variation sampling. These qualitative data were then treated using thematic analysis. Themes derived from the responses were brought back to select respondents for validation and confirmation of whether the themes generated captured their thoughts. Tool development for second and third objective followed using the themes earlier generated as indicators for the survey questionnaire.



## FINDINGS

### Behavior Preferred by School Heads to be Manifested in the Workplace

The school heads' preferred behaviors are categorized as steadfast, progressive, decisive deference, and ingenuity as presented in figure 1. These characteristics preferred are further best demonstrated towards themselves, their clients, and their work.

#### Steadfast

Being steadfast as a preferred attribute by the employers revolves around the idea of employees who demonstrate the ability of being committed/dedicated or passionate in-service teachers towards themselves, towards their clients, and work. This is identified by the key informants considering *"the demands of the present Philippine Educational System"* and such, *"preference to this attribute is basic because it is where other behavior could emanate from, and if teachers exhibit this, they can also be patient, emphatic, creative, and adaptable to change"*.

Contextually, the school heads perceived their in-service teachers as their partners in molding the learners in the domains of knowledge, skills, and attitudes. Learners, as center of the educative process and learning must be guided and facilitated well in any academic task. Considering this situation, the respondents emphasized that this is one of their goals. To realize this, the key informants believed that the employees should manifest being steadfast in being goal oriented and driven to succeed.

Notably, the respondents furthered that they have preference on the attribute of an in-service teacher to demonstrate the characteristic of being a *"lover of learning"*. This attribute as identified by the respondents as *"in service teachers who are willing to learn, one who does not stop from learning through personal and professional development trainings or activities making them open to things and empower them"*.

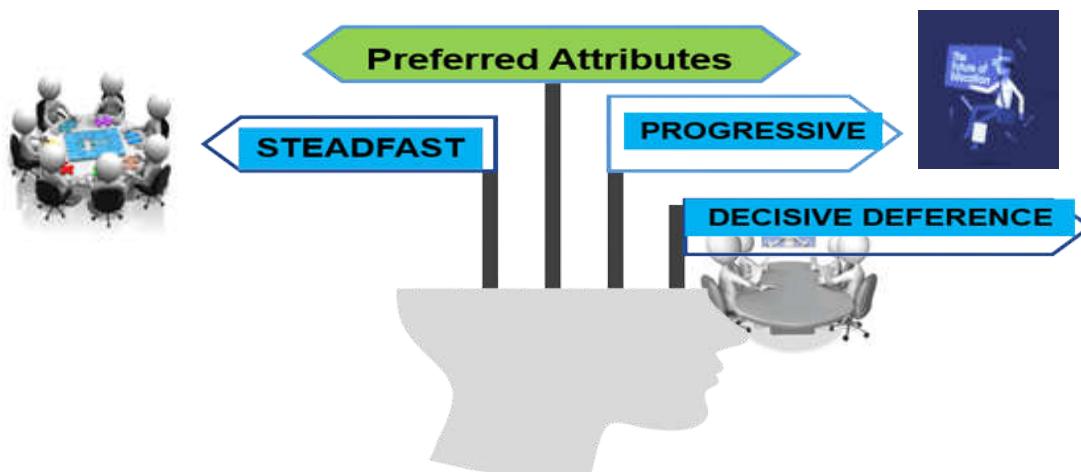


Figure 1: School heads preferred behavior in the workplace

On the other hand, teaching is a myriad of tasks. As such, to execute all of these, it demands also all aspects of knowledge, skills, and values. One needs to know how to balance, see the relationship, and do these tasks in a manner that to a certain degree, none of these will be sacrificed. The respondents claimed that being steadfast towards work, one has to "*manifest genuine love to teach not just work, or may pagmamahal sa trabaho*". It is with this love of work that one goes beyond what is required. The nature of work or teaching as seen with executing with "*loves whatever s/he does*" makes the employee "*go beyond what is asked from him/her in implementing the curriculum.*"

During the process of interview, this is one if not the most emphasized part of the trait of being a steadfast. As profoundly expressed, and mentioned by the respondents, existence of teachers, school heads and schools are greatly attributed to whom we put on the stage, the learners. With this, the key informants deliberately mentioned that one has to realize that all undertakings in the school are for the learners which are needed for their survival. As a respondent posited, "*They (in-service teachers) should be knowledgeable on how to focus on the preparation of the students for a world that is totally unknown*". Therefore, to have the state of steadfast towards clients, one respondent asserted the demonstration of the principle of "*in loco parentis*"-treatment of pupils like they are the parents (personal touch)."

## **Progressive**

With this preferred attribute by the respondents, progressive quality relates to the idea of being flexible, adapt and the ability to be ready to change while having the right attitude and disposition. Still for this attribute, the responded preferred to be manifested by the employees towards their work, and themselves.

The current era has been described as full of volatility, uncertainty, complexity, and ambiguity (VUCA). This situation in fact has affected all sectors including education. Though it poses opportunities, it challenges also the teaching and learning processes, understanding of learners, concretization of the curriculum etc. In response to this scenario, one school head emphasized the preferred attribute that "*teachers need to be adaptive, flexible, and open to change. Teachers need to be ready to improve themselves and their workmanship.*"

*In addition to this, the respondents mentioned that the attribute progressive towards work include being open-minded. This is necessary because "teachers will learn a lot from new ideas. If the employees are open-minded, then they could accept comments from their fellow teachers and likewise feel free to give comments to others in order to improve the learners' performance or of the school as a whole".*

Further, another respondent expressed that such characteristics of the attribute progressive towards work (adaptive to change is important, "*will help employees to cope better under stressful situations at work, increase productivity levels, overcome challenges, and improve interpersonal relations.*"

In order to adapt in the workplace, one considers the right attitude and disposition in life. As such, one respondent suggested, "*accepting limitations and willingness to be taught and learn and widen horizon.*"

## **Decisive Deference**

It is noted that being an employee in a certain organization, hierarchy of positions and ranks are observed vis-à-vis with their expected roles and responsibilities to be executed. As such, to ensure harmonious relationship to exist, respect and humble submission not only for the office is expected but most importantly, to all people involved in the organization.

The school heads expressed that one of their preferred behavior to be possessed by the employees is decisive deference towards stakeholders. While respect of authority is expected from the employees, the respondents opined that they (employees) "*need to convey what they like and follow rules and regulations of the department*". Further, "*in dealing with others, including higher ups, there is a need to stand for the employees to stand up on what they believe is right, that they need not be swayed by the decisions of others.*"

The respondents claimed that in order to survive considering the multitude of tasks, one has to possess, "*the characteristics of being innovative, creative, and resourceful.*" In this way, the employees will have to maximize existing resources in the school to make the teaching and learning smooth and effective. Another respondent added, "*it is expected that the employee possesses also the characteristics of somebody who initiates activities or activities related to his field*". This characteristic towards work under decisive deference signifies the cooperation and collaborative attitude of employees.

## **Ingenuity.**

The following discussion present ingenuity as a preferred attribute by the respondents. As presented earlier in being steadfast, commitment encompasses other attributes. In relation, as one respondent claimed, "*The reason behind possessing the attributes of Love of work and dedication to go beyond what is asked of them is that they can easily extend their services to the pupils if needed to improve quality education. Furthermore, they can innovate ways of teaching, strategies, and instructional materials to motivate pupils to learn more across discipline.*" This is recognized as an essential aspect of an elementary teacher. The respondents asserted that such ingenuity towards work leads the teachers to utilize their resources in preparing their instructional resources while exercising their instructional leadership.

**CALL TO ACTION**

	Cognizant of the responses of the different heads of schools and the wisdom these responses provide; it is encouraged that being steadfast, progressive, decisive, deferent, and ingenuine be given a certain percentage in the criteria for hiring teacher 1 applicants.
	Teacher Education Institutions (TEIs) have to maintain linkage with their graduates in the field as relevant stakeholders and resources for constantly upgrading and enhancing the curriculum. Thus the TEIs curriculum will not only be compliant to prescriptions but will evolve into a field-based curriculum.
	A "communication flow" be established serving as a medium for school heads to communicate their standards of expectation as this affects the degree of performance of their teachers.
	DepEd may consider provision of ways of contextualizing the inclusion of school heads' perspectives in its guidelines of hiring teacher applicants.

**MAJOR REFERENCES**

Department of Education Order No. 42 s. 2017  
Department of Education Order No. 7 s. 2015

**ABOUT THE MATERIAL**

Informing Policy and Practice is published quarterly by the Institute of Social Research and Development and R & E Publications Office of Benguet State University. It synthesizes findings from research and development activities, or presents results of quick survey and opinion poll on social, economic, and policy issues and concerns affecting the Cordillera region. It also distills the key messages and provides recommendations for the information and consideration of relevant stakeholders and policymakers.

**Institute of Social Research and Development  
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2601 La Trinidad, Benguet, Philippines  
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