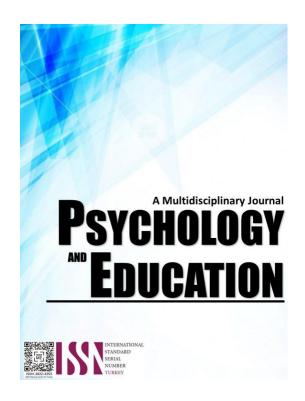# EMPLOYMENT MANAGEMENT IN THE PUBLIC SCHOOLS: A PROPOSED RECRUITMENT, SELECTION, AND PLACEMENT SYSTEM

Employment Management in the Public Schools: A Proposed Recruitment, Selection, and Placement System

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Abstract

The study aimed to comprehensively overview the experiences encountered by public school employees during the recruitment, selection, and placement (RSP) process within the DepEd Bohol Division. Employing a qualitative-descriptive research design, the researchers utilized a phenomenological approach to delve deeply into these experiences, shedding light on the nuances and intricacies of the division's RSP process. As Lambert et al. (2013) described, qualitative-descriptive studies aim to provide a comprehensive and detailed summary of specific events experienced by individuals or groups in everyday terms. To achieve this, Colaizzi's (1978) data analysis method was applied, meticulously gathering, transcribing, and analyzing recorded participant responses. The rigorous analysis revealed that an overwhelming 81% of the participants recognized significant challenges within the current RSP system of the division, underscoring the pressing need for a renewed approach to address these identified challenges. This highlighted the necessity for an RSP policy that is responsive and innovative, tailored to meet the evolving needs and expectations of applicants, schools, and the division. By implementing improvements to the RSP process, a more efficient and timely filling of vacated and newly available positions is anticipated, contributing to the seamless functioning of the educational system and ultimately enhancing the prospects of success.

Keywords: *employment management, rsp process, recruitment selection and placement*

Introduction

Employment management is essential to running a successful school and supports teachers' and students' success and well-being. Therefore, to enhance student success and foster a pleasant and supportive learning environment, schools must ensure that all positions are filled immediately with the right staff once these become vacant or available. If they fail to do so, student achievement, teacher morale, and administrative responsibilities may all suffer and may negatively affect the delivery of quality education in schools.

The process of filling vacant positions in schools is governed by the Human Resource Management core strategies of the Department of Education (DepEd), which is bureaucratic and rigid, in contrast to the hiring practices of private schools, which enjoy greater autonomy in choosing the employees they wish to hire. The recruitment, selection, and placement (RSP), in particular, includes policies and processes on the application, evaluation, selection, and appointment for school positions pursuant to the 1987 Constitution, the Administrative Code of 1987, and Civil Service rules and regulations. Following the RSP process, the Schools Division Office (SDO) typically posts the position on its website, accepts applications, and holds evaluations and interviews. Candidates are added to the Registry of Qualified Applicants (RQA) after achieving a particular score, and only then are they considered for any open opportunities.

While crucial to DepEd's efforts to select the most qualified and capable people to work as teachers and support personnel in schools, the RSP process has also drawn criticism from candidates, applicants, and school administrators, notably at DepEd Bohol Division. There appears to be a problem with the recruitment and selection process, as evidenced by the comments made by applicants on the Human Resource Management Facebook page of the DepEd Bohol Division.Consequently, in an informal interview conducted by the researcher with the school head of San Agustin National High School in Sagbayan District, it was found that the delays in filling vacant positions have been a perennial problem not only in the school but also in other schools within the division. He added that the absence of timely job fillings results in higher class numbers, less individualized attention for students, and obviously, a loss of continuity in the instruction given to learners, all of which negatively affect the quality of education provided. As such, it is significant to study the RSP process, as only limited studies are conducted in this area.

In this study, the researcher aims to contribute to Psychology and Education by identifying improvement areas and proposing more effective and efficient solutions that address possible challenges and problems at the source, ultimately reducing the time

and resources required to fill vacated and newly opened positions in schools and ensure the smooth operation of the educational system and the success of students.

Research Questions

This study's primary purpose is to provide an overview of public school employees' experiences in the DepEd Bohol Division's recruitment, selection, and placement (RSA) process. Specifically, this study sought to answer the following questions:

1. What are the experiences encountered by the respondents when they underwent the recruitment, selection, and placement process of the DepEd Bohol Division?
2. What is the assessment of the respondents based on their experiences?

Literature Review

Human Resource Management (HRM) encompasses a multifaceted spectrum of fundamentally vital functions for organizations' seamless and effective operation. These functions collectively form the backbone of organizational structure and growth, with each element contributing to the cohesive functioning of the entity. Among these intricate functions, hiring, supervising, and evaluating personnel emerge as paramount, directly shaping the composition and performance of the workforce.

In the context of the DepEd Bohol Division, an educational institution tasked with nurturing the next generation's minds, the orchestration of human resources assumes an even greater significance. Here, human capital management is not just about administrative processes; it becomes an intricate interplay between administrative necessities and the pursuit of academic excellence. The teachers and staff within the division not only carry out administrative duties but also play a pivotal role in shaping the educational experiences and outcomes of the students they engage with.

In response to the national call for heightened excellence and fairness in human resource management, as exemplified by the Philippine Civil Service Commission's (CSC) "Program to Institutionalize Meritocracy and Excellence in Human Resource Management" (PRIME-HRM), the core principles of HRM take on a central role. The CSC's establishment of four distinct HRM

systems—Recruitment, Selection, and Placement (RSP); Learning and Development (L&D); Performance Management (PM); and Rewards and Recognition (R&R)—sets a comprehensive standard that aligns with international benchmarks. These principles ensure that human resource practices across government offices and agencies, including educational institutions like DepEd Bohol Division, adhere to a standard of excellence and fairness.Within this ensemble of HRM systems, the Recruitment, Selection, and Placement (RSP) system emerges as a crucial component. Serving as the gateway through which educational institutions engage with potential employees, the RSP system has a profound impact on the overall dynamics of the organization. This impact is not limited to administrative matters; it extends to the broader context of educational quality and organizational performance.

According to Stephen et al. (2019), the recruitment, selection, and placement processes are not mere administrative steps but channels through which organizational objectives are translated into action. This translates to a direct connection between effective personnel selection and the broader outcomes of the organization. In the context of educational institutions, where educators play an instrumental role in shaping young minds, the significance of this connection becomes even more pronounced.

As the initial step, recruitment is a beacon that attracts and identifies potential candidates. Smart Recruiters (2023) defines recruitment as a strategic process that involves attracting candidates and evaluating their compatibility with the organization's culture and requirements. The subsequent selection process evolves into a delicate dance, where various methods such as interviews, assessment tests, and reference evaluations are orchestrated to identify the most suitable candidate for the role. This intricate process ensures that the individuals who join the organization are skilled and aligned with its values and objectives.

Placement, the culmination of this choreography, is a carefully guided process. It involves integrating the chosen candidate into the organizational framework to foster a seamless transition. This process includes preparation, negotiation, and ensuring that the candidate's skills and aspirations align with the organization's needs. This strategic approach to placement enhances the chances of the candidate's success within the organization.In the case of educational institutions like DepEd Bohol Division, the challenges, and intricacies of the RSP system are further nuanced by the unique demands of the

education sector. DepEd Order No. 66, series 2007, serves as a guiding directive that shapes the recruitment, selection, and placement processes within DepEd divisions. This order provides a structured framework ensuring efficiency and adherence to ethical and procedural standards.

The intersection of these prescribed guidelines and the realities of the educational landscape underscores the intricate symphony of HRM within the DepEd Bohol Division. This research embarks on a voyage into the heart of the RSP process within this educational context. This exploration is a quest to uncover the rhythm and patterns that have shaped the RSP process over time, shedding light on the challenges faced and the strategies employed.

As the curtain rises on this scholarly endeavor, it is essential to weave together the threads of theoretical foundations, legal frameworks, and practical intricacies. The Strategic Human Resources Management theory provides a guiding framework that helps contextualize and analyze the HRM practices within the educational sphere. Furthermore, DepEd's normative directives, such as DepEd Order No. 66, offer a lens through which to understand the intricacies of the RSP process within the larger educational policy landscape. And finally, international HRM standards provide a benchmark against which the practices of the DepEd Bohol Division can be evaluated. This research aims to contribute to the ongoing symphony of HRM practices within the educational sector, mainly focusing on the RSP process. By delving into the historical context, identifying patterns, and recognizing challenges, the research seeks to illuminate a path forward. This path is not just about administrative efficiency; it's about fostering an environment where the selection and placement of human resources resonate with the broader goals of educational excellence and organizational growth.

Methodology

The study employed a qualitative-descriptive research design using a phenomenological approach to provide a rich and detailed understanding of the experiences of public school employees during the recruitment, selection, and placement processes in the DepEd Bohol Division. As Lambert et al. (2013) described, qualitative-descriptive studies aim to provide a comprehensive and detailed summary of specific events experienced by individuals or groups in everyday terms.

This research design is beneficial when researchers seek to understand a phenomenon deeply and explore participants' perspectives and experiences. It helps to understand who was involved, what was involved, where things occurred about the events being studied, and how participants experienced and perceived those events. Therefore, the qualitative descriptive approach was an appropriate choice for this study to provide a detailed and nuanced understanding of the recruitment, selection, and placement processes in the DepEd Bohol Division from the perspective of public school employees.

Participants

The study aimed to gather information about the recruitment, selection, and placement (RSP) processes in the DepEd Bohol Division. To achieve this, a sample of 157 public school employees from the division was selected through purposive sampling. The selection criteria included having two years or less of service as of December 2022 and being employed in a school that belongs to the top 10 regarding placement rate in the last three years in their respective congressional district. The researcher believed these criteria would ensure the participants had recent and relevant experiences with the RSP processes.

Instruments of the Study

This study utilized a structured interview guide to gather information from public school employees about their experiences during the recruitment, selection, and placement process in the DepEd Bohol Division. Although a semi-structured interview guide may have been more appropriate for this research study, the structured interview guide was used because it focused on the overall experience, and follow-up questions were unnecessary. Any responses that deviated from the set parameters were redirected back to the questions within the scope of the study.

The interview guide was divided into four parts: Introduction, Interview Proper (Recruitment, Selection, and Placement sections), Reflection, and Conclusion, and it was conducted in simple English. The same structure was used for the open-ended online survey designed for the other half of the participants, with responses outside the outlined questions excluded from the analysis.

Procedure

The study began with the researcher requesting permission from the Schools Division Superintendent

to conduct the research. Once permission was granted, the researcher coordinated with the school principals of the identified schools before conducting either the online interview sessions or the online open-ended survey with the participants under their jurisdiction; this was a crucial step as it ensured that the researcher could reach the intended participants and obtain their consent to participate in the study.

Given the size of the DepEd Bohol Division, the researcher conducted the interview sessions per congressional district. Before the interviews were conducted, the researcher explained the purpose of the study to the participants and ensured each respondent corresponded to the predefined criteria. It is to be noted that the participants had expressed explicit consent before the interview was conducted. Moreover, to gather non-biased responses, the participants were asked to respond truthfully without reservations but were assured of the confidentiality of their responses. Using an interview guide to collect data through a video recorder and the online open-ended survey questionnaire were sound decisions, allowing the researcher to capture the participants' responses accurately.

Once all interview sessions were conducted and the open-ended survey responses were retrieved, the recorded responses were tallied, transcribed, and analyzed using Colaizzi's (1978) data analysis methods. This method involves identifying and categorizing meaning units or themes, allowing the researcher to develop detailed descriptions and interpretations of participants' experiences. This process was vital as it helped ensure the findings were reliable, valid, and representative of the participants' experiences.

The findings were presented and interpreted accordingly after generating and tabulating all the themes. Using an interview with the personnel officer of the DepEd Bohol Division to validate and further implicate the findings was a valuable step as it provided a more comprehensive understanding of the results; this helped to ensure that the findings were accurate and representative of the broader context in which the study was conducted.Finally, the findings and implications were used as the basis for the recommendations; this was a crucial step as it helped to ensure that the research was relevant and helpful in addressing the issues identified in the study.

Ethical Considerations

In the pursuit of conducting an ethically sound research study, careful attention was paid to several essential ethical considerations. These considerations were integral to maintaining the rights, dignity, and well-being of the participants involved in the investigation. This narrative sheds light on two pivotal aspects of ethical conduct: informed consent and privacy and confidentiality.

The informed consent process marked the initial step in ensuring the ethical integrity of the study. Before the interviews, participants were given an approved letter containing their names, indicating that the division office had authorized their participation. It is important to note that the participants did not receive any incentives or compensation for their involvement in the study and did not directly benefit from the findings. Moreover, the researcher ensured that the study posed no harm or undue pressure on the participants. No known risks were associated with participating in the study. Thus, following these ethical guidelines, the researcher maintained the research process's integrity and upheld the participants' welfare.

Results and Discussion

This section presents the findings according to the study's research questions. Colaizzi's (1978) data analysis method was used in tallying, transcribing, and analyzing the recorded responses.

The section encompasses distinct tables representing various study variables. Specifically, four tables (Tables 1 to 4) provide vital insights into the experiences of public school employees relative to the recruitment, selection, and placement process of the DepEd Bohol Division. These tables collectively offer comprehensive information to enhance understanding of the research outcomes.

The primary objective of this research is to provide an overview of the experiences of public school employees in the recruitment, selection, and placement (RSP) process of the DepEd Bohol Division. The data collected from the survey and interviews were analyzed using thematic analysis and presented in tables. The findings were interpreted based on the research questions and objectives of the study.

Experiences in the selection process

Table 1. *Experiences encountered in the selection process of DepEd Bohol Division*

Theme Cluster	Emergent Theme
Long queues Disorganized procedures	Organizational issues
Difficulty in getting a slot Exhausting process Inconvenient process Lack of timely updates Time-consuming process Rushed process Announcements were not clear	Process-related challenges
Vague criteria Non-transparent scoring mechanisms	Transparency issues
Distant selection venue Overcrowded venue	Venue issues

The first emergent theme highlights organizational issues encountered during the selection process, including long queues and disorganized procedures. This suggests that the selection process was inefficient and lacked proper planning, leading to delays and inconvenience for the applicants. The second emergent theme focuses on the process challenges related to the selection process, including difficulty getting a slot, exhausting and time-consuming processes, and lack of timely updates. This suggests that these challenges could have caused stress and frustration for the applicants, affecting their overall selection process experience. The third emergent pertains to transparency issues, such as vague criteria and non-transparent scoring mechanisms; this suggests that the employees may have felt that the selection process was unfair or biased, as they were not given clear guidelines and did not fully understand how their performance was evaluated. Finally, the emergent theme highlights venue issues, including distant and overcrowded venues; this indicates that the physical environment of the selection process may have contributed to the employees' negative experiences.

In the same way, as in the previous section, the division's personnel officer was interviewed to gain valuable insights into the challenges of the selection process; she again confirmed these issues and further explained the selection, specifically the ranking committees' role in assessing candidates for different teaching positions. It is important to note that the selection process takes around two weeks to complete and another two weeks for the committee to answer result-related questions. Furthermore,

according to her, the publication of the RQA was consistently delayed by one month after the start of the subsequent school year's classes, which led to delays in filling open school posts. These delays have significant implications, such as the disruption of the learning process due to understaffing.

Experiences in the recruitment process

Table 2. *Experiences encountered in the recruitment process of DepEd Bohol Division*

Theme Cluster	Emergent Theme
Long queues Disorganized procedures	Organizational issues
Difficulty in getting a slot Exhausting process Inconvenient process Lack of timely updates Time-consuming process Rushed process Announcements were not clear	Process-related challenges
Vague criteria Non-transparent scoring mechanisms	Transparency issues
Distant selection venue Overcrowded venue	Venue issues

The emergent theme, "Administrative challenges," includes theme clusters such as the unavailability of designated personnel, lack of timely updates, and misplacement of critical documents, which suggests that the participants needed help with the administrative aspects of the recruitment process, such as delays and errors in processing their applications. The second emergent theme, "Cost-related issues," includes theme clusters such as the costs to produce/reproduce documents and travel costs which suggests that the participants faced financial burdens in complying with the requirements of the recruitment process. The third emergent theme, "Affective challenges," includes theme clusters such as uncertainty of the process, stressful process, and deadline pressure. This suggests that the participants experienced emotional challenges, such as anxiety and pressure, during recruitment. The fourth emergent theme, "Process-related challenges," includes theme clusters such as a complicated process, inconvenient process, lengthy process, and extensive prerequisites. This suggests that the participants found the recruitment process complex and burdensome, with many requirements and procedures that they had to comply with.

The researcher interviewed the division's personnel officer to understand better the challenges the study identified. The personnel officer acknowledged the issues mentioned in this section and explained that the division's size necessitated the hiring process's delegation to schools. This involved applicants submitting three copies of their supporting documents, the school conducting an initial ranking, and sending copies of the results and documentation to the division office, which was time-consuming.

Experiences in the placement process

Table 3. *Experiences encountered in the placement process of DepEd Bohol Division*

Theme Cluster	Emergent Theme
Lack of orientation Lack of onboarding	Lack of onboarding
Costs to produce documents Travel costs	Cost-related challenges
Extensive requirements Complicated requirements Confusing process Difficult process Inconvenient process Time-consuming process Delays in the appointment release	Process-related challenges

The first emergent theme is "Lack of orientation," which includes the theme cluster "Lack of onboarding."; this suggests that newly hired employees needed to be provided with sufficient orientation and onboarding support. This lack of orientation and onboarding could lead to a difficult adjustment period for the new employees and impact their job performance. The second emergent theme is "Cost-related challenges," which includes the theme cluster "Travel costs."; this implies that employees incurred additional travel expenses to comply with the placement process requirements. These additional expenses may create a financial burden for the employees, especially those with limited financial resources. The third emergent theme is "Process-related challenges," which includes the theme clusters "Extensive requirements," "Delays in the appointment release," and "Confusing process."; this suggests that the placement process has several challenges that make it difficult for employees to comply. These challenges include complicated, confusing, and time-consuming requirements and delays in releasing appointment papers. These challenges may negatively

impact the candidates' overall experience and satisfaction with the placement process. The information provided by the division's personnel officer sheds light on the newly hired teachers' appointment process and the school onboarding process. However, the process has several delays, leading to frustration and inconvenience for candidates.

The division's personnel officer mentioned that the process for verifying the appointment of teachers is lengthy and can result in additional delays. This process involves school administrators submitting recommendations to the office for approval, and if another school has already appointed the teacher, the recommendation is rejected, causing further delays. The pre-employment requirements also take days or weeks to complete, further delaying the appointment procedure. Additionally, the attestation process by the Civil Service Commission takes a month or two, causing further delays in salary processing. Furthermore, schools have the autonomy to decide on their onboarding process, which can result in varying procedures for integrating new teachers. While the division office offers the Teacher Induction Program, it is conducted after integrating new teachers for logistical reasons. Instead, the program is typically carried out in batches in the middle of each school year; this can result in new teachers needing to be fully equipped with the necessary skills and knowledge to be effective educators in the classroom.

Table 4. *Features of the new system*

Theme Cluster	Emergent Theme
Quick assistance Reliable assistance	Helpdesk feature
Innovative platform Highly efficient platform User-friendly user interface	Innovative, efficient, and user-friendly
Accessible online Submit applications online Track applications online	Online accessibility
Clear calculation of scores Accessible scores Clear remarks for	Score transparency

Participants' assessment

The emergent theme is the "Helpdesk feature," which includes the theme clusters of "quick assistance" and "reliable assistance."; this suggests that the proposed

system should have a helpdesk feature that provides quick and reliable assistance to applicants. The second emergent theme is "Innovative, efficient, and user-friendly," which includes the theme clusters of "innovative platform," "highly efficient platform," and "user-friendly user interface."; this indicates that the proposed system should be innovative, highly efficient, and have a user-friendly interface to ensure ease of use and satisfaction among users. The third emergent theme is "Online accessibility," which includes the theme clusters of "accessible online," "submit applications online," and "track applications online."; this suggests that the proposed system should have an online platform that allows applicants to submit their applications and track the status of their applications. Finally, the fourth emergent theme is "Score transparency," which includes the theme clusters of "clear calculation of scores," "accessible scores," and "clear remarks for score transparency."; this indicates that the proposed system should have a clear and transparent scoring system that allows applicants to access their scores and understand the basis for their evaluation.

Conclusion

This comprehensive study's culmination sheds light on the formidable challenges that currently beset the recruitment, selection, and placement (RSP) process within the DepEd Bohol Division. Rather than mere roadblocks, these challenges illuminate the pressing necessity for a paradigm shift toward a more adaptive and innovative RSP policy. This recalibration is imperative to establish a congruence between the aspirations of applicants, the operational vitality of educational institutions, and the overarching goals of the division.

The intricate web of complexities woven throughout the existing RSP process serves as a compelling impetus for reform—a call to action with the promise of significant transformation. By engineering an RSP framework that is agile and responsive, the DepEd Bohol Division can effectively address the prevailing hurdles. The expeditious filling of vacancies and the swift staffing of new positions will fortify the administrative machinery and empower the educational realm to flourish uninhibited.

The implications of this study cascade beyond the precincts of a singular administrative entity as the insights gleaned herein possess the potential to reverberate across the broader educational spectrum. As institutions across the nation grapple with the intricacies of human resource management, this study stands as a compass, charting a course toward a more efficacious and equitable RSP landscape. After all, by embracing innovation and malleability, educational systems can fashion an ecosystem where the symbiosis of institutional needs and individual aspirations blossoms into a harmonious symphony of progress.

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