

Perceptions, Motivations, and Experiences of the Newly Hired Public School Teachers on the 2023 Hiring Policy Guidelines

Evelyn Juntilla- Amora, Ebrahim Alpe A. Simpal

Mindanao State University- General Santos City, Philippines
Email Address : evelyn.amora101@deped.gov.ph

Research Article



Open-access & Peer-reviewed
Received: 8 Apr 2025
Available: 30 Jun 2025

ABSTRACT

The educators positioned at the front of the classroom significantly influence the quality of basic education. Frequent changes in regulations may obscure the fairness, transparency, and adherence to educational principles of the recruitment process. This research aimed to ascertain the perceptions of newly appointed public school teachers in Region XII, Philippines, regarding the recruiting procedure established by Department Order No. 007, series of 2023. This policy influenced the evaluation of Teacher I job candidates. They were now evaluated according to a new set of criteria and a point system. Utilizing a descriptive-correlational study methodology, we acquired 333 insights from novice teachers. The majority were motivated to study diligently and acquire knowledge due to the new laws. They also expressed a comprehensive understanding of the recruitment process. There were discernible linkages among their objectives, experiences, and perspectives, but not very robust. Educators from diverse departments had similar objectives and perspectives, although their actual experiences varied significantly. There is a need of regularly evaluating recruitment procedures, offering comprehensive support to new teachers, and including schools, communities, and families in the hiring procedure. These efforts have the potential to enhance the educational system for everyone by making it more egalitarian, beneficial, and effective.

Keywords: education, hiring, policy

INTRODUCTION

In recent years, the education sector in the Philippines has undergone a significant transformation marked by changes in policies, regulations, and assessment methods. One pivotal change that has garnered attention is the implementation of Department Order No. 007, series of 2023, which introduced a new criterion and point system for hiring Teacher 1 positions. This policy shift is poised to have far-reaching implications for both aspiring educators and the educational landscape in the country. The primary goal is to enhance the selection process for teaching positions by introducing a more comprehensive and objective evaluation system. The new system is a departure from the traditional hiring process as it incorporates multiple criteria for selection, including academic qualifications, performance evaluations, and other relevant factors. These changes have led some applicants to question whether the process provides equitable opportunity for all candidates. Aspiring educators in the Philippines are typically motivated by a deep passion for education and a strong desire to impact students' lives positively.

However, the new system may influence their career aspirations, as the emphasis on specific qualifications and competencies could impact their prospects for employment, particularly in Region XII. Moreover, understanding and navigating the intricacies of the point system has proven to be a challenge for teacher applicants. They must grapple with questions regarding the weight of each criterion and how to maximize their scores to stand out. Furthermore, despite the intentions behind the new hiring policies, there have been numerous challenges reported by stakeholders. Issues such as the transparency of the recruitment process, fairness in the evaluation of candidates, and the adequacy of support for newly hired teachers have surfaced. According to a 2022 survey conducted by the Teacher's Association of the Philippines, 45% of respondents expressed concerns over the clarity of the hiring criteria, while 35% felt that the process lacked transparency. These issues highlight the need for a thorough examination of the current hiring guidelines and their impact on the teachers who navigate them. Understanding the experiences of newly hired teachers is crucial for several reasons. Firstly, their perceptions and motivations provided valuable feedback that can be used to refine the hiring policies, ensuring they meet the needs and expectations of prospective teachers. Secondly, addressing the challenges faced by these teachers can lead to higher job satisfaction and retention rates, which are vital for maintaining a stable and effective educational workforce. This study contributed to the ongoing discourse on improving teacher recruitment and support systems in the Philippine education sector.

Recent studies have explored various aspects of teacher recruitment and retention. For instance, Pujol (2018) examined the factors influencing teacher retention in public schools and found that support during the initial years of teaching was a critical determinant. Similarly, Martinez and Cruz (2020) highlighted the importance of transparent and fair hiring practices in attracting high-quality candidates. More recently, Santos and Delos Reyes (2022) investigated the impact of hiring policies on teacher performance and concluded that comprehensive onboarding programs significantly enhance new teachers' effectiveness and job satisfaction. Additionally, Simpal and Robles (2024) observed that while newly hired teachers demonstrate a high level of awareness—particularly in terms of professional responsibility and evidence-based teaching practices—gaps in digital infrastructure can hinder the full realization of their instructional potential. This highlights the importance of aligning hiring and selection policies with the availability of supportive teaching environments. For many newly hired public school teachers, the 2023 Hiring Policy Guidelines have marked both a fresh start and a daunting challenge. While they bring enthusiasm and a sense of purpose to their roles, these teachers are also navigating a system full of expectations. Some feel inspired to make a difference in students' lives, especially when they see the value of strong parent-teacher partnerships, as emphasized by Cariaga (2023), but building those relationships takes time—something not always afforded in a fast-paced school environment.

The broader state of education in the country, described by Cariaga (2023), continues to evolve, and new teachers often find themselves having to adapt quickly to policies that may feel unfamiliar or overwhelming. They're also expected to teach 21st-century skills like critical thinking and collaboration (Cariaga, 2024), yet many feel unprepared to fully deliver on these expectations due to limited training and guidance. Despite this, some are driven by the hope of creating learning experiences that are socially meaningful and culturally relevant, echoing the ideas of Cariaga and ElHalaissi (2024). Others, especially those assigned to rural schools, face the added difficulty of working with limited access to technology and learning resources (Cariaga, Pospos, & Dagunan, 2024). These experiences shape how newly hired teachers view the profession—not just as a job, but as a journey filled with both inspiration and uncertainty. Even when highly competent and motivated individuals are selected, inadequate infrastructure can limit their effectiveness, especially in integrating digital tools into classroom instruction. Therefore, alongside rigorous and fair hiring processes, there must be parallel investments in school infrastructure to ensure that newly hired teachers are not only well-qualified but also well-equipped to succeed in modern, technology-integrated classrooms.

Statement of the Problem

The main objective of this study was to determine the perceptions, motivations, and experiences of the newly hired public school teachers on the 2023 hiring policy guidelines (Department Order No. 007, series of 2023) in Region XII. Specifically, this study sought answers to the following questions:

- 1) What is the level of perception of the newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII in terms of
 - a) transparency and clarity;
 - b) fairness; and
 - c) impact of qualifications?
- 2) What is the level of motivation of the newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII in terms of
 - a) career advancement;
 - b) job security; and
 - c) professional fulfillment?
- 3) What is the extent of the experiences encountered by the newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII in terms of
 - a) understanding of the criteria;
 - b) documentation and paperwork; and
 - c) objectivity?
- 4) Is there a significant relationship between the levels of perception and motivation of the newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII?
- 5) Is there a significant relationship between the levels of motivation and the extent of experiences encountered by the newly hired public school teachers on the 2023 Hiring Policy Guidelines in Region XII?
- 6) Is there a significant difference in the levels of perception of the newly hired public school teachers on the 2023 Hiring Policy Guidelines across Divisions?
- 7) Is there a significant difference in the levels of motivation of the newly hired public school teachers on the 2023 Hiring Policy Guidelines across Divisions?
- 8) Is there a significant difference in the extent of the experiences encountered by the newly hired public school teachers on the 2023 hiring policy guidelines across divisions?

MATERIALS AND METHODS

Study Area

This study was conducted in Region XII particularly the eight (8) schools divisions, namely, Sarangani, General Santos City, South Cotabato, Koronadal City, Cotabato, Tacurong City, Kidapawan City, and Sultan Kudarat which encompassed the SOCKSARGEN area in the Philippines. The research focused on the perception, motivation, and experiences of the newly hired public school teachers on the 2023 hiring criteria and point system for the public school Teacher 1 position (Department Order No. 007, series of 2023).

Sampling Design

A sample size of three hundred thirty-three (333) newly hired public school teachers was determined using the Cochran formula and proportionate allocation stratified random sampling. The Cochran formula was a widely used method for calculating an appropriate sample size that ensured a desired precision and confidence level and accounted for the estimated proportion of the attribute present in the population. By employing the Cochran formula, the researcher determined a sample size that provided reliable and representative data for the study. Proportionate allocation stratified random sampling was then employed to ensure that the sample accurately reflected the distribution of the newly hired public school teachers across Schools' Divisions in Region XII. This sampling technique enabled the researcher to obtain various and a descriptive sample of newly hired public school teachers, certifying that the findings derived from the quantitative data applied to the larger population of newly hired public school teachers in Region XII—SOCKSARGEN.

Research Instrument

As for the collection of data, the primary data consisted of a survey questionnaire for quantitative variables. A modified questionnaire was used as the research instrument. The questionnaire had undergone validation by experts from the Department of Education and Mindanao State University following the validation tool developed by Robles (2019). The questionnaire was revised based on the expert validators' suggestions, comments, and recommendations before data collection. The survey questionnaire in the study underwent reliability testing to assess its internal consistency with a Cronbach's alpha of 0.95. The Internal Consistency Reliability Test, specifically Cronbach's Alpha, was employed to determine the instrument's reliability. The

questionnaire focused on the level of perceptions, motivations, and experiences encountered by the newly hired public school teachers on the 2023 Hiring Policy Guidelines for the public-school Teacher 1 position. The instrument was researcher made- questionnaire and it used a 5-point Likert Scale.

Data Analysis

To determine the level of perceptions of the newly hired public school teachers on the 2023 hiring policy guidelines for the teacher 1 position (Department Order No. 007, series of 2023) in Region XII in terms of transparency and clarity; fairness; and impact of qualifications, frequency count and weighted mean were used.

To determine the level of motivation of the newly hired public school teachers on the 2023 hiring policy guidelines for the teacher 1 position (D.O. No. 007, s. 2023) in Region XII in terms of career advancement; job security; and professional fulfillment, frequency count and weighted mean were used. To determine the extent of the experiences encountered by the newly hired public school teachers in the 2023 hiring policy guidelines for the teacher 1 position (Department Order No. 007, series of 2023) in Region XII in terms of understanding of the criteria; documentation, and paperwork; and objectivity, frequency count and weighted mean were used.

Moreover, to investigate the significant relationships and distinctions among variables concerning the perceptions, motivations, and experiences encountered by the newly hired public school teachers across different divisions under the 2023 hiring policy guidelines for teacher 1 positions (as outlined in Department Order No. 007, series of 2023), a variety of statistical tests and techniques were employed. To evaluate the data's distribution, the Shapiro-Wilk Test was conducted. This test's purpose was to determine whether the data sets conformed to a normal distribution. The collected data was found not to follow a normal distribution, the nonparametric Spearman rho was utilized to determine the significant relationships among variables. Additionally, the nonparametric Kruskal-Wallis Test was applied to determine the significant difference of the variables across divisions in Region XII.

RESULTS AND DISCUSSION

Table 1. The Level of Perception of the Newly Hired Public School Teachers based on the 2023 Hiring Policy Guidelines

Indicators	Mean	SD	Description
Transparency and Clarity	4.62	0.36	Very High
Fairness	4.71	0.35	Very High
Impact of Qualifications	4.69	0.39	Very High
Overall Mean	4.67	0.34	Very High

The perception of newly hired public school teachers in Region XII regarding the 2023 Hiring Policy Guidelines for the Teacher 1 position can be examined through the lenses of transparency and clarity, fairness, and the impact of qualifications. The summary of the level of perception of newly hired public school teachers based on the 2023 Hiring Policy Guidelines for the Teacher 1 position in Region XII, as depicted in Table 1.4, shows a highly positive perception across various key indicators.

The two highest means are observed in the indicators of fairness ($M = 4.71$, $SD = 0.35$) and impact of qualifications ($M = 4.69$, $SD = 0.39$). Both indicators received a Very High rating, suggesting that the newly hired teachers perceive the hiring process as fair, equitable, and heavily emphasizing qualifications. These perceptions are critical as they ensure that the recruitment process is seen as just and that it prioritizes the selection of highly qualified educators. The two lowest means, although still high, are seen in the indicators of transparency and clarity ($M = 4.62$, $SD = 0.36$) and the overall mean ($M = 4.67$, $SD = 0.34$). Both indicators received a Very High rating, indicating a consistently positive perception but slightly less intense compared to fairness and the impact of qualifications. The overall mean score across all indicators is 4.67, with a standard deviation of 0.34, indicating a Very High level of perception. This consistency suggests a strong positive consensus among newly hired teachers regarding the various aspects of the hiring process. The hiring process in Region XII is widely perceived

as effective, particularly in terms of fairness, transparency, procedural clarity, and its strong emphasis on applicants' qualifications. These perceptions are critical in cultivating trust and positive morale among newly hired teachers, which, in turn, influence their professional commitment and performance. Research by Pichler et al. (2020) highlights that transparent and merit-based hiring practices contribute significantly to employee trust and long-term organizational engagement. Additionally, Podsakoff et al. (2007) found that perceived fairness during recruitment enhances job satisfaction and organizational citizenship behavior. Emphasizing qualifications during hiring has also been linked to improved teacher quality and student achievement, as demonstrated by Rockoff et al. (2011), who argue that rigorous selection based on credentials and competencies is a key predictor of instructional effectiveness. These findings collectively underscore the imperative of upholding high recruitment standards to attract and retain competent, dedicated educators who can drive educational success and foster meaningful learning outcomes.

Table 2. The Level of Motivation of the Newly Hired Public School Teachers Based on the 2023 Hiring Policy Guidelines

Indicators	Mean	SD	Description
Career Advancement	4.74	0.34	Very High
Job Security	4.70	0.36	Very High
Professional Fulfillment	4.73	0.30	Very High
Overall Mean	4.72	0.27	Very High

The motivation of newly hired public school teachers in Region XII, based on the 2023 Hiring Policy Guidelines for the Teacher 1 Position, can be assessed through the lenses of career advancement, job security, and professional fulfillment. The guidelines support career growth by clearly outlining opportunities for teachers to develop their skills and qualifications, thus motivating them to progress professionally. Job security plays a crucial role as well, with the policy offering transparent criteria and processes that ensure stable and fair employment, alleviating concerns about job continuity. Furthermore, the policy fosters professional fulfillment by recognizing achievements and providing opportunities for teachers to make meaningful contributions to the educational community, which enhances their sense of purpose and job satisfaction. Together, these elements of the hiring policy significantly contribute to the motivation and overall morale of newly hired teachers, ensuring their dedication and enthusiasm in their roles.

Table 2 shows the Level of Motivation of the Newly Hired Public School Teachers Based on the 2023 Hiring Policy Guidelines. The two highest means are observed in the indicators of Career Advancement ($M = 4.74$, $SD = 0.34$) and Professional Fulfillment ($M = 4.73$, $SD = 0.30$). Both indicators received a Very High rating, indicating that newly hired teachers feel highly motivated by the opportunities for career advancement and professional fulfillment offered by the hiring process. These perceptions are crucial as they highlight the potential for growth, development, and meaningful contributions within the teaching profession. The two lowest means, although still high, are seen in the indicators of Job Security ($M = 4.70$, $SD = 0.36$) and the overall mean ($M = 4.72$, $SD = 0.27$). Both indicators received a Very High rating, suggesting a strong positive perception but slightly less intense compared to career advancement and professional fulfillment. The overall mean score across all indicators is 4.72, with a standard deviation of 0.27, indicating a Very High level of motivation among newly hired teachers. This consistency suggests a strong positive consensus among newly hired teachers regarding the various aspects of the hiring process. The implications of these findings are far-reaching for educational policy and practice. The hiring process in Region XII is perceived not only as fair and transparent but also as a key driver of teacher motivation by offering clear pathways for career advancement, job security, and professional fulfillment. These motivational factors are crucial for fostering job satisfaction and reducing attrition among newly hired educators. According to Kini and Podolsky (2016), early access to meaningful career development opportunities significantly contributes to teacher growth and long-term retention. Similarly, García and Weiss (2019) found that job security plays a pivotal role in reducing teacher turnover and ensuring continuity in instructional quality. In addition, Day and Gu (2007) emphasize that professional fulfillment—rooted in purpose, support, and achievement—is essential for sustained teacher engagement and instructional effectiveness. Collectively, these insights reinforce the importance of maintaining rigorous, supportive, and motivating

recruitment frameworks to attract and retain highly committed educators, ultimately enhancing school performance and student learning outcomes.

Table 3. The Extent of the Experiences Encountered by the Newly Hired Public School Teachers Based on the 2023 Hiring Policy Guidelines

Indicators	Mean	SD	Description
Understanding of the Criteria	4.65	0.43	Very Great
Documentation and Paperwork	4.69	0.46	Very Great
Objectivity	4.69	0.44	Very Great
Overall Mean	4.67	0.37	Very Great

The extent of the experiences encountered by newly hired public school teachers based on the 2023 Hiring Policy Guidelines can vary depending on several factors, including the clarity, transparency, and efficiency of the hiring process. Teachers' experiences are shaped by their understanding of the criteria, the documentation and paperwork involved, and the objectivity of the selection process. When the guidelines are clear and straightforward, teachers generally have positive experiences, feeling confident in their understanding of the requirements and expectations. However, challenges may arise if the criteria are unclear, the paperwork is cumbersome, or subjective factors influence decision-making. Overall, the experiences of newly hired teachers are influenced by how well the guidelines promote fairness, transparency, and efficiency in the hiring process, which significantly impacts their motivation, job satisfaction, and trust in the system. Table 3 shows a summary of the extent of experiences encountered by newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII, encompassing understanding of the criteria, documentation, paperwork, and objectivity. The table presents means, standard deviations, and descriptive ratings for each indicator. The two highest means are observed in the indicators of Documentation and Paperwork ($M = 4.69$, $SD = 0.46$) and Objectivity ($M = 4.69$, $SD = 0.44$). Both indicators received a Very Great rating, indicating that newly hired teachers perceive the documentation requirements and objectivity of the hiring process positively, recognizing the clarity, transparency, and fairness in these aspects. The two lowest means, although still high, are seen in the Understanding of the Criteria indicator ($M = 4.65$, $SD = 0.43$). These indicators also received a Very Great rating, suggesting that while these aspects are perceived positively, there may be some challenges in fully understanding the hiring criteria, which could impact the overall experience of newly hired teachers. The overall mean score across all indicators is 4.67, with a standard deviation of 0.37, indicating a Very Great extent of experiences encountered overall. This suggests that newly hired teachers generally perceive the hiring process in Region XII as positive, with minor areas for improvement in understanding criteria. The overall implications of these findings are substantial for improving teacher recruitment systems. The hiring process is generally perceived as effective and systematically organized, with newly hired teachers reporting positive experiences regarding the clarity of documentation, perceived objectivity, and understanding of selection criteria. Nevertheless, the findings also suggest a continuing need for periodic review and refinement of hiring protocols to ensure sustained transparency, fairness, and consistency across contexts. Clear and transparent hiring procedures are essential in fostering trust in the system. Rutkowski, Rutkowski, and Plucker (2012) assert that clearly communicated selection processes contribute to applicants' perceptions of procedural justice, which in turn enhances organizational trust and teacher morale. García and Weiss (2019) also emphasize that objectivity in recruitment decisions—anchored in data-driven and criterion-based evaluations—helps to mitigate implicit biases and ensure equitable opportunities for all applicants. These insights underscore the critical importance of maintaining high standards in recruitment practices to create a supportive, equitable, and professional entry experience for teachers—an essential foundation for teacher satisfaction, retention, and ultimately, educational quality.

Table 4. Relationship between the Levels of Perception and Motivation of the Newly Hired Public School Teachers Based on the 2023 Hiring Policy Guidelines

Variables	Mean	r_s value	Degree of Relationship	p-value	Remark
Perception	4.67	0.3688	Positive Weak	0.0000	Significant
Motivation	4.72				

A significant relationship between the levels of perception and motivation of newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII is evident through various key indicators. Perceptions regarding the hiring process, such as transparency, fairness, and clarity of criteria, directly influence the motivation levels of teachers. When teachers perceive the hiring process positively, feeling well-informed, supported, and assured of their career advancement opportunities, their motivation levels are likely to be higher. On the other hand, negative perceptions, such as ambiguity or unfairness in the hiring process, can dampen motivation levels. This relationship underscores the importance of implementing hiring policies that promote transparency, fairness, and clear communication to foster a motivated and engaged teaching workforce, ultimately contributing to improved performance and job satisfaction among newly hired teachers in Region XII.

Table 4 presents the relationship between the levels of perception and motivation of newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII. The Pearson correlation coefficient (r) value between perception and motivation is 0.3688, indicating a positive weak relationship. The p -value of 0.0000 suggests that this relationship is statistically significant, meaning that the correlation observed is unlikely to have occurred by chance. Since the p -value (0.0000) is less than 0.05, there is a significant relationship between levels of perception and motivation of the newly hired public school teachers in Region XII based on the 2023 Hiring Policy Guidelines. The correlation coefficient of $r_s = 0.3688$ indicates that there is a weak positive relationship between the two variables. The degree of relationship between the two variables may be weak but their relationship is still significant because of the large sample size. The overall implications of these findings are noteworthy, particularly in understanding the nuanced relationship between teachers' perceptions and their motivation. Although the correlation between perception of the hiring process and motivation is statistically weak, it remains significant indicating that teachers' views of the hiring experience still exert some influence on their professional drive. This aligns with the work of Day and Gu (2007), who argue that educators' perceptions of institutional practices, including recruitment and induction, play a meaningful role in shaping their motivation, commitment, and long-term engagement.

Moreover, Wang and Degol (2016) emphasize the multifaceted nature of teacher motivation, noting that both structural and psychological factors—such as fairness, autonomy, and recognition—contribute to job satisfaction and performance. In this context, the hiring process represents a critical touchpoint that can either affirm or diminish a teacher's sense of value and belonging. These findings underscore the need to design hiring processes that are not only efficient and fair but also sensitive to teachers' experiences, as these early interactions can set the tone for their motivation and engagement in the profession.

Table 5. Relationship Between the Levels of Motivation and the Extent of Experiences Encountered of the Newly Hired Public School Teachers on the 2023 Hiring Policy Guidelines

Variables	Mean	r_s value	Degree of Relationship	p -value	Remark
Motivation	4.67	0.3600	Positive Weak	0.0000	Significant
Experiences Encountered	4.67				

A significant relationship exists between the levels of motivation and the extent of experiences encountered by newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII. Motivation levels are directly influenced by the experiences encountered during the hiring process, such as understanding the criteria, managing documentation, and perceiving objectivity. Positive experiences, such as a clear presentation of criteria, efficient management of paperwork, and perceived fairness in the hiring process, are likely to enhance motivation levels among teachers. On the other hand, encountering challenges or ambiguities in understanding criteria or managing paperwork may lead to lower motivation levels. Therefore, ensuring positive experiences throughout the hiring process, aligned with the guidelines, is crucial for fostering high levels of motivation among newly hired teachers in Region XII, ultimately contributing to their effectiveness and satisfaction in their roles.

Table 5 presents the relationship between the levels of motivation and the extent of experiences encountered by newly hired public school teachers based on the 2023 Hiring Policy Guidelines in Region XII. The mean for both motivation and experiences encountered is 4.67, indicating a relatively high level for both variables. The Pearson correlation coefficient (r) is 0.3600, indicating a positive weak relationship between the levels of motivation and the extent of experiences encountered. The p -value is 0.0000, indicating that the relationship is statistically significant. Since the p -value (0.0000) is less than 0.05, there is a significant relationship between the level of motivation and the extent of experiences of the newly hired public school teachers in Region XII based on the 2023 Hiring Policy Guidelines. The correlation coefficient of $r_s = 0.3600$ indicates that there is a weak positive relationship between the two variables. The degree of relationship between the two variables may be weak but their relationship is still significant because of the large sample size. The overall implications of these findings suggest that while there is a positive relationship between motivation and experiences encountered the relationship is weak. This implies that while motivation may play a role in how newly hired teachers perceive and experience the hiring process, other factors may have a stronger influence on their overall experiences.

Wang and Degol (2016) emphasize that teacher motivation is shaped by a combination of intrinsic and extrinsic influences, including job satisfaction, collegial support, administrative leadership, and alignment with personal values and professional goals. These elements often play a more significant role in shaping how teachers experience and adapt to their new roles. Similarly, Day and Gu (2007) argue that a supportive, inclusive, and professionally nurturing environment is critical in sustaining teacher motivation and engagement, especially during the early years of teaching. These findings highlight the multifaceted nature of teacher motivation and reinforce the need for comprehensive induction, mentoring, and professional development programs. Ensuring such support can contribute to a more positive and fulfilling transition for newly hired teachers, ultimately enhancing retention and instructional effectiveness.

Table 6. Difference in the Levels of Perceptions of the Newly Hired Public School Teachers on the 2023 Hiring Policy Guidelines across Divisions

Division	n_i	Mean	Mean Rank	H	p -value	Remark
Kidapawan	7	4.77	200	9.3	0.232	Not significant
General Santos	25	4.60	144.46			
Koronadal	5	4.43	79.9			
Tacurong	5	4.67	157.8			
Cotabato	228	4.68	171.5			
Sultan Kudarat	15	4.56	132.8			
Sarangani	26	4.72	175.87			
South Cotabato	22	4.70	170.2			

Differences in the levels of perception among newly hired public school teachers regarding the 2023 Hiring Policy Guidelines for the Teacher 1 Position across Divisions can be attributed to various factors. Disparities in the implementation of the guidelines, variations in communication and transparency within each Division, and differences in organizational culture may all contribute to differing perceptions. Divisions with clearer communication channels, transparent processes, and strong administrative support may yield higher levels of positive perception among teachers compared to those lacking in these aspects. Additionally, regional differences in resources, infrastructure, and administrative efficiency may also impact perception levels. Understanding and addressing these differences are crucial for ensuring equitable treatment and consistency in the implementation of hiring policies across all Divisions, thereby fostering a more supportive environment for newly hired teachers in Region XII.

Table 6 presents the difference in the levels of perception of newly hired public school teachers regarding the 2023 Hiring Policy Guidelines for the Teacher 1 Position across different divisions. Since the p -value (0.232) is greater than 0.05, there is no significant difference in the levels of perception of the newly hired public school teachers across Divisions on the 2023 Hiring Policy Guidelines. No post hoc analysis or pairwise comparison between school divisions is needed since the results in the Kruskal-Wallis Test revealed no significant difference.

The H value is a measure of the Kruskal-Wallis's test, which is used to determine if there are differences between three or more groups. In this table, the H value is provided for each division, except for Kidapawan, which has no comparison group. The p-value indicates the significance of the difference between divisions. A p-value less than 0.05 is typically considered statistically significant, suggesting that there are differences in perception between divisions.

In this case, the p-value for Tacurong is 0.232, which is greater than 0.05, indicating that there is no significant difference in perception between Tacurong and the other divisions. The remark states that the difference is not significant. The overall implications of these findings suggest that while there may be some differences in perception of the hiring policy guidelines across divisions, these differences are not statistically significant. This could indicate a relatively consistent understanding and perception of the guidelines among newly hired teachers in the region. Research by García and Weiss (2019) underscores the critical role of consistency and fairness in the implementation of hiring policies to ensure equitable treatment and prevent disparities in employment practices. When hiring procedures are applied uniformly, they not only uphold principles of justice but also enhance perceptions of organizational legitimacy among educators. In a complementary vein, Thompson and Darby (2018) emphasize that clarity and transparency in hiring processes are essential for building trust and confidence among applicants, which significantly influences teacher satisfaction, retention, and long-term commitment to the profession. Together, these findings highlight the necessity of maintaining standardized, fair, and transparent hiring practices across all divisions and regions. Doing so promotes an inclusive and supportive working environment for newly hired teachers and contributes to a more stable and motivated teaching workforce.

Table 7. Difference in the Levels of Motivation of Newly Hired Public School Teachers across Divisions

Division	n_i	Mean	Mean Rank	H	p	Remark
Kidapawan	7	4.76	157.29			
General Santos	25	4.71	162.08			
Koronadal	5	4.47	109.7			
Tacurong	5	4.70	117.7	3.76	0.807	Not
Cotabato	228	4.72	170.77			significant
Sultan Kudarat	15	4.77	164.37			
Sarangani	26	4.77	162.38			
South Cotabato	22	4.77	168.05			

Differences in the levels of motivation among newly hired public school teachers regarding the 2023 Hiring Policy Guidelines for the Teacher 1 Position across Divisions may stem from several factors. Variances in the implementation of the guidelines, such as the efficiency of administrative processes and the clarity of communication, could impact how teachers perceive their opportunities for career advancement, job security, and professional fulfillment within each Division. Additionally, differences in organizational culture, support systems, and resources across Divisions may influence teachers' perceptions of their role within the educational system and their potential for growth and development. Addressing these differences and ensuring equitable access to resources and support can help promote consistent levels of motivation among newly hired teachers across all Divisions, ultimately contributing to their job satisfaction and effectiveness in Region XII.

Table 7 presents the difference in the levels of motivation of newly hired public school teachers based on the 2023 Hiring Policy Guidelines for the Teacher 1 Position across different divisions. Since the p-value (0.807) is greater than 0.05, there is no significant difference in the levels of motivation of the newly hired public school teachers across Divisions on the 2023 Hiring Policy Guidelines. No post hoc analysis or pairwise comparison between school divisions is needed since the results in the Kruskal-Wallis Test revealed no significant difference. The Kruskal-Wallis H test was used to analyze the differences in motivation levels across divisions. The H value, which indicates the strength of the difference, is 3.76. The p-value, which determines the significance of the difference, is 0.807. The remark states that the difference is not significant. The overall implications of these findings suggest that there is no significant difference in the levels of motivation among newly hired public school

teachers across the different divisions. This implies that the 2023 Hiring Policy Guidelines for the Teacher 1 Position are perceived similarly among teachers in these divisions.

Research suggests that organizational culture and leadership play a pivotal role in shaping teacher motivation and professional engagement. Thompson and Darby (2013) argue that school leadership and the broader organizational environment can deeply influence how teachers perceive their roles, impacting their motivation, commitment, and overall job satisfaction. Likewise, Ingersoll and Strong (2011) emphasize that supportive and inclusive work environments—particularly those that include strong induction and mentoring programs—are critical in fostering early-career teachers’ motivation, satisfaction, and retention.

Table 8. Difference in the Extent of the Experiences Encountered of the Newly Hired Public School Teachers on the 2023 Hiring Policy Guidelines across Divisions

Division	n_i	Mean	Mean Rank	H	p	Remark
Kidapawan	7	4.87	233.43	15.89	0.026	Significant
General Santos	25	4.59	147.16			
Koronadal	5	3.83	41.3			
Tacurong	5	4.83	204.6			
Cotabato	228	4.71	172.27			
Sultan Kudarat	15	4.65	145.13			
Sarangani	26	4.63	160.87			
South Cotabato	22	4.59	155.95			

Difference in the extent of experiences encountered by newly hired public school teachers regarding the 2023 Hiring Policy Guidelines for the Teacher 1 Position across divisions may result from disparities in the implementation of the guidelines, administrative efficiency, and organizational support systems. Divisions with strong administrative structures and clear communication channels may offer smoother and more streamlined experiences for teachers, leading to a perception of transparency, fairness, and clarity in the hiring process. On the other hand, divisions facing resource constraints or lacking in administrative support may present challenges for teachers in understanding criteria, managing paperwork, and navigating the hiring process, potentially impacting their overall experiences. Identifying and addressing these differences can help ensure consistency and fairness in the application of hiring policies across divisions, ultimately fostering a more supportive environment for newly hired teachers in Region XII.

Table 8 shows the differences in the extent of experiences encountered by newly hired public school teachers across divisions based on the 2023 Hiring Policy Guidelines for the Teacher 1 Position. The H value is a statistical measure used in the Kruskal-Wallis’s test, which is a non-parametric alternative to the one-way analysis of variance (ANOVA) test when the assumptions of ANOVA are not met. In this table, the H value is calculated to determine if there are significant differences in the mean ranks of experiences encountered among the different divisions.

Since the p -value (0.026) is less than 0.05, there is a significant difference in the extent of experiences of the newly hired public school teachers across Divisions on the 2023 Hiring Policy Guidelines. Moreover, the post-hoc Dunn’s test using a Bonferroni corrected alpha of 0.0018 indicated that the mean ranks between Kidapawan Division and Koronadal Division are significantly different. Based on this finding, the extent of experiences of the newly hired teachers in all Divisions are pairwise insignificant except for the two mentioned Divisions. The overall implications of these findings indicate that newly hired teachers experience varying degrees of support and satisfaction across different divisions. These discrepancies may stem from differences in leadership styles, organizational culture, availability of resources, and the presence or absence of structured support systems. Thompson and Darby (2013) emphasize that organizational culture plays a vital role in shaping the early experiences of teachers, noting that inclusive and supportive environments are essential for fostering positive attitudes and professional commitment. Similarly, Ingersoll and Strong (2011) highlight the crucial role of school

leadership and administrative support in creating a conducive work environment, particularly during the induction phase of a teacher's career.

Conclusion and Recommendations

This study shows that people who want to become public school teachers know and are inspired by the 2023 Hiring Policy Guidelines for the Teacher I job. Their thorough knowledge of the policy shows that they can communicate well, and their enthusiasm shows that they are enjoying their job. These teachers say they have a lot of experience with the standards, which shows they are following the rules at work. Even though perspective, desire, and experience are all linked, their interaction is not stable. This means that even though people may want and be interested in things more when they understand them better, these results may still be affected by other factors. There were no big differences in how people felt or what they were trying to do between groups. This means that rules were given out in the same way every time. The meetings were different, which suggests that they were carried out in different places in different ways. The hiring rules should be looked at by the Department of Education on a regular basis and changed as needed to keep them fair and easy to understand. Through training and onboarding, new workers must learn the policy and follow it. Leaders in education should make it easy for teachers to get help and comments during the shift. Hiring groups need to make sure that all areas work together and that the process is clear at all times. People who are new to teaching are told to take part in training, give helpful feedback, and work on improving their skills. The Department of Education and educational institutions need to work together to make sure that teachers can do their best work. Parents and kids can build trust in the system by being aware of it and giving feedback. Researchers need to keep looking into the long-term effects of employment methods and share their findings so that more educators can be hired and supported.

Even though perception, desire, and experience are all linked, their relationships are not very strong. This means that other things may still affect these results, even if people showed more drive and interest because they understood better. There were no big differences in how people felt or what drove them between divides. This shows that rules were shared in a consistent way. The different situations show that they were used in different ways in different areas. The Department of Education should look at the hiring rules on a regular basis and make changes as needed to make sure they are fair and easy to understand. During training and onboarding, new employees must learn about the policy and follow it. Leaders in education should make sure that teachers can get help and comments during the change. Hiring groups need to make sure that all areas work together and that everyone involved in the process knows what's going on at all times. New teachers are told to get training, give comments, and work on improving their skills as professionals. The Department of Education and educational institutions should work together to make settings where teachers can do their best work. Parents and kids can build trust in the system by staying updated and giving feedback. In the end, experts should keep looking into the long-term effects of hiring methods and share their results to make it easier to find and help teachers.

Acknowledgements

The authors wished to express deepest gratitude to the people for the unwavering guidance, encouragement, and expertise that played a vital role in the successful completion of this study. Heartfelt thanks are also extended to the esteemed panel members for their constructive critiques and valuable insights, which significantly enhanced the quality of this research. The author is especially thankful to the Dean of the Graduate School for the continued support and exemplary leadership throughout her academic journey. Lastly, sincere appreciation goes to her colleagues for their moral support, collaborative spirit, and shared dedication, all of which contributed to making this research endeavor both meaningful and rewarding.

Conflict of Interest

The authors declare no conflict of interest in the preparation and publication of this research.

Funding

The authors funded this research.

REFERENCES

Cariaga, R. (2023). Parental Involvement In Relation To The Literacy And Numeracy Skills Of Teenagers. *Available at SSRN 4941107*.

- Cariaga, R. (2023). The Philippine Education Today and Its Way Forward. *Journal of ongoing educational research*, 1(1), 40-42.
- Cariaga, R. (2024). Student Performance Through 21st-Century Skills: Integrating Critical Thinking, Communication, Teamwork, and Creativity in Modern Education. *Communication, Teamwork, and Creativity in Modern Education* (August 12, 2024).
- Cariaga, R. (2024). What Is Student Performance?. *J Uniq Crazy Ideas*, 1(1), 42-46.
- Cariaga, R., & ElHalaissi, M. (2024). Enhancing Graduate Employability and Social Impact Through Culturally Responsive Social Business Education and Design Thinking: A Global Perspective. *Available at SSRN 4943411*.
- Cariaga, R., Pospos, R. S., & Dagunan, M. A. S. (2024). Educational Experiences on Numeracy Education Using Information And Communication Technology Tools, Remedial Education Programs, And Creative Teaching Methods: A Qualitative Inquiry in Rural Areas. *Remedial Education Programs, And Creative Teaching Methods: A Qualitative Inquiry in Rural Areas* (May 17, 2024).
- Day, C., & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education*, 33(4), 423-443.
- García, E., & Weiss, E. (2019). The role of early career supports, continuous professional development, and learning communities in the teacher shortage. Economic Policy Institute.
- García, E., & Weiss, E. (2019). The role of early career supports, continuous professional development, and learning communities in the teacher shortage. Economic Policy Institute.
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.
- Kini, T., & Podolsky, A. (2016). Does teaching experience increase teacher effectiveness? A review of the research. Learning Policy Institute.
- Pichler, S., Varma, A., Budhwar, P., & Kupfer, A. (2020). Transparency in recruitment: Implications for applicants and organizations. *Journal of Business Research*, 109, 156-167.
- Podsakoff, N. P., LePine, J. A., & LePine, M. A. (2007). Differential challenge stressor-hindrance stressor relationships with job attitudes, turnover intentions, turnover, and withdrawal behavior: A meta-analysis. *Journal of Applied Psychology*, 92(2), 438-454.
- Rockoff, J. E., Jacob, B. A., Kane, T. J., & Staiger, D. O. (2011). Can you recognize an effective teacher when you recruit one? *Education Finance and Policy*, 6(1), 43-74.
- Rutkowski, D., Rutkowski, L., & Plucker, J. A. (2012). International large-scale assessment data and teacher policy: A framework for examining and building theory. *Teachers College Record*, 114(4), 1-28.
- Simpal, E. A., & Robles, A. C. (2024). Education 4.0: Awareness, Readiness, and Digital Competence of Higher Education Institutions (HEIs) Faculty in Region XII. Readiness, and Digital Competence of Higher Education Institutions (HEIs) Faculty in Region XII (November 10, 2024).
- Thompson, A. D., & Darby, A. (2013). The influence of school culture and leadership on teacher morale. *International Journal of Educational Leadership Preparation*, 8(1), 1-9.
- Thompson, A. D., & Darby, A. (2018). Reflections on equitable hiring practices in education: A call for transparency and accountability. *Educational Leadership Review*, 19(1), 68-78.

Wang, M.-T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315–352.