BIBLIOGRAHY

SIDDAYAO, JAYCA Y., April 2011. <u>Enhancement of the Recruitment and Selection Practices for English Teachers at Pines International Academy Inc.</u>Benguet State University, Open University, La Trinidad, Benguet, Philippines.

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ABSTRACT

This study was undertaken to identify and evaluate the effectiveness of the recruitment and selection practices carried out by Pines International Academy, Inc. (PIA) in the high need disciplines of ESL education. Specifically, this study addressed the differences between the profiles of ESL teachers who were hired and those who were not hired based on the recruitment and selection practices of PIA along with socio-demographic factors such as age, sex, civil status, educational attainment, degree and field of specialization, trainings and certification, and work experience; identified the criteria preferred by the management in the recruitment and selection; and assessed the perceived level of implementation of the recruitment and selection practices.

The study involved: the potential ESL teachers and currently employed ESL teachers from January 2007-February 2011; and the HR Personnel of Pines International Academy who took part in the decision making and recruitment and selection process of ESL teachers. A total of 230 potential ESL teachers from 2007-2011 were chosen using Stratified Random Sampling (SRS) to provide the data needed. The strata employed in selecting the sample is their employment status: 100 or 43% - hired and 130 or 57%-not hired.

The results showed that there were significant differences in the distribution of respondents according to age, civil status, educational attainment, and work experience.The respondents have a majority age from 20-25 years; There were more single respondents than married; more females than males; all of them were BS degree holders but most of them specialized in non-education degree programs; most of them did not attend trainings or did not avail certification prior to application for ESL position.

Communications skills and trainability were the most preferred criteria by the management in the recruitment and selection of ESL teachers by the current supervisors of PIA. On the other hand, physical appearance, age and civil status were less preferred by the management in the screening process.

The respondents shared a common perception on the level of implementation of the practices and guidelines on recruitment and selection of Pines International Academy, Inc. Results showed that PIA used traditional recruitment and personnel selection techniques.Some of the identified practices and guidelines on recruitment and selection were rated as "fully implemented"such as: the recruitment of potential ESL teachers is advertised through posting of existing vacancy in the local newspapers; applicants file their applications with the Human Resources Department; Resume or CV is submitted upon application; application form is submitted upon application; upon approval of application applicants are required to undergo training; After the pre-employment training, the applicant is scheduled for final teaching demonstration and final interview.

The other factors were identified as moderately implemented or poorly implemented.

Notably, there should be greater efforts to upgrade the system of recruitment and selection practices to increase the number of high quality applicants. By using more specific qualification standards and better qualitative selection system to hire qualified applicants, the organization can reduce turnover, increase employee retention, and ultimately improve critical business outcomes. Thus, a written guideline or upgraded manual

of operations on recruitment and selection shall be designed and carefully implemented.

An output of this study is a sample of a written guideline on recruitment and selection. It is designed to promote better recruitment of English teachers. The plan includes a brief explanation of the process and examples of forms to use. It also provides a framework for communication and training of individuals involved with the recruitment and selection process and facilitates the consistent application of related policies to promote diversity, integrity, and fairness.
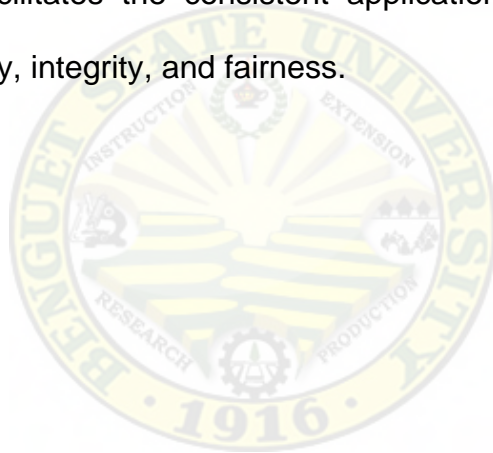
INTRODUCTION

Background of the Study

The human resource is the most important asset of an organization. The success or failure of an organization is largely dependent on the caliber of the people working therein. Without positive and creative contributions from people, organizations cannot progress and prosper. In order to achieve the goals or the activities of an organization, HR practitioners need to recruit people with requisite skills, qualifications and experience. While doing so, they have to keep the present as well as the future requirements of their organizations in mind.

In recent decade, English as a Second Language (ESL) education has become a higher priority to schools since they are held accountable for the education ofESL students. However, there are still challenges to overcome in the 21st century. Through this study, the respondents or other employees and ESL teacher candidates will become increasingly more knowledgeable regarding the challenge of the recruitment and selection of employees while keeping in mind the overall vision, strategy, and the environmental context of their organization.

Recruitment and selection refers to the chain and sequence of activities pertaining to recruitment and selection of employable candidates

and job seekers for an organization. The reviews of recruitment and selection practices of Escala (2006) and Delias (2008) both identified a need for research that shows an impact or value to a business or an organization. According to Medina (2006) this is interesting given the most basic staffing assumption that nearly every textbook written on the subject, claim that better employees contribute to organizational effectiveness. If it does not, then why invest in staffing? However, there is actually little direct, empirical evidence testing this assumption (Taylor et al., 2002). Practitioners and Human Resources managers have to prove the validity of the assumption that staffing will add strategic value to the firm.

Recruitment is distinct from employment and selection. Once the required number and kind of human resources are determined, the management has to find the places where the required human resources will be available and also find the means of attracting them towards the organization before selecting suitable candidates for jobs. Some people use the term "Recruitment" for employment. But according to a blog post, these two are not one and the same (www.hrmba.blogspot.com). Recruitment is only one of the steps in the entire employment process. Some others use the term recruitment for selection. These are not the same either. Technically speaking, the function of recruitment precedes the selection function and it includes only finding, developing the sources

of prospective employees and attracting them to apply for jobs in an organization, whereas the selection is the process of finding out the most suitable candidate to the job out of the candidates attracted.

In today's competitive scenario, when employees are becoming increasingly knowledgeable and mobile, the challenge lies in attracting the best manpower. Recruiting and selecting the right candidate while keeping in mind the overall vision, strategy, and the environmental context of the organization, is increasingly gaining ground.

According to the research made by Balter and Duncombe (2005), it is evident that there has been notable progress in the education of linguistically minority students in the field of bilingual/English as a Second Language (ESL) education over the past 30 to 40 years. In the past such students were not served according to their specific needs, but in recent decade bilingual/ ESL education has become a higher priority to school districts in Asia and other parts of the world since they are held accountable for the education of these students.

However, there are still challenges to overcome in the 21st century. With the expanding number of English language learners the demand for bilingual/ESL teachers has increased. Despite this demand, colleges, universities and other educational institutions have been unable to adequately increase the number of teachers needed to keep with this

rapidly growing student population. This trend is likely to continue, which will increase the demand for ESL teachers. A recent study conducted by the American Association for Employment in Education (AAEE), emphasized that there are significant shortages in the supply of teachers, particularly in the areas of ESL education. According to the National Center for Education Statistics (NCES), the demand for placement in ESL classes has grown and there is a long waiting list for ESL classes in many parts of the country. As a result, school districts continue to hire non-certified teachers to meet the needs of this changing student population. (http://www.articlesbase.com/college-and-university-articles). This has been affirmed by the soaring number of student population of the different academies in Asia particularly in the Philippines.

For educational institutions such as Pines International Academy. Inc.(PIA, Inc.), there is an urgent need to devote a great deal of effort to provide highly qualified teachers who will help students meet high standards. In order for language minority students achieve high standards, it is imperative for educators to know how to better serve these students. Therefore, it is essential that institutions of higher education prepare qualified teachers to work with language minority students.

PIA, Inc. is a language education sector which was pioneered by a Filipino and Koreans, who have great vision for education. The tandem

has their own expertise that contributed to the successful establishment of service establishment as an educational institution. PIA, Inc. has been organized to provide and promote quality education where students are trained not only as effective international communicators but also to become top caliber leaders in the future. In pursuit of its goals, it seeks to develop and nurture diversity among its students through the hired teachers and the whole workforce (PIA, 2007).

In addition to this, the PIA training and development team envisions total empowerment to Filipino educators to achieve global competency and sustainability by delivering the highest quality training programs for potential and existing ESL teachers.

Statement of the Problem

Despite the suggestion that differences in hiring processes may contribute to the teacher quality (Loeb, 2000), most policy proposals are aimed and focus on how to increase the supply of teacher and improve retention. Research documenting the effectiveness of particular hiring practices for ESL teachers is very limited. This study starts to fill this research gap by documenting the practices used in PIA, Inc.for teacher recruitment, screening, and selection.

More specifically, the study aimed at answering the following questions:

1. Is there a significant difference between the profiles of ESL teachers who were hired and those who were not hired based on the recruitment and selection practices of PIA, Inc. along the following socio-demographic factors:

        a. Age

        b. Sex

        c. Civil status

        d. Education

        e. Trainings/certification

        f. Work experiences

2. What criteria are preferred by the management in the recruitment and selection of potential ESL teachers of PIA, Inc.?

3. What is the level of implementation of the institutional practices on recruitment and selection of ESL teachers of PIA, Inc.?

Objectives of the Study

        The objective of the study was to identify and evaluate the effectiveness of currently existing recruitment and selection practices carried out by PIA, Inc. and be able to produce a manual of operations based on this for the recruitment and selection of ESL teachers in the high need disciplines of ESL education. Specifically, it sought:

1. To present the significant differences between the profiles of teachers who were hired and those who were not hired based on the recruitment and selection practices of PIA along the following socio-demographic factors:

        a. Age

        b. Sex

        c. Civil status

        d. Education

        e. Trainings/certification

        f. Work experiences

2. To identify the criteria preferred by the management of Pines International Academy, Inc. in the recruitment and selection of potential ESL teachers.

3. To assess the level of implementation of the institutional practices on recruitment and selection of ESL teachers of PIA, Inc.

<u>Importance of the Study</u>

Recruitment and selection system in language education sector had become vital for maximum output and effective business results. It is well known that the student population in language schools has been rapidly changing. There has been an increase in the number of culturally linguistic diverse students. Likewise, Bachelor of Science in ESL is not yet

offered to universities as a separate unit but is only incorporated in the curriculum of Bachelor of Science in Education (BSE) according to the Commission on Higher Education (CHED) as mentioned by Mendoza (2010). Consequently, there is an acute need to recruit and select teachers who are familiar with the language acquisition process, who understand how culture influences learning and who can work with people from various cultural and linguistic backgrounds.

There is a dearth of information on recruitment and selection of teachers in the field of ESL education. Hence, this study was conducted in attempt to lay a foundation for future research surrounding recruitment and selection practices of educational institutions. To ESL institutions, this study would provide a meaningful insight as to how they would develop and improve their recruitment and selection policies and programs to meet the needs of their clients. It is important for organizations to know exactly what they have to offer potential employees, and then highlight their best features when recruiting candidates.

The immediate outcome of the study was to pave the way for future research and reference. While this study is aimed at providing information about the actual and practices on recruitment and selection system at Pines International Academy Inc., it may be valuable to the management since it can be an important source of information regarding its pre-

employment recruitment and selection practices and thus, may be used in restructuring recruitment and selection policies and other future programs. Also, it can present significant facts and relevant information to strengthen the existence of PIA, Inc.

Likewise, the intent of the study was to contribute to this sparse body of research by gathering and presenting findings that could be used by Human Resource Managers (HRM) or Human Resource Development (HRD) officers of ESL institutions to secure a competitive advantage with effective ESL teachers.

Moreover, this study would contribute to the research that examines recruitment and selection for ESL teacher candidates. Much of the teacher education literature focuses on teacher education programs in general, but little has been said about the process of getting these teachers to work with ESL institutions or with English language learners. In addition, this study could also lead to future research on thriving programs that prepare teacher candidates to work with culturally, linguistic diverse students and teacher candidates' beliefs toward the adequacy of these programs.

<u>Scope and Delimitation of the Study</u>

This study focused specifically on enhancing the recruitment and selection practices of Pines International Academy, Inc. (PIA) of English as Second Language (ESL) teachers. The respondents of this study were the potential ESL teacher candidates and employed ESL teachers of the institution between the time periods 2007-2011 and the HR practitioners.

The study examined the current recruitment and selection practices carried out by PIA to recruit and select teacher candidates and evaluated the significance of the recruitment and selection practices.
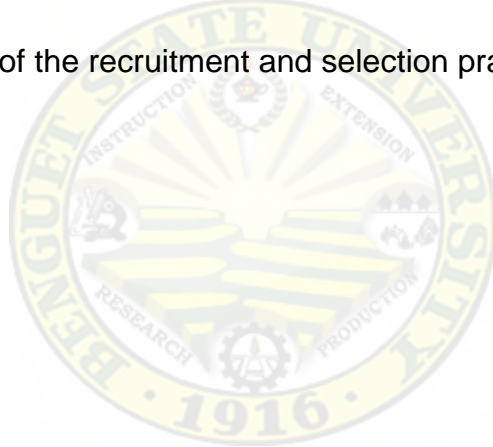
REVIEW OF LITERATURE

In contrast to growing research on HRM in other public organizations and private firms, very little conceptual or empirical work has focused on strategic human resources practices and their effects on hiring decisions in education. This section briefly reviews the relevant literature and provides some context for the topics included in the survey.

Recruitment, like all aspects of HRM, requires careful planning to be successful (Pynes, 1997). Human resource was regarded by Stoner and Freeman (1989) as the most important resource of an organization with their work, talent, creativity and drive. Among the most critical tasks of a manager are the selection, training and development of people at the managerial level and indeed at all levels – organizations will either pursue inappropriate goals or find it difficult to achieve appropriate goals once they have been set (Fox and Certo, 1999).Thus the purpose of recruitment is to locate sources of manpower to meet job requirements and job specifications.

Some reports indicate that nearly half of all employees are at least passively looking for jobs, and a sizable minority is continually actively searching (Perrin, 2006). This is such a problem that many organizations actually face a greater recruiting challenge than a selection challenge. Selection will only be effective and financially defensible if a sufficient

quantity of applicants apply to the organization. Compounding this challenge is that many organizations struggle with how to attract a diverse workforce. Thus, there is growing recognition that recruiting—by itself and irrespective of selection—is critical not only for sustained competitive advantage but basic organizational survival (Boyd et al., 2004)

Balter and Doncumbe (2005) also noted that the teacher recruitment is a problem of uncertainty because we have imperfect information on how teachers will actually perform in the classroom. To reduce this uncertainty, either increase the pool of high quality applicants through better recruitment practices or gather more information on attributes prospective teachers relevant to future job performance through better screening and selection practices.

General Qualifications of Employees

Clemente-Reyes (2003) as mentioned by Escala (2006), they described that the profile of an effective teacher are: 1) an expert in all four areas of teaching, namely subject matter, classroom management, instruction, and diagnostics in teaching; 2) one who has a personal educational philosophy regarding beliefs, assumptions and convictions regarding his role as a teacher; 3) Married, and most likely a woman in her middle age-40 and above; (women dominate men in the teaching

profession, 4:1) 4) a college performer, but not necessarily an honor student and campus leader; 5) one whose initial career was to set to teaching –in fact did not take up any formal undergraduate education subjects and training; 6) a postgraduate degree holder with a master's degree at least, in any specific field; 7) a person whose logical and creative hemispheres of the brain are effectively put to use in tandem; 8) a model person with personal attributes, virtues, and teaching methods that nurture favorable teacher-student relationship; 9) one who draws inspiration from both within and outside the school, such as members of his family; 10) a cheerful, willing and motivated person always in pursuit of continued professional growth.

Of particular note, superintendent demographics of gender and years of service as superintendent did not load into the final model as having a significant relationship to the superintendents' perceptions of priority in recruitment of bilingual/ESL teachers (Ballou, 1996; Gilmore et al., 1986).

In addition, twenty one studies were identified which explored whether age discrimination occurs within the context of the employment interview since the Age Discrimination in Employment Act was put into law. Sixteen studies were conducted in laboratory settings. It was found

out that age discrimination is less consequential in the employment interview (Morgeson, et al., 2011).

Academic qualifications. Cook (2004) asserted in his findings that a large number of organizations do not consider undergraduate to be an advantage. Some researchers proved that they tend to avoid candidates with related field or degrees.

Preferred degree subjects include English, Media Studies, Communications, Journalism, History and Languages, although they also consider all subjects. Degree subjects preferred will also depend on the type of work covered by the firms.

However several journals indicated that in order to work as an ESL teacher, individuals must have a bachelor's degree (http://www. ehow.com). There are a lot of institutions require teachers to take college-level courses to maintain their teaching certificates. Besides licensure and courses in education, some schools require a master's degree (http://careers.stateuniversity.com). In addition to this, additional requirements vary but most often include holding a teaching license and sometimes a graduate degree in ESL instruction (http://www.articles.com/college-and-university-articles.html).

Field of specialization. While a college major in ESL is fairly new, there are some programs that offer such specialized course. Students

may choose to major in ESL or major in education with a concentration in ESL as a subject area. These prospective teachers observe classes, learn how to prepare lesson plans, and actually work with students and other teachers.

Factors Influencing Recruitment
and Selection of ESL Teachers

Communication skills. Today, many public and private schools employ teachers trained as ESL instructors. ESL teachers do not usually speak the language of the students they teach. However, many teachers try to learn some key words and phrases in their students' native tongues in order to communicate better.ESL teacher teach English usage and pronunciation, as well as core language skills necessary for students. The primary goal of ESL teachers is to help students learn to use the English language to communicate both verbally and in writing. They also try to build students' confidence through instruction and interaction. According to Linda Lahann, an ESL instructor in Lowa with over 20 years of experience, the teacher helps the students learn correct pronunciation, sentence structure, communication skills, and vocabulary (http://www.teflcourse.net/teaching-english-abroad/philippines).

Certificates and trainings.Teachers in public schools must be licensed under regulations established by the department of education of

the locality or state in which they teach. Not all countries require licensure for teachers in private or parochial schools. Prospective ESL teachers should check the specific requirements of the school where they plan to teach.

Teaching certificate requirements vary by state. In some coutries, certification is mandatory for ESL teachers who teach adults. Other institutions require teachers to have master's degree in Teaching of English to Speakers of Other Languages (TESOL), or an allied field.

There are about 550 accredited teacher education programs in the United States and most are designed to meet the requirements of the state in which they are located (online).

In addition to becoming certified to teach, many teachers become certified in ESL or bilingual education. According to a survey of state education agencies conducted by National Clearinghouse for English Language Acquisition, there are approximately 48, 791 teachers certified in ESL. There is an average of one teacher certified in ESL for every 44 limited English proficient students.

Some schools in other countries require continuing education courses in order to maintain teaching certificates. Overseas employers of ESL teachers may also require a certificate and prior teaching experience.

Work experience. Some companies consider post-graduate degrees as an advantage. Agencies consider previous relevant work experience to be desirable for candidates applying for internships and for permanent jobs (Ballou, 1996).

An article written by Deery (2008) which appeared in www.gradireland.com/work-experience, states that most employers are looking for evidence that you will be able to do the job you are applying for.

Teaching adult ESL learners requires skills that are different than those required to teach young people. Frequently, adults are not comfortable being back in a learning environment, so teachers may help them develop study habits and regain their confidence in the classroom. In addition, many adult students have jobs and have families to take care for, so teachers must be aware of the other commitments students might have and be able to adjust their teaching methods and expectations.

One HR practitioner mentioned that experience is first thing they look at content-wise. *"we like to see variety and flexibility and we especially like if they've worked abroad. It is an undeniable truth that people are much better teachers if they have gone through the same learning process themselves. For us this matters much more than if you've*

simply got a certificate that says you can teach," she added (http://www.eslemployment.com).

Work experience, much more than degree, can help someone get a foot in employer's doors. It can be a great help if you are still wondering what sort of career you want (www.direct.gov.uk/en).

To be a successful teacher, you must be patient and have the ability to relate to people of other nationalities and cultures. An ability to relate with people from all walks of life is also necessary to be successful as an ESL teacher.

In hiring and training fresh graduates there is an investment. Walsh (2011) mentioned that you are better off if you take fresh graduates and train them. They don't bring "bad habits" with them, and if you give them reasonable opportunities for advancement most of them still stay with you. So HR needs to make sure the new-hires are trainable so as to not waste valuable time and resources.

Trainability.Every technically skilled person is the asset of the organization and we take care of the employee the most, hence any trained fresher with best technical skills will be important for any organization.

The trained person is more like hired gun. They know they have skills in demand, they know there's little company loyalty these days, and

they'll go for the best opportunity; with little compunction to jump ship if a better opportunity comes along.

Trained candidates are productive in short time period than a fresher who will be productive after 4-6 months of training. Trained candidates are more adaptive to acquire any technology as their basic concepts are very well groomed and tested. They have a lot of energy as they get an opportunity to proof their abilities and performance instantly after joining.

Fresh graduates who are trained in organization expects an appraisal after a year from their joining, however they are less productive in 4-6 months and expects good appraisal on 6- month productivity.

A company is better off if they decide to hire and train a fresher because they can be molded easily according to company's requirements and moreover as they are new to corporate world they are most likely to agree with you rather than disagree.

If we hire trained fresher we reduce the training cost, they get trained with the right technology and also get aware about reporting etiquettes which is also one of the important aspect in corporate, the same takes time to be induced in a fresher.

Comparatively, Senior Consultant of Hewitt Associates, GargiSinha (2010), mentioned that no employer today to take risk with a fresher or spend any time in their training. Employers want performers from day one.

Employers are also looking to hire people from the same trade for reasons of better safety. However it must be noted also that if companies take freshersand train them for 8-9 months. There is a possibility that they leave them. So all investment goes in vain and if you consider trained freshers also they are hard to get in terms of exact company requirements. It would be preferable to take freshers and mold them as per the company requirements and keep them motivated to stay with the company requirements and keep them motivates to stay with the company (Medina, 2006).

Recruitment Process

In the recent study of Mendoza (2010), she identified the current recruitment processes that an applicant should undergo in applying for an ESL teaching job. This includes the following: teacher applicants shall submit their credentials and fill out the application form secured from the Human Resources Department (HRD). Then the Recruitment, Training and Development Supervisor shall make an initial assessment of the qualifications of the applicants are met, interviews follow as part of the assessment period. Upon approval of the application, the applicant shall

undergo pre-employment training program. The training and teaching demonstration are parts of the pre-hire screening process.

Only relevant work-related criteria are utilized during the hiring process. All forms of assessment that an applicant is subjected to are assessed in a standardized manner which are necessary to satisfactory job performance. It is emphasized that no applicant for employment shall be discriminated upon because of race, color, age, religion, gender, affinity orientation, disability, or national origin.

In addition, all teacher applicants are required to have the ability to communicate effectively in the English language, both orally and written. They must also have the propensity and a capacity conforms to the rules and traditions governing the institution and encourages others to think, learn and behave appropriately. They must be healthy physically, mentally, emotionally and morally as well (PIA Faculty and Staff Manual, 2007).

Recruitment and Selection Practices

Advertising. Better recruitment and selection strategies result in improved organizational outcomes. The more effectively organizations recruit and select candidates, the more likely they are to hire and retain satisfied employees.

According to Ryan and Tippins (2004), the best practice guidelines for developing selection criteria, advertising, short listing, application forms, testing, interviewing, referee reports, making the decision, and medical examinations for recruiting and selecting the most appropriate person for the job.

Newspaper, Magazines, Words-of-mouth, Recruitment process outsourcing and Online Recruitment are the five possible sources of attracting potential candidates for recruitment (Mooney, 2002).

In the survey conducted by Cook (2004), among the 155 organizations, 71% of those agencies advertise their vacancies and a half percentage of them advertise on other websites and university careers websites. Based on the research conducted by Rioux, et al., (2010) on Recruitment and selection of both managerial/professional and non-management candidates, they found out that the internet is the most popular advertising medium; organizations regularly utilize internal resources such as job postings and employee referrals when recruiting both external and internal candidates. Vodanovich and Piotrowski (2000) also supported the findings by emphasizing that the internet allows organizations to reach large numbers of candidates easily and efficiently. Thousands of candidates can visit a company web site and submit an application. Similarly, web-based recruiting companies work with

organizations to advertise jobs and screen candidates. Although job and company web sites are becoming hot new tools, traditional recruiting methods such as employee referrals are not yet obsolete. Newspapers, job fairs, and professional organizations continue to be preferred methods and are used by well over half the survey respondents (Rioux et al., (2010).

However, a study reports the findings of survey data on recruitment and pre-employment selection methods in use by human resources departments. The findings indicate that the majority of companies rely on traditional recruitment and personnel selection techniques over the use of online assessment instruments (Piotrowski&Keller, 2009).

Organizations also rely on internal job postings and employee referrals to recruit candidates (Taylor et al., 2002). Many companies also post job openings on the company's web site to attract candidates. These are relatively easy, yet very effective ways to identify candidates both in and outside of the company (Medina, 2006). In addition, posting jobs internally is an excellent method of offering promotion opportunities to all employees and minimizing employee complaints of unfair treatment and unlawful discrimination (Vodanovich and Piotrowski, 2000).

Organizations with the most effective recruiting strategies more likely to offer candidates high-quality options such as: potential for

advancement, company reputation, benefits package, corporate culture and salary scale (Rioux et al., 2010).

Among the various recruitment strategies listed by the superintendents, websites, career fairs, college recruiting, newspapers, and recruitment. Recruitment strategies used in the districts reporting the lowest number of vacancies included (a) advertisements in newspapers and on websites, (b) recruiting at career fairs and on college/university campuses, and (c) recruiting at professional organizations/conferences. Additionally, the superintendents commented positively on the assistance of the Regional Education Service Centers, the collaboration with universities, and the use of in-district recruitment. One district superintendent mentioned the use of CD Rom technology in recruitment. Recruitment strategies used in the districts reporting the lowest number of vacancies included (a) advertisements in newspapers and on websites, (b) recruiting at career fairs and on college/university campuses, and (c) recruiting at professional organizations/conferences.

Based on the result of study, they also found out that the quality of an organization's offerings affects its ability to attract job candidates. Some organizations believe they offer candidates a strong company reputation, high quality benefits packages and learning opportunities (Rioux et al., 2010). Organizations offering candidates and employees a

positive culture and learning environment have more satisfied employees and are more successful at retaining them.

Pre-employment screening. Liu (2002) asserted that teacher candidates are asked most frequently to submit resumes, references, college transcripts, and cover letters. Less frequently, teacher candidates had to submit portfolios, lesson plans, and writing samples.

This is phase of the recruitment strategy where the communication between the employers and job seekers is crucial (Ryan and Tippins, 2004; Pynes, 1997).

During the selection process, many organizations focus only on assessing the skills necessary to perform the job. However, skill is only one factor related to job performance. Job motivation and organizational fit also must be taken into consideration.

A lesser percentage of organizations currently use testing or assessment methods extensively in their selection process. However organizations plan to increase their use of applicant testing and assessment in the future. These structured approaches to assess skills, abilities, and knowledge can significantly reduce the candidate pool by eliminating those who fail to meet the minimum job qualifications.

Having a highly effective selection systems can lead to higher business outcomes (i.e., financial performance, quality of products and

services, productivity, and customer satisfaction) and employee outcomes (i.e., employee satisfaction and retention of quality employees) than those with ineffective selection systems (http://www.articlesbase.com/college-and-university-articles).

Another author also pointed out that some organizations use of computerized resume screening. New technology allows organizations to screen literally thousands of resumes in a fraction of the time it takes to screen them manually.

Organizations also use behavior-based interviews to some extent when selecting employees. However in the research of Rioux et al., (2010). This kind of structured interview can be used to validly predict future behavior in dimensions or competencies critical to job success.

Almost all of the organizations surveyed use behavior-based interviews to some extent as part of their selection process. In structured behavior-based interviews, candidates are asked to describe specific behavioral examples of their skills. A variety of research studies have been conducted comparing the validity of different interviewing techniques. Behavior- or experience-based interviews were found to predict subsequent job performance better than other interviewing techniques (e.g., situational interviews). More organizations are opting to perform such structured interviews as part of the selection process to

increase the likelihood of hiring candidates who will be successful in the positions.

Although most of the surveyed organizations currently use behavior-based interviews to some extent, many plan to use them more frequently in the future. This type of structured interview is applicable to most positions and can be used to validly predict future behavior in competencies critical to success on the job. In addition, this type of interview can have a positive effect on candidates' attitudes toward an organization. It has been found consistently that the more job-related questions candidates are asked during the interview, the more they are attracted to an organization (Dipboye, 1992). And behavior-based interviews focus on behaviors that are relevant to the target job. Thus, this interviewing technique not only predicts future performance, but is also well received by applicants. Organizations with the most effective selection systems likely use behavior-based interviews, training and experience evaluations, ability tests, biographical data, and motivational fit inventories.

There are various means of setting selection criteria such as written test, group discussion, psychometric test, video-conferencing with recruit, yet no formal recruitment cycle can ever be complete without face-face discussion between the recruiter and the recruit.

The only difference of approach between the well established and less established organization is that while taking the decision as to who is the right candidate, well-established organization is going to make an analysis of person-culture fit.

Organizations realize that having an effective, legally sound system in place is crucial to helping them select the right people for the right jobs; to do so, many organizations are planning to increase their use of various tools and devote more money to the process (Rebore, 2001).

Personnel selection practices (e.g., interviews, ability and personality tests) continue to capture the most attention from staffing scholars. There are several comprehensive reviews of selection practices as well as discussions of research and practical applications (Ryan &Tippins, 2004).

In the recent studies of Rioux et al., about recruitment and selection, organizations were asked to indicate how extensively they use several selection practices and how much they anticipate using them in the future. Findings showed that most organizations make extensive use of applications, manual resume screening and reference checks in their selection systems.

The first step in most selection processes involves the collection of basic candidate information. Almost all organizations require job

candidates to submit a resume and complete a standard application to summarize education and work history.

Background checks and examinations. In recent years we have seen a growing attention to the issue of background checks. Research on pre-employment inquires suggests that job candidates engage in extensive misrepresentation of academic and work credentials listed on resumes and job applications. An employer who fails to perform a thorough background check on a prospective employee may be vulnerable charges of negligent hiring or employment discrimination. Based on a review of the scientific and professional literature in human resource management, we defined expected management practices in background checking including the need to understand the job requirements, methods of background checks, the extensiveness of background checks, the role of application forms and the use of interviews (Levashina and Campion, 2011).

Psychological tests and assessment instruments that tap prospective employees' personality, interpersonal style, and response to assess situations have received increased attention from both human resource professionals and researchers in I/O psychology over the past 20 years (e.g., Gatewood& Field, 1998; Loeb, 2000). Indeed, the nexus between the personality factors and personnel selection and placement

has spawned major investigatory efforts, conceptual reformulations, and online testing for selection purposes (Piotrowski&Keller, 2009). Largely based on the public's acceptance of the Internet and related technological applications, both public and private companies, including governmental agencies, are re-thinking traditional personnel selection processes and recruiting methods (e.g., Mooney, 2002). Yet several feature articles in human resource publications, while touting the benefits of online testing of job applicants, caution that online selection firms are not regulated. Moreover, most *person job fit* tests have not been standardized, lack norms, and developers have not presented predictive validity data on their selection measures. However in the contemporary business environment, companies are faced with critical challenge to recruit qualified employees (Langan, 2000).

In the next few years, some organizations expect to use outsourcing more for testing and assessment activities. Organizations can take advantage of many firms that specialize in creating and conducting valid testing and assessment procedures.

Finally, better recruitment and selection strategies result in improved organizational outcomes. The more effectively organizations recruit and select candidates, the more likely they are to hire and retain satisfied employees

Davis and Newstron (1989) asserted that people are treated differently from other factors of production because they are of a higher order. The human resource wanted to be treated with respect and dignity. Every job, however simple, entitles the people who do it proper respect and service he/she provides for the institution and should not be recognition of their unique aspirations and abilities. Therefore, the dignity of an employee must be measured on the value of the service he/she provides for the institution and should not be regarded merely as an economic tool.

Moreover, Davis and Newstron (1989) mentioned that the ethical philosophy is reflected in the conscience of humankind. It has to do with the consequences of their acts to themselves and to others. It recognizes that life has an overall purpose and accepts the inner integrity of each individual. Since organizational behavior involves people, ethical philosophy is involved in one way or another in each action. Human decisions cannot, and should not, be made apart from values. Some observations show that there are times when one does not do what says which often times results to the degradation of the human value. Observance of giving due respect would at least minimize the negative impact on the morale of an individual.

One of the key factors that offer assurance of better management without losing the focus or direction of an institution. That is, considering the institution's resources and assets to include its manpower. Careful planning is then a crucial step in coming up with a functional workforce. It must start with carefully plotted steps and procedure in order to come up with such. According to Bateman and Zeithmal (1993), the Human Resource Planning Process occurs in three stages. First, human resource managers need to know the organization's business plans to ensure that the right number and type of people are available. This includes where the company is headed, what business it plans to be in and what future growth is expected.

Second, the organization conducts programming of specific human resource activities such as recruitment, training or lay-offs. In this stage, the plans of the company are implemented.

Third, human resource activities are evaluated to determine whether they are producing the results needed to contribute to the organization's business plan. Thus, the operation of educational institutions is deemed to observe and adopt the three stages to ensure the smooth turnover of the teaching force and other employees.

The following affect recruitment and selection of employees: size of the organization; employment conditions in the community where the

organization is located; the effects of past recruiting efforts which show the organization's ability to locate and retain the good performing people; working conditions, salary and benefit packages offered by the organization; rate of growth of the organization; the future expansion and production programs; and cultural, economic and legal factors (online).

Conceptual Framework

The framework (Figure 1) depicted the heuristic relationship of variables used in the study. As shown, the general recruitment and selection practices which include criteria on recruitment and selection and recruitment and selection methods were considered as the independent variables. This is considered independent because it is constant as it is already existing and being practiced in various organizations.

The intervening variables were the socio-demographic profile of respondents as to age, sex, civil status, educational attainment, bachelor's degree, previous trainings related to ESL, employment history / previous employment and status of employment. These variables may or may not affect the recruitment and selection process yet the overall performance of the prospective employees when already employed.

INPUT   PROCESS   OUTPUT

General Recruitment
and Selection
Practices

Criteria on
Recruitment and
Selection

Recruitment and
Selection methods

a. Socio-demographic
   profile of
   respondents
-age
-sex
-civil status
-educational attainment
-bachelor's degree
-trainings related to ESL
-certification (TOEIC,
TOEFL, IELTS, etc or
teaching license (LET)
-previous
employment/teaching
experience

b. management
   preferences

Level of
implementation of
PIA practices on
recruitment and
selection of
potential ESL
teachers

Enhanced PIA
policies or
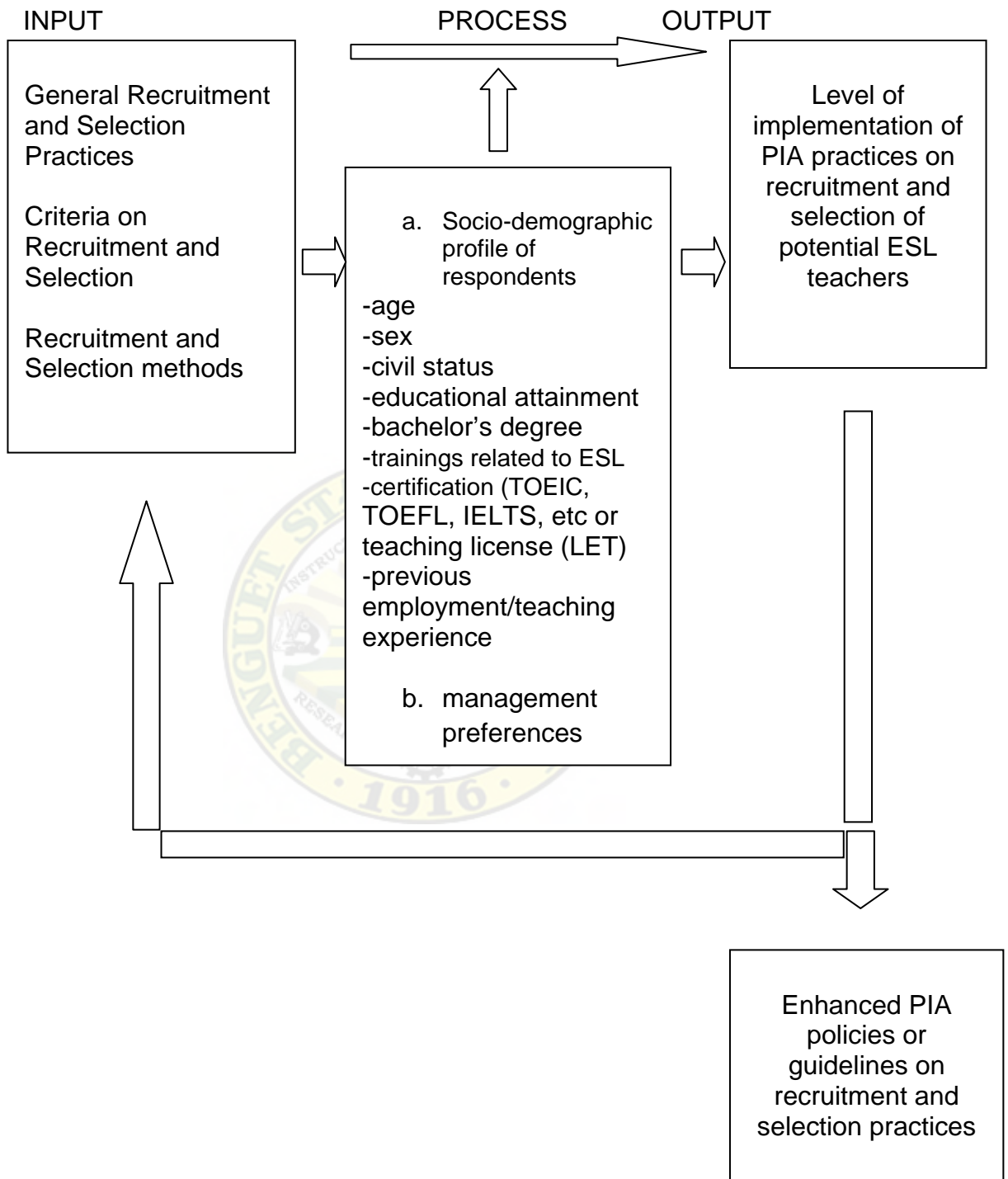guidelines on
recruitment and
selection practices

Figure 1. Paradigm of the study showing the interrelationship of the
variables

The factors affecting the recruitment and selection of potential ESL teachers and the level of implementing the general practices on recruitment and selection were the dependent variables since they are directly related to the independent variables.

Operational Definition of Terms

In order to facilitate better understanding of the study, the following terms are operationally defined:

Enhancement. This refers to the improvement of something in relation to its value, quality or attractiveness.

English teachers of PIA. This refers to the ESL teachers who are employed at Pines International Academy.

Employment process. The employment process indicates the steps that PIA uses to identify and select employees for ESL teaching position.

Employed English teachers. This refers to the candidates who were hired as ESL teachers.

ESL teachers. This refers to the English as a Second Language Teachers (ESL) who are specially trained to help individuals who are non-native speakers of English.

Fresher. It refers to people who have just started their first year in the corporate world. It also refers to people who have graduated from the

university for a long time but don't have any first-hand experience in ESL teaching.

Fully implemented. This refers to the highest degree of respondents' perception that the recruitment and selection practice is carried out.

HR personnel. This term refers to the individuals who are members of the hiring team and thus responsible for making selection decisions for ESL teaching position. They are also directly involved in the employment process at PIA.

Initial screening. This is the process of evaluating the person's skills summary and immediate work experience as it relates to ESL position.

Level of implementation. This refers to the following scale and qualitative description:

Limits	Level	Descriptive Value	Symbol
1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

Married. It refers to the respondents who were once married regardless of whether they are separated, widowed or being with wife or husband at the moment.

Moderately implemented. This refers to the respondents' perception that the recruitment and selection practice is moderately carried out.

Native speakers. This refers to people who come from a race which originally speaks English i.e Britain, USA, Australia and New Zealand.

Not implemented. This refers to the respondents' perception that the recruitment and selection practice is not carried out.

Poorly implemented. This refers to the respondents' perception that the recruitment and selection practice is poorly carried out.

Potential ESL teacher candidates. This refers to the applicants who are filing their application as ESL teachers.

Person specifications. It includes qualification, experiences, skills and competencies required and preferred by the management of PIA.

Recruitment. This is the process of attracting a number of applicants for ESL teaching position.

Selection. The process of choosing the most suitable candidate for ESL teaching position from among the available applicants

Training. This is the process of learning the skills and teaching methods needed for ESL teachers at PIA.

Very much implemented. This refers to the respondents' perception that the recruitment and selection practice is often carried out.

METHODOLOGY

Locale of the Study

This study was conducted at Pines International Academy, Inc. which is located on the 2nd Floor, Cooyeesan Hotel Plaza, Naguilian Road, Baguio City. PIA is registered as a non-stock corporation, accredited as a language tutorial center in 2002. The school started with only few workers and gradually increased in number since December, 2002.

Respondents of the Study

The current population of teaching personnel based on the record of Human Resource Department is 310 as of February 2011. Thus, the study involved the: a) potential ESL teachers and currently employed ESL teachers from January 2007-February 2011 and b) the HR Personnel of Pines International Academy who were involved in the decision making and recruitment and selection process of ESL teachers. It is composed of the Executive Vice-President, VP for Academics, Personnel Supervisor, Training and Development Supervisor and HR Clerk.

A total of 230 potential ESL teachers were chosen using Stratified Random Sampling (SRS) from 2007-2011 to provide the data needed. The strata employed in selecting the sample is their employment status: 100 or 43% -Hired and 130 or 57%-Not Hired (Figure 2).

Figure 2. Respondents of the study
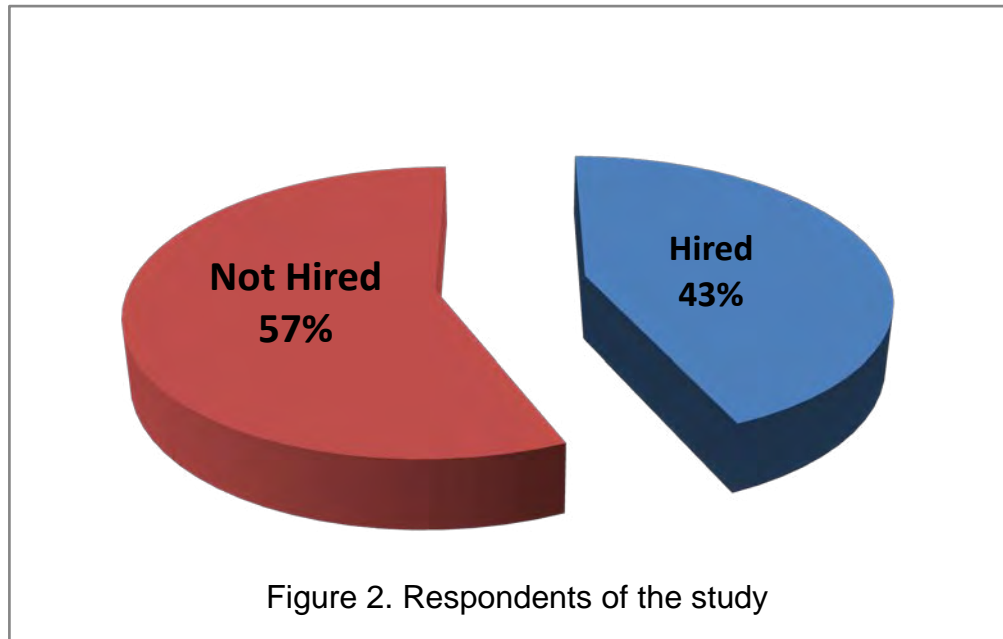
Table 1 presents the distribution of respondents according to the socio-demographic profile indicated by the different variables namely: age, sex, civil status, employment status, educational attainment, trainings/certification and previous employment or work experiences.

It could be gleaned from the table that the respondents have ages ranging from 21 and above. The largest proportion representing 64.30% or 148 respondents had ages ranging from 20-25. This is followed by 17.40% or 40 respondents with ages 26-30. The smallest proportion representing 0.90% or 2 of the total respondents have ages ranging from 41 and above.

Table 1. General profile of respondents

CHARACTERISTIC	PARTICULAR	FREQUENCY	PERCENT
Employment	Hired	100	43.50
	Not Hired	130	56.50
Age	<20	12	5.20
	20-25	148	64.30
	26-30	40	17.40
	31-35	16	6.96
	36-40	12	5.21
	41 and above	2	0.90
Sex	Male	48	20.87
	Female	182	79.13
Civil Status	Single	175	76.09
	Married	55	23.91
Educational Attainment	MA degree	8	3.50
	With MA/MS units	12	5.20
	Bachelor's degree	210	91.30
Field of Specialization	Education-related	78	33.90
	Medical-related	74	32.20
	Business related/ management courses	33	14.30
	Agricultural/environmental-related	6	2.60
	Social Sciences	32	13.90
	Technology-based	5	2.20
	Architecture/criminology	2	0.90
TOTAL		230	100.00

There are more females (79.13%) than males (20.87%) applying for ESL teaching position and most of them were single (76.09%) or 175. Only 23.91% or 55 were married.

Majority of the respondents are BS graduates (91.30%), followed by with MA/MS units (5.2%) and with MA degree (3.5%).

As to their field of specialization, majority of the pool of applicants applying for ESL teaching position in PIA as represented by the following: 33.90% or 78 of the respondents specialized in education; 32.20% or 74 in medical related courses; 14.30% 33 in Business–related courses; 13.90% or 32 in Social sciences; 2.60% or 6 in Agricultural and environmental courses; 2.20% or 5 in Technology-based courses; and 0.90% were architecture and criminology graduates.

Moreover, Clemente-Reyes (2003) as mentioned by Rotor (2004) and Escala (2006), they described that the profile of an effective teacher are: 1) one who has a personal educational philosophy regarding beliefs, assumptions and convictions regarding his role as a teacher; 2) Married, and most likely a woman in her middle age-40 and above; (women dominate men in the teaching profession, 4:1) 3) a college performer, but not necessarily an honor student and campus leader; 4) one whose initial career was to set to teaching –in fact did not take up any formal undergraduate education subjects and training; 5) a postgraduate degree holder with a master's degree at least, in any specific field; 6) a person whose logical and creative hemispheres of the brain are effectively put to use in tandem; 7) a model person with personal attributes, virtues, and

teaching methods that nurture favorable teacher-student relationship; 8) one who draws inspiration from both within and outside the school, such as members of his family; 9) a cheerful, willing and motivated person always in pursuit of continued professional growth.

Of particular note, Ballou (1996) mentioned that the demographics of gender and years of service as superintendent did not load into the final model as having a significant relationship to the perceptions of priority in recruitment of ESL teachers.

Research Instrument

The study made use of a structured questionnaire to gather pertinent research data. The researcher administered the process through personal inquiry. The review of secondary data and collated information were validated by multiple one-on-one scheduled interviews with the HR personnel who were involved in the recruitment and selection process in order to make conclusive statements and discussions. The interview questions were aligned to their functions.

Data Collection

A letter of request was submitted to the management, addressed to the President and the Executive Vice President of Pines International Academy, Inc. (PIA), asking authorization to collect relevant data from the

HR Department which are needed in the research, to administer the questionnaires among the employees and to conduct special one-on-one interview with the five key people from the HR Department regarding the recruitment and selection process. A follow-up verbal communication was done to seek permission on the actual conduct of the study to ensure that there would be high data collection rate.

The researcher personally carried out the data gathering–from the floating of survey questionnaires to the validation of data and information through various interviews and observation. Upon retrieval of survey forms, quantitative data were collated, tabulated, analyzed and interpreted using appropriate statistical values and analysis. Qualitative information gathered from the interview was transcribed(see Appendix F) and it was incorporated in the result and discussion of this study.

Data Analysis

The data collected made use of descriptive and inferential statistics. The statistical computations such as Likert Scale, weighted mean, frequency count, percentages, and ranking were used to determine the factors that were deemed to be of most influence in the recruitment and selection of potential ESL teachers.

Two-way Chi-square test was used to determine if there were significant differences in the employment status of respondents in terms of variables compared.

Friedman's Two-way Analysis of Variance (ANOVA) for Ranks was also used to determine the agreement of respondents in their preferred criteria in the recruitment and selection of potential ESL teachers.

The scale for the level of perceived implementation of recruitment and selection practices was measured by employing the following scale:

Limits	Level	Descriptive Value	Symbol
1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

RESULTS AND DISCUSSION

This part of the study entitled "Enhancement of the Recruitment and Selection Practices for English Teachers at Pines International Academy, Inc." presents the data in tabular forms and discusses the information obtained in textual form. The data were analyzed using appropriate statistical analysis and the results of such analysis were the basis of interpretations.

Factors Affecting Recruitment and Selection
of ESL Teacher Candidates

Age. The age distribution of the respondents is reflected in Table 2. It could be seen from the table that the largest proportion representing 64.30% or 148 of the total respondents had ages ranging from 20-25 followed by 17.40% or 40 of the total respondents who had ages ranging from 26-30. Such distribution shows that the potential ESL teachers are in their early and mid-20s.

Individuals of these ages are generally described as passionate, energetic and open to new challenges and new cultures thus, they are more flexible and adaptable to changes. Also, these people usually do not acquire permanent status of employment.

On the other hand, respondents aged 41 and above represent 0.90% or a frequency of 2.0 has the least proportion of the respondents.

This result coincided with the findings of Escala (2006) that the perception of employers about older workers are not borne out in practice as the decline in physical capacity is balanced by experience and maturity. .

Table 2. Distribution of respondents profile affecting their employment status according to age

AGE	HIRED		NOT HIRED		TOTAL	
	F	%	F	%	F	%
<20	12	12	0	0	12	5.2
20-25	52	52	96	73.85	148	64.3
26-30	18	18	22	16.92	40	17.4
31-35	8	8	7	5.38	15	6.5
36-40	9	9	4	3.08	13	5.7
41 >	1	1	1	0.77	2	0.9
Total	100	100	130	100	230	100

X^2=0.000; significant at 0.05 level

Comparatively, a significant difference in the distribution is observed as manifested in the statistical computation using a chi-square test. The computed value 24.847 exceeds the critical chi-square value of 0.00 at 0.05 level of significance. This implies that the hired ESL teachers and potential ESL teacher candidates involved in the recruitment and selection do vary in their ages. The statistical analysis also shows that the age has an impact in the screening and hiring of candidates. The HR

supervisor of PIA has mentioned that as to age, an ESL teacher must be at least 20 years of age as part of the minimum qualifications.

This finding is also supported by Wanberg et al., (1996) as mentioned by Mendoza (2010) who found out that older individuals who engage in frequent job seeking were considered to be less likely to find work than younger individuals. He commented that older workers often face obstacles such as a changing labor market, age discrimination and negative employer stereotypes. Older unemployed workers may be subjected to conflicting social attitudes about the necessity of work versus retirement.

Although PIA, Inc. and other recruiting agencies do not care about the age of an applicant, Korean directors and program managers sometimes do. Generally speaking applicants over the age of 35 are harder to place in the private sector. ESL facts also affirm that undeniably, there are still good opportunities available for applicants who are 35 years of age and older however these jobs just are not so abundant (http://gone2korea.com)

Sex. It could be gleaned from Table 3 that there are more female (79.13%) than male (20.87%) respondents among the hired and not-hired ESL teachers. This also contradicts with the report of National Statistics Office (NSO) that men dominate the labor workforce of some institutions.

Such distribution shows that there is no significant difference between the hired and not hired in terms of their sex and guarantee of employment as revealed by the computed chi-square value of 0.306 at 0.05 level of significance. Evidently, more single are preferred than married (Table 3).

Civil status. Table 3 shows that generally, 76.09% of the total respondents were single. About 23.91% were married. 69% of the hired ESL teacher candidates were single and 31% were married.

Table 3. Distribution of respondents profile affecting their employment status according to civil status and sex

PROFILE	HIRED		NOT HIRED		TOTAL	
	F	%	F	%	F	%
Sex						
Male	24	24	24	18.46	48	20.87
Female	76	76	106	81.54	182	79.13
Total	100	100	130	100	230	100
Civil Status						
Single	69	69	106	81.54	175	76.09
Married	31	31	24	18.46	55	23.91
Total	100	100	130	100	230	100

X^2=0.306; not significant at 0.05 level X^2=0.041; significant at 0.05 level

A significant difference prevails in the distribution of respondents according to civil status. This is evident in the computed chi-square value

of 4.189 being greater than the critical value of 0.041 at 0.05 level of significance. Such result indicates that the assessment of the respondents according to civil status significantly varies.

Customarily, it agrees to the study of Clemente-Reyes (2003) that women dominate men in the teaching profession, 4:1 however it also contradicts with his findings that Married, and most likely a woman in her middle age-40 and above are in teaching profession.

Educational attainment and field of specialization. In terms of educational attainment, the plurality of respondents was those bachelor's degree holders with 209 or 90.87%.13 or 5.65% with MA/MS/Education units while only 8 or 3.48% were MA/MS holders upon their job application as shown in Table 4. Among them, there were 84 or 36.52% who specialized in education courses and 146 or 63.48% specialized in non-education courses.

The result also shows the distribution of hired ESL teacher candidates who specialized and did not specialize in education. It is very evident that the larger proportion is represented by the non-education graduates. More specifically they are graduates of medical related courses (32.20%), business/management courses (14.20%), social science courses (13.90%), agricultural courses (2.60%), and technology-based course (3.10%).

There are a lot of institutions that require teachers to take college-level courses to maintain their teaching certificates. Besides licensure and courses in education, some schools require a master's degree (http://careers.stateuniversity.com). In addition to this, additional requirements vary but most often include holding a teaching license and sometimes a graduate degree in ESL instruction.

Table 4. Distribution of respondents profile affecting their employment statusaccording to education

PROFILE	HIRED		NOT HIRED		TOTAL	
	F	%	F	%	F	%
Educational Attainment						
MA Graduate	1	1	7	5.38	8	3.48
w/ MA Units	12	12	1	0.77	13	5.65
AB/BS Graduate	87	87	122	93.85	209	90.87
Total	100	100	130	100	230	100
Specialization						
Education	36	36	48	36.92	84	36.52
Non-Education	64	64	82	63.08	146	63.48
Total	100	100	130	100	230	100

X^2=0.000; significant at 0.05 level X^2=0.885; not significant at 0.05 level

Moreover, the outcome of this study upholds the study of Sison (1991) emphasizing that the educational background of an individual is not sufficient index of his skill.On the other hand, journals affirmed that in

order to work as an ESL teacher, individuals must have a bachelor's degree (http://www.teachabroad.com/teach-article). The qualifications required by employers vary widely depending on the demand and availability of teachers and work requirements however a bachelor's degree is required to be able to work at PIA, Inc. though not necessarily but preferably in the field of education.

This is validated by the responses of the HR representatives and supervisors of PIA when they uniformly indicated that a teacher candidate must have at least 4-year degree course (preferably education graduate) as a minimum requirement.

According to Darling-Hammond (2001), while a college major in ESL is fairly new, there are some programs that offer such specialized course. Students may choose to major in ESL or major in education with a concentration in ESL as a subject area. These prospective teachers observe classes, learn how to prepare lesson plans, and actually work with students and other teachers.

In contrast, there are about 550 accredited teacher education programs in the United States and most are designed to meet the requirements of the state in which they are located (Balter and Duncombe, 2005). In Philippines, however, ESL teachers of adult students do not

need an education degree or a license because there are a variety of training programs available for ESL teachers of adults.

Trainings and certification. As to trainings, Clemente-Reyes (2003) as mentioned by Rotor (2004) and Escala (2006), described that an effective teacher is an expert in all four areas of teaching, namely subject matter, classroom management, instruction, and diagnostics in teaching. Although the findings that some of the respondents have attended trainings or have availed certification or license from recognized institutions, a great majority of respondents have not undergone any ESL-related training prior to their application in PIA (Table 5).

There is no significant difference that prevails in the distribution of respondents according to trainings and certification. This is evident in the computed chi-square value of 0.531 at 0.05 level and 0.224 at 0.05 level.

Some schools in other countries require continuing education courses in order to maintain teaching certificates. There are many competitive employers require TEFL certificate. In general, most certificate programs assist with job placement.

For this reason, the Training and Development offers trainings to qualified applicants in order to fill in the lack of expertise and to provide a competitive advantage. This has been validated by the uniform responses of HR team during the one-on one interview scheduled.

Table 5. Distribution of respondents profile affecting their employment status according to their certification and trainings

PROFILE	HIRED		NOT HIRED		TOTAL	
	F	%	F	%	F	%
Attended ESL Trainings						
(TOEFL, TOEIC, IELTS, etc.)	16	16	17	13.08	33	14.30
Total	100	100	130	100	230	100
License/Certification LET passer	5	5	12	9.23	17	7.40
Total	100	100	130	100	230	100

ESL X^2=0.531 at 0.05 level; not significant
LET X^2=0.224 at 0.05 level; not significant

Every technically skilled person is the asset of the organization and we take care of the employee the most, hence any trained candidates with best technical skills will be important for any organization.

Goldhaber et al., (2003) indicated that in some countries, certification is mandatory for ESL teachers who teach adults. Other institutions require teachers to have master's degree in Teaching of English to Speakers of Other Languages (TESOL), or an allied field (online).

In addition to becoming certified to teach, many teachers become certified in ESL or bilingual education. However, the result that there are not many ESL teacher candidates, who have undergone training or have

availed certification prior to employment in PIA contradicts the findings of Loeb (2001) that based on a survey of state education agencies conducted by National Clearinghouse for English Language Acquisition, there are approximately 48, 791 teachers certified in ESL. There is an average of one teacher certified in ESL for every 44 limited English proficient students.

In Philippines, ESL teachers of adult students do not need an education degree or a license. There are a variety of training programs available for ESL teachers of adults. This is one of the reasons why even non-education graduates can still teach English.

Work experience. The respondents' responses vary in terms of their work experiences as shown in Table 6. The result shows that there is a higher percentage (44.78%) for ESL teacher candidates with teaching experiences to apply for the position as shown above. However, ESL teacher candidates who have other work experience are likely to be hired (46%) followed by those with teaching experiences (41%) and fresh graduates (23%).

In most cases, English teaching abroad programs do not require teaching experience but the chances of getting hired will be greater if someone has it.

Table 6. Distribution of respondents profile affecting their employment status according to work experiences

WORK EXPERIENCE	HIRED		NOT HIRED		TOTAL	
	F	%	F	%	F	%
Fresh graduate	23	23	21	16.15	44	19.13
With teachingexperience	41	41	62	47.69	103	44.78
With other workexperience	46	46	47	36.15	101	43.91
Total	100	100	130	100	230	100

JE X^2=0.318 at 0.05 level; not significant
TE X^2=0.390 at 0.05 level; not significant
OE X^2=0.007 at 0.05 level, significant

The statistical result shows that the teaching experience and being new to the working environment (fresh graduate) are not significant factors to the employment of ESL teacher candidates. This is indicated by the computed chi-square value of 0.390 and 0.318 respectively at 0.05 level of significance. This somehow nullifies or modifies the research finding of Ballou (2006) and Sinha (2010) that some companies consider post-graduate degrees as an advantage rather than just a bachelor's degree.

Moreover, other work experience is considered as significant as shown in the computed chi-square value of 0.007 at 0.05 level of significance. An article written by Deery (2008) stated that most employers

are looking for evidence that you will be able to do the job you are applying for. Nonetheless, Alecio et al (2004) as mentioned by Ballou (2006) affirmed that agencies consider previous relevant work experience to be desirable for candidates applying for internships and for permanent jobs.

Criteria Preferred by Management in the Recruitment
and Selection of ESL Teacher Candidates

Table 7 presents the responses of the people involved in the recruitment and selection process of Pines International Academy when they were asked to enumerate their preferred criteria influencing the recruitment and selection of ESL teacher candidates. After a short interview, their responses were ranked.

The teacher hiring choices are among the most important decisions made by the HR Supervisors. Unfortunately, empirical research has not consistently identified a set of basic measurable teacher characteristics, such as education and experience, associated with improved student performance (Goldhaber, 2002). Therefore, hiring teacher depends on the processes used by the people involved in the decision-making to go beyond basic characteristics to identify the underlying attributes of successful teachers.

Table 7. Criteria preferred by the management in the recruitment and selection of Pines International Academy, Inc. of ESL teacher candidates

CRITERIA	MEAN	RANK
Age	7.6	7
Bachelor's Degree	3.2	3
Civil Status	9.6	9
Communication Skills	2.0	1
Future Plans	8.0	8
License/Certification	6.4	5
Physical Appearance	7.0	6
Previous Work Experiences	5.2	4
Residence/Location	10.0	10
Trainability	2.2	2

X^2=0.001 at 0.05 level of significance

The top ten criteria preferred by the management in the recruitment and selection of potential ESL teachers are: communication skills (1); trainability (2); degree/specialization (3); previous work experience (4); license/certification (5); physical appearance (6); age (7); future plans (8); Civil status (9); and residence/location (10).

As a result, there is a significant difference among the responses of the respondents as shown but the chi-square computed value of 35.018 against the tabular value of 0.001 at 0.05 level of significance.

Communication skills and trainability. Most ESL teachers may be required to be fluent in another language besides English, in order to communicate with their students. ESL teachers need to be knowledgeable of their students' culture and recognize differences that may affect a student's ability to acclimate to an English-speaking environment.

Ranked as 1 and 2 consecutively, communications skills (2) and trainability (2.2) are highly considered as factors in the recruitment and selection of ESL teachers by the current supervisors of PIA. This is supported by the standard set by the management that all teacher applicants are required to have the ability to communicate effectively in the English language, both orally and written as stated in the PIA Faculty and Staff Manual (2007). They must also have the propensity and a capacity that conforms to the rules and traditions governing the institution and encourages others to think, learn and behave appropriately.

In hiring and training fresh graduates there is an investment. Walsh (2011) mentioned that you are better off if you take fresh graduates and train them. They don't bring "bad habits" with them, and if you give them reasonable opportunities for advancement most of them will stay with you.

For this reason, HR needs to make sure the new-hires are trainable so as to not waste valuable time and resources. As a result, trainings are also provided by the Training and Development Team of PIA in order to reduce the gap between the new employees' abilities and employers' expectations (Mendoza, 2010).

According to Linda Lahann, an ESL instructor in Lowa with over 20 years of experience, every technically skilled person is the asset of the organization hence, any trained fresher with best communication and technical skills will be important for any organization.

Education and field of specialization. Ranked as 3^{rd,} by the respondents with the mean 3.2, Cook (2004) contradicted this finding in the result of his study that a large number of organizations do not consider undergraduate to be an advantage. Some researchers proved that they tend to avoid candidates with related field or degrees. This substantiates the earlier findings about the profile and factors affecting the recruitment and selection of ESL teacher candidates.

Preferred degree subjects include English, Media Studies, Communications, Journalism, History and Languages, although they also consider all subjects. Degree subjects preferred will also depend on the type of work covered by the firms.

This also mirrored the earlier findings that majority of the ESL teacher candidates are not those who specialized in education but also those who specialized in medical related, management courses and social science courses. Also, the larger proportions of candidates who passed the screening and hired are not those who solely specialized in education. This finding also negates the minimum qualification preferred by the management as written on their advertisement.

Previous experience. Ranked as 4th, previous experiences are considered by the management. Sinha, (2010); Dey, (2010); Deshpande, (2011) argued in an online blog post about the decision to select between trained candidates and freshers. Employers are also looking to hire people from the same trade for reasons of better safety. It must be noted that if companies take freshers and train them, there is a possibility that they will leave because of their future plans—this factor is ranked as 8th by the respondents. Consequently, this can cause high turnover rate. So it would be preferable to take freshers and mold them as per the company requirements and keep them motivated to stay with the company (Wilk and Cappelli, 2003).

Considering trained freshers, they are hard to get in terms of exact company requirements (Dey, 2010). Comparatively, Senior Consultant of Hewitt Associates, GargiSinha (2010), strongly noted that no employer

today takes risk with a fresher or spends any time in their training. He also added that hiring trained candidates will reduce training cost. However, based on the findings, PIA does not have strong preference between freshers and trained candidates prior to application. This is reflected in their staff manual which states that the institution fosters mutual respect among all those who become part of it. This means that PIA treats all persons in any activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics (PIA Faculty and Staff Manual, 2007).

Physical appearance, age and civil status.Balter and Duncombe(2005); Guia(2010) pointed out that the importance of an outstanding resume cannot be overstated however, it is often the physical appearance of a job candidate that is the ultimate determining factor for a successful job interview. This means that employers potentially have a plethora of qualified candidates to choose from so physical appearance could play an important part whether or not a candidate of a particular job is selected. In relation to this, ESL job in PIA is a face-to-face interaction with students.

Also, it was found out that age discrimination is less consequential in the employment interview as affirmed by Morgeson, et al. (2011).

Ranked as 6th, 7th and 9th respectively, physical appearance, age and civil status were observed as factors which have lesser bearing in the decision of the management's decision in the screening process. This is conclusive to the statement of HR personnel who responded during the interview. The supervisor mentioned that only relevant work-related criteria are utilized during the hiring process. The other personnel also supplemented the response by saying that, "…based on the guidelines that we have right now, all forms of assessment that our applicants are going through are subjected to and are assessed in a standardized manner which are necessary to satisfactory job performance."

The PIA faculty and staff manual also emphasized that no applicant for employment shall be discriminated upon because of race, color, age, religion, gender, affinity orientation, disability, or national origin.

The Recruitment Process

When asked about the standard procedure being followed by the management in the recruitment and selection of ESL teacher candidates, the five personnel who were involved in the recruitment and selection process described their duties and responsibilities as summarized and shown in Figure 3.

However, when asked if they have written guidelines describing procedures for the review of competencies and/or qualifications, one of

them remarked that the guideline is not yet codified but they have their own personal guidelines on how they do it but they make sure that they are working in harmony with each other.

The recruitment process involves the following procedure as described by the HR supervisor and supported by the PIA Staff Manual: Applicants for teaching positions shall file their applications with the Human Resources Department. The designated officer from the HR shall make an initial assessment of the qualifications of the applicant. If the minimum educational requirements of the applicant are met, interviews and further examinations may be conducted. Upon approval of the application, the teacher-applicant shall be required to undergo training and render teaching demonstrations.

The training and teaching demonstration are part of the pre-hire screening process. Also, former PIA teachers who reapply shall be required to undergo the Teaching Empowerment Program for English Educators or TEEPEE pre-hire training to refresh their knowledge and skills in ESL/EFL teaching.
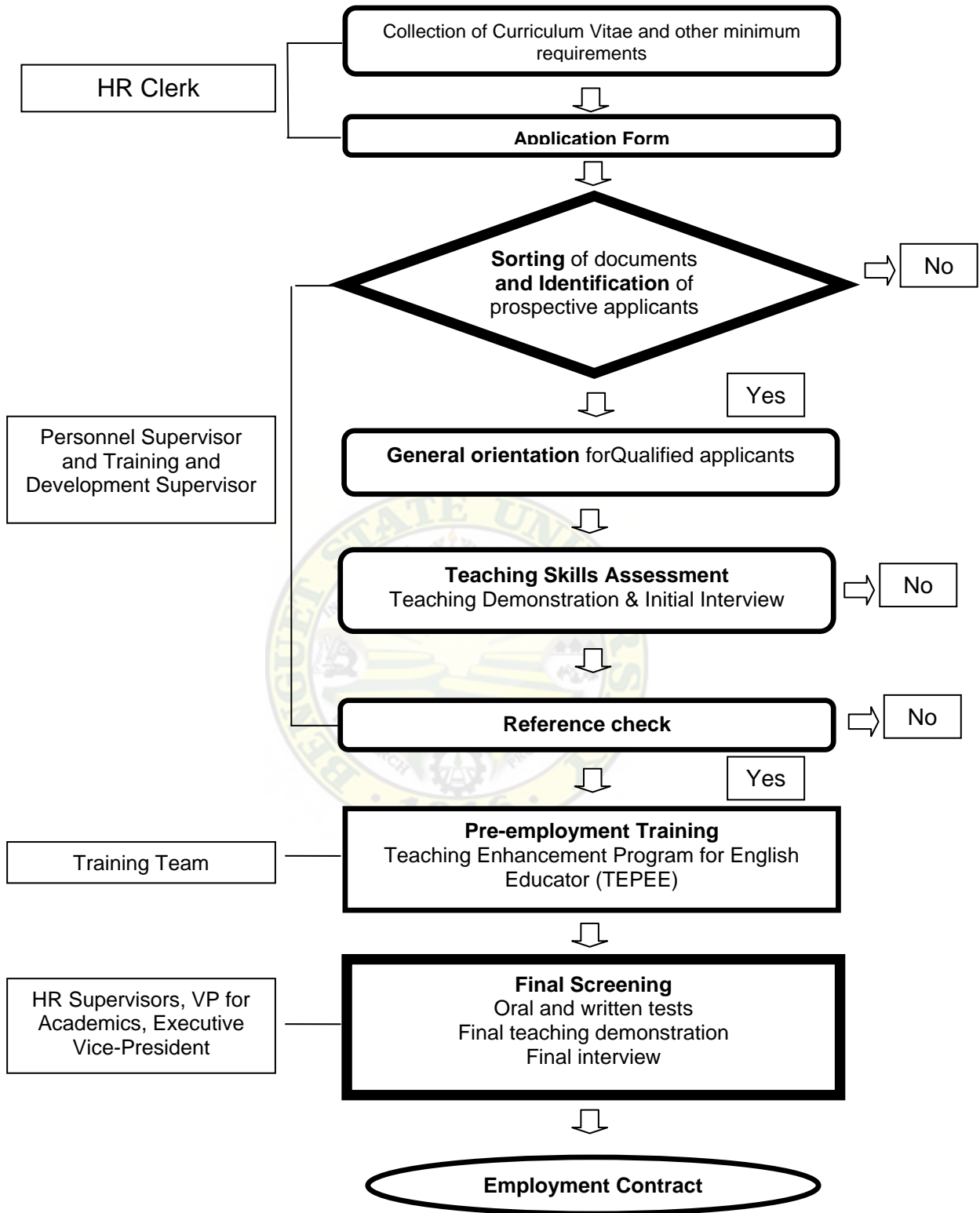
Figure 3. Recruitment process flow

Every new and re-engaged teacher shall sign a contract with PIA setting forth his or her work assignment, salary grade or rate and position. Before the signing of contract by a teacher, the Human Resource Department (HRD) shall explain in detail his/her job description, his/her compensation package including mandatory deductions provided for under law as well as matters relating to institutional policies. The chosen applicant officially becomes an employee of PIA upon his/her execution of the employment contract.

<u>Perceived Level of implementation of Pines International Academy, Inc. Practices on Recruitment and Selection of ESL Teachers</u>

The table presented the perceived level of implementation of Pines International Academy. The tables below further show that the 5 groups (2007-2011) of respondents shared a common perception on the level of implementation of the practices and guidelines on recruitment and selection of Pines International Academy, Inc. Data presented in the table indicated that some of the identified practices and guidelines on recruitment and selection were fully implemented while some were identified as poorly implemented.

In this context, Webb and Norton (1999) opined that if authorities concerned regarding the implementation of the guidelines provided for do not operate properly, then their concern for the attainment of the

organization's goals and objectives would be superficial. Failure occurs often and rules arise often from procedures and rules which are not being followed or adhered to.

Advertising. The goal of teacher recruitment is to increase the number of high quality applicants. Table 8 presents the evaluation ratings on the perceived level of implementation of Pines International Academy, Inc. practices employed for advertising.

Collectively, the HR personnel of PIA revealed that among the recruitment strategies, advertisement in newspapers, referrals, job fairs and visiting schools and universities are their major strategies in attracting ESL teacher applicants.

Table 8. Perceived level of implementation of Pines International
Academy, Inc. practices on recruitment and selection of ESL
teachers on advertising

ADVERTISING PRACTICES	MEAN	DESCRIPTIVE VALUE	Std. Dev
1. The recruitment of potential ESL teachers is advertised through posting of existing vacancy in the local newspapers.	4.63	FI	0.774
2. The recruitment of potential ESL teachers is advertised through flyers.	1.93	PI	1.121
3. The recruitment of potential ESL teachers is advertised through posting of existing vacancy in theInternet.	2.26	PI	1.244

Table 8.Continued…

ADVERTISING PRACTICES	MEAN	DESCRIPTIVE VALUE	Std. Dev
4. The recruitment of potential ESL teachers is advertised through posting of existing vacancy through job fairs.	3.22	MI	1.330
5. The recruitment of potential ESL teachers is advertised through posting of existing vacancy through career counseling in schools and universities.	2.16	PI	1.126
6. The recruitment of potential ESL teachers is advertised through referrals from present and former employees.	3.55	VI	.167

Limits	Level	Descriptive Value	Symbol
1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

Table 8 revealed that PIA has focused on increasing the number of applicants from the local pool of teachers using fairly passive methods. Among the strategies, the use of local newspapers was perceived by the respondents as fully implemented with a mean score of 4.63. The value is also supported solidly by majority of the respondents as proven statistically by the 0.774 standard deviation. This corresponds to the study conducted by Balter and Doncumbe (2005) that a simple and fairly passive strategy for recruitment is to put an advertisement in a

newspaper, trade publication, or on radio or television. Loeb (2002) added that the least expensive option would probably be the local newspapers or possibly be the local radio stations.

Other strategies being practiced however include referrals which obtained a mean score of 3.55 and described as Very much Implemented, attending local job fairs incurred a mean score of 3.22 and described as Moderately Implemented. On the contrary, the use of internet with a mean score of 2.26, use of flyers with a mean score of 2.16 and partnering with local colleges for career counseling which obtained a mean score of 1.93 are interpreted as Poorly Implemented. This supports the possible sources of attracting potential candidates for recruitment as identified by Mooney (2002), Rioux et al (2010), and Taylor et al (2002).

Vodanovich and Piotrowski (2000) stated that organizations regularly utilize internal resources such as job postings and employee referrals when recruiting both external and internal candidates nevertheless, the result also fails to prove that the internet is the most popular advertising medium as identified by Rioux, et al (2010).

The findings supportPiotrowski&Keller (2009) as they indicated that the majority of companies rely on traditional recruitment and personnel selection techniques over the use of online assessment instruments. Yet

several articles featuredin human resource publications tout the benefits of online testing of job applicants.

Preliminary screening practices. The first step in most selection processes involves the collection of basic candidate information. Almost all organizations require job candidates to submit a resume and complete a standard application to summarize education and work history.

Table 9 exhibits the perceived level of implementation of Pines International Academy, Inc. practices on recruitment and selection of ESL teachers on preliminary screening with the computed mean, descriptive value and standard deviation value.

Majority of ESL teacher candidates submitted the same requirements and underwent the same process as follows: filing of application, 4.74 described as Fully Implemented; resume, 4.81 described as Fully Implemented; Application Letter, 4.60 described as Fully Implemented; Official Transcript of Records (OTR) described as Fully Implemented; Diploma, 4.37 described as Very Much Implemented; Health Certificate, 3.57 described as Very Much Implemented; and Application Form, 4.34 described as Very Much Implemented.

Table 9. Perceived level of implementation of Pines International
         Academy, Inc. practices on recruitment and selection of ESL
teachers on preliminary screening.

PRELIMINARY SCREENING PRACTICES	MEAN	DESCRIPTIVE VALUE	Std. Dev
1. Applicants file their applications with the Human Resources Department.	4.74	FI	0.691
2. Resume is submitted upon application	4.81	FI	0.720
3. Application letter submitted upon application	4.60	FI	1.025
4. Official Transcript of Records (OTR) is submitted upon application	4.79	FI	0.671
5. Diploma is submitted upon application	4.37	VI	1.160
6. Health Certificate is submitted upon application	3.57	VI	1.539
7. Application Form is secured from the HR and submitted upon application	4.34	VI	1.281

Limits	Level	Descriptive Value	Symbol
1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

The findings is supported by Liu (2002) when he asserted that

teacher candidates are asked most frequently to submit resumes,

references, college transcripts, and cover letters. Less frequently, teacher

candidates had to submit portfolios, lesson plans, and writing samples.

Initial assessment. Table 10 presents the perception of respondents on the implementation of Pines International Academy, Inc. of their initial assessment practices.

Table 10. Perceived level of implementation of Pines International Academy, Inc. practices on recruitment and selection of ESL teachers on initial assessment (behavior-based interview)

INITIAL ASSESSMENT	MEAN	DESCRIPTIVE VALUE	Std.Dev
1. An initial interview with applicants is conducted	4.14	VI	1.318
2. A teaching demonstration is scheduled by the HR supervisor and the applicant conducts an actual class demonstration	4.48	VI	1.059

Limits	Level	Descriptive Value	Symbol
1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

Described as Very Much Implemented, PIA conducts initial interview, 4.14 and teaching demonstration, 4.48 as part of the initial assessment.The result agrees with the report of Byham (1989) that during the selection process, many organizations focus only on assessing the skills necessary to perform the job.

Pre-employment test. A lesser percentage of organizations currently uses testing or assessment methods extensively in their selection process. However, organizations plan to increase their use of applicant testing and assessment in the future. These structured approaches to assess skills, abilities, and knowledge can significantly reduce the candidate pool by eliminating those who fail to meet the minimum job qualifications.

The perceived level of implementation of Pines International Academy, Inc. practices on recruitment and selection of ESL teachers regarding pre-employment test is shown in Table 10.It is evident that upon approval of application, applicants are required to undergo training—TEPEE pre-hire training of PIA with an average mean of 4.61 and described as Fully Implemented. The standard deviation value of 0.815 also proved that the responses of respondents were almost uniform; also, after the pre-employment training, the applicant is scheduled for final teaching demonstration and final interview. This is also Fully Implemented as perceived by the ESL teachers and as reflected in the mean score of 4.59 and 0.900 standard deviation.

Today, many public and private schools employ teachers trained as ESL instructors. The primary goal of ESL teachers is to help students learn to use the English language to communicate both verbally and in

Table 11. Perceived level of implementation of Pines International
Academy, Inc. practices on recruitment and selection of ESL
teachers on pre-employment test

PRE-EMPLOYMENT TEST	MEAN	DESCRIPTIVE VALUE	Std. Dev
1. Applicants have to take the employment tests (psychological, IQ, Personality tests) to measure their ability and to supplement the interviews and data indicated in the application form.	3.09	MI	1.505
2. Upon approval of application, applicants are required to undergo training—TEPEE pre-hire training of Pines International Academy.	4.61	FI	0.815
5. After the pre-employment training, the applicant is scheduled for Final teaching demonstration and Final interview	4.59	FI	0.900

Limits	Level	Descriptive Value	Symbol
1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

writing. They also try to build students' confidence through instruction and

interaction. However, ESL teachers do not usually speak the language of

the students they teach. In fact, PIA recognizes the need to

providetraining to applicants so that they will be prepared well in the

workplace that is why in 2008, Teaching Empowerment Program for

English Educators (TEPEE) is offered to potential ESL teacher candidates

(PIA Faculty and Staff Manual, 2007). In addition, Mendoza (2010) emphasized that the HR Department also provides modular training to employed teachers to further enhance their abilities and teaching methodologies.

There are various means of setting selection criteria such as written test, group discussion, psychometric test, video-conferencing with recruit, yet no formal recruitment cycle can ever be complete without face-face discussion between the recruiter and the recruit. However, the item above which states that applicants have to take the employment tests (psychological, IQ, Personality tests) to measure their ability and to supplement the interviews and data indicated in the application form is perceived by the respondents as Moderately Implemented. This is manifested in the computed mean score of 3.09.The difference in the perception is also reflected in the computed standard deviation which is 1.505.

Psychological tests and assessment instruments that tap prospective employees' personality, interpersonal style, and response to assess situations have received increased attention from both human resource professionals and researchers in I/O psychology over the past 20 years (Polyhart et al., 2003)..

Reference checks and physical examination. It could be gleaned from the table that the items: 1) a background investigation is conducted to the potential candidate before he/she is finally selected; and 2) the selected applicants are required to undergo physical and medical examination to determine if he/she is fit to work are described as moderately implemented. These items are quantitatively described with the mean score of 2.77 and 3.03 respectively. These means indicated that there is a weaker awareness of employees whether these are implemented or conducted by the management. It could be observed that their awareness is significantly different by merely looking at the standard deviation value.

Table 12. Perceived level of implementation of Pines International Academy, Inc. practices on recruitment and selection of ESL teachers on background checks and physical examination

BACKGROUND CHECK	MEAN	DESCRIPTIVE VALUE	Std. Dev
1.A background investigation is conducted to the potential candidate before he/she is finally selected	2.77	MI	1.332
2. The selected applicants are required to undergo physical and medical examination to determine if she/he is fit to work.	3.03	MI	1.210

Limits	Level	Descriptive Value	Symbol

1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

Based on a review of the scientific and professional literature in human resource management, Levashina and Campion (2011) defined expected management practices in background checking including the need to understand the job requirements, methods of background checks, the extensiveness of background checks, the role of application forms and the use of interviews

<u>Employment</u>. Table 13 shows that hired applicants for ESL position sign an initial provisional employment contract setting forth his or her assignment, salary grade and position and immediately upon being hired, new ESL teachers are informed by the management about the standards by which they may be qualified as permanent employees during the final orientation. The computed means of the two items fall in the statistical limit of 3.50-4.49 which means that these practices are perceived to be Very Much Implemented.

This result corresponds with the procedure stated in the PIA staff manual that every new and re-engaged teacher shall sign a contract with PIA setting forth his or her work assignment, salary grade or rate and position. Then the chosen applicant officially becomes an employee of PIA upon his/her execution of the employment contract.

It has been projected that in the next few years, some organizations expect to use outsourcing more for testing and assessment activities.

Table 13. Perceived level of implementation of Pines International Academy, Inc. practices on recruitment and selection of ESL teachers on employment

EMPLOYMENT	MEAN	DESCRIPTIVE VALUE	Std. Dev
1. Hired applicants for ESL teaching position sign an initial provisional employment contract setting forth his or her assignment, salary grade and position.	4.28	VI	1.016
2. Immediately upon being hired, new ESL teachers are informed by the management about the standards by which they may be qualified as permanent employees during the final orientation.	4.32	VI	0.973

Limits	Level	Descriptive Value	Symbol
1.00-1.49	1	Not Implemented	NI
1.50-2.49	2	Poorly Implemented	PI
2.50-3.49	3	Moderately Implemented	MI
3.50-4.49	4	Very Much Implemented	VI
4.50-5.00	5	Fully Implemented	FI

Finally, better recruitment and selection strategies result in improved organizational outcomes. The more effectively organizations recruit and select candidates, the more likely they are to hire and retain satisfied employees. In addition, the effectiveness of an organization's

selection system can influence bottom-line business outcomes, su ·

productivity and financial performance.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was conducted to identify and evaluate the effectiveness of the recruitment and selection practices carried out by Pines International Academy, Inc. in the high need disciplines of ESL education.

Specifically, this study addressed the following inquiries:

1. Is there a significant difference between the profiles of ESL teachers who were hired and those who were not hired based on the recruitment and selection practices of PIA along the following socio-demographic factors:

      a. Age

      b. Sex

      c. Civil status

      d. Education

      e. Trainings/certification

      f. Work experiences

2. What criteria are preferred by the management in the recruitment and selection of potential ESL teachers of Pines International Academy, Inc.?

3. What is the level of implementation of the institutional practices on recruitment and selection of ESL teachers of Pines International Academy, Inc.?

The study was conducted at Pines International Academy, Inc. where the respondents were the potential and employed ESL teachers of the institution between the time periods 2007-2011 as well as the people involved in the employment process.

The descriptive survey method of research was utilized in this study. The primary data gathering instrument used was a questionnaire.

Follow up interview was also conducted for further clarification and validation of data.

<u>Findings</u>

The following are the salient findings of the study:

1. There were significant differences in the distribution of respondents in terms of age, civil status, educational attainment, bachelor's degree/field of specialization, and work experiences. The largest proportion in the age distribution of the respondents is represented by the 64.30% or 148 of the total respondents who had ages ranging from 20-25. It shows that the potential ESL teacher candidates are in their early and mid-20s; there are more female (79.13%) than male (20.87%)

respondents; 76.09% of the total respondents were single. There was no significant difference between the hired and not hired in terms of their sex.

2. In terms of educational attainment, the plurality of respondents was those bachelor's degree holders with 209 or 90.87%.13. The larger proportion of respondents is represented by the non-education graduates (63.48%) and it was found out that among the Hired, 64% are non-education graduates. This result failed to affirm that the management prefers education graduates. Also, most of the hired have not undergone training prior to job application.

3. There was a significant difference in the criteria preferred by the personnel involved in the recruitment and selection.

4. The top ten criteria preferred by the management in the recruitment and selection of ESL teachers were ranked as: communication skills; trainability; degree/field of specialization; previous work experience; license or certification; physical appearance, age, future plans, civil status, and residence/location.

5. Communication skills (2) and trainability (2.2) had significant bearing in the recruitment and selection of applicants while physical appearance, age, and civil status were observed as factors which have lesser bearing in the decision of the management's decision in the screening process.

6. The Recruitment process includes: collection of Curriculum Vitae and other minimum requirements, application form, sorting of documents, general orientation for qualified applicants, teaching skills assessment, reference check, pre-employment training, final screening and signing of employment contract.

7. Among the recruitment strategies, the use of local newspaper was perceived by the respondents as "fully implemented" with a mean score of 4.63. The value was also supported solidly by majority of respondents as proven statistically by the 0.774 standard deviation. On the other hand, the implementation of reference checks and physical examination were perceived as "moderately implemented." These items were quantitatively described with the mean score of 2.77 and 3.03 respectively.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The ESL teachers of Pines International Academy, Inc. were predominantly young, typically single, bachelor degree holders, generally females and in terms of education, most of them specialized in non-education courses. Since this is the case, most of them have not undergone formal trainings related to ESL before their job application.

2. Pines International Academy, Inc. relied on traditional recruitment and personnel selection techniques over the use of online assessment instruments by using simple and fairly passive strategy for recruitment such as an advertisement in newspaper and regular utilization of internal resources such as job postings and employee referrals when recruiting ESL teacher candidates.

3. The criteria preferred by the management are most likely based on skills and behavior and less probably based on the acquisition of formal knowledge.

4. Majority of the ESL teacher candidates submitted the same requirements and underwent the same employment process however, the awareness in the employment procedure was not so solidly consistent.

5. Some of the identified practices and guidelines on recruitment and selection were fully implemented while some were identified as poorly implemented. Thus, there is a weaker awareness of employees whether these are implemented or conducted by the management as reflected in the irregularity of their responses.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are herewith proposed:

1. There should be greater effort to update and upgrade the system of recruitment and selection practices to increase the number of high quality applicants.Thus, by using a good selection system to hire qualified employees, organizations can reduce turnover, increase employee retention, and ultimately improve critical business outcomes.

2. Qualifications criteria shall be observed and implemented with a standard strictly followed at all cost and it should be disseminated to all concerned.

3. A written guideline or upgraded manual of operations shall be made to serve as guide and as a basis in the recruitment and selection process. Familiarity with the policies of the institution promotes awareness of one's rights, duties and responsibilities

4. Information dissemination and orientation on PIA policies and guidelines on recruitment and selection shall be conducted by the HR personnel in-charge.

5. All existing institutional policies on recruitment and selection of ESL teachers should be disseminated to stakeholders and implemented so that the institution shall be able to attract and eventually employ very qualified ESL teachers.

6. PIA, Inc. shall consider offering ESL certification courses or training programs designed for individuals outside who want to refresh or upgrade their English communication skills.

7. Further study on a wider scope should be conducted with rega `
to recruitment and selection practices being adopted by the institutior

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APPENDICES

APPENDIX A
Letter of Intent to Conduct the Research

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28 December 2010

The PIA Adviser
Pines International Academy, Inc.
Baguio City

Dear Sir:

Greetings!

I am a student of Benguet State University currently pursuing Masters of Science in Human Resources Development under the Open University program. I am presently conducting my thesis entitled, **"ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICES FOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC."**

The objective of the study is to identify and evaluate the effectiveness of currently existing recruitment and selection practices carried out by Pines International Academy, Inc. and to assess the level of implementation of selection policies of ESL teachers. Furthermore, it also aimed at producing a manual of operations based on this for ESL teachers of the academy in the high need disciplines of ESL education.

On this regard, I humbly request your good office to permit me to have free access to information relevant to the scope of my study by floating survey questionnaires and conducting interview to the HR Personnel of the academy.

Your favorable action on this matter will be highly appreciated. Rest assured that the information would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than statistical analysis and the purpose of this study as a research only.
Thank you very much.

Sincerely yours,

(SGD.) JAYCA Y. SIDDAYAO
Researcher

APPENDIX B

Letter to Respondents

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28 December 2010

Dear Respondents:

Greetings!

In line with my study entitled, **"ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICESFOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC."** in partial fulfillment of the requirements for a Master of Science in Human Resource Development degree, I am requesting your cooperation to provide the pertinent data needed.

Your valuable inputs will surely help to determine the level of effectiveness of currently existing recruitment and selection practices carried out by Pines International Academy, Inc. and be able to produce a manual of operations based on this for ESL teachers in the high need disciplines of ESL education.

In this connection, I am requesting for your assistance by accomplishing the attached questionnaire. Please check the appropriate boxes or items and write your responses on the blanks provided. Rest assured that your answers would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than for statistical purposes.

Thank you for your time completing this questionnaire. Kindly return the questionnaire to the undersigned three days upon receipt thereof.

Truly yours,

(SGD.)JAYCA Y. SIDDAYAO
Researcher

APPENDIX C

Communication Letters

28 December 2010

The Executive Vice President
Pines International Academy, Inc.
Baguio City

Dear Ma'am:

Greetings!

First of all, I would like to extend my heartfelt thanks to you and the management for granting my request last December 28, 2010 regarding my thesis. Your suggestions are very much valued and I have already made the necessary revisions and had my adviser approve it.

In line with my study entitled, **"ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICES FOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC."** in partial fulfilment of the requirements for Master of Science in Human Resource Development degree, may I continue to request for the assistance and cooperation of the HR Department to complete my study this semester.

In this regard, I humbly request your good office to permit me to have free access to information relevant to the scope of my study. Specifically:

    a.   the acquisition of ESL applicants' profile from 2005-2011:

YEAR	No. of batches	WAVE
2007	3 (23)	**Wave**
2008	3 (23)	**Wave**
2009	3 (23)	**Wave**
2010	3 (23)	**Wave**
2011	3 (8)	**Wave**
Total	n= 100	**Average no. of applicants** monthly/per batch

based on stratified random sampling (SRS)   Sample size: 100

        b. a quick interview with the HR personnel on February 24, 2011 regarding the recruitment and selection practices of PIA.

Your favorable action on this matter will be highly appreciated. Rest assured that the data and information would be treated with utmost confidentiality and will only be for the sole purpose of my study.

Thank you very much.
Sincerely yours,

(SGD.) JAYCA Y. SIDDAYAO

Researcher

Republic of the Philippines
Benguet State University
OPEN UNIVERSITY
La Trinidad, Benguet

23 February 2011

The Executive Vice-President
Pines International Academy, Inc.
Baguio City

Dear Ma'am:

Greetings!

I am a graduate student of Benguet State University currently pursuing Master of Science in Human Resource Development under the Open University program. I am currently conducting my thesis entitled, "**ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICES FOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC.**"

In this connection, may I request for your cooperation to provide the pertinent data and information to satisfy the objectives of my study. I would appreciate the opportunity to meet with you briefly and discuss the practice of your specialty particularly in the recruitment and selection of potential ESL teachers in PIA.

Your valuable inputs will surely help to determine the level of effectiveness of currently existing recruitment and selection practices carried out by Pines International Academy, Inc. for potential ESL teachers in the high need disciplines of ESL education.

I will keep in touch with you via messenger or in person on February 24th to see if we can schedule a meeting. Thank you for considering my request, and I hope we can spend some productive time together while we discuss about this matter.
Rest assured that your responses would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than the sole purpose of my study.

Thank you very much.

Sincerely yours,

(SGD.) JAYCA Y. SIDDAYAO
Researcher

Republic of the Philippines
Benguet State University
OPEN UNIVERSITY
La Trinidad, Benguet

28 December 2010

The VP for Academics
Pines International Academy, Inc.
Baguio City

Dear Sir:

Greetings!

I am a graduate student of Benguet State University currently pursuing Master of Science in Human Resource Development under the Open University program. I am currently conducting my thesis entitled, "**ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICES FOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC.**"

In this connection, may I request for your cooperation to provide the pertinent data and information to satisfy the objectives of my study. I would appreciate the opportunity to meet with you briefly and discuss the practice of your specialty particularly in the recruitment and selection of potential ESL teachers in PIA.

Your valuable inputs will surely help to determine the level of effectiveness of currently existing recruitment and selection practices carried out by Pines International Academy, Inc. for potential ESL teachers in the high need disciplines of ESL education.

I will keep in touch with you via messenger or in person on February 24th to see if we can schedule a meeting. Thank you for considering my request, and I hope we can spend some productive time together while we discuss about this matter.
Rest assured that your responses would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than the sole purpose of my study.

Thank you very much.

Sincerely yours,

(SGD.) JAYCA Y. SIDDAYAO
Researcher

Republic of the Philippines
Benguet State University
OPEN UNIVERSITY
La Trinidad, Benguet

28 December 2010

The Personnel Supervisor
Pines International Academy, Inc.
Baguio City

Dear Ma'am:

Greetings!

I am a graduate student of Benguet State University currently pursuing Master of Science in Human Resource Development under the Open University program. I am currently conducting my thesis entitled, "**ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICES FOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC.**"

In this connection, may I request for your cooperation to provide the pertinent data and information to satisfy the objectives of my study. I would appreciate the opportunity to meet with you briefly and discuss the practice of your specialty particularly in the recruitment and selection of potential ESL teachers in PIA.

Your valuable inputs will surely help to determine the level of effectiveness of currently existing recruitment and selection practices carried out by Pines International Academy, Inc. for potential ESL teachers in the high need disciplines of ESL education.

I will keep in touch with you via messenger or in person on February 24th to see if we can schedule a meeting. Thank you for considering my request, and I hope we can spend some productive time together while we discuss about this matter.
Rest assured that your responses would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than the sole purpose of my study.

Thank you very much.

Sincerely yours,

(SGD.) JAYCA Y. SIDDAYAO
Researcher

Republic of the Philippines
Benguet State University
OPEN UNIVERSITY
La Trinidad, Benguet

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28 December 2010

The Training and Development Supervisor
Pines International Academy, Inc.
Baguio City

Dear Ma'am:

Greetings!

I am a graduate student of Benguet State University currently pursuing Master of Science in Human Resource Development under the Open University program. I am currently conducting my thesis entitled, "**ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICES FOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC."**

In this connection, may I request for your cooperation to provide the pertinent data and information to satisfy the objectives of my study. I would appreciate the opportunity to meet with you briefly and discuss the practice of your specialty particularly in the recruitment and selection of potential ESL teachers in PIA.

Your valuable inputs will surely help to determine the level of effectiveness of currently existing recruitment and selection practices carried out by Pines International Academy, Inc. for potential ESL teachers in the high need disciplines of ESL education.

I will keep in touch with you via messenger or in person on February 24th to see if we can schedule a meeting. Thank you for considering my request, and I hope we can spend some productive time together while we discuss about this matter.
Rest assured that your responses would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than the sole purpose of my study.

Thank you very much.

Sincerely yours,

(SGD.)JAYCA Y. SIDDAYAO
Researcher

28 December 2010

The HR Clerk
Pines International Academy, Inc.
Baguio City

Dear Ma'am:

Greetings!

I am a graduate student of Benguet State University currently pursuing Master of Science in Human Resource Development under the Open University program. I am currently conducting my thesis entitled, "**ENHANCEMENT OF THE RECRUITMENT AND SELECTION PRACTICES FOR ENGLISH TEACHERS AT PINES INTERNATIONAL ACADEMY, INC.**"

In this connection, may I request for your cooperation to provide the pertinent data and information to satisfy the objectives of my study. I would appreciate the opportunity to meet with you briefly and discuss the practice of your specialty particularly in the recruitment and selection of potential ESL teachers in PIA.

Your valuable inputs will surely help to determine the level of effectiveness of currently existing recruitment and selection practices carried out by Pines International Academy, Inc. for potential ESL teachers in the high need disciplines of ESL education.

I will keep in touch with you via messenger or in person on February 24th to see if we can schedule a meeting. Thank you for considering my request, and I hope we can spend some productive time together while we discuss about this matter.
Rest assured that your responses would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than the sole purpose of my study.

Thank you very much.

Sincerely yours,

(SGD.) JAYCA Y. SIDDAYAO
Researcher

APPENDIX D

Structured Survey Questionnaire (for Hired/Not Hired)

I.   Respondent's Profile

Name (optional):_____   Sex: _____M   _____F

*If employed, Year of Employment: _____

Age: Civil Status:
_____ less than 20 years old   _____ Married
_____ 20-25   _____ Single
_____ 26-30   _____ Widowed
_____ 31-35
_____ 36-40
_____ 40 and above

Educational Attainment: Trainings related to ESL teaching:
_____ Doctorate degree   _____ has undergone training
                                  (TESOL, IELTS, TOEFL, etc)
_____ MA/MS degree   _____ LET Passer
_____ with MA/MS units   _____ has not undergone training
                                  related to ESL
_____ Baccalaureate degree
_____ Undergraduate   Experience:
                              _____ fresh graduate
                              _____ w/ teaching experience
                              _____ no teaching experience

Education/Major Field:
_____ Education: _____ Non-Education:
*pls. specify:_____   *pls. specify: _____

II. Level of Implementation of the PIA practices on Recruitment and Selection:

Choose from among the following recruitment and selection practices which are existing in Pines International Academy and indicate the degree by which these are being implemented using the following scale:

5 – Fully implemented (FI)
4 – Very much implemented (VI)
3 – Moderately implemented (MI)
2 – Poorly implemented (PI)
1 – Not implemented (NI)

Advertising	1	2	3	4	5
1. The recruitment of potential ESL teachers is advertised through posting of existing vacancy in the Local Newspapers.					
2. The recruitment of potential ESL teachers is advertised through flyers.					
3. The recruitment of potential ESL teachers is advertised through posting of existing vacancy in theInternet.					
4. The recruitment of potential ESL teachers is advertised through posting of existing vacancy through Job Fairs.					
5. The recruitment of potential ESL teachers is advertised through posting of existing vacancy through career counseling in schools and universities.					
6 The recruitment of potential ESL teachers is advertised through referrals from present and former employees.					
Preliminary Screening	1	2	3	4	5
1. Applicants file their applications with the Human Resources Department.					
2. The following documents are submitted upon application:					
Resume					
Application Letter					
Official Transcript of Records					
Diploma					
Health Certificate					
Application Form					

Initial Assessment	1	2	3	4	5
1. An initial interview with applicants is conducted					
2. A teaching demonstration is scheduled by the HR supervisor and the applicant conducts an actual class demonstration					
Pre-employment Test	1	2	3	4	5
1. Applicants have to take the employment tests (psychological, IQ, Personality tests) to measure their ability and to supplement the interviews and data indicated in the application form.					
2. Upon approval of application, applicants are required to undergo training—TEPEE pre-hire training of Pines International Academy.					
3. After the pre-employment training, the applicant is scheduled for Final teaching demonstration and Final interview					
Background Checks	1	2	3	4	5
1. A background investigation is conducted to the potential candidate before he/she is finally selected					
2. The selected applicants are required to undergo physical and medical examination to determine if she/he is fit to work.					
Employment	1	2	3	4	5
1. Hired applicants for ESL teaching position sign an initial provisional employment contract setting forth his or her assignment, salary grade and position.					
2. Immediately upon being hired, new ESL teachers are informed by the management about the standards by which they may be qualified as permanent employees during the final orientation.					

Thank you very much!

APPENDIX E

Interview Guide Questions

(HR Department)

Name (optional): _____Duration: _____

Current position: _____Length of Service in PIA: _____

    I.   HR Personnel

    1. Do you have the steps or standard procedure in your recruitment and selection? What are they?

       _____
       _____
       _____
       _____

    2. What are the kinds of duties and responsibilities do you complete regularly in relation to recruitment and selection of potential ESL teachers?

       _____
       _____
       _____

    3. Does the company have a written policy describing procedures for the review of competencies and/or qualifications?

       _____
       _____
       _____

4. Being one of the HR personnel, what are the criteria that you preferred in the recruitment and selection of ESL teacher candidates? Kindly rank them according to their degree of importance.

	Rank
Age	
Bachelor's Degree	
Civil Status	
Communication Skills	
Future Plans	
License/certification	
Physical Appearance	
Previous Work Experiences	
Residence/Location	
Trainability	

Thank you very much!

APPENDIX G

Transcripts from Interview

<u>Policies and Procedures</u>

Jayca: Are recruitment and assessment processes supported by written and procedures that are up-to date?

HR Personnel: *Yes*

Jayca: How widely communicated are the academy's written recruitment and selection policies to those who are involved in the process?
HR personnel: *Not that much. We change the policy according to the circumstance that is present. It is dynamic*

Jayca: Does the company utilize these policies and procedures to the recruitment, assessment and selection processes?

HR Personnel: *Yes*

Jayca: Does the academy have a written policy describing procedures for the review of competencies and/or qualifications?

HR Personnel*: It's not yet codified but we have our own personal guidelines on how to do it and we make sure that we are working in harmony with each other.*

<u>Training</u>

Jayca: Who performs recruitment activities for the academy?

HR Personnel: (refer to Figure 2)
   HR Clerk → Personnel Supervisor →Training Supervisor→VP for Academics and the Executive Vice President

Jayca: On the average, how long does it take to fill a position within the company from the start of recruitment until an offer is extended?

HR Personnel: 2 weeks to 1 month

Jayca: Does the company provide training and/or written guidelines about recruitment, assessment and selection policies and procedures to managers and supervisors prior to them seeking to fill a position (e.g. reviewing applications, conducting interviews, and evaluating candidates?

HR personnel: There were times in the past we had –training written guidelines but it's not yet an established practice.

Jayca: Among the people who have undergone training, how many people retain?

HR Personnel: 40-50% retain among the people who have undergone training.

Recruitment Strategies

Jayca: Does the company develop a specific recruiting and marketing plan to identify how and who they need to contact to help achieve finding the best candidates?

HR Personnel: Yes. We keep in touch with the city government (DOLE, Jobs Fairs), Newspaper, online.

Jayca: Does the company have a plan to recruit qualified applicants who represent the diversity of the country/region or local service area?

HR Personnel: we already have target potential candidates for ESL positions so we don't actually go for native speakers.

Jayca: Does the company compare its workforce demographics to the locality, country or local labor force demographics?

HR Personnel: I think so. Except for native speakers

Jayca: Does the management utilize specialized recruitment strategies to attract hard-to-find, qualified candidates?

HR Personnel: Not much. Everyone who comes here have the chance. They are all accommodated.

Jayca: What recruitment strategies are utilized to attract hard-to-find qualified candidates?

HR Personnel: local ads, jobs fair, no other recruitment strategies that we do. Of course we visit schools.

Recruitment Process and Hiring

Jayca: is a job analysis conducted to identify the key responsibilities of a position prior to announcement? How do you conduct the job analysis before going to recruitment and selection?

HR personnel: we already have a stable guideline for ESL teacher position

HR Personnel: Yes, we have the job description→specification of job→ posting of ads→ screening

Jayca: Are required qualifications reviewed prior to position announcements to assure they are job related?

HR Personnel: Yes

Jayca: Are preferred qualifications reviewed prior to position announcements to assure they are job related?

HR Personnel: Yes

Jayca: What are the criteria you prefer for ESL position?

HR Personnel 1: Experience and education don't matter much to me as long as you are trainable.

HR Personnel 2: Attitude/behaviour and communication skills

Jayca: Does the company's HR staff assure all applicants selected for employment meet the posted standard for employment meet the posted qualifications for the position?

HR Personnel:

Jayca: What percentage of job announcements identify the competencies needed to perform the job?

HR Personnel: 95%

Jayca: Are essential functions of the position discussed with the candidate?

HR Personnel: Yes, but indirectly

Jayca: Does the management utilize a behavioural interviewing tool to develop standardized, relevant interview questions?

HR Personnel: Yes

Jayca: What is the average number of applicants applying as ESL teachers in PIA? (per batch, monthly, etc)

HR Personnel 1: 80%

HR Personnel 2: It depends upon the need of the company. So if we think that if there are more qualified applicants than what we need, what we do is we reserve it for the next term. However if the need of the company is bigger than what we currently have like we need 5 but we only produce 3. In that case we squeeze our current teachers.

Jayca: so it means you do not compromise the quality..

HR Personnel: no no, not the quality…really.

Selection Process

Jayca: Do you have the steps or standard procedure in your recruitment and selection? What are they?

HR Personnel: we actually follow process but in my case, after the initial screening that means initial interview, I conduct general orientation. We invite all applicants who were qualified during the initial interview to come and attend then I introduce the school, the objectives of the school, vision, mission and then *ipinapakilalakosakanilayung*training and the team.

Jayca: What are the kinds of duties and responsibilities do you complete regularly in relation to recruitment and selection of potential ESL teachers?

HR Personnel: The bulk of my work during the day is to tell them about our employment process and I also accommodate questions. So we also encounter people who apply for the job with the attitude *nahindimaganda*. I also conduct teaching demo and then initial interview *pa rin* then assess them.

Jayca: intital interview?

HR Personnel: Yeah, we have initial interview or what we call intial screening. Behavioral *kasiyun* so we also based it from their *ugali*, we based it *sa*appearance *nila*. We based *sa kung anoyungsasabihinnila..ahhh..*yeah initial screening of course we have sorting. Sorting *di bameronkamingqualifacationshalimbawamakataposng 4 years preferably education graduate major in English.Halimbawa* may nakitakaming 2 years lang, of course iso-sort *niya*yun. She'll do it..both of them and then*halimbawahindinilamagwakasi busy sila, then I can do it. So parang multi-taskinghinditalaga naming sinusunodyung task. Unless available ka then you can do the job but initially dapatsiya.After that, training orientation.Pagkataposng orientation, angini-invite naming ay yungmga qualified na to undergo the second step. You know, yungmga qualified na to undergo our program—the TEPEE* which is duly recognized by TESDA. After two weeks, we conduct the final interview. Final teaching demo and final interview.*Taposyungmgana-qualify, they are invited to come and join* the employment orientation. They will know the details about PIA such as protocols, policies and practices.
After that I also assess them by giving them feedback or post-evaluation.

Jayca: Being one of the HR personnel, what are the criteria that you preferred in the recruitment and selection of ESL teacher candidates?

HR Personnel: sa akin talagayung trainability. Of course nandiyannayung personality pag trainable kakasi everything follows like you can handle pressure, you can handle difficult students or flexibility. Couple it with good attitude ….and then teaching skills.

Jayca: what are your preferred criteria in screening candidates? I mean personally..hmm aside from the standard that the company has.

HR Personnel: "we hire characters, but we train skills. Sa akin ah personally, if I can see that he/she has potential to develop i..i give her that..i give her OK. Well aside from the personality talaga or the characteristics, I usually base my questions sa work experience nila..if

they have any. After their work experience I go sa trainability nila. If someone would criticize then how would they feel? So under work experience, dun akosa behavioral. But the good thing as a team is talagang we have the same feeling. Out of 100, 80% talaganagkakatotoo.Halimbawasasabihinkong, "may hunch akongganitosiya" somehow they will not really agree with me 100%, but they're "okay" or "aha" then they will ask why. Then I will explain. Meron din namansilang areas namalakasang hunch nila, akohindi. Parangpwede intellectual sila, akohindi. It means mas kumpleto kami as a team. We have specified category or area to ask of. Just in cases wherein we are not all available, kunyariakolang, I have to cover all areas. Intellectual, behavioral, trainability etc.

Jayca: How long is the selection documentation retained?

HR Personnel: I think for a very long time because even the papers of those who resigned are still intact there.

Jayca: Does the company evaluate and assess how well the selection procedures worked?

HR Personnel: yes, we discuss among ourselves. For a very long time we didn't have hiring like we ended July so when we ended we stopped discussing about it. When we started the recruitment and training..that's the time we started discussing about it again.

Jayca: How frequently does the agency assess its selection procedures?

HR Personnel: as long as recruitment and selection is continuous also..we discuss. So if it's monthly, we often discuss it monthly.

Jayca: Does the agency maintain documentation of the assessment process?

HR Personnel: Yes, we keep everything.

Jayca: Thank you very much for your valuable time answering these questions.

APPENDIX F

Output of the Study: Sample Manual of Operations on Recruitment and Selection

_____

Sample Manual of Operations onRecruitment and Selection

Pines International Academy, Inc.

"To provide and promote quality English Education" --PIA

An Output of the Study: Enhancement of the Recruitment and Selection Practices of English Teachers at Pines International Academy, Inc.

JAYCA YANG SIDDAYAO
APRIL 2011

Introduction

Recruiting a new member of the team is one of the most important things the HR Personnel ever has to do. If it is done well then everyone benefits: the individual who has been recruited, the team and the organization.

If it is done badly then the damage can be costly. Morale can suffer, the work will be done badly or not at all, and expensive training time will be wasted. The management will have to spend time controlling the damage rather than helping to achieve the organization's goals.

This sample of a written manual of recruitment and selection is designed to aid good recruitment of ESL teachers. It includes brief explanations of each stage of the process and examples of forms to use.

Forms are not important in themselves but if they are used carefully they help people to think clearly and help to avoid missing vital information or step in the process.

*Note: *The content of this sample written guideline is solely for PIA and for reading purposes only.*

The Vision

The PIA Training and Development Team envisions Total Empowerment to Filipino educators to achieve global competency and sustainability by delivering the highest quality training programs (PIA)

RECRUITMENT AND SELECTION PLAN

PIA only engages the services of teachers who meet its prescribed qualification standards. Hiring is done using only relevant work-related criteria. All applicants are to be assessed in a standardized manner in terms of their abilities, skills, behaviours, and attitudes which are necessary to satisfactory job performance. In no case is an applicant for employment discriminated upon because of race, color, age, religion, gender, affinity orientation, disability, or national origin (PIA Staff Manual, 2007).

I. Policy Statements

Purpose of Plan

The plan is designed to ensure that ESL teaching vacancies at Pines International Academy are filled with highly qualified individuals. The plan provides a framework for communication and training of individuals involved with the recruitment and selection process and facilitates the consistent application of related policies to promote diversity, integrity, and fairness.

Equal Employment

Pines International Academy is dedicated to equality of opportunity within its community. Accordingly, PIA does not practice or condone discrimination, in any form, against students, employees or applicants on the grounds of race, color, national origin, religion, sex, age, or disability. PIA commits itself to positive action to secure equal opportunity regardless of those characteristics. All selection decisions will be based on job-related criteria and comply with the institution's procedures employment regulations.

The Commitment

The Human Resource Development team of PIA is committed to the recruitment of diverse, qualified applicant pools and the selection of individuals who meet the job-related criteria of each vacancy. They accept responsibility for ensuring that hiring practices are applied consistently and equitably and that recruitment and selection processes comply with the policies issued by the management.

Ethics Statement

PIA assures that recruitment and selection activities are based on job-related education and experience requirements and required skills and knowledge. Political patronage is not a factor in employment decisions and no preferential treatment will be given to any individual based on political affiliation or influence. Those responsible for the recruitment and

selection of individuals for PIA employment are incumbent to apply policies and procedures impartially.

II.   Recruitment and Selection Process

The Job Requisition

The first steps in recruiting someone are:
1. To make sure that the job needs to be filled
2. To decide exactly what the job is: a vacancy may give you the chance to change the job a little to suit your current needs. Or it may be a new job, in which case it needs thinking about from scratch.
3. To obtain permission from the senior management to go ahead and perhaps to ask for help in doing so.

The Job Requisition should help to make sure that you do not miss out on any of these essential first steps

The procedures which make up this phase are detailed below:
a. The recruitment process commences with an assessment of the needs of the department by the Faculty Head or manager. The HR Supervisor is available to assist the process.
b. As part of the needs assessment, it is essential that a Job Description is created.
c. The Human Resource Department carries ultimate responsibility for PIA's human resources. Consequently, the management and the HR personnel are authorized to appoint staff on a permanent basis.
d. The HR manager or their delegate shall nominate a convenor for the recommended interview panel. The convenor will be responsible for organizing the panel.
e. HR Supervisor shall coordinate with the President for authorization
f. The management and the HR shall ensure that the Terms and Conditions and Salary details are correct.
g. HRD may not proceed to any subsequent phase of the recruitment process without the authorization of the President.

Describing the Job

Applicants need to know in full what they are applying for and the manager responsible for recruiting needs to know exactly what the person selected will be asked to do. In that way people do not waste time applying for unsuitable jobs and managers can decide on the basis of the job description what sort of person is needed.

Job descriptions are not just necessary for recruitment. A detailed and precise list of duties and responsibilities to be kept up to date as jobs grow and change: once a year during appraisal is a good time to re-evaluate them.

The Person Specification

Person specifications of preference should be divided into 'necessary' and 'desirable' elements. When applications come in the person specification is used to select suitable applicants for interview. Depending on the, some parts of the person specification are more important than others. For ESL teaching profession, the specific skills and qualifications are very important (as reflected in the result of this study).

APPLICANT SPECIFICATIONS

Job Title_____   Department: _____

Essential   Desirable

Education and Training _____   _____

Special Skills _____   _____

Experience _____   _____

Physical Requirements_____   _____

Attitude/personal attributes_____   _____

Personal Circumstances_____   _____

Any other relevant requirements:
_____
_____

Signed:

| HR Personnel In-charge: |
| Date: |

The designated officer from Human Resource Department, with assistance from other HR Personnel, assesses the need for filling a vacant position and determines if the existing position description corresponds with the current purpose of the position. If there have been significant changes in the position's duties and responsibilities, the job description is revised and then reviewed by Human Resources to ensure proper classification and recruitment. Essential functions, other responsibilities, and necessary skills and abilities are identified in the position description

Sample Job Requisition Form

```
To the General Manager

From:...................................................... Department...............................................

   Vacancy............................ Department................................ Date required......................

   Permanent/Temporary/Contract    Level/ ....................................    Age range..............................
   (delete as appropriate)         rate of pay (if appropriate)

   Reason for Recruitment: (replacement/temporary replacement/new post)
   .............................................

   .........................................................................................................................................

   Main purpose of job....................................................................................................................

   Principal
   duties.........................................................................................................................................

   Qualifications/experience/special skills/special
   conditions.............................................................................

   Conditions of service (house/salary/benefits/working conditions/place of work)

   .........................................................................................................................................

   Request for advertisement: suggested wording attached
   Post to be advertised in the Employment Exchange
   Post to be sought via the network


   ███████████████████████████████████████████████████


   (Strike out which do not apply)

   Signature........................................................ Date...........................................

   Authorised.................................................... Date...........................................
```

III.   The Actual Process

The HRD ensures that the vacancy notice reflects appropriate duties and responsibilities and resolves any concerns prior to recruitment. The HR supervisor determines the need to target a position for affirmative action based on the occupational area and applicant availability data. The HR Supervisor and other HR personnel and staff collaborate on the content of the vacancy announcement and the appropriate level of recruitment (internal and external). The HR Personnel shall determine appropriate recruitment sources, selection criteria, and selection tools to be used. All selection tools (structured interviews, demonstration exercises, tests, reference checks, etc.) shall be objective based on job-related criteria and consistently applied to final applicants.

The procedures which make up this phase are detailed below:

a. Upon receiving an authorization, HRD shall liaise with the personnel responsible to determine the most cost effective advertising method possible.
b. All advertisements for vacancies must be lodged through Human Resources, who are responsible for maintaining a register of advertising and recruitment costs.
c. Advertisements are to be checked by Human Resources to ensure they meet policy and legislative guidelines before they are published.
d. Generally, the HR Clerk shall deal with inquiries from prospective candidates. It is also the convenor's responsibility to ensure that an information kit is available to be given to prospective applicants (e.i. flyer and position description). Salaries are not generally advertised.
e. All applications are to be directed to the HR Department.

Advertising for the Job

A job advertisement should be accurate and concise and give the maximum necessary information to allow people to decide whether they should apply. Insufficient information wastes time. Thus the purpose, key responsibilities and salary package should be included.

The advertisement should also be designed to make people take notice. The job should sound attractive enough to encourage applications. It should however reflect the reality of the job. If it is made to sound more attractive that it actually is, there is a risk that many unsuitable candidates may apply. A firm closing date should be specified.

All applications for employment and related documentation (resume or curriculum vitae, application letter, transcript of records, diploma, health certificate (upon employment), and application form) are received by the designated officer from HR. HRD maintains documentation on recruitment activities and applicant response.

The confidentiality of applications must be respected by all of those involved in the selection process.

Sample of Advertisement
Pines International Academy, Inc

The largest and LEADING ESL SCHOOL in the Philippines is still looking for DYNAMIC, MOTIVATED, and TRAINABLE individuals who could be part of our fast growing family…

We are in need of:
ESL TEACHERS
We train… we educate… we empower! Be one of us!

Qualifications:
-Graduate of any Bachelors Degree (Preferably Education or English Majors)
-Experience in teaching English (preferably to foreign nationals an advantage)
-Excellent English Communications Skills (written and oral)
-Willing to be trained and to work full time

Requirements:
-Comprehensive Resume/Curriculum Vitae
-Application Letter
-Official Transcript of Records (photocopy)
-Diploma (photocopy)
-Health Certificate (can be submitted upon employment)
-2 copies of passport size ID pictures

HUMAN RESOURCE DEPARTMENT
Pines International Academy, Inc.
Ground Floor, Cooyesan Hotel Plaza,
Naguilian Road, Baguio City, 2600
Philippines

Tel No.: _____
Fax No.: _____
Email add:_____

***Application period:** _____

Communication

Human Resources will inform the public, applicants, and employees of the Vacancy through the following avenues:
   a. Local Newspapers
   b. Job Fairs
   c. Job Boards
   d. College and Universities visitation (career counseling)
   e. Flyers
   f. Etc.

- Include Recruitment and Selection Process and components in the PIA Staff Manual (refer to Figure 3)

- Notify applicants and employees via vacancy announcements

  Have a written guideline and schedule available in HR department for review

- Update the written guideline and information postings as necessary and communicate changes appropriately

<u>Application Form</u>

Application forms modified for the job under consideration help filter candidates and achieve appropriate shortlist. A well-designed application form gives the opportunity to find out what the HR want to know. An application form also enables the HR personnel to compare candidates against the same criteria.

Application forms shall be obtained from the HRD Office upon the submission of the CV or Resume and other credentials.

> *The application form which is currently utilized by PIA shall be maintained.

IV. Assessment

a. All applications are to be received by the HR Clerk who will arrange the following: written acknowledgement of receipt, confidential storage pending closing date for applications, a preliminary "cull" of applications where requested by the manager, and distribution to the manager immediately after closing date for applications.

b. The interview panel should comprise the following: the manager of the department (or nominee), the HR Supervisor or a staff member with expertise in the professional field, the President or EVP.

c. Applications received need to be sorted by the HR clerk or convenor into three groups: candidates, possible candidates and unsuitable.

Before any formal interviews take place, there are ways in which useful information can be gathered about the ESL teacher candidates. The filtering of candidates at the stage of receiving applications has been thorough and based on careful thought about the job and the person needed to fill it therefore any shortlisted candidates should in theory, be able to do the job.

To produce a **shortlist,** the person specification should be used. Each application should be considered against the 'necessary' and 'desirable' elements. Candidates need to meet all the 'necessary' elements in order to be shortlisted, the 'desirable' elements can be considered in order to select a shortlist. It is necessary to prioritize the most important 'desirable' elements of the person specification before drawing up the shortlist.

TOP TEN CRITERIA (based on the study)

1. Communication Skills
2. Trainability
3. Degree/specialization
4. Previous work experience
5. License/certification
6. Physical appearance
7. Age
8. Future plans
9. Civil status
10. Residence/location
    *create person specifications guide with corresponding numerical points, rates or ranks

V.   Screening Process

After the closing date has passed the interview panel should assess the applications to determine which applicants are to be called for interview. At least two members of the interview panel, including the HR Supervisor (training supervisor), should undertake the task of shortlisting. Shortlisting decisions should be based on evidence that the applicant has met the requirements of the person specification. Shortlisting panel members should avoid dismissing applicants who appear to be over-qualified. Assumptions should not be made about their reasons for applying for the post as they may eliminate an otherwise exemplary candidate.

The original applications for all applicants, together with a written note of reasons for shortlisting or rejecting applicants must be retained for a minimum of 12 months from the date that an appointment decision is notified, in case of complaint and to keep records for 12 months before being deleted.

Human Resources shall screen applications for minimum qualifications and other selection criteria (specific related education or experience, skills, etc.) as they are received. Individuals who meet minimum qualifications and are deemed qualified in relation to the job-related selection criteria, are referred to the HR Supervisor for consideration. The hiring official screens referred applications to determine individuals who are highly qualified in relation to the specific

duties and responsibilities of the position outlined in the vacancy announcement.

Individuals who only meet minimum qualifications may be referred if no individuals exceed the recruitment criteria

If the HR Supervisor and Human Resources agree that the applicant pool is insufficient, the vacancy announcement may be extended and the position may be advertised in additional recruitment resources.

References

a. The candidate/s selected by the panel, as the most suitable, will be reference checked by the Personnel Supervisor or delegate. At least two references should be taken. The referees should be Managers or Supervisors of the candidate from their recent work history. References should not be taken from friends or colleagues. Responses to reference inquiries should be recorded on the Reference checklist.

References have a more limited usefulness especially as they are often requested after the selection has taken place. In this case, the purpose of reference can only be to check the truthfulness of information already gained from the candidate and to ensure that there is no serious issue the management should be aware of before finally appointing. At least one reference should be always sought from the current or last employer of the person concerned, and the relationship of the referee to the candidate kept in mind.

Sample Letter of Requesting a Reference

Dear Sir

Miss X : Manager "Food for the Table" Unit

We have offered Miss X this key post within our organisation and would be grateful if you would supply us with a reference for her. In particular please be kind enough to respond to the following questions:

1. Has Miss X a good record in terms of health, punctuality and reliability?

2. Has she worked co-operatively with her superiors?

3. Has she run a successful and contented team?

4. How would you judge her contribution to your organisation?

5. Would you employ her again?

Any comments you are kind enough to make will be kept strictly confidential. I enclose a stamped addressed envelope for your convenience and thank you in advance for your help.

Yours faithfully

General Manager

VI. Selection Process

The selection decision is made from the highly qualified/interviewed applicants. Applicants with priority/preference considerations are given appropriate consideration. The decision is based on the selection tools agreed upon by Human Resources and the HR Supervisor (initial test, training, teaching demonstration exercises, interview, and panel assessment). The HR Supervisor is responsible for documentation of the selection process and justifying the selection to Human Resources.

VII. Training and Actual Teaching Demonstration

Train qualified ESL candidates (TEPEE). The pre-employment training program is offered o prospective teachers. It includes American Accent Training and the Contemporary Approaches, Principles and Methods of Teaching ESL. The trainings are given to ensure that the teachers being hired are adequately qualified for the job.Provide ongoing consultation and training with HR personnel.

VIII. Interview Process

> a. Interviews should be limited to the minimum number of candidates required to achieve a reasonable comparison and ensure the most suitable applicant is selected
> b. Following selection of the candidates for interview, the convenor will arrange for interview appointment times to be scheduled in consultation with panel members and an appropriate room reserved.
> c. All applications should be returned to the HR Clerk, to enable: confidential storage of the applications for those candidates not selected for interview

No candidate should reach the interview unless it is believed that he/she could do the job; filtering earlier on via the job application form and person specification should have ensured this.

The HR Supervisor informs Human Resources of the names of the individuals who they have deemed as highly qualified and who they wish to interview. Human Resources review the potential interview pool to ensure representation of minorities if the position is targeted for affirmative action and to ensure that priorities or preferences are being afforded if required. Human Resources shall consult with the HR Supervisor for changes to the interview pool if necessary and approves the pool. HRD also maintain related documentation.

The HR representatives conduct structured interviews. The panel shall maintain documentation of interview content.

Specification Qualifications	Comments	Desirable	Essential
Experience			
Skills			
Attitudes			
Total:	OVERALL TOTAL OUT OF POSSIBLE: *Sample Scoring System: for every tick in the desirable column, score 2. For every tick in the essential column, score 5.		

IX.　Approval of Selection and Compensation

The HR shall review the selection decision to ensure compliance with the relevant regulations and approves the selection decision.

X.　Making the Offer

> a. No offer of employment may be made during interviews. The interview is a fact-finding situation only, the purpose of which is to assess the suitability of the candidates in terms of experience, qualifications, attitude and personality.

Once the post has been offered and accepted verbally then an offer letter or (contract signing) must follow immediately. This is a formal invitation to accept the post and requires the candidate to respond by signing a formal acceptance of terms set out in the letter.

Every new and or, re-engaged teacher shall sign a contract with PIA setting forth his or her assignment, salary grade or rate and position. The contract shall sign a contract shall specify its term or duration. The contract may be renewed at the sole option of PIA taking into consideration PIA's need for the teacher's services in relation to the current number of enrollees and his or her past performance, as well as in light of other essential on legal factors. In no case shall PIA be bound to renew the contract of a teacher when the number of enrollees cannot sufficiently cope and correspond with the compensation of personnel (PIA Manual).

The contract shall serve as the formal agreement between the employer and the new employee. It must therefore include details of salary, leave and sickness regulations, place and hours of work, any probationary terms, the length of contract and any key disciplinary issues.

A copy of the contract must be kept permanently in the Personnel file of the Human Resource Department.

Documentation

HRD shall maintain documentation of all recruitment and selection activities to support decisions made and to provide fact-based information for monitoring and evaluating recruitment and selection practices.

Documentation and hard copy of information shall be maintained in Human Resources. Documentation includes records of job analysis, vacancy announcements, recruitment activities, selection tools, applications received, selection information, salary computations, applicant/vacancy histories, and copies of notices to applicants.

a. The HR Clerk shall also attach a brief summary of the selection outlining the reasons for the selection of one candidate over the others who were interviewed (this may be handwritten). The Summary will be retained on file with all other documentation relating to the selection process. Due consideration should be given to ensure that comments on the "reason of selection" document are not discriminatory in any way.

Employer, Employee, and Applicant Expectations

Management: Provide leadership on development and implementation of recruitment and selection procedures. Demonstrate commitment to the plan and written guidelines.

Human Resources Hiring Officials: Maintain current position descriptions. Evaluate vacancy posting needs. Support the concepts of the Recruitment and Selection Plan and communicate the process as appropriate. Strive to achieve and maintain a diverse work-force. Make selection decisions based on job-related criteria and with impartiality. Maintain documentation on interview and selection activities. Notify unsuccessful applicants of the status of their applications.

Applicants: Stay abreast of vacancy notice information. Submit application for employment and subsequent bids for specific vacancies (i.e. ESL teaching position). Provide accurate, detailed information on job-related qualifications. Submit materials within established deadlines.

XI.   **Evaluation Process**

Human Resources shall review the recruitment and selection program to ensure that activities are consistent with the Recruitment and Selection Plan. Selection activity data will be compiled and analyzed annually. This report shall include activity statistics, information on demographic group impact, policy exceptions and other relevant issues.

BIOGRAPHICAL SKETCH

A woman giving birth to a child has pain because her time has come; but when her baby is born she forgets the anguish because of her joy that a child is born into the world. –John 16:21

Life is not a matter of accident. Everything that exists in this world has a purpose. August 19, 1988 at Camp 6, Tuba, Benguet, the cry of a pre-mature little angel was heard. Thus, the author's history began.

She is the third child among the nine children of Mr. and Mrs. Siddayao, both are natives of KadaclanBarlig, Mt. Province. She took her elementary education at Alfonso Lista Central School in 2000 and eventually graduated from Baguio City National High School in 2004 after passing various scholarship examinations in social institutions as well as availing academic scholarship grants in school which financed her tuition fees in high school and even during college. In April 2008, she successfully finished the degree Bachelor of Science in Agribusiness major in Enterprise Management (Cum Laude) at Benguet State University, La Trinidad, Benguet.

The author proved further her exemplary performance when she was adjudged as the Outstanding Entrepreneurship Student of the Philippines in 2008; Outstanding Student Leader of the Year in 2008; She was also awarded as one of the Ten Outstanding Students of the

Philippines TOSP-CAR in 2008; Agribusiness Student of the Year in 2007; Best Chief Executive Officer in 2007 by Globe Telecom and EYE Foundation; Outstanding NSTP Student of the Year in 2005. Aside from these awards in the field of entrepreneurship and leadership, she also excelled in numerous competitions of different fields.

She worked at Baguio City Library as a part-time working student in 2007. In 2008, she was employed as an EFL Teacher at Pines International Academy, Inc. In 2010, she became a program coordinator and member of the Research and Development of the same institution.

Determination, perseverance and faithfulness to God have been her weapons in her struggle in pursuing her career and dreams. The author is a dreamer, a follower and a visionary leader. But above all, she is a HISTORY MAKER.

"*Do not let anyone look down on you because you are young, but set an example for the believers, in speech, in life, in love, in faith, and in purity*" -2 Timothy 4:12