

# Preschool teacher hiring standards, policies, and practices



## THE HIRING OF PRESCHOOL TEACHERS IN PUBLIC AND PRIVATE SCHOOLS IN PASIG CITY: A COMPARISON AND CRITIQUE OF CURRENT STANDARDS, POLICIES, AND PRACTICES (by Amanda V. del Rosario)

**ABSTRACT** The early years of children are important because of their unique developmental needs (physical, cognitive, social and emotional). These needs can only be identified and addressed by professionally trained and competent preschool or early childhood teachers. However, attracting and hiring these teachers are serious challenges for school administrators.

To look more closely into the problem and help craft a solution, this paper examined the current standards, policies, and practices in hiring preschool teachers in public and private schools in Pasig City based on the recommended hiring standards, policies, and practices in the literature, DepEd, and experts. The study suggests appropriate standards, policies, and practices in hiring teachers that will ensure that children's unique developmental needs are met and that they shall have gained readiness to proceed to the next educational level.

### CHAPTER I INTRODUCTION Background of the Background of the Study

Children who undergo preschool education perform better in primary grades (grade 1-3) than those who do not (Branscombe, Castle, Dorsey, Surbeck, and Taylor 2000; Jalongo, Fennimore, Pattnaik, Laverick, Brewster, and Mutuku 2004; Laosa 2005; Soliven, Guerrero, Barsaga, Palma, Canlas, and Garon 1997). & Mutuku. By the time they enter elementary school, they can say the alphabet, write their names, and count numbers one to ten.

They adjust better, follow instructions, and interact with their teachers and classmates. Because of thparents realize the benefits in the early schooling of children, preschool student enrollment has been growing in number, which encouraginges a number of investors to set up preschools. Preschool education is mostly managed by private individuals, organizations, and institutions because of insufficient government funding for the enhancement of preschool education (Neri 2001; Soliven et al. 1997).

According to the Department of Education (DepEd), tis, there has been an unprecedented growth in the number of preschools both in rural and urban areas in the private sector. The latest directory of private preschools in Metro Manila from the Department of Education (DepEd) shows that there are 1, 477 preschools all over the National Capital Region during the school year 2005-2006, and 872 preschools during the school year 2000-2001; thus, there was an increase of 575 preschools. (see table 1). See Table 1)(See Table 1) he number latest of private schools in Metro Manila grew from 4, 788 in school year 2003-2004 to 6664 in the school year 2007-2008, a 72% showing increase. from school year 2000-2001 to school year 2005-2006 (see table 1). Preschool enrollment in private schools rose from 349, 574 in school year 2003-2004 to 410, 778 in school year 2007-2008, an 85% increase. Many see preschool education as a profitable business, but one that entails high costs if one is to meet certain standards, such as hiring qualified and licensed teachers and paying higher salaries.

Quality education also means better teacher-to-student ratio (the ideal is 1: 10 or 1: 15), a developmentally appropriate curriculum, and quality teaching materials—all of which translate to higher costs. Ms. Vanessa Morales, owner <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

and administrator of Kid's First Discovery Space preschool in BF Homes, Paranaque, wanted her preschool to be different from preschools run by business people. Her priority is providing quality education on a not-for-profit basis.

At Kid's First, she has knowledgeable and experienced teachers: all her head teachers have master's degrees in Education or Psychology, major in child development (Manuzon 2006). Due to the growing number of private preschools in Metro Manila, there will be a great demand for preschool teachers who are professionally trained to manage the learning needs of young children. To ensure that For this purpose teachers hired are qualified and competent, , DepEd issued DECS Order No. 107 (1989) outlining the standards in the organization and peration of preschools (see appendix A), which include guidelines on staff requirements. The qualifications of teachers prescribed by DepEd for private schools are: Bachelor of Science degree specializing in Family Life and Child Development or Early Childhood Education or Kindergarten; Bachelor of Science in Elementary Education with 18 units in Preschool Education and 54 hours of practicum in preschool classes; Bachelor of Arts/Science degree in a discipline allied to education, arts, nursing, anthropology, with 18 units of preschool education.

Upon appointment, the teacher should have at least 6 units of preschool education, and the requirement of 18 units may be gradually implemented as follows: At the end of Year 1 - 9 units; Year 2 - 12 units; Year 3 - 15 units; Year 4 - 18 units.

In addition, the sprouting of private preschools are also due to the following:

1) most private schools do not accept grade one pupils if they have not been through kinder and nursery or preschools; b) they are financially viable and a lucrative business; 2c) public schools cannot accommodate all preschool-age children and so parents put them in private preschools; 3e) there is a growing number of preschool student enrollment; 4f) because of the child sduring their early years, 5the Department of Education (DepEd) is not as strict with preschools as with regular grade and high schools; or, 6g) parents are both working and the mother is too busy to give her children their first lessons. 7have become a (Newman 2002).

The Due to the mushrooming of preschools grew asthat have been set up forcommercial, business reasons, especially in urban centers, and the government's insufficient funding towards the enhancement of preschool education, the desired goal of standard quality education for young children may not be achieved. This vast, mushrooming, unregulated and still unsurveyed sector maybe violating the right of young children to quality education. Due to the absence of control or regulation, these schools would have unqualified teachers, large classes, and less infrastructure facilities (Newman 2002). Ms. Irene Bernardo, whosingle and now retiredSomeone who prefers to be anony from preschool teaching setismous and who's up a preschool in her own home after retiring from teaching, stated that some preschool teachers are business or psychology graduates, business or psychology graduates, not education graduates, but business or psychology graduates..

In her case, she has a Bachelor of Science in Elementary Education, magna cum laude, from the Philippine Normal College, ManilaUP, Diliman. For her, it is important for preschool teachers to have a background in education, especially in early childhood development education, which involves a substantial study of the- the psychomotor, affective, psychosocial and cognitive foundations of the child. Bernardo, m), which will have bearing on the development of the child. which will determine how and what he will be when he grows up. The preschool teacher should also acquire skills and training in educating young children, them. From agesold . (. [http://www.sunstar.com.ph/static/ceb/2002/06/13/life/the\\_mushrooming\\_of\\_preschools.html](http://www.sunstar.com.ph/static/ceb/2002/06/13/life/the_mushrooming_of_preschools.html)) | | DepEd also issued DECS Form GPR 3-A (revised 2005) to serve as a processing sheet for proposals for opening of new school (see appendix B). It limits the teaching staff requirements for preschool teachers to a Bachelor in Early Childhood Education (BECED); or Bachelor in Elementary Education (BEEEd) with 18 units of Early Childhood Education. In public schools, student enrollment grows by 300, 000 yearly, and some 10, 000 teachers are needed to be hired every year to address the lack of manpower.

Out of the 10, 000 teachers recommended for hiring annually, 2, 500 are intended for government preschools. The hiring of more teachers is needed because President Gloria Macapagal-Arroyo has issued an order requiring preschool education nationwide by 2010. (News Balita, January 13, 2006). In preparation for the launching of preschool education in public schools, DepEd business peoplebut . Theirreesbetter teacherstudent, she not onlyes but also s: a. Furthermore, hasesan degree P. Last August 24, 2007, DepEd issued Order No. 57 on August 24, 2007, laying down or the “ Guidelines on

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Hiring and Deployment of Preschool Teachers” was issued as additional guidelines forin the selection and deployment of public preschool teachers (see appendix CB).

Based on the guidelines, a preschool teacher applicant must must pass the Licensure Examination for Teachers (LET) to be eligibleconsidered for teaching. Preschool teachers in order to teach should take the LET for elementary teachers. There is no LET yet yet in specific to preschool teachers; prospective preschool teachers take the LET for elementary teachers. , while there is LET specific to secondary or high school teachers. According to Dr. Rogelio Baybayon, Assistant Superintendent of the Pasig Division office of DepEd, the requirements of the LET and the 21 early childhood education (ECE) units (instead of 18 ECE units) d et al. When I telephoned the Pasig DDivision of public schools to inquire on their policies regarding preschool education, and was able to talk to Dr.

Rogelio Baybayuin, the officer-in-charge of preschool education, he said that they do not have preschool programseducation like nursery and prep, and what they have is onlythey only have kindergarten level which is being offered by very few public schools. They do not accept 4 year olds, only 5 year olds for kindergarten, and the 6 year olds are automatically Grade 1 even without going through the kindergarten level or preschool education. Since preschool educations is not yet part of the public school educational ladder. the , unlike the elementary and secondary education, it is mostly in the hands of private individual, organizations and institutions, which are operating without proper government regulations see

guidelinescoveringsguidelinesthe renewal of toany administrators when they <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

have been found to violate some rules. Neri (2001) disclosed as follows: Based on the DECS Order No. 107, s. 989 or the Standards for the Organization and Operation of Preschools (Kindergarten Level), the required qualifications for preschool teachers are the following: (1) Bachelor of Science Degree with specialization in family life and child development of early childhood education or kindergarten; (2) BS Degree in Elementary education with 18 units in preschools education and 54 hours of practicum in preschool classes; and (3) Bachelor of Arts or BS degree in a discipline allied to education, arts, nursing, anthropology with 18 units of preschool education (Industry Briefs, October 2001). The job requirements based on the DepEd qualifications for preschool teachers are also now being enforced for private school teachers to be able to teach in preschools. These do not include the licensing or certification of preschool teachers. However, DepEd is encouraged to require all public school teachers to undergo the Licensure Examination for Teachers (LET). He revealed that there are some private schools which cannot follow these requirements and DepEd is forced to withhold their permit to operate. In any case, even if He also said that the LET for elementary teachers is for general education, and preschool teachers may take it. To qualify to teach For the 21 ECE units requirement, Philippine Normal University (PNU) is their reference. (pers. com. Dr. R. Baybayon, February 28, 2008).

In the recent LET given by the Board of Professional Teachers on September 28, 2008 and conducted in 19 testing centers all over the Philippines, only 17, 816 out of 58, 471 elementary teacher examinees there were who passed it. There were only 3 who the examination (The Professional Regulation



Commission, March 10, 2009). This means that only 30.29% of the examinees are qualified to teach, and are difficult to hire. This means that only 30.29% of the examinees are qualified to teach, and are difficult to hire.

Table 2. National Percentage of Passing in the LET | | Teacher-Elementary |  
Teacher-Secondary | | Year | No. of Examinees | No. of Successful |  
Percentage of | No. of Examinees | No. of Successful | Percentage of | | |  
Examinees | Passing | | Examinees | Passing | | 2002 | 76, 626 | 27, 060 | 35.32% | 65, 106 | 23, 772 | 36.52% | | 2003 | 75, 348 | 19, 765 | 26.25% | 68, 992 | 18, 115 | 26.25% | | 2004 | 60, 614 | 16, 297 | 26.89% | 58, 507 | 15, 860 | 27.11% | | 2005 | 67, 333 | 18, 517 | 27.50% | 61, 576 | 15, 945 | 25.00% | | 2006 | 59, 457 | 17, 377 | 29.23% | 53, 303 | 17, 290 | 32.44% |

Former senatorSource: Professional Regulation Commission Licensing of teachers in the private preschools are also being encouraged by the DepEd, an example is the Pasig Catholic College, where their preschool teachers are graduates of early childhood education and are LET passers. The prospect of hiring teachers without credentials may be rampant because of the recent result of the LET. There were few teachers who passed the LET given by the Board of Professional Teachers on August 27, 2006 in 18 testing centers all over the Philippines.

It showed that there were only 17, 277 elementary public school teachers out of the 59, 457 examinees who successfully passed. (Manila Standard Today, October 10, 2006). This is an estimated 33% who are qualified to teach in the public elementary schools and these may not be enough considering the growing number of student enrollment in public elementary schools which accounts to 12, 089, 365 based on Basic Education Statistics

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(BES) SY2004-2005. In view of the above, how can both private and public schools get teachers who can meet the minimum requirements for teaching in preschools and how can the DepEd ensure that only well-qualified, licensed preschool teachers educators are being hired and will be available in every preschool classroom.?

How does the private and public schools cope with the supply and demand of qualified preschool teachers? Student enrollment is increasing and there are not enough qualified teachers to teacher these students. What other options can the government do take in addressing hiring teachers without credentials? How can the preschools tap sources of potential preschool teachers? has the government . annually . whom is a figure Trequiring nationwide. The combined public and private preschool enrollment increased from 2003 to 2007, from 778, 550831, 730 (18. 36%) in school year 2003-2004 to 999, 59652, 109 (20. 53%) in school year 20076-20087; or 221120, 046379 school children were added to the system.

More than half of these children (588, 81857, 220) were with DepEd's preschool program in school year 2007-2008 (DepEd Updates, March 22, 20097). Mrs. Mariquita de Guzman, Assistant Principal of San Miguel Elementary School, said that their school has four preschool teachers for their 132 kindergarten students with a teacher to student ratio of 1: 48. Miss Letty Flores, preschool teacher of Maybunga Elementary School, said that their school has two preschool teachers for the 90 kindergarten students with a teacher to student ratio of 1: 45. All of their preschool teachers were volunteers from the elementary level who have a degree in elementary education (pers. com. Mrs. M. de Guzman and Ms. L. Flores, April 15, 2009). <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

In some private preschools, principals wait until the enrollment has begun before they decide to hire teachers. As a result, teachers hired are not qualified. Only a few qualified teachers are available and teacher to student ratio becomes to 1: 50 (pers. com. Mrs. Susan Garcia, April 16, 2009). To address the teacher shortage in the public schools (including preschools), Education Secretary Jesli Lapus announced that 16,390 new teachers would be hired for the year 2007. (The Manila Times, June 4, 2007). In addition, this concern for the hiring of preschool teachers will create more pressures not likely to abate in the near future because the pressures on that strain the local supply and demand for and supply of qualified teachers.

With the increase in private individuals and institutions venturing into the preschool business education, and the institutionalization of preschool education by 2010, that will require more qualified preschool teachers to support DepEd's effort in institutionalizing preschool education. Human capital is the most important resource of any service organization, and the teacher is the most important capital in the educational setting. There are many nonhuman resources that are needed in the schools such as classrooms, computers, and textbooks, but these resources are dependent on competent teachers who will put them into good use.

The preschool is a labor-intensive operation where the teacher's knowledge, skills, abilities, stamina, values, and passion must be carefully managed to achieve its learning objectives (Hearron and Hildebrand 2003). However, in order to achieve its learning objectives, they should hire teachers who possess proper qualifications who can provide learning opportunities that will

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bring out the best in their students. Department of Education, Culture and Sports (DECS) A major task of the Department of Education (DepEd) school administrator is faculty hiring and selecting qualified and committed teachers is a more critical task considering the scarcity of qualified applicants.

Teacher qualifications remains to be an issue and with the recent results of the Licensure Examination for Teachers given by the Board of Professional Teachers on August 27, 2006 in 18 testing centers all over the Philippines, there were only 17, 277 elementary public school teachers out of 59, 457 examinees who successfully passed. (Manila Standard Today, October 10, 2006). This is an estimated 33% who are qualified to teach in the public elementary schools and there may not be enough considering there the growing growing student enrollment in public elementary schools which accounts to 12, 089, 365 based on Basic Education Statistics (BES) SY2004-2005.

However, in the private preschools but they should meet the minimum required in order to the desired qualifications which is:, need to prepare job descriptions that state the criteria like the applicant “(1) Bachelor of Science Degree with specialization in family life and child development of early childhood education or kindergarten; (2) BS Degree in Elementary education with 18 units in preschools education and 54 hours of practicum in preschool classes; (3) Bachelor of Arts or BS degree in discipline allied to education, arts, nursing, anthropology with 18 units of preschool education” (Industry Briefs, October 2001). Hiring the right faculty is building the future. It is essential that utmost care and attention be given to hiring standards and policies and that execution be done with creativity and patience, since the <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

hiring process is tedious and time-consuming, thus there should be no shortcuts.

As the philosopher Spinoza observed at the end of his great work, *The Ethics*, “...all things worthwhile are difficult as they are rare” (A Re-Examination of Faculty Hiring Processes and Procedures, Academic Senate for California Community Colleges, Adopted Fall 2000). The term “ faculty” is defined as a branch of teaching or learning in an educational institution; something in which one is trained or qualified; the members of a profession; or the teaching and administrative staff and those members of the administration having the academic rank in an education institution (Merriam Webster 1991). The faculty is composed of all persons appointed for the instruction of students.

In a preschool, the faculty or teachers are persons directly involved in handling children. They play a major role in the education of the children since they help in the formation and development of the students especially in their early years. They are responsible for providing environment conducive to learning conditions where children are given opportunities to interact. Thus, the faculty or preschool teachers significantly contribute to humanity and to the nation towards prosperity by providing learning opportunities that will bring out the best in their students. Hiring is engaging the services or labor in exchange for payment (Lexicon Webster 1978. ).

Hiring involves the following steps: advertising, recruiting; screening; interviewing; teaching demo, selecting and final interview. Recruitment is defined as establishing a pool of potentially acceptable applicants (Lipham

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and Heoh, 1974 p. 236). The first step is usually to post (advertise) the job position usually in bulletin boards of universities, professional organizations, advertise in local newspapers and teacher based magazines. Once the school recruitment officer has received the letters of applications, the rest of the hiring process is accomplished. Faculty hiring is the recruitment and selection of teachers for teaching positions. It involves the following steps: advertising, recruiting; screening; interviewing; teaching demo; selecting and final interview.

Faculty hiring is a major task of the administrative or leadership group of the school and selecting the right teacher is a more critical task considering the very few qualified applicants to choose from. Administrators need to prepare job descriptions that state the minimum as well as desired qualifications of a preschool teacher, these are: (1) Bachelor of Science Degree with specialization in family life and child development of early childhood education or kindergarten; (2) BS Degree in Elementary education with 18 units in preschools education and 54 hours of practicum in preschool classes; (3) Bachelor of Arts or BS degree in discipline allied to education, arts, nursing, anthropology with 18 units of preschool education. (Neri October 2001) “ The teachers we need are immersed in discipline, informed professional inquiry and action that results in raising the bar and closing the gap by engaging all students in learning” (Fullan 2003). The preschool administrator or principal is usually the one in charge of recruiting the right teachers to fill in teaching positions clearly defined and understood by the selectors, i. e. there is a good and clear job description. The competencies to perform the job successfully are explicit, i. e. the job criteria or person

specification have been prepared and are known by the selectors. There is a planned provision for the assessment of all the required competencies, i. e. the technical assessment stages have been clearly conceived and scheduled. There is a clear policy on how the final decisions are to be arrived at and the final stage procedure ensures that all of the evidence of earlier stages is accumulated and considered before making a judgment" (Kydd 1997). Although it can be time-consuming, principals must actively recruit good teachers to their schools. They usually do this by: (1) visiting teacher education classes to find promising new teachers; (2) providing practicum to student teachers and later hire the good ones; (3) talking to teachers and other principals to find quality experienced teachers who might be looking for new positions.

Hiring policies and practices should be carefully crafted so fairness and equity are reflected to avoid legal complaints in the future. Applicants should be notified whether they were accepted or denied and the reasons why they were not accepted. " Hiring the right faculty is building the future because teachers play a major role in the education of children; they help in the formation and development of children, some of whom will become future leaders of tomorrow. But the right faculty may not mean hiring having a certification or licensure, but one who has a strong commitment to the care and education of young children. There is no wiser or more enduring investment than in the care and education of young children. worthwhile The Research Problem

DDue to the number mushrooming being put up and the government's move to institutionalize preschool education by year 2010, in Metro Manila and <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

in the provinces without control or regulation, hiring would be in all probability increasingly rampant. DepEd's hiring guidelines for preschool teachers prescribe only the minimum qualifications;,, but there are no clear-cut guidelines on the screening and hiring process for preschool teachers. These schools tend to hire preschool teachers who are not qualified. There is a need to carefully manage preschools to ensure that the intellectual development and values formation of children. Thus, there is a need for there should be specific and customized procedures for screening applicants and hiring are toward for qualified preschool teachers who are trained to address the unique learning and developmental needs of preschoolers (Berk 2005; Branscombe et al. 2000; Brewer 2004; Essa 2003; Estes 2004; Machado and Meyer-Botnarescue 2001). However, Taguiwalo (2005) reported that recruitment is the number one weakness of the Philippine basic education. and eEvery year for the past five years, public schools recruited around 10, 000 to 15, 000 teachers from a pool of 100, 000 new graduates. , Yet the schools do not always get the best qualified teachers, as evidenced by the poor student achievement test results. they Results of the National Elementary Achievement Test (NEAT) in SY 2005-2006 reflected that only 29 percent or 38 of 131 competencies/skills were demonstrated by children.

The problem of poor quality of education has been traced to a number of factors which include lack of teacher competencies and poor manpower planning (UNESCO and National Statistical Coordination Board 2009). How can DepEd ensure that only qualified and competent preschool teachers will handle every preschool class? HHoH will be assured hiring of professionally



well prepared preschool teachers who are committed to caring and educating young children.. Preschool teacher hiring will not be easy considering the scarcity of qualified teachers. How then can school administrators ensure that they hire qualified and competent preschool teachers who can How can they tap available sources of prospective preschool teachers present?

To seek answers to the research problem, see questions, " The government, through the Department of Education (DepEd), should come up with clear-cut policies on the operation of these schools offering pre-school education to children aged three to six years old," Chipeco added. (<http://www.congress.gov.ph/press/details.php?pressid=931>) DepEd should also develop measures seeking not only to regulate and oversee the pre-schools, but also to develop preschool teachers hiring guidelines. DepEd should conduct investigation and close down preschools that do not use the guidelines. thus early childhood education is regarded as their top priority. Childhood should be carefully defined in all nations as a highly distinct period of human growth and development that deserves careful educational, social, and political attention and intervention. " (Jalongo, et al 2004) However, Nolido (2006) said . While the government is not yet capable of putting preschool education in the educational ladder, we would like to expand it to reach more five year-old kids particularly in the depressed areas of the country. .. Jalongo, et al 2004 et al, page 23 number Educational prog for the world's youngest citizen teachers who are , m ? Will there be enough preschool teachers who will teach this growing number of student enrollment?? ssues in the Philippine basic and (LET) (NAT) private preschools

hire applicants are not education graduates or licensed? private . To seek answers to these questions, I will be researcher is Another issue which is very timely is the campaign of the Department of Education to institutionalize preschool education in public schools. Nolido said preschool education is not yet part of the educational ladder. Institutionalizing it requires a huge budget to the basic education system. “ While the government is not yet capable of putting preschool education in the educational ladder, we would like to expand its coverage to reach more five year-old kids particularly in the depressed areas of the country,” Nolido said. and also the current issues in the Philippine educational system the Thus the objective of this research will of the study reviewed and compares the current Growing demand for preschool teacher applicants can be attested to the increasing number of student enrollments and the mushrooming of preschools in the metropolis. Drive along any neighborhood and you will likely pass by one, whether it is a small home-based play school or a more structured organization in a bigger edifice. The latest directory of private preschools in Metro Manila from the Department of Education shows that there are (872) preschools all over the capital region alone. Of this total, (217) are exclusively preschools only, defined here as catering to either the one-year-old to 6-year-old age bracket or the kindergarten level which may also include levels preparatory to kindergarten (e. g. nursery, etc.

The remaining (55) schools offer elementary education up to 6th grade, in addition to the preschool curriculum. Quezon City has the most number of preschools with 275, followed by Manila with 112. Proximity to residence is criterion parents often consider when choosing schools for their children,

however there are many other factors to bear in mind in deciding which school is best" (Neri 2001). Public and private preschools resort to hiring teachers to fill in the demand for teaching positions. The Department of Education has recommended guidelines for hiring preschool teachers, which the public preschools should implement while the private preschools are encouraged to use.

Thus, the main research problem of this study is to compare standards, policies, and practices (SPPs) in hiring preschool teachers in preschool and public schools with those of private schools in Pasig City, and, then compares each group's SPPs with offering preschool education with the standards, policies and practices in hiring teachers in private preschools in Pasig City the recommended SPPs in hiring preschool teachers based on related literature, DepEd requirements, and the views of experts on preschools. point out the gaps or discrepancies between the mandated and actual faculty hiring standards, policies and practices of public and private preschools in Pasig City. Secondly, I would like to understand the nature and causes of the gaps, and thirdly, I would like to understand why such gaps have been permitted to exist until the present. Purposess of the Study reate awareness among the policymakers, DepEd officials, private preschool owners, and preschool principals The purpose of the study soughtoughtis to (1) investigate the SPPstandards in for hiring preschool teachers in selected public and private schools in Pasig City; (2)and pinpoint commonalities and differences in their current hiring SPPs; and, (3) find out how they measure up to what is recommended in the scientific literature, at DepEd, and by experts. Thus, this study has drawn upwilldetermine whether standards are

in line with preschool learning capabilities and requirement for primary grades. s appropriate hiring SPPs for both public and private preschools that can serve ases benchmarks for hiring preschool teachers to ensure that the goal of getting the best qualified preschool teachers is met.

Theensure that both public and private schools offering preschool education in Pasig City are able to hire the most qualified and competent preschool teachers and that ensure that there are standards, policies and practices in hiring preschool teachers in public and private schools in Pasig City. is that they together withmajority if not alleto review and reexamine their preschool teaching hiring standards, policies and practices. This assist in the hiring of preschool teacherswill enfrom a wider market and whose qualifications meet the preschool learning competencies. Research Questions In order to answer the research problem, the following research questions were looked intoarewere:

- What are the recommended faculty hiring SPPsstandards, policies, and practices for preschool teachers based on related literature, DepEd guidelines, and the views of experts and administrators? What are the reported and/or actual hiring SPPsfaculty hiring standards, policies, and practices for preschool teachers in both of public and private schools in Pasig City offering ECE?
- How do the reported and/or actual faculty hiring SPPstandards, policies, and practices for preschool teachers in of public schools in Pasig City compare with those of private schools and private schools in Pasig City? How do these SPPs for each of the two groups of schools compare each offering ECE compare with one another and with what isareis recommended for preschools?
- What are the recommended teacher hiring SPPs for preschool teachers, DepEd, and experts?
- What are the

reported and/or actual hiring SPPs for preschool teachers in both public and private schools in Pasig City? How do the reported and/or actual hiring standards, policies, and practices for preschool teachers in public schools in Pasig City compare with of those private schools in Pasig City and compare each with what is recommended by the literature, DepEd and experts for preschools? Definition of Key Terms The hiring process has composed of four components:, and these are as follows recruitment, evaluation, selection, and appointment. (DepEd Order No. 4, series 2007) (Appendix C). : “ Recruitment” refers to the announcement of vacancies and receipts of application and pertinent documents. ) (Appendix Cor . ; and d) the placing of teachers who will handle preschool classes in the publ; “ Evaluation” refers to the assessment of documents submitted. Selection” refers to the ranking of applicants or candidates. “ Appointment” refers to the actual hiring of qualified applicants or candidates. The term “ preschools” refers to programs preparatory to Grade I of the elementary level (Sarmiento 1995). It also refers to, the level of early childhood development and education preceding the first primary level made available to young children to develop their cognition, attitudinal, psychomotor, and social skills (Escudero 2004). A “ preschool teacher” is a specifically trained professional equipped with the competencies to address the learning needs of children from infancy to age eight (Machado and Meyer-Botnarescue 2001).. he or she teaches in the preschool programs with children ages two- to six-year old; with good qualifications and background in education, especially in early childhood development education; competent, well prepared, committed to education and has love for children. “ Public preschools” refer to public kindergarten and preschool course offerings in elementary and pilot schools, specialized <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

schools, and schools established, administered, maintained, and funded by the government (Free Public Kindergarten Education Act of 2004, House of Representatives). These schools cater to five-year-old children only or those children who will turn six years old in the coming school year. Private or exclusive preschools” refer to privately owned and managed learning institutions catering to either the one-year-old to 6-year old age bracket or the kindergarten level which may also include preparatory levels to kindergarten, e. g. , nursery and prep (Neri 2001). “ Standards and policies in hiring preschool teachers” refer to the norms or sets of standards, rules and regulations, guiding principles, guidelines, procedures, courses of actions, plans, and strategies used in the hiring of preschool teacher. ;. “ Practices in hiring preschool teachers” refer to the customariy ways of hiring preschool teachers, like hiring of applicant for a teaching position who are not education graduate but have potentials in being a good preschool teacher; hiring of preschool teacher applicants and assigning other duties as a librarian, reliever for absentee teacher, tutor, etc. Practices in hiring preschool teachers” refer to the customary ways of hiring preschool teachers, including: (1) like hiring of fresh college graduates who have no preschool education unitsare willing to undergo training and mentoring; (2) hiring of applicants who have no teaching experience; (3) hiring of applicants who are not licensed or LET passers; or (4) getting teacher volunteers from public elementary or high school level to teach in the preschool level. ; and. “ Competencies” refer to (1) an output as something that a person produces, provides, or delivers; (2) knowledge of subject mattersuch as, knowledg, process abilities and attitudes, values, orientation, and commitmentswork-tasks, or hiring only of applicants who are 40 years old and below. results <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

and outputs; describe the characteristics of the people doing the work - knowledge, skills and attitudes (values, orientation and commitment) (McLagan 1997); and (3) a set of knowledge, skills and abilities that work together to produce an expected outcome (HR WSD Personnel, 2005). ; (2) those measurable or observable knowledge, skills, abilities and other behaviors critical to success in a key job role or function (Access Washington HR WSD Personnel, 2005). Child Development Associate (CDA) - is a person who is able to meet the physical, social, emotional and intellectual growth needs of a group of children in a child development setting. (Machado and Meyer-Botnarescue 2001).

Competencies - relate to the work-tasks, results and outputs; describe the characteristics of the people doing the work - knowledge, skills and attitudes (values, orientation and commitment. (McLagan 1997). , prep, ; sEd; and d) the placing of teachers who will handle preschool classes in the public elementary schools.. with children ages five-and six-year-old Practices in Hiring Preschool Teachers - the customaries or ways of hiring preschool teachers, like hiring of applicant for a teaching position who are not education graduate but have potentials in being a good preschool teacher; hiring of preschool teacher applicants and assigning other duties like librarian, reliever for absentee teacher; and others. ood with a background in education, especially in early childhood development education - the psychomotor, affective, psychosocial and cognitive foundations of the child, committedhas The preschool teacher should also acquire skills and training in educating young children, not just to have the good intention of educating them. tandards and olicies-the Significance of the Study This study on

preschool teacher hiring standards, policies and practices is relevant, seems particularly timely, and very supportive of the current efforts to improve the quality of teaching and learning in the preschools by improving the quality of hired preschool teachers. in view of the DepEd campaign to institutionalize preschool education The study.

It will also benefit beneficial to the the policymakers, DepEd officials, private preschool owners, preschool administrators, principals and teachers of public and private schools offering preschool education, early childhood educators, ECE students, parents, preschoolers, and the community. The study can is will serve as a reference “wake-up call” for p Policymakers, DepEd officials, private preschool owners, preschool principals, and teachers of public and private schools will benefit from this study as this will serve as a “wake-up call” for them to fthe demand for qualified preschool teachers for them in reexamining or reviewing their SPPs in hiring preschool teachers to make sure they hire qualified preschool teachers. The findings of the study can help preschool administrators and principals in making more informed personnel decisions.

They will come to realize the need to upgrade or establish formalized hiring standards that will enable them to recruit outstanding preschool teachers; they will be able to predict attitudes and personalities of preschool teachers who have overall potential for growth and advancement. Early childhood educators can use benefit from the results of this study which will help them in their teacher training programs for child development education by identifying teachers’ qualifications, skills, and attributes needed by an individual to become a good preschool teacher. This study will also present <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>



to them other aspects of the SPPs in hiring preschool teachers that can will broaden their concept and understanding of the hiring process and help make sure that only quality preschool teachers are hired. Early childhood education students can benefit from this study because they will have a grasp of the hiring SPPs for preschools.

They can be helped in equipping themselves with the appropriate competencies for becoming to and after on to effective preschool teachers. Knowing that schools with good hiring SPPs hire only the most qualified preschool teachers who will teach their young children, parents will be enlightened and will be guided with proper regard as criteria for selecting preschools, thereby making more informed decisions in choosing a basising preschools for their children children hires only the best and most. Preschoolers will benefit from this study because it can help ensure that the most qualified and competent teachers are hired to provide them with proper care and quality education; and develop their well-beings..

Lastly, the study can benefit the community by raising public the they it be made cultivate awarenessness of the importance of developing school resources and make preschool teachers through the hiring of qualified preschool teachers, thereby facilitating the formation of will become an educated, informed, and competent citizenry. The study can help uplift the standards of Philippine education and deepen the commitment of educators to preschool education as a way of developing resilient citizens.. holds that There is, then a real sense that the future quality of preschool education depends on the efficient and effective hiring of teachers. to excellence

SScope and Delimitations CurrenPresently, there are 106 schools offering preschool education in Pasig City.

Eighty are private pre(Table 2) and 26 are publicre-elementary schools (Table 3). that includewith The researcher will fonly focusedses on the standards, policies, and practices of hiring preschool teachers in 1005 public and 15 private schools only in the Pasig City area. Though, Tthe number ofnumber 15 public schools public schools canmay be lower be less because considering that therethere are very few public schools in Pasig City offering kindergarten level according to Dr. Baybayuin of the Pasig Division of Public Schools. kindergarten level only as this is the only preschool program which is common to both public and private schools.

Public school tOther likeonly operating in relation totoddler, and Prep will not be covered in this study. , eachers in the elementary level and higher grades assigned as volunteersed to teach pre-elementary level werewill alsoalso be considered. and The respondents of the study will be were 11915 private preschool administrators/ principals,, 20 private preschool teachers, 9815 public elementary school administrators/ principalsprincipals, and 'and 1005 public pre-elementary teachers in Pasig City. DepEd provided a directory of all the schools in Pasig City offering preschool classes and only 25 schools agree to participate in the study.

It also iIncluded two DepEd officials, two preschool administrators, and two early childhood education consultants were also the respondents who formed the focus group discussions held onlast April 17, 2007 at the University of Asia and the Pacific.. The study diddoeswill not cover the

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barangay day-care centers and other nongovernment agencies because they are providing nonformal education, which focuses more on the health, safety, and nutrition of the children; and besides, they hire high school graduates as most day-care providers are only high school graduates. Besides, service providers or teachers of these centers are mostly parent volunteers in the community.

### Relation of the Study to the Researcher's Specialization

The study is related to the researcher's myChild Development and Education (CDE) because the study looks into the preschool education, specifically SPPs used in hiring preschool teachers. The study is part of the subject on organization and management of preschools, taught in the CDE program of the University of Asia and the Pacific. It is related to my field because it is who will teach our children. Faculty hiring is a major task of the school administration and it should be done with utmost care and creativity for the hiring process is tedious and time-consuming. However, the Department of Education recommended faculty hiring guidelines for the preschools. One of which is the Licensure Examination for Teachers (LET) given by the Board for Professional Teachers.

The recent results of LET given last August 27, 2006 in 18 testing centers all over the Philippines, as announced by the Professional Regulation Commission (PRC) that 17,377 elementary teachers out of 59,457 examinees and 17,290 secondary teachers out of 53,303 examinees successfully passed. Faculty hiring is a tough job of the administrators considering the very few qualified teacher applicants to choose from.

Although it can be time-consuming, principals must actively recruit good  
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teachers to their schools. They usually do this by: (1) visiting teacher education classes to find promising new teachers; (2) providing practicum to student teachers and later hire the good ones; (3) talking to teachers and other principals to find quality experienced teachers who might be looking for new positions. Hiring policies and practices should be carefully crafted so fairness and equity are reflected to avoid legal complaints in the future.

Applicants should be notified whether they were accepted or denied and the reasons why they were not accepted. One of the most successful instruments that combat misbehavior and avoid its bad effects to the learning and teaching processes is by implementing discipline in the classroom. Thus, discipline strategies are seen as answers for attaining an effective learning process and enhancing young children's performance in school. Given this reason, a study comparing the preferred discipline strategies of the teachers is needed in order to reduce the problem of teachers in misbehavior of students. The teacher, as part of the learning process, plays a big role in dealing with misbehavior of students.

Once the teacher observes misbehavior inside the classroom, different discipline strategies are expected to be applied to the students. In each school, teachers have their own strategies in disciplining the students. For instance, there are some teachers who are influenced by their own beliefs while there are some who are influenced by the school's educational philosophy. Over the years, Philippine education has evolved. Different learning institutions have developed including the emergence of various preschools. In line with this change, teachers coming from different schools

have adapted their own views of discipline. Their discipline strategies may be distinct from one another.

These teachers either come from public and private preschools which have different educational philosophies and also have different ways in teaching and disciplining the children. Therefore, it is useful to compare the strengths and weaknesses of these institutions particularly the discipline strategies preferred by the teachers. Through this comparison, the strengths of each school may complement the weaknesses of the others. For this reason, reliable discipline strategies may be applied by the different schools that would assure their vision of molding well-disciplined individuals. This study will compare the discipline strategies preferred by teachers in selected public and private preschools in Metro Manila.

The comparison of the study will not only be between public and private preschools but among private and public preschools. The comparison among private and public preschools will be based on the educational approach the school applies. This is the first time that a study comparing the preferred discipline strategies of public and private preschool teachers will be made considering the educational approach they use. Due to research time constraints, the study will focus on the preferred discipline strategies of teachers rather than the actual practice or implementation of discipline strategies that teachers are using in the classroom. Observing teachers and how they implement their schools' discipline strategies will take a long time.

To add on, strategies or classes observed may not be representative of the teacher's teaching unless observation is done regularly for a long period of

time. The Research Problem and Research Questions Teachers use different strategies in the classroom because of their diverse views of discipline. Since there are varying discipline strategies observed by teachers, the main objective of this study is to compare the discipline strategies preferred by teachers in selected public and private preschools in Metro Manila. In order to achieve this, several research questions were formulated: ); How do preschool teachers understand and view “ discipline”? To what extent do they consider, if at all, the teaching and learning philosophy or approach of their schools in their concept and view of “ discipline”?

How do preschool teachers translate their concept and view of “ discipline” into specific disciplinary practices? What are their preferred discipline strategies? How consistent are these preferred strategies with the teaching and learning philosophy of their preschools? How do teachers in private and public preschools compare with respect to: (a) their concepts and views of “ discipline”; (b) their preferred discipline strategies; and (c) the consistency of their preferred discipline strategies with the teaching and learning philosophy of their schools? What are the implications for teacher training and school administration in private and public preschools? Purposes of the Study that will provide the proper care and education to our young children.

When another implement theThis study offers a thorough discussion of the different discipline strategies preferred by teachers. It is needed because an accurate reference of recommendable different discipline strategies will enable preschool teachers to improve their skills in classroom management.

This study will also present to the preschools and their faculties other

discipline perspectives that will broaden their concept and understanding of <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

discipline in the early childhood years. By having public and private preschools as subjects of the study, teachers coming from these schools will be able to see their own strengths and weaknesses. This study will enable specific schools to improve their weaknesses by noting the strengths of the other.

Likewise, they will develop and implement effective discipline strategies which will lead to students' better performance in academic and non-academic activities. Lastly, this study will heighten the awareness of parents regarding the different discipline strategies. It will present various discipline strategies that may aid them in handling different discipline-related problems of their children. This study also aims to offer a list of discipline strategies that can help improve the relationship of parents and their children. Significance of the Study The study will be beneficial to the following: public and private preschools, (ECE) teachers, parents, university students, and to the Philippine society.

The results of the study will introduce other discipline strategies practiced by public and private preschool teachers today. Comparing the . to be vigilant and address the issues on the deteriorating quality of education and preschool discipline strategies preferred by the teachers in the public and private preschools will help teachers and parents choose the most effective strategy in disciplining young children. However, it is necessary to evaluate first the discipline strategies and educational approaches of the schools in order to know which areas they should focus and improve on. In effect, the schools will be able to choose and weigh which discipline strategies fit their students. Likewise, this will help strengthen the school's curriculum.  
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Parents will benefit from this study because they will be able to choose the right school for their children, and it will not be difficult for them to choose the right school for their children. It will also make true to their claim that children are our future. know how to handle the misbehavior of their own children. By acquiring the appropriate discipline strategy, they will not have a hard time handling their children's attitudes and misbehavior. Parents' misconception about discipline will likewise be corrected. In addition, university students can benefit from this study because they will have a brief introduction to child development. This overview will give them a background that could help them handle situations that concern early childhood education.

Lastly, the society can benefit from the success of this study because the discipline strategies that are included will help the school produce more disciplined students. Through young disciplined citizens, there will be less misunderstanding, negative social issues, and practices because the future leaders will value the worth of dignity, trust, respect, honesty, and unity.

**Scope and Limitation** This study focuses on the commonalities and differences comparison of , specifically the kindergarten level. The study will concentrate on the kindergarten level of the schools as this is the only level that public schools are catering as regards preschool education.

Other preschool program levels in the private schools will also be considered as oftentimes the same teachers are assigned to teach children in these levels. as they are providing non-formal education and more on health, safety and nutrition of the children. the DepEd discipline strategies preferred by teachers in selected private and public preschools in Metro Manila. Private and public preschools are chosen to be compared because these two

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educational institutions have several educational practices that are different from each other. The comparative analysis will not only be done between private and public preschool teachers but also among public preschool teachers and among private preschool teachers. In the Philippines, here are six educational approaches that are widely used. These approaches are: Traditional, Montessori, Eclectic, Bank Street, Alternative, and Integrated Core Curriculum (ICC). Thus, preschools with these educational approaches are the only ones that will participate in this study. The discipline strategies will only be limited to their importance in the learning and teaching processes. It will only cover the differences of: (a) the teachers' concepts and views of " discipline", (b) teachers' preferred disciplinary strategies, and (c) the consistency of their preferred disciplinary strategies with the teaching and learning philosophy of their schools.

Some people believe that delinquencies of children are evident in the society because adults around them do not practice appropriate discipline strategies. However, for this study, the connection of discipline to delinquency will not be included. Definition of Key Terms For clarity of thought and better understanding, the following terms will be adapted in the study: (a) iivalternative approach, (b) cultural transmission, (c) classroom management, (d) iiixxxiiiiivvidiscipline, (iie) discipline strategies, (f) eclectic, (g) educational approach, (h) educational philosophy, (i) Montessori approach, (j) private school, (k) progressivism, (l) providing attention, (iim) public school, xxiiiiivviiiix- This-This refers

Faculty Hiring Standards, Policies and Practices - (n) romanticism, and (o) traditional approach. Human Resource Job Description Most Qualified and <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

Competent Nonhuman Resources Practicum Preschool Principal Private Preschool Owner Private School Public School - This refers to an educational institution that is administered through direct ownership and that runs through collection of tuition fees and other similar fees (Department of Education 1970). Recruitment Selection Specialization Standard Qualifications Teaching Demo. Alternative Approach - This refers to an educational approach which is based on 20th century philosophies. The categories in this approach are: Waldorf, Piagetian, and Reggio Emilia (de Ocampo et al. 2001).

Cultural Transmission - This refers to an educational philosophy that is known for transmitting history from past to present. Its features can be described as: (1) teacher-directed, (2) child as a passive learner, (3) society-centered, and (4) uniformity is encouraged (Slee and Shute 2003).

Classroom Management - This refers to a way of dealing with distraction and intolerable behavior of students that build an atmosphere of learning and harmonious relationship to each one in the classroom (Jones and Jones 2001)

Discipline - This refers to a method that teaches children or younger ones to do the right thing and behave properly in different situations. Its goal is to make the child responsible and confident with every endeavor he will face (Hyman 1997).

Discipline Strategies - This refers to techniques and practices used by teacher in dealing with the disruptive behavior of the students. Eclectic

Approach - This refers to an educational approach which is a combination of other educational approaches and philosophies. An example of this is a combination of the ideas from cultural transmission and romanticism  
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philosophies (de Ocampo et al. 2001). Educational Philosophies - This refers to educational philosophies formed from existing knowledge, social ideals of the society, personal experience and vision of educational leaders, and individual temperament. Educational Approaches - This refers to educational methods influenced by the three educational philosophies (i. e. , cultural transmission, romanticism, and progressivism) which are being adapted by different schools or educational institutions (Calderon 1998). Montessori Approach - This refers to an educational approach that can be described by these elements: (1) The child has an absorbent mind; (2) It has a prepared environment; (3) It has autoeducation; (4) Children are given freedom; and (5) Children have sensitive periods (Johnson and Roopnarine 2005). Private School - This refers to an educational institution that is administered through direct ownership and that runs through collection of tuition fees and other similar fees (Department of Education 1970). Progressivism - This is also known as developmental-cognitive interaction philosophy.

Some of its features are: (1) child-centered, (2) value on developmental stages of children, and (3) emphasis on learning by doing (Slee and Shute 2003). Public School - This refers to an educational institution that is run by government or by non-profitable institutions. It mainly depends on charity and other funds, thus, providing free education to the students (Department of Education 1970). Romanticism - This refers to an educational philosophy wherein its teaching strategies can be described as: (1) child-centered, (2) there are opportunities for play, (3) process-oriented, and (4) creativity is encouraged (Slee and Shute 2003). Traditional Approach - This refers to an

educational approach wherein the classroom and its curriculum are all structured.

The teaching strategy is described as teacher-directed (Essa 2003). Program the study also seeks to form early childhood educators and specialists (preschool and primary school teachers and administrators, child development consultants, and researchers) who can blend theory and practice in creating positive learning opportunities and experiences for young children to promote their total development. The study CONCEPTUAL FRAMEWORK IN A PRESCHOOL, THE HIRING OF TEACHERS IS ONE OF THE MAJOR TASKS OF THE PRINCIPAL OR ADMINISTRATOR. HE OR SHE INVESTS A GREAT DEAL OF TIME IN THE RECRUITMENT AND SELECTION PROCESS BECAUSE HE OR SHE KNOWS THE IMPORTANCE OF MAKING THE RIGHT APPOINTMENT.

SELECTING AN EFFECTIVE TEACHER CAN MAKE A SIGNIFICANT DIFFERENCE, NOT ONLY TO THE SCHOOL'S STANDARD BUT MOST ESPECIALLY TO THE YOUNG LEARNERS THEY WILL HANDLE. Children have unique learning and developmental needs – physical, social, emotional, and cognitive, which every preschool should take into great consideration. Children, at the critical ages of zero to six, have an absorbent mind, love to explore and are curious about the world around them; love to talk, mimic, and interact with adults; and like to move and play. It is at this stage where their development is at its pace and they rely heavily on their parents, teachers or adult companions for guidance.

Teachers, in order to carefully manage and handle these unique and developmental needs of their young learners, should have the competencies or knowledge, skills, and attitudes (KSAs) and tasks, outputs, and results (TORs) in the field of early childhood development and education. Such competencies are critical for them to design a developmentally appropriate curriculum in early childhood education and child care setting, so that they can analyze teaching-learning situations; designate meaningful and achievable goals; construct and employ learning strategies; plan and implement appropriate evaluation procedure; facilitate home-school collaboration; and bring about learning and developmental gains in young children.

However, getting teachers with the necessary competencies may require a robust process in hiring, which involves forming a hiring committee, planning the number of teachers that will be hired, formulating job descriptions, sourcing, screening, and testing applicants, selecting candidates, and finally, hiring and orienting new teachers based on the philosophy that children have unique and developmental needs. Thus, it is important that preschools adopt the appropriate hiring standards, policies, and practices (SPPs) to ensure that only qualified and competent teachers who have the KSAs and TORs are carefully recruited and appointed, and can meet the unique and developmental needs of preschoolers.

This study proposes a conceptual framework that can be a prototype for the formulation of SPPs in hiring preschool teachers to ensure that only qualified and competent teachers will be hired and will lead every preschool class. The conceptual framework of this study is my contribution to the existing body of <https://assignbuster.com/preschool-teacher-hiring-standards-policies-and-practices/>

knowledge on the management of preschool organizations, particularly SPPs in recruiting, screening and hiring of qualified and competent preschool teachers. It shows the philosophy I have internalized on preschool education as a result of my academic studies. The philosophy on preschool education that I now strongly uphold is premised on the unique developmental and learning needs of children ages 2-6. These needs must be effectively addressed to promote the child's wellbeing.

Thus, professionals who see a vocation in preschool teaching and addressing the unique developmental learning needs of preschoolers must have gone through formal education that can equip them with kn