

Recruitment and Selection Process of Faculty in the Higher Education Institutions in the Philippines

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Abstract—The study aimed to determine how are decisions made in the recruitment and selection of faculty in the technological universities in Region III. The descriptive method of research was utilized in the study. The respondents were the chairmen and members of the Faculty Selection Boards of the technological universities in the region. It was found out that there exists a set of sound policies and procedures in the recruitment and selection of faculty in the four technological university in Region III. The policies were implemented to great extent. Aside from these policies and guidelines, there were other factors that influenced the recruitment and selection process. In descending order of rank, the factors were special talents, skills and qualifications of the faculty applicants, their socio-economic status, the operation of Filipino values like “utang na loob”, and recommendations from school personnel, politicians, civic and business groups. The other factors moreover were found to influence the decision making in the recruitment and selection of faculty to a very little extent. It was recommended that the policies and procedures in the recruitment and selection of faculty be strictly observed and that vacant positions be announced/published to give fair chances to other applicants.

Keywords— Decision-making, Higher Education Institution, Recruitment and Selection of Faculty.

I. INTRODUCTION

Any educational institution, be it public or private needs an efficient, effective and qualified faculty in order to achieve its mission goals. The faculty, being one of the most important factors in the success of education is expected to perform its primordial tasks of instruction, research and extension. It has always been said that “the institution is only as good as its faculty”.

Diokno as cited by Ebalan (2014) emphasized this fact when he said that, the university draws its strength from the faculty, whose intellectual capacity, creative talent, and competence shape the institutions culture and reputation. Having chosen the life of the mind as its mission, and a means to a better life, the university must attract, recruit and retain the faculty of highest quality. Decision on faculty hiring, retention and promotions are crucial in determining the nature and form of the department and the college as a whole and, indeed, the very future of the university.

Since the teacher is the heart and life blood of the educational system, it is necessary that the most qualified ones should be recruited, selected, and be given the chance to mold

and develop the hope of the motherland-the youth. It is therefore, absolutely important that all educational institutions should have carefully thought-out policies, guidelines and procedures in recruiting and selecting their faculty. The needs become more exigent for state colleges and universities since they are state-supported institutions having their own board of regents, budget allocation and academic freedom. And so, they have all the reasons to have sound criteria in the recruitment and selection of the most qualified faculty

In Region III, the members of the Development Council for State Colleges and Universities (DC-SCU) through their technical staff, the Center for the Interinstitutional Research and Policy Studies (CIRPS) have collaborated in formulating a set of recruitment and selection criteria. For this reason, the study focused on the higher education institutions in the region. How well the criteria have been followed in the various institutions is a major concern of this research. Possibilities for improvement were also explored through the analysis of other factors that impinge into the processes.

II. OBJECTIVES OF THE STUDY

The major concern of the study was to determine how decisions are made in the recruitment and selection of faculty in the technological colleges and universities in Region III. Specifically, the study aims to:

- Assess the policies, and procedures being implemented by the technological universities in Region III on the recruitment and selection of the faculty.
- Determine the extent to which the policies and procedures have been implemented.
- Identify what other factors influenced decision-making in the recruitment and selection .
- Determine the extent to which the other factors influenced the decision-making in the recruitment and selection of the faculty.
- Identify what changes in the policies and procedures may be considered to further improve the decision-making in the recruitment and selection of the faculty.

III. FRAMEWORK

Figure 1 shows the conceptual model of the study. Presented in three separate frames are the input, process and output variables of the study. Frame 1, input variables are divided into two sub groups namely the institutional factors (from infra-system) and the other factors (from the supra-system). Frame 2 presents the process variables, meaning the extent of implementation of the policies/guidelines relative to the

recruitment and selection of faculty in the various technological universities in Region III, together with the perceived influenced of other variables in the process. Frame 3 shows the output in the form of decision resulting from the recruitment and selection process. The interrelationships of the three types of variables are indicated by the connecting lines in the figure.

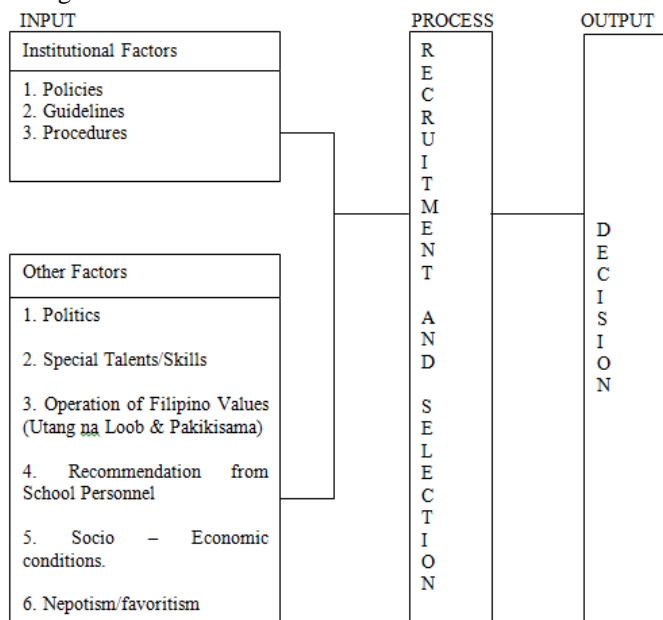


Fig. 1 Conceptual Model of the Study

IV. MATERIALS AND METHODS

A. Method and Techniques

The descriptive method of research was used to find out how decisions are made in the recruitment and selection of faculty in the technological universities in Region III. Primarily, a locally constructed questionnaire was used to obtain relevant data and information. As secondary tools of research documentary analysis and interview were utilized to gather other important information necessary to answer the questions of the study.

B. Respondents of the Study

The respondents in the study were the chairmen and members of the Faculty Selection Boards of the technological universities in Region III. As shown in Table 1, the researcher involved 100% of the respondents in order to have a valid investigation. Bulacan State University has nine member respondents, Nueva Ecija University of Science and Technology has eight, Don Honorio Ventura Technological State University has only six members while Tarlac State University has eight regular member respondents. The Faculty Selection Boards are composed of Vice Presidents, Human Resource Management Officers, Deans, Directors and Faculty Presidents. The variance in the number of board members can be explained by the unequal number of Deans/Directors/Vice-Presidents in the four technological institutions in Region III.

TABLE 1: RESPONDENTS OF THE STUDY

Selection Board	Population	Samples	Percent
1. BULSU	9	9	100
2. NEUST	8	8	100
3. DHVTSU	6	6	100
4. TSU	8	8	100
TOTAL	31	31	100

C. Instrument of the Study

A locally constructed questionnaire was used in the study. Prior to its construction, the researcher made intensive readings of books, periodicals, magazines and related studies in order to come up with a good instrument.

The first draft of the instrument was presented to three experts and highly qualified professors in the academe. Their valuable comments and suggestions were used in improving the draft. The improved questionnaire was then submitted to the pool judgement of five (5) competent persons for content validity before it was put into its final form.

D. Data Gathering Procedures

Letters requesting the permission to conduct the study was personally given to the presidents of the four Technical Universities in Region III. Once approved, the researcher asked the help of the personnel officers of the Universities concerned in the distribution and the retrieval of the questionnaires to and from the respondents. The respondents were given ample time to accomplish the questionnaires. Close supervision was extended by the researcher in the retrieval of the instruments in order to obtain one hundred percent return of the questionnaire.

E. Data Analysis and Statistical Treatment

The data collected were tallied, and tabulated and organized according to the following headings:

- a.) Policies, guidelines and procedures being implemented;
- b.) Extent of Implementation of the policies and procedures;
- c.) Other factors that affect decision making;
- d.) Extent of effect/influence of other factors to decision; and
- e.) Changes in the policies and procedures which may be considered to improve decision making.

In analyzing the data, the following descriptive statistics were used:

- 1. Frequency and percentage procedures were used in presenting the policies, guidelines, and procedures in the recruitment and selection of the faculty in SUC's III.
- 2. The extent of influence of the factors in the recruitment and selection of faculty was quantified using a 5-point Likert scale interpreted as follows:

Scores	Description
4.50 - 5.00	Very Great Extent
3.50 - 4.49	Great Extent
2.50 - 3.49	Moderate Extent
1.50 - 2.49	Little Extent
1.00 - 1.49	Not at all

V. RESULTS AND DISCUSSION

A. Policies and Procedures in the Recruitment and Selection of Faculty In The Technological Universities In Region III

The technological universities in Region III are educational institutions of higher learning whose primary objective is to promote higher professional engineering, education, technological, business administration, social science, hotel and restaurant management, nursing, arts and letters, information technology and for special purposes to conduct research, advance studies and progressive leadership in the fields mentioned.

In order to accomplish this very important mission, each of them must first be properly staffed with the needed and qualified faculty and personnel who shall exert their efforts to make this vision a reality. This can only be possible if these institutions have a set of carefully through-out policies and procedures in recruiting and selecting their faculty.

Aware of this significance, the Development Council for State Colleges and Universities in Region III (DC-SCU) through the Center for Inter-institutional Research and Policy Studies (CIRPS) formulated a set of policies for the recruitment and selection of faculty members in the SCU's III. How well the policies are implemented is a major concern of this research.

As shown in table 2, the findings revealed that 100 percent of the respondents shared the opinion that policy/procedure number one regarding the creation of "Faculty Selection Board (FSB)" is being implemented by all the institutions under study. In connection with the composition of the FSB, it can be gleaned from the same table that 29 or 93.54 percent of the respondents confided that policy number 2.A "designating the Vice President for Academic Affairs as chairman of the Faculty

Selection Board" is being applied. It is worthwhile to mention here that two respondents confided that this policy is sometimes not being adhered to when the VPAA is attending seminars or training. Policy/procedure number 2.B stating the inclusion of Dean/Director/Chairman where the vacancy exists registered the same percentage with policy number 2.A which is 93.54 percent. A closer look at the table shows that two respondents from TSU reflected non-implementation of the policy in their institution.

Pertaining to the membership of a ranking faculty member in the specialization concerned in the FSB, 26 or 83.87 percent reported that this is being followed. Obviously, it can be seen that 5 out of 31 respondents disagreed and they pointed out that this is not always the case. Noteworthy of attention is policy number 2.E about the involvement of the Personnel Officer as secretary of the board. Thirty or 96.77 percent of the respondents are in the contention that this is being implemented.

Full implementation of the third policy can be gleaned was reported, that is, all the 31 respondents disclosed that Personnel Officer acts as the secretary of the selection board and makes an inventory of all vacant positions and coordinates with the Deans/Directors/Chairman in determining qualified insiders who may be considered for appointment.

On the issue of transparency, 30 or 96.77 percent agreed that the selection boards make their activities as transparent as possible by publicizing vacant positions and names of qualified candidates for appointment. Publicizing on the other hand, may have different meanings and interpretation depending upon the perceptions of the persons concerned. Some FSB members viewed this term simply as posting an announcement of vacancy on bulletin board.

TABLE 2: POLICIES AND PROCEDURES IMPLEMENTED BY THE TECHNOLOGICAL UNIVERSITIES IN REGION III

Policies and Procedures	
1.	The institution creates a "Faculty Selection Board" (FSB) which assist the President in assessing applicants or candidates for appointment to faculty ranks/positions.
2.	The members of the FSB are the following: A. The Vice-President for Academic Affairs or its equivalent as chairman; B. The Dean/ Director/ Chairman/ Head of Department/Unit/School where the vacancy exist; C. The Faculty/Club/Association's President; D. A ranking faculty member in the specialization concerned, chosen by the institution, and; E. The institution's Personnel Officer who acts as the secretary.
3.	Personnel Officer makes an inventory of all vacant positions and coordinates with the Deans/Directors/Chairman/Head in determining qualified insiders who may be considered for appointment.

Frequency Distribution by Institution					
BSU		BSU		BSU	
9	8	6	8	31	100
9	8	5	7	29	93.54
9	8	6	6	29	93.54
9	8	4	6	27	87.09
7	7	6	6	26	83.87
9	8	6	7	30	96.77
9	8	6	8	31	100.00
Frequency Distribution by Institution					
BSU		BSU		BSU	
8	8	6	8	30	96.77
8	7	6	7	28	90.32

Policies and Procedures	
4.	The FSB makes its activities and decisions as transparent as possible by publicizing the vacant positions and names of qualified candidates for appointment.
5.	The FSB formulates its own guidelines for screening candidates.

6.	Recruitment is limited to those who possess at least a master's degree or its equivalent.	8	8	6	8	30	96.77
7.	Entry to faculty positions is at the lowest sub-rank of the appropriate faculty-rank.	8	8	6	7	29	93.54
8.	Transferees from other state colleges and universities are admitted at their present faculty ranks in the absence of qualified insiders.	7	6	6	8	27	87.09
9.	Qualification standard for faculty are those provided for under CSC MC. No. 5, s. 1987 as follows:	8	8	6	8	30	96.77
	A. For the Rank of Instructor						
	1. Master's degree holders in the area of specialization;						
	2. In the absence of master's degree holders, the following are considered:	8	8	6	8	30	96.77
	a) Bachelor's degree holders with academic honor such as summa cum laude, magna cum laude or cum laude;	8	8	6	8	30	96.77
	b) Bachelor's degree holders who belong to the first ten (10) in their respective board examinations;	8	8	6	8	30	96.77
	c) Bachelor's degree holders who passed their respective board examinations with at least two (2) years of active practice;	8	8	6	8	30	96.77
	d) Bachelor's degree holders who have been in collegiate teaching or extension work for at least three (3) years or have undertaken substantive research work in the field of specialization;	8	8	6	8	30	96.77
	e) Bachelor's degree holders who have earned 51 points as provided for under the common (Merit) Criteria for evaluation of Faculty, DBM-National Compensation Circular NBC 461.	8	8	6	8	30	96.77
	f) Bachelor's degree holders without an appropriate board examination with at least two (2) years of industrial experience.	8	8	6	8	30	96.77
B.	For the Rank of Assistant Professor						
	1. Doctoral degree holders preferred or;	8	8	6	7	29	93.54
	2. In the absence of doctoral degree holders the following are also qualified:						
	Policies and Procedures						
		Frequency Distribution by Institution					
		BSU		BSU		BSU	
	a) Master's degree holders in the field of specialization with at least four (4) years of experience in teaching/extension and research work and or in professions related to teaching;	8	8	6	8	30	96.77
	b) Bachelor's degree holders in the field of specialization with at least 88 pts based on the common criteria for evaluation of faculty, NBC 461.	8	8	6	8	30	96.77
C.	For the Rank of Associate Professor						
	1. Doctoral degree holders with at least three (3) years teaching experience;	8	8	6	7	29	93.54
	2. In the absence of doctoral degree holders the following are also qualified:						
	a) Master's degree holders in the field of specialization with at least four (4) years of experience related to collegiate teaching;	8	8	6	8	30	96.77
	b) Bachelor's degree holders in the field of specialization with at least 124 points (NBC 461)	8	8	6	7	29	93.54
D.	For the Rank of Professor						
	1. Doctoral degree holders with at least eight (8) years experience related to collegiate teaching.	8	8	6	7	29	93.54
	2. In highly exceptional cases, the doctoral degree requirement may be waived as provided for by an implementing guideline of the institution including master's degree holders in the field of specialization with at least 159 points (NBC 461) may be considered.	8	8	6	8	30	96.77
10.	Criteria for the Selection of						
	Faculty						
	Weight Assigned	9	6	6	8	29	93.54
	1. Educational Qualification						
	- Doctorate						
	85 pts.						

- Masters Degree	65 pts.					
- LLB and MD	65 units					
- Diploma Course (Above Bachelors degree)	55 pts.					
a. Four Years	45 pts.					
b. exceeding four years	45+5 pts					
Policies and Procedures						
Frequency Distribution by Institution						
		BSU		BSU		BSU
2. Academic Experience and Length of Service	25 pts					
- Academic Service	1 pt/yr.					
- Service in HEI and public or private research institution	.75/yr.					
- Administrative Experience						
- President	3.0	9	6	6	8	29
- Vice President	2.5					93.54
-Chancellor/Executive Director/Campus Director	2.25					
-Dean/Director/School Superintendent	2					
- Assistant Dean/Director	1.75					
-Principal/Supervisor/Department Chair/ Head of Unit	1.5					
3. Professional Development/ Achievement/Honors	90 pts					
-Discoveries, Innovation, Publications, Creative works	(Max30pts)					
-Expert Services/training/Seminars	(Max30pts)					
-Membership in professional societies/Organization		9	6	6	8	29
- Honors received	(Max10pts)					93.54
- Awards	(10pts Ceiling)					
- Community outreach	5 pts					
-Professional Examinations	(Max10pts)					
4. Personal Interview	30 pts.					
- Personality	10 pts.	9	2*	6*	7*	24
- Aptitude	10 pts.					77.42
-Oral Communication	10 pts.					

*TSU, DHVTSU, and NEUST observed policy number 4 but with different weight, (10%). Total Number of Respondents = 31

A. Extent of Implementation of the Policies and Procedures in the Recruitment and Selection of Faculty in the Technological Universities in Region III

Viewed in the light of the findings reported in part one, it is evident that the technological universities in Region III have a set of sound policies and procedures in the recruitment and selection of faculty. While the existence of the recruitment and selection policies can be thought of as an organizational

strength, the extent of implementation of the aforementioned policies has far reaching significance only when people make use of them. In this vein, the extent of implementation of the recruitment and selection policies in SCU's III has been a subject of study. Using a five-point Likert Scale, the pursuance was reported as follows:

All the policies and procedures are implemented by the four universities in varying extent/degrees. A closer look at the data reveals that BulSU and TSU respondents perceived the extent

of implementation of policy number one to a very great extent. This was revealed by the obtained mean values of 4.78 and 4.75 respectively. NEUST and DHVTSU on the other hand, recorded 4.13 and 4.00 mean values interpreted to a great extent. The grand mean of 4.42 suggests that on the whole, policy number one “the institution creates a faculty selection board (FSB) which assists the President in assessing applicants for appointment to faculty rank/positions” was implemented to a great extent.

A similar degree of implementation was reported for policy 2.A. This time BulSU and NEUST reported higher extent of implementation (4.78 and 4.75 respectively). The same pattern of implementation can be gleaned in policies B, C, and E, A. A rundown of the obtained mean values reveals that except for policy 2.D, the policies dealing with the membership of the faculty selection board were implemented to a great extent. The computed mean values ranging from 3.86 (2c) to 4.40 (2b) reveal this finding.

The policy dealing with “a ranking faculty member in the specialization concerned” sitting as a member of the board was the least implemented, that is 3.00 (BulSU) to 3.75 (NEUST) or a grand mean of 3.40. Nonetheless the policy was implemented to a moderate extent.

B. Other Factors and Their Extent of the Influence in the Decision Making on the Recruitment and Selection of Faculty

As has been noted previously, the decision making process in the recruitment and selection of the faculty is influenced by the infra and supra factors. This statement is further confirmed by Dietrich (2010) when he mentioned that there are several important factors that influence decision making. Significant factors include past experiences a variety of cognitive biases, an escalation of commitment and sunk outcomes, individual differences, including age and socio-economic status and belief in personal relevance. These things all impact the decision making process and the decisions made. He however, failed to include some other factors like politics and favoritism hypothesized to exert influence in decision making process. In this research, “other factors” were used to mean: operation of Filipino values, Recommendations from personnel and special talents or skills.

Data revealed that, 30 out of 31 respondents shared the opinion that the “other factor” number four concerning special talents, skills, qualifications of applicants significantly affect the recruitment and selection process. A closer look at the figure further reveals that this variable ranked first out of eight factors. This is very much in line with the recruitment and selection procedures and criteria of the West Valley Mission Community College since it gives emphasis on interpersonal skills, verbal communication and willingness to initiate co-curricular activities and special events.

Ranked third is factor number five – operation of the Filipino Values “utang na loob and pakikisama”. It can be noted that, 22 respondents admitted that this variable considerably affects the recruitment and selection process. This is not surprising because this has been considered by many as one of the trademark of the Filipinos. Other respondents who did not

show signs of consideration explained that these should not be given any weight because this will only lead to inefficiency and ineffectiveness. This seems relevant with the conclusion of Gerring (2011) when he stressed that, an incompetent worker/employee who is in advertently hired due to poor selection becomes a liability to the establishment.

Noteworthy of attention is the prevailing consideration accorded to the recommendations from school personnel. The data show that six FSB members each from NEUST and TSU, four and three from BulSU and DHVSU respectively, were one in admitting that this factor also influenced the selection process. Further interview of the FSB members revealed that recommendations from school officials are a pressure to contend with in recruiting and selecting faculty members. An FSB member even disclosed that school officials who know the way, even go to the extent of publishing vacant positions only in school bulletin board, hence, inviting fewer teacher, applicants, and the greater the chance of the recommendee to be taken in.

C. Changes in the Policies that may be considered to Further Improve the Decision Making in the Recruitment and Selection of Faculty

The findings presented in parts one, two, and three of this chapter clearly justify the presence of a set of sound policies and procedures in recruiting and selecting faculty members in technological universities in Region III. While majority of these guidelines/criteria have been successfully implemented, there is still a room where improvements can be instituted. This statement is consistent with the arguments if Diokno as cited by Ebalan (2014), when he stressed that, “policies on recruitment, tenure and promotion, however cannot be permanent. Standards ought to improve over time, as new construction of knowledge emerge and greater demands are placed on learning and scholarship. It is thus incumbent on the university, down to the unit level, to periodically review and upgrade its policies and guidelines, so as to ably address changes in the world of knowledge and their impact on the professions and society at large.” Since the very purpose of formulating these policies and procedures is to recruit and select the most qualified and deserving faculty-applicants, the members of the faculty selection boards have the notion that the following suggested changes when considered will go a long way towards the attainment of the objectives of the recruitment and selection process.

A number of proposed changes can be considered to further improve the recruitment and selection process, to wit: selection of faculty should be based strictly on applicant’s ranking as per result of the interview and evaluation submitted by the FSB; implement strictly the policies and procedures in the recruitment and selection of faculty; and announce/publish vacant positions to give fair chances to other qualified prospective applicants.

VI. CONCLUSIONS AND RECOMMENDATIONS

In view of the foregoing findings, the following conclusions were drawn:

In general, there exists a set of sound policies and procedures in the recruitment and selection of faculty in the four TU in Region III. However, not all members of FSB were in accord of these guidelines. This was evidenced by the non-implementation of some policies by some of the board members.

The policies and procedures as formulated by CIRPS were not uniformly implemented as evidenced by the varying extent of implementation from “moderate extent” to a “great extent”. And consequently, the good intention of standardizing the recruitment and selection procedures was not fully served. Aside from the policies and procedures, other factors from the external environment also influenced and affected the recruitment and selection process. The most predominant, however, were special talents, skills and qualifications of the faculty applicants.

The extent of influence of the other factors varied from “not at all” to a “great extent”. Other factors such as special talents, skills, and qualifications were also the most prevalent.

Based on the significant findings and conclusions presented, the following are hereby recommended:

- A seminar-orientation or forum should be conducted to crystallize the views of non-implementing members and in the end, come up with the agreements regarding recruitment and selection procedures that all SCU’s would implement.
- The variances regarding the extent of implementation should be studied carefully by the board members themselves so that the agreements may be reached. Hopefully, this may be the turn-key factor for a more successful recruitment and selection process.
- The perceived “other factors” that influenced decision making process in the recruitment and selection of faculty should be given a closer look and serious attention by the members of the FSB. Special talents, skills and qualifications of faculty-applicant should be automatically considered and given corresponding weights.
- Administrators of state technological universities in the region should give cognizance of the proposed changes to further improve the recruitment and selection process. Special attention and consideration should be given to the respondent’s suggestion, “selection of faculty should be based strictly on the applicants ranking as per result of the interview and evaluation submitted by FSB”.
- The policies and procedures in the recruitment and selection of faculty should be strictly implemented by the members of the board. Likewise, information regarding vacant positions should be announced/published in public places, other government agencies and if possible in local newspapers in order to give fair chances to other qualified prospective applicants.

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