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From Rejection to Resilience: Lived Experiences of Teacher Re-Applicants in the Philippine Public School Hiring Process

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ABSTRACT

Recruiting teachers is a major process that impacts the educational system by ensuring only qualified candidates enter the teaching world. Furthermore, many applicants trying to find work in the education field encounter many struggles. This study used the transcendental phenomenological approach to investigate the experiences of teacher re-applicants in the Department of Education located in Magsaysay District, Misamis Oriental Division. The researchers chose twenty-five participants that had been through several hiring processes and interviewed them. After collecting data, the researchers utilized Moustakas' phenomenological method, which contains a number of steps. After analyzing the data through those steps, it was found that there are five major themes that participants stakeholders experiencing re-applications went through: (i) resilience and perseverance as the strengths that were helping individuals during their job search, (ii) difficulties related to emotions, work, and processes that harmed the applicants' health, (iii) possibilities for personal and professional development through the process of having several reapplications, (iv) obstacles of external nature, such as tough competition, small number of vacancies, problems with money and the long waiting time for the results of the applications, and (v) the development of the framework describing the Re-applicant Teacher Resilience and Professional Growth that helps to understand the importance of the process of applying for the job repeating a few times. It can be summarized that even though reapplications for the job seem painful and challenging emotionally and logistically, they provide the opportunity to learn and change professionally.

INTRODUCTION

Recruiting educators is an important step in ensuring the quality of education by attracting successful, qualified professionals who can make a significant contribution to the educational process (Amrulloh, 2024). However, many countries face challenges in their efforts to recruit as well as keep teachers, which may be explained by growing demands in the profession, cutthroat competition in the labor market, the shortage of educators, and limited vacancies. In order to overcome this situation, states across the globe are working on improving systems of recruitment that focuses on transparency, efficiency, and application of appropriate criteria during the process of selecting the best candidates for the teaching profession (Kiptiyah, 2025; Massima *et al.*, 2025).

As far as the Philippines is concerned, the Department of Education (DepEd) performs the role of the key institution responsible for the selection of teachers. According to DepEd Order No. 7, s. 2023, this institution demonstrates a series of actions that aim at introducing a common recruitment approach based on merit, qualifications, and equal opportunity for employment in Teaching I posts. Thus, the process of hiring consists of a number of stages, including evaluation of documents, demonstration teaching, interviewing, skill testing, and constructing a ranking according to the Registry of Qualified Applicants (RQA). However, unfortunately the overall number of applicants seems to be greater than

the number of vacancies available, and therefore, lack of employment opportunities often makes applicants submit several applications before getting hired.

The Second Congressional Commission on Education (EDCOM II, 2023) states that the challenges of the teacher recruitment process are found in delays in hiring, inadequate teaching materials, and a growing number of applicants to hire. In this situation, prospective teachers are faced with long waiting times, repeated evaluations, financial burdens, and psychological stress. According to Morga *et al.* (2021), applicant teachers feel anxious, emotionally disturbed, and psychologically pressured during the recruitment process, especially in the most competitive communities. Likewise, Karnia (2023) points to the fact that long-lasting evaluations might have a negative effect on the applicants' confidence levels, emotions, and professional identity. This means that the recruitment process is not only a management process but also an important and complicated event in the life of every educator.

However, for many applicants teacher recruitment involves much time, money, and efforts. Applicants have to keep preparing their documents and providing lessons for multiple times. It is necessary to go through interviews and wait in vain. These problems become even more complicated in the case of geographically isolated areas where the hiring process involves even more expenses and limited financial resources. Villarin (2025) states that

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the recruitment process depends on the availability of transportation and professional preparation resources. While there are obstacles in the way, teacher re-applicants continue their efforts of becoming teachers in public schools, thanks to their determination and passion for working in this field.

The existing studies on teacher recruitment have been conducted from different angles. The international studies have primarily addressed teacher recruitment systems, teacher shortages, policies employed, occupational stress, and professional development. Meanwhile, the existing studies on the teacher recruitment policies in the Philippines have mainly focused on hiring guidelines, recruitment, and evaluation of teachers (EDCOM II, 2023; Llego, 2020). Emotional aspects of the teacher recruitment process have also attracted the attention from some researchers. For instance, applicants are normally stressed out, anxious, unsure of their capabilities, and psychologically distressed when they proceed through various processes related to teaching applications (Chua *et al.*, 2017; Garcia-Carmona & Marin, 2021; Torres & Bernardo, 2021). Moreover, although there are complications such as financial constraints, complicated logistics, and long waiting periods, teachers are determined to succeed (Villarin, 2022; Cabello, 2023). Although a number of scholars have contributed to the topic of teacher recruitment through their research, there are still some gaps in knowledge that have to be filled. Most studies on the process of teacher recruitment have been based on quantitative research methods that investigate different outcomes and dynamics of recruitment (preparedness and manager effectiveness). However, very few studies conducted by different researcher provided to the field context of teacher re-applications in terms of qualitative phenomenological research in the Philippine public school system. Furthermore, very low amount of scholarly literature examines how repeat applications help to develop resilience and coping techniques in applicants in relation to several applications (Cabansag, 2022).

The present paper is based on the concept of transcendental phenomenology by Husserl (Moustakas, 1994), which interprets the essence of the experience for every person. In addition, the theory of stress and coping from Lazarus and Folkman (1984) is also applied in the study as it explains the perceptions of an individual while facing different stressful situations. The study will investigate the lived experiences of teacher re-applicants in the department of education in Magsaysay District, Orient Misamis Division and will develop the so-called Teacher Re-Applicant Resilience and Professional Growth Framework. The findings of the study will help many stakeholders to see the problem of teacher recruitment from the applicants' perspective.

MATERIALS AND METHODS

Research Design

A qualitative research design utilizing transcendental phenomenology has been adopted for the purposes of

this study, with the aim of exploring the lived experiences of failed applicants for teaching jobs in public schools in the Philippines. According to Husserl's (1970) concept of transcendental phenomenology, which was put into practice by Moustakas in 1994, the aim of this type of research is to stress the core essence of an experience through individuals' first-hand understanding of the phenomenon. This means that the core notion of epoche or bracketing is important in the context of phenomenological research.

The use of a phenomenological design seems to be appropriate, as the study is concerned with the exploration of the experiences of teachers, rather than measuring any variables or explaining causal relationships. As a result, the aim of the research is to find out how school teachers view the periodic participation in the recruitment process. Through the storytelling of the re-applicants, the researchers aim to understand what meaning the participants found in the process, what problems they faced, and what solutions they came up with.

Research Setting

The research was carried out within the Department of Education (DepEd) in the Magsaysay District in the Misamis Oriental Division of the Philippines. The district includes public primary and secondary schools applying the standardized teacher recruitment and selection procedures outlined in DepEd Order No. 7, s. 2023. Magsaysay District was chosen due to the huge number of applicants for the position of teachers applying for the limited plantilla positions that are available, making it an optimal place to study the experiences of the applicants having taken part in the public school hiring process several times. The district is also regarded as a rural educational setting where physical distance, transportation, and socioeconomic conditions may have their impact on the recruitment of applicants.

Participants and Sampling Procedure

The cohort consists of 25 teacher re-applicants who had gone through the process of recruitment and selection in the Department of Education more than once but have not yet secured permanent teaching posts at the time of sampling. The participants in this study were selected via purposive sampling which is a common method used in phenomenological studies to identify participants who are information rich and have personally experienced the phenomenon being studied.

As for the inclusion criteria, the participants need to (1) have applied for a Teacher I position at the Department of Education at least twice, (2) be open to sharing their experiences willingly, and (3) sign a consent form prior to participation. Participants who applied for a job for the first time or who already had a regular teaching post were excluded from the study because they did not have the experience of applying several times for the post being studied. The sample size in this study was thought to be sufficient for phenomenological research

since the emphasis in such studies is to collect rich and detailed descriptions of phenomena instead of to achieve statistical representation.

Data Collection Procedure

The researcher employed semi-structured, in-depth individual interviews, guided by an interview outline prepared by him and affirmed by specialists in qualitative research for data collection purposes. The interview queries permitted the subjects to articulate their experiences regarding the repeated employments in the hiring procedure implemented by DepEd along with the challenges they faced, approaches taken to cope with those challenges, learnt lessons as well as the meanings which were attached to these experiences.

The ethical clearance and institutional grant was obtained before collecting the data from the appropriate authorities. The subjects were informed about the purpose of the research, measures taken regarding confidentiality, voluntary nature of participation and their right to abstain from the research at all stages. The interviews were held in the locations determined by the participants and in the language chosen by them. The interviews were audio-recorded with the permission of the participants for accuracy purposes.

Data Analysis

The audio recordings of the interviews were transcribed word-for-word and analyzed employing Moustakas' (1994) method of transcendental phenomenological analysis which includes a number of stages. First, the researcher applied the first step of transcendental phenomenological analysis by performing the so-called epoche that consists of apprehending and setting aside the researchers' opinions and beliefs. Next step was horizontalization that implicates that all relevant phrases uttered by the participants of the study were constructed into various meaningful units and gathered into common themes that reflected the realities being experienced by all the respondents of the research.

The research themes were transcribed and constructed in textural themes (what the participants experienced) and structural themes (how they experienced those things) that were used to form the essence of the experience of teacher- applicants. The validity and reliability of such material was ensured by leading the research projections and verification of the transcripts and themes through peer debriefing and making an audit trail of all steps that the author took in the course of the research.

Ethical Considerations

The study's rigor was verified on the basis of Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability. The strong credibility of this study was achieved owing to the author's long engagement in the field, carrying out member checking procedures, and having peer reviews of the thematic analysis. There was no issue with transferability in that

ample explanations and descriptions of the research setting and participants were given to provide enough information for readers to apply the study to their own contexts. Dependability was ensured through proper documentation of each step of the research process and maintaining an audit trail, whereas confirmability was guaranteed by the use of reflexive journals and the consistent use of bracketing to avoid bias.

Ethical principles were followed scrupulously during the study implementation. Participation was voluntary, and consent to participate was obtained from each respondent prior to the data collection. Participants had been informed about the purpose of the study, their right not to participate and to withdraw from it at any moment, and procedures taken to secure their confidentiality and privacy. All research materials used pseudonyms and codes that protected respondents' identities and names in transcripts and reports. Audio recordings, transcripts, and other study documentation were stored in a safe place accessible only to the researcher. The research was conducted according to all the accepted ethical rules for qualitative studies involving humans and achieved adherence to all the institutional research regulations.

RESULTS AND DISCUSSION

Theme 1. Resilience, Perseverance, and Personal Strengths of Teacher Re-Applicants

The results obtained pointed to the fact that teacher re-applicants exhibited an extraordinary sense of resilience, perseverance, patience, adaptability, and willingness to apply for employment all over again within the recruitment process of the Department of Education. Although applicants endeavored through several admissions processes and faced uncertain employment results, they routinely expressed their desire to go on applying for the job. The stories of the participants indicated that their repeated attempts at applying for employment motivated them rather than discouraged.

Resilience of applicants was recognized as one of the major personal strengths enabling them to deal with numerous applications. The vast majority of participants admitted that unsuccessful applications boosted their motivation to continue rather than stop trying. They viewed every attempt as a chance for preparation for the new admissions round.

In addition, participants pointed out the significance of patience and adaptability during the recruitment process. They realized that getting a stable teaching position requires persistence, constant preparation, and readiness to accept what cannot be changed. The participants reported improvements in their demonstration teaching skills, interview performances, communication abilities, and documentary requirements with each application cycle. Their desire for continuous self-improvement indicated the existence of a growth mindset that helped them stay competitive despite DepEd's selective in hiring applicants.

The participants of this research also maintained that

family support, motivation through beliefs that God will help them achieve their goals, passion for teaching, and commitment to public service kept them inspired. Motivation was enhanced by emotional support from family members, faith in God, and desire to help students overcome problems. These significant factors helped many participants maintain positive attitudes and pursue careers in education even after numerous unsuccessful applications.

It is evident that these findings are in agreement with existing literature. The Transaction Model of Stress and Coping by Lazarus and Folkman (1984) states that one's response to stressful situations and ability to develop coping strategies are crucial for overcoming adversity. Moreover, Cabansag in 2022 noted that teaching applicants tend to see challenges in their ways as opportunities for self-improvement. Through emotional self-regulation and professional preparation, teaching applicants are able to stay motivated when dealing with difficulties related to selection processes, as it was also highlighted by Koschmieder and Neubauer (2020) and Pimienta and Romo (2024). All of the above supports the conclusion that resilience develops through struggle rather than through absence of stressors.

Moreover, this research supports the theory proposed by Wanous in 1980 that reaffirmed the importance of one's initial experience as a professional in order to develop the notion of career commitment (Zhu *et al.*, 2020; Candole & Selecios, 2025). The participation of teacher re-applicants in the DepEd selection process contributed to their development of competence and greater emotional maturity. Their journey shows that sustaining positive mindset through resilience and perseverance towards achieving one's career dreams is a result of one's experience with the process of applications (Aguilar & Aguilar, 2025).

Thus, it can be concluded that strengths exhibited by teacher re-applicants are not the only personal ownership that they possess, but the ability of individuals to react dynamically to challenges, which helps them achieve professional growth.

Theme 2. Emotional, Professional, and Procedural Challenges During the DepEd Hiring Process

Though candidates reapplying as teachers showed their persistence and devotion in the application process, their experiences have also uncovered various emotional, professional, procedural, and financial difficulties that hindered their effort to get a job in public schools. Instead of being individual barriers, these experiences are emblematic of the process of struggling with the competitive recruitment system in general. The results talk about the way the process was shaped by administrative requirements, demands on performance, emotional problems connected with recruitment, and financial limitations, as well as competition.

The emergence of administrative procedures as early on as the beginning of the process. All the participants argue

that applying for the required documents was a huge challenge, as it required all the documents to be prepared on time. The application process turned into a lengthy and time-consuming undertaking in which applicants had to not only meet hiring requirements but also demonstrate professional skills. Participants shared their exhausting experience of the constant feeling of despair that comes along with waiting in limbo for the next hiring cycle or response concerning their previously submitted job applications. Constant waiting only contributed to their negative feelings, especially for those who have failed in their previous attempts to find a teaching job in a public school (Shin, 2014). Instead of seeing rejection samples simply as an isolated occurrence, the respondents viewed it as a series of events culminating in this exhausting process of job-seeking that affects their overall emotional state and motivation to search for a teaching career at public schools (Aralan & Villocino, 2026). These findings correlate with existing studies of Garcia-Carmona and Marin (2021) who also state that multiple job rejections have negative consequences for teachers' emotional state of mind.

Moreover, the financial aspect, as well as logistical difficulties, make the situations of teacher re-applicants more stressful and challenging. In addition to the job application procedure, the need to keep undergoing the process of application preparations makes people suffer financially because they constantly have to spend lots of money on traveling to hiring offices, notarization of papers, and other services required (Deza & Solis, 2026). Additional payments begin to pose additional challenges to applicants who are living far away and who are forced to travel and pay for lodging and meal or spend hours on the road without knowing whether their applications will be successful (Anish *et al.*, 2025).

Besides, another important characteristic of people's experiences indicated by the respondents is that the hiring process of the DepEd is very competitive due to the limited number of job openings being offered for applicants and the improvement of hiring qualifications of teachers. Several candidates raised doubts regarding whether their experience, skills in teaching, communication, and IT abilities would be adequate enough to be in the same league with other people fighting for the same position. This constant comparison with more seasoned or accomplished applicants made them feel less confident in their capacity, along with causing the feeling of inadequacy all through the whole process of applying for jobs in the teaching area. The findings coincide with the observations made in EDCOM II (2023), which stated that the increase in qualified people looking for work in the education sphere has increased uncertainty among job applicants in the Philippines.

The candidates also mentioned that there were a number of issues regarding the fairness of evaluation in some areas of the recruitment process. Even though not everybody shared this opinion, some participants believed that they could not demonstrate their skills in teaching as much as

they wanted to or that the evaluation process did not last consistently. The struggles which applicants faced when demonstrating their skills of teaching and passing the interview also contributed to the impression regarding the limited number of opportunities applicants had to demonstrate their competence. The experience proves that the evaluation process should be open enough so that the applicants know they are provided with sufficient opportunities to demonstrate their competence (Villalobos & Targos, 2024).

Although the participants of the research mentioned the difficulties they faced during the process, they treated their weak points as learning opportunities. Continuous participation in different hiring processes created greater self-awareness in applicants and encouraged them to improve their skills in communication, as well as the ability to teach and be confident in the process of teaching (Morga *et al.*, 2021). This experience provides evidence that focusing on personal weaknesses serves as the means that helps achieve professional development and improvement in the educational sphere.

Theme 3. Professional Growth and Career Development Through Repeated Applications

Rather than viewing repeated attempts as merely instances of rejection, respondents saw the hiring process at DepEd as an opportunity for growth both personally and professionally. They noted that by reapplying, they were able to gain new skills and knowledge, develop their professional identity, enhance their careers, and learn more about the teaching profession. They viewed failing to secure a position as an opportunity to become better equipped to get a teaching job in the future instead of simply as a failure. In this sense, the participants viewed repeated experiences of applying and interviewing as an important step in their journey towards becoming teachers.

One of the major benefits that participants mentioned was career development and professional growth. They took on different teaching roles, working as volunteers, substitutes, or accepting jobs in the government, gaining valuable experience which improved their professional competence while waiting for their appointment.

Moreover, participating in multiple interviews and teaching demonstrations improved the participants' communication skills and boosted their confidence. Participating in evaluative situations enabled them to express their ideas clearly, represents themselves in a professional manner, and show their ability to teach. Understanding the recruitment methods has helped to become more confident in interviews and classes while reducing uncertainty. Many sessions of recruitment participation have turned out to be one of the useful assessment methods for applicants, since they improved their communication and presentation skills during the recruitment process. The participants admitted a deeper understanding of the teaching profession. It has changed their mind about the teaching career as something more

serious than just a job requiring a set of skills. The constant participation should have contributed to the awareness of the responsibilities and self-reflection importance that is required from really good teacher. On top of this, the respondents gained a better understanding of the DepEd recruitment process.

Consistently, participants talked about how they developed qualities such as becoming patient, disciplined, adaptable, self-aware, and emotionally resilient during the recruitment process. The challenges they faced not only provided motivation for them but led to the development of perseverance and resilience with regard to the future difficulties. The evidence provided supports the claims made by Woloshyn *et al.* (2023) establishing the importance of resilience and adaptive coping in the emotional well-being of educators and in their ability to continue their careers successfully.

The development of professional skills also took place due to the process of reflection and experience. Participants noted that their instructional planning, classroom management, communication skills, teaching techniques, professional presentation and conformity to professional standards improved. The process of self-reflection made applicants analyze their performance, acknowledge weaknesses, and search for ways to address them in the course of seminars and training programs, consistent with the findings of Maulina (2024).

Besides the personal development, participants understood the role of professional contacts obtained due to the recruitment process. Communication with fellow applicants, established teachers, school managers, and representatives of DepEd were useful in terms of mentoring, supporting, and giving practical advice on the abovementioned process. The benefits of having these professional contacts included the knowledge of the recruitment process, as well as motivation, self-efficacy, and commitment to the public education field (Duraku *et al.*, 2022). Cooperation among participants led to the generation of important values, such as respect, empathy, and collegiality and participation in conferences made the applicants aware of the recent developments in technology and ICT.

In general, the research confirms that the recruitment process served not just as a procedure leading to a job but also as a useful source of professional learning. The continuous reflection, connection with other professionals, learning and practicing have improved applicants' teaching competence, adaptability, technological knowledge, and professional identity.

Theme 4. Systemic and Environmental Threats Affecting Teacher Re-Applicants

The research outcomes indicated women teacher applicants faced many outside pressures during the selection practices of the Department of Education (DepEd) overshadowing their preparation and competence. The participants shared their opinions on the stressors of the recruiting process, including

administrative issues, drawn-out procedures of hiring, financial hardships, high level of competing candidates, and uncertainty. Among the outside pressures applicants experienced the complicated administrative processes. They talked about the submission of documents, constant changes in regulations, and strict adherence to procedures as problematic in the application process. Such monotonous routines require applicants to spend a lot of time and effort before actually getting tested, which makes a selection process even more exhausting.

In addition, the continuous applying increases the level of emotional exhaustion. It has been revealed that document preparation, interviews, and waiting for results become mentally and physically tiring at some point. The discoveries align with Jamorol (2023) argument, suggesting that lengthy occupational stress and experience of being evaluated constantly could negatively affect the mental health of educators and their emotional resilience. The participants' experiences were aggravated by economic and logistical obstacles. The transportation, paperwork, traveling, and submission of the same documentation added to their difficulties, especially for those individuals living in remote places. However, on top of facing the expense, applicants also had issues arranging their schedules and reconciling their applications with their work and family obligations.

Another crucial threat faced by the participants was the growing number of applicants with sufficient qualifications for teaching jobs. Due to the absence of permanent positions, they felt less confident about their prospects in getting hired since they were continuously being compared to applicants who had higher academic degrees, better teaching experience, and stronger professional profiles. This finding corroborates EDCOM II's (2023) conclusion regarding the increasing gap between the number of teaching vacancies and qualified applicants, causing growing competition for public education jobs in the Philippines. The participants drew on social and personal networks to keep their motivation levels high. Encouragement from the family, faith, optimism, and desire to succeed acted as protective factors, which allowed them to cope with repeated disappointments and keep going (Yan & Gai, 2022).

In general, the findings show that some challenges experienced by teacher applicants stemmed not from weakness in their professional skills but from the external environment. The complex nature of the hiring process, financial problems, prolonged uncertainty, and competition created a constant testing environment for the applicants.

Theme 5. The Teacher Re-Applicant Resilience and Professional Growth Framework

The culmination of participants' experiences resulted in the formation of Teacher Re-Applicant Resilience and Professional Growth Framework, which describes how the involvement in DepEd hiring process allows forming resilient and professionally competent and interested educators. This framework was created based

on the combination of four main dimensions identified in the study. These dimensions explain the way teacher re-applicants cope with the complexities of the hiring process and grow professionally. The framework describes the hiring process not as a series of attempts of finding a job but as a way of developing professional identity by learning from the difficulties of the recruitment process. The framework shows that the DepEd recruitment process should be viewed as the starting point of the development process. During the process of preparing documents, interviewing, demonstrating teaching, being ranked and evaluated, the applicants experience a lot of difficulties at both personal and contextual levels. Specifically, at the personal level they experience self-doubts, communication problems, emotional distress and limiting beliefs about their professional capabilities. In terms of context, the applicants experience bureaucratic problems, financial limitations, high levels of competition, uncertainty and limited number of opportunities to find a job. Moreover, these two categories of difficulties are interconnected.

However, despite all these problems, the participants managed to develop adequate coping strategies allowing them to stay committed to teaching. It has been found that family support, religious belief, and optimism play an important role in developing their ability to deal with failures. Coping resources enabled the subjects to change repeated failures into the opportunities for improving themselves and their desire to seek employment in the public schools despite failures.

Crucially, this model shows that resilience does not refer to a personal trait but rather a developmental process based on repeated encounters with difficulties. Hence, people do not become resilient because their hiring experience is easy, as resilience presupposes continuous adaption, reflection, improvement, and persistence despite multiple failures.

More importantly, the model demonstrates that repeated applications should be interpreted not only as the inability to find a job but as "valuable professional experience." Each applicant went through self-assessment, receiving feedback, enhancing skills and learning about public school teacher requirements after each application cycle. Therefore, the hiring process serves as both a tool for hiring and a valuable training setting for becoming a professional.

Thus, Teacher Re-Applicant Resilience and Professional Growth Framework provide a holistic explanation of ways in which teacher-re applicants turn their challenges into opportunities for growth through reflection and professional engagement. Resilience is developed through the combination of personal resources, contextual difficulties, and available means of support.

CONCLUSION

The exploration of the experiences of re-applicant teachers during the hiring process of the Department of Education (DepEd). Rather, results reveal that the hiring process represents a form of learning experience

that helps applicants become more resilient, acquire best practices, and reaffirm their commitment to the teaching profession in general. Indeed, during the study, participants faced challenges of an emotional, financial, procedural, and competitive nature; however, those obstacles were seen by them as opportunities for personal development. Furthermore, we prove that resilience is not an inborn quality of applicants but a developmental process that occurs as a result of interaction with challenges. Each of the participants turned failures into the possibility of gaining new skills in instruction, communication, emotional regulation and preparation for the professional career. The resources and instruments that helped participants build the resilience include family support, religion, reflective practices associated with the goal of finding meaning in difficult situations. One of the main contributions of this research is creating a model called “Teacher Re-Applicant Resilience and Professional Growth Framework” that explains how the process of development of resilience occurs. The model shows how personal strengths, limitations, opportunities for growth and difficulties influence development of aspiring teachers.

In the final analysis, the results obtained in the course of this research indicate that the use of transparent and supportive hiring practices may help applicants to overcome difficulties and enhance their experience.

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