

## **Recruitment of Teachers in South Asian Countries**

**Kalsoom Ghanzafar**

*Superior University, Lahore, Pakistan.*

**Rabia Aslam**

*Superior University, Lahore, Pakistan.*

**Quratul Ain**

*Superior University, Lahore, Pakistan.*

### **ABSTRACT**

Teaching quality is based on good teaching skills and positive change in the behavior of students in the classroom environment. Every country in South Asia has its own process for the selection of teachers. That is why Pakistan is given importance to schools and district management to recruit highly qualified teachers. For recruiting the qualified teachers, every province of Pakistan establishes its own recruitment policies. Government of Punjab also develops authentic policies in different years. Purpose of these policies was to recruit efficient teachers to make the education of student's effective. To know about dissemination of recruitment policies process. To seek the knowledge of in-service teachers about recruitment policy 2013. To seek the knowledge of pre-service teachers about recruitment of the policy of 2013. To see the impact of recruitment on teachers training institutes in Punjab. This study was based on descriptive research and quantitative by nature. The study's population was consisted of and pre-service teachers of IER of university of Punjab and in-service teachers of schools, district Lahore. Data was collected through questionnaire which consists on likert scale. The reliability of the questionnaire was .692(a). Data were analyzed through SPSS. A combination of descriptive and inferential statistics was used which contained frequencies, percentage, mean, standard deviation while inferential analysis included t-test. Finding revealed that in-service and pre-service teachers both agreed with rules and regulations of recruitment policy 2013. The understanding about recruitment policy of male teacher's less than female teachers. The understanding is about recruitment policy of pre-service teachers' less than in-service teachers.

**Key Words:** Recruitment, Teacher, South Asia.

### **Introduction**

It is a real fact that recruitment challenges are faced by school managements, district schools, and provincial educational branches all over the world. So, there is an initial requirement to examine the processes of recruitment, screening, selection and hiring of teachers.

Teacher recruiting is a multifaceted and high risk element process for the schools' success. Opportunities for teachers are firming up as the large number of schools increase globally. Every country has its own recruitment process for hiring qualified teacher to maintain the quality of education. Here, we discuss about the

South Asian country's recruitment process of hiring the teachers in schools. Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, India, Pakistan, and Sri Lanka develop policies or set principles for the hiring teachers according to their needs.

Teacher recruitment procedure is based on the one of the significant elements in providing effective teachers. That is why district management recruits highly qualified teachers in Pakistan. In Pakistan each province has been made their own recruitment policy .For recruiting the qualified teacher, government of Punjab developed authentic policies in last years. Purpose of these policies was to recruit efficient teachers to make the education of student's effective. Brief detail of recruitment policies in last years are presented below.

In the recruitment policy (2004), the recruitment of teachers was made on the bases of educational qualifications. Selection of teachers was made on merit or based on experience in the relevant field. No professional qualification was mentioned or asked for in the recruitment policy of teachers.

In the recruitment policy (2005-2006), the policy was upgraded with academic and professional qualifications which were preferred for the betterment of school education. This policy focused on availability of teachers in every school, increase enrollment in school and improve the quality of education in public schools.

In the recruitment policy (2007-2008), the teachers' professional education was most preferred at primary and elementary level, PTC, CT, or B.Ed. was must for recruitment as a teacher. On the higher stage, professional education was must for teaching job.

In the recruitment policy (2011-13), the candidates having academic qualification were considered. Without professional qualification, candidate appears in the merit list. Contract will be canceled after three years if selected candidates do not complete their professional qualification within three years. There was a provision that candidates having MPhil and Ph.D. in relevant science subjects will be considered for educational qualification.

The purpose of teacher education is to enable teacher to understand or get command on 1) content for teaching 2) knowledge of teaching methodology and techniques and 3) use of teaching skills. Many policies and reforms have been brought to improve the progress of teachers' education within Pakistan. Now in Pakistan, teacher education is given with the support of USAID through strengthening teacher education program (STEP) project. In the past two certificate programs were taught certificate in teaching (CT) and Primary Teacher Certificate (PTC), they were generally removed. Now there are many teacher education courses taught in different institutes of Pakistan like, B.Ed. honors, B.Ed. (one year program), ADE, M.A Education in (Early Childhood), M.A Education in (Elementary), M.A Education in (Secondary), M.A Education in (English language teaching linguistics), M.A.Ed., M.A educational research & assessment, M.B.E, M.T.E, and so on.

According to the report of (UNSCO 2009), there are 275 teachers training organizations for giving pre-service trainings in the form of (certificates, diplomas

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and degrees). In addition, there are 300 teachers' trainings resources centers in the all districts.

In Pakistan, recruitment of teachers are made without having professional qualification. But after selection, Directorate of Staff Development (DSD) provides 4 weeks training. There is a condition that a teacher might complete professional education within three years. The question stands here, how a trained teacher is different from untrained teacher? The other aspect of my study is requirement of teachers, according to the Punjab government policy of 2013. The question stands here, why Govt. of Punjab appointed only subject teacher rather than trained teachers? The Government of Punjab also gives opportunity of job to the M.A (in arts subject)/M.Sc. (science subjects)/MPhil& Ph.D. Here, again a question stands, will M.Phil. & Ph.D. scholars agree to do this job in schools? The question comes here, what is the reaction and role of teachers training institutions in this situation? Should these institutions be closed? And what will be the future of the student of these institutions?

### **Objectives of the Study**

A research objective is a clear, short, declarative statement, which provides road map to explore the variables. The objectives of the study are;

1. To know about the recruitment process in South Asian countries.
2. To know about the recruitment process of government of Punjab.
3. To seek the knowledge of in-service teachers about recruitment policy 2013.
4. To seek the knowledge of pre-service teachers about recruitment of the policy of 2013.
5. To see the impact of recruitment on teachers training institutes in Punjab.

### **Research Questions**

The objective of the study will be addressed through the following research questions:

1. How do you come to know about teachers' recruitment policy, 2013?
2. Is dissemination of information regarding teachers' recruitment in 2013 appropriate?
3. Are in-service teachers agreed to rules and regulations of recruitment policy 2013?
4. How much difference exists in the opinion of in-service and pre-service teacher regarding recruitment policy 2013?

### **Review of Related Literature**

This part includes review of the literature on the related topic, i.e. Teacher Recruitment Policy of Government of Punjab and Its Implications for Teacher

Retention. This literature is important for recruitment policies by government of Punjab, and to know which types of recruitment exist in all over the world. The literature was gathered mostly from the recent studies and included both local and global context.

Teachers are recruited all over the world with different based, like contract based, permanent based, and temporary based. So we discuss the process of contract based teacher's recruitments in South Asian countries below.

## **1. Recruitment of Teachers in Afghanistan**

The ministry of education (MOE), other institutions including the AIHRC, the IARCSC, PC members, MOWA,(CSOs) and provincial governor offices(PGOs) are involved in the teacher recruitment process of teacher in Afghanistan .

### **Commissions for Teacher's Recruitment in Afghanistan**

In Afghanistan, teacher's recruitment are made at the provincial level, legislatures from the front bodies association are part of the Teacher Recruitment Commissions (TRCs). The TRCs have a monitoring function at large scale, while technical functions continue to work with the governmental and provincial directors of MOE. While TRCs play a substantial role in the recruitment process of teachers.

## **2. Recruitment of Teachers in Bangladesh**

Recruitment of teacher in Bangladesh is in two methods. The Department of Primary Education (DPE) advertises posts in newspapers. Screenings of candidates are done through written test and interview of the applicant.

### **1. Criteria for the Selection of Teachers in Government Schools in Bangladesh**

- |                     |                                    |
|---------------------|------------------------------------|
| 1. Primary School   | Higher Secondary Certificate (HSE) |
| 2. Secondary School | Graduation                         |

#### **Note:**

Primary school teachers who must have the Certificate in Education are compulsory to attend a 12-month course at a PTI within two years of their selection.

### **2. Criteria for Non-Government Schools in Bangladesh**

In non-government schools, school management committee (SMCs) is responsible for the hiring of teacher. Mostly interview is conducted for the selection of the teacher in schools.

### **3. Recruitment of Teachers' in Bhutan**

#### **1. Teacher Human Resource Policy 2014**

The ministry of education in Bhutan is responsible for hiring teachers on the contract basis.

#### **2. Entry into Teaching Profession in Bhutan**

Any individual who meets with the qualification requirements of the post are allowed to enter into teaching profession, irrespective of possession as contract employees.

#### **3. Criteria for Teaching**

1. Pass the eligibility entry test
2. Prove genuine interest
3. Skill and subject knowledge for taught
4. Have clear moral record
5. Undergo short induction courses after selection.

### **4. Recruitment of Teachers in Nepal**

Recruitment of teachers is classified in two major branches in Nepal.

- 1: administrative wing of ministry of education and teacher service commission
- 2: school management committee (SMCs)

#### **1: Teacher Service Commission (TSCs)**

It is accountable for the selection and recruitment of teachers at central level. According to Education Act, recruitment of teachers is on the permanent bases by the selection of TSC and administrative wing.

#### **2: School Management Committee (SMCs)**

After seventh amendment of Education Act, temporary teacher's recruitment is through SMC. By this, SMCs (School Management Committee) are responsible for the fulfilling the need of teachers on contract basis at school according to the set rules and regulation.

### **5. Recruitment of Teachers in Sri Lanka**

Recruitment of teachers in SriLanka is responsibility of two institutions like

### **1: Public Service Commission (PSC)**

Public Service Commission (PSC) is responsible for the appointment, disciplinary control and transfer of teachers under the central government.

### **2: Provincial Public Service Commission (PPSC)**

Provincial Public Service Commission (PPSC) is responsible for each of the nine provinces has its own.

Presently, all teachers are delivered by the central government, even to those schools managed by PPSCs, who are graduates from National collage of education (NCoEs) and recognized universities.

## **6. Recruitment of Teachers in India**

Teaching profession is the one of the most ordinary professions among the youth all over the world. Teaching profession is most popular profession in India as like other countries of the world. According to compulsory education Act; the government of India has adapted the selection process for government school teacher through Teacher Eligibility Test (TET).

### **1. Teacher Eligibility Test (TET)**

Teacher Eligibility Test (TET) is basically a teaching certification test, responsible to provide eligible candidates to the school in both government as well as private schools. In India not only government schools but private schools are too hiring teachers on the base of TET Certification. TET examination is held to hiring teacher in funded, aided and established by state government. Main reason of TET is to cover the retention of teacher in the schools all over the states.

### **2. Central Teacher Eligibility Test (CTET)**

The test is compulsory for anyone who is enthusiastic to become a school teacher. The Indian central government organizes the Central Teacher Eligibility Test (CTET) and shortlist candidates are appointed in CBSE schools. While CTET certification is valid to all the school in Indian Territory, state.

### **3. Selection Procedure for Government School Teacher**

For government school, teachers are selected through a TET written examination. The TET entrance examination contain of two papers:

#### **TET Paper 1:**

Applicant who is willing to teach classes 1 to 5 should appear for TET 1.

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### **TET Paper 2:**

Candidates who are willing to teach in higher classes 6 to 8 have to appear for TET2.

**Note:** candidates willing to teach classes 1 to 8 can appear for both papers.

### **4. After Clearing the TET**

If candidate clarify the TET he is eligible to teach in any school within the state.

### **5. Interview Stage**

Candidate who pass the TET, are sent for the personal interview process where their teaching skills and interpersonal skills are assessed by experts and teachers' appointments are done for the government schools.

## **7. Recruitments of Teachers in Pakistan**

Recruitment is the process of choosing the right person for the right position at the right time. Policy means a plan of action which is proposed or adopted by Government, organization and individual. Recruitment policy consists of distinct strategies, standards and guidelines which adopted by an organization for employee recruitment. In past, teacher's recruitment process has not been encouraging due to political interference, favoritism and non-transparent practices in Pakistan. To made foolproof and transparent teacher's recruitment process, recruitment policies are developed at provisional level in Pakistan. Each provision develop recruitment policy according to need of their Districts. The Government of Punjab is developed recruitment policies in different years to improve the quality of education in public schools.

### **Recruitment Policy for Teacher in Punjab, Pakistan**

To compete with international modest education excellence, the expert authorities are allowed to develop a recruitment policy for merit based hiring of teachers at tehsil level in Punjab. Key principles of this policy are given below:

1. Hiring of best talented teacher according to the schools requirement on the base of merit
2. Hiring the subject specialist teacher according to the need of schools.
3. All primary schools must have one science and math teacher, allocated the vacant posts on the urgent basis.
4. Sort-out of vacant posts in elementary school for math-science teachers.

5. Urdu teachers must be provided in elementary and secondary level schools.
6. Subject specialist teacher must also be provided in elementary level school that are having qualification in school related subjects.

## **7. Human Resource Indicates That Analysis**

1. Analysis indicates that arts related school subject teachers are spare for recruitment. On the other hand science –related schools subject teachers are alarmingly low.35335 teachers are working in 384378 teaching posts. Now to cover the vacant post of science –related school subjects are through science graduate with recognized universities.
2. According to our national needs, knowledge of Urdu language and computer skills are required at the vacant (SSE, SESE) posts.
3. Posts for the recruitment of educators are allocated at District-wise and post-wise in Annex-A.

## **8. Terms & Conditions for Recruitment**

Table 2.1

*Recommending & Appointing Authorities Post-Wise*

Post's Name	BPS	Recommended Authorities	Appointed Authorities
Elementary school educator for Boys school	09	District Recruitment Committee	District Education Officer(EE-M)
Elementary school educator for Boys school	09	District Recruitment Committee	District Education Officer(EE-W)
Senior Elementary school educator for Boys school	14	District Recruitment Committee	District Education Officer(EE-M)
Senior Elementary school educator for Girls school	14	District Recruitment Committee	District Education Officer(EE-W)
Secondary School Educators for Boys & Girls Schools	16	District Recruitment Committee	Executive District Officer(Edu)

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### **9. Age Limit**

1. The minimum and maximums limit of age will be 20 to 30 years on the final date of receiving of application.
2. 5 years relaxation will be given to the upper age limit to all candidates.
3. 3years extraordinary relaxation will be given to the all-female candidates to the upper age limit.
4. The maximum age limit for male will be 35.
5. 38 years age limit will be for the female candidates.
6. In any case no extra relaxation will be given to the any candidate.
7. Secondary school certificate will be used to determined age limit.
8. Only genuine resident of all tehsil will applicable for the government educator's recruitment.
9. Husband's domicile can be used by married females for recruitment process.
10. Union council will verified the Nikkah Nama and Domicile of female candidate who apply for the vacant post.

### **10. Disable and Non-Muslim Candidates Reserved Quota**

1. At district level, only 2% quota will be reserved for the disabled persons. District officer will be issue the disabled certificate to the concerned disable person. Disabled person who can teach in school is able to read, speak, and write on the blackboard properly. If disable candidate is not assessable at the district level the vacant post will be allotted to those candidates who are on the merit.
2. Only 5%reserved quota is specified for minorities (non- Muslims) for each category at district level. If no candidate applies against the minority reserved quota then vacant post will be allotted to the person who will be on merit.
3. No one can claim to fluctuation in the term& condition of employee contract.

**11.** During the period of recruitment process, candidates will be assessed in learning environment in class, communication of teacher, use of audio visual aids, CPD, code of conduct, and teaching in the subjects of English, Urdu, computer science and math.

### **12. Entry Test**

1. An entry test will be piloted for teachers to measure the capability of the applicants over and done by the department; any renowned test service.
2. Entry Test will be piloted at autonomous locations like universities, collages, Examination Halls etc.
3. The results of entry test will be put on website.

4. If the candidate gets 50% marks in entrance examination will be eligible and will be called for interview by recruitment committee.

5. Table 2.2

<i>Entry Test Marks For (ESE-Science-Math)</i>	<i>Total Marks:100</i>
Essential subjects like( English, Math, Urdu, Islamite, Social studies, Science)	60 Marks
computer Skills	15 Marks
Instructional preparation, strategies for assessment, and learning environment	15 marks
Up-to-date affair/general knowledge	10

Table 2.3.

<i>Entrance test marks for teachers on scale (BS-14 and16)</i>	<i>100 marks</i>
Essential school subjects(Urdu, Islamite, Social studies, Science, Math, English)	60 Marks
computer science knowledge	15 Marks
Instructional design & strategies, valuation and learning environment	15 marks
Existing affair/wide-ranging knowledge	10

Teaching standard is approved by Pakistan i.e. good command on subject material, student progress and improvement, awareness of Islamic values, teaching formation& plans, learning atmosphere, effective communication, professional use of audio. Visual aids, continue proficient improvement, code of conduct and teaching (English, Math, Urdu, and computer science) are observes during the hiring process i.e. training and (CPDP), interview and paper setting.

Table 2.4

*Academic & Professional Qualification for Recruitment of Teachers*

Classification of post	Academic Requirement (with 2 <sup>nd</sup> div)	Professional Qualification (at least 2 <sup>nd</sup> div)
ESE Posts	BA/BSc/(two years) BA(Hons)/BSc(Hons)/BS(Hons) or BSED/ADE/B.Ed.(Honors-4 years)	B.Ed. M.Ed. M.A(Edu)
ESE(Science& Math)	BSc with at least two subjects out of(Chemistry,Zoology,Botany, Physics, Math-A&B)	Same as above
SESE(English)	BA with English and English literature 200 marks OR M.A English or M.A ELTL.	Same as above
SESE(Math)	BSc with( Math A&B )course and physics OR M.Sc. (Math/Physics)	Same as above
SESE(Science)	BSc with (Zoology, Botany,and Chemistry) OR M.Sc.(Zoology, Botany ,and Chemistry).	Same as above
SESE(Arabic)	BA with (Shahdat-ul- Almia) OR M.A Arabic	Same as above
SESE(PET)	MA/Msc in (Sports Sciences) /Physical Education	Same as above
SESE(DM)	MA in Fine Arts	Same as above
SESE(Computer.sci)	MCS/MSc(IT)/M.A(IT)	Same as above
SSE(Urdu)	MA in Urdu	Same as above
SSE(English)	M.A in English or M.A inELTL	Same as above

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SEE(Math)	MSc in Mathematics	Same as above
SEE(Physics)	MSc in physics	Same as above
SEE(Biology)	MSc in(Zoology, Botany)	Same as above
SEE(Chemistry)	MSc in Chemistry	Same as above
SEE(Comp.sci)	MSc(CS)MCS/MSc(IT)/MIT	Same as above

### 13. Ranking Criteria

Table 2.5

*Conditions for hiring elementary school teachers and higher secondary school educators.*

Merit Marks	Marks
Interview	05
Professional Condition	05
Academic Requirement	80
<ul style="list-style-type: none"> <li>• Marks allocation for SSC 25</li> <li>• Marks allocation for HSSC 25</li> <li>• Marks allocation for Graduation 25</li> <li>• Marks allocation for MA/MSc 05</li> <li>• Marks allocation for Entry Test</li> </ul>	
Total Marks	10
Marks will be given to the applicants who have M.A/MSc in arts/science and pak-studies subjects for the primary school.	100

Table 2.6

*Criteria for (SSE and SESE-in subject specialist)*

Merit Marks	Marks
Interview	05
Professional Requirement	05
Academic Qualification	80
<ul style="list-style-type: none"> <li>• Marks allocation for SSC 20</li> <li>• Marks allocation for HSSC 20</li> <li>• Marks allocation for Graduation 15</li> <li>• Marks allocation for MA/MSc 20</li> <li>• Marks allocation for M.Phil. Or Ph.D. 05</li> <li>• Marks allocation for Entrance Test</li> </ul>	10
Total Marks	100
M.Phil. or Ph.D. Only in the same discipline related to the prescribed academic qualification shall be considered for award of marks.	

### 14. Step for Recruitment

1. Application forms can be downloaded from the school education department website and submit to the appointed authorities to the office.
2. If candidate wants to apply more than one post, then candidate will submit separate forms for each post.
3. If in-service teacher wants to apply for higher level post the candidate needs to submit permission letter from the employee establishments with their application before final date of application.

4. Union council will approve the degrees, certificates, results cards, disabilities certificates and Nikkah Nama.
5. Married candidates can apply for ESE&ESES vacant posts in boy's government schools. Application can be submitted to the EDOs.

## **15. Application Forms for Submission**

1. Candidate can apply for (ESE posts & SESE posts) in government boy's school and EDO (Male) will get the application.
2. Female candidates can apply in govt girls' school and application will be submitted to EDO (female).
3. Female applicants will apply for the post of SSE to EDO (Edu) in government girl's schools.
4. The male applicants will apply to EDO (Edu) for SSE post to the EDO (education) in govt boys school.
5. In –service teachers can apply for the higher post through proper channel.

Table.2.7

### *District Recruitment Committee*

District Coordination Officer	Chairman
Executive District Officer (Edu)	Member
Executive District Officer(F& P)	.....
District Monitoring Officer	.....
One Rep. of Provisional Government to be nominated by A.D Appointing Authority	..... Secretary

The entire committee member is responsible for smooth and transparent recruitment process.

## **16. Advertisement**

1. Advertisement would be given by the District Coordination Officer would clearly demonstrate category-wise, gender-wise and tehsil-wise posts to be printed in top nationwide newspaper.
2. Commercial copy will be got evaluated by the DRC earlier to issuing.
3. Application will be submitted with challan form and fee for each post will be Rs.100/- submit in the account of Pakistan State Bank Or National Bank of Pakistan.

## **17. Allocation of Posts**

1. The EDO (Edu) and DMO will recognized the empty post of each category in schools of tehsil.
2. The EDO (Edu) will notify the schools where posts of Educators are to be shifted with the approval of District Government before interviews.

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3. Re-allocated posts will be discovered in the budget book of district.

### **18. Disqualification of Candidates**

If candidate is enable to achieve the

The candidates who have not achieved the following conditions, then their application will not be considered:

1. Less entry test marks less the 50%
2. Not present in interview
3. If in-service candidate will not submit their application through proper network.
4. If the candidate will not approach to the concerned office for application.
5. Have not required qualifications.

### **19. Merit List**

1. Merit list will be created by DRC of each category at tehsil level.
2. Separate merit list will be prepared for disable and minority quota in girls and boys schools at district level.
3. Other tehsil applicants can be authorized the vacant posts in the case of unavailability of suitable person.
4. Merit list will be arranged in higher to lower marks.
5. The senior candidate in age will be given the first choice.
6. Merit list will be sign up by all the member of DRC
7. Merit list will be placed on the website and notice board.
8. The merit list will remain valid for the period of 190 days.
9. Appointing authority will complete the process of hiring within specific period.
10. If a person joins the job and left in the period of 190 days, then job will be offer to the next person on the merit list.

### **20. Placement of Selected Candidates**

1. Candidates will have to employ according to the particular category of post.
2. If candidates apply for more than one post, then letter of agreement will be issued for the higher posts.
3. Female candidates can apply in boys primary and middle schools,
4. Only female educationalists are hired in primary schools.

### **21. Letter of Agreement**

1. Official copy of merit list will be providing by RDC.

2. Agreement Letter (Annex-B) will be issued by appointing authorities to the selected candidates.
3. Before issue the agreement letter, higher authorities will analyze the merits of candidates personally
4. Contract duration will be extended after completion of three years with good performance, quality education 100% results in boards.

**22.** DSD and other agency will be organized the training of two months for selected candidates. The training expenditures will be bear by the government or the trainees.

If selected candidate is able to complete training successfully, their contract will be ended.

### **23. Degrees and Certificates**

1. HEC will verify degrees of public and private universities for specific areas of license.
2. Confirmation of certificates/degreed from BISEs/Universities will be completed.
3. Higher authorities can concerned about degrees/certifications within three months after joining of the candidate.
4. Latter of agreement shall be temporary till the confirmation of the degree and certificates.
5. Nominees will bear the verification fee.

### **24. Complaints Redressal Cell at Divisional Level**

1. Chairman of DRC and EDO can take extra course of action against the complaint.
2. Report of each month of candidate will be sanded to school education department.

**25.** Recruitment policy document will be confirmed EDO and appointment authorities in accurate manners. To the fulfillment of the policy, Provincial Government s Representative /Member of Complaint Redressal Cell, Departmental Representative of DRC and EDO (Edu) shall play an energetic role.

**26.** Recruitment process shell completed according to the timelines.

### **Data Analysis and Interpretation**

This section deals with the research designs, population, sampling designs, procedure of instrument development, and description of validity and reliability of instrument. Moreover, describes the procedure to conduct this study with appropriate data analysis techniques.

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### **Research Design**

Quantitative method is used for this study. Survey design was used to investigate the recruitment policy by government of Punjab for teachers selection, data was collected from in-service and pre-service teachers through their responses on the likert scale questions.

### **Study's Population**

The study's population was be made up of teachers of the government schools which are recruited by Punjab government policy and pre- service teachers of IER of university of Punjab, district Lahore.

### **Sampling Design**

Total 15 schools of government selected on the basis of random sampling technique.100 teachers selected randomly from government schools and 100 students randomly selected from the department of IER, Punjab University, Lahore.

### **Instrument of Research**

There are many methods and techniques to collect data for a survey research like interview, observation; questionnaire etc. In this study questionnaire was carefully chosen to collect the data from the sample of the study. Likert scale was used to measure the knowledge about the recruitment policy in in-service teachers and pre-service teachers which were developed by researcher. The "Measure of teacher's recruitment policy of government of Punjab for teacher's selection" was administered by researcher.

### **Development of the Instrument**

The questionnaire was composed of some questions related to the background information of despondence like gender, schools, teachers, programs etc. other than the questionnaire was developed with likert scale.

### **Validity and Reliability of the Instrument**

The expert opinion was taken to ensure the content and face validity of the instrument. Furthermore, prior to final data collection, the instrument was piloted on the respondent included in the population of the study.

### **Pilot Study**

Initially, after development of questionnaire, 50 respondents was approach for

experimental testing of the questionnaire which included 26 questions. Cronbach's alpha value was used as measure of reliability which was found 0.692 as considered to be an appropriate value for reliability analysis.

Table 3.1

*Cronbach's alpha reliability value of the instrument*

Name of instrument	Cronbach's alpha vale
(a)	
Measure of recruitment policy and teachers retention	.692

## **Procedure of Data Collection Data**

Through questionnaires, data was collected. firstly; data was collected from in-service with the permission of the principals of each school. Data collect from students as pre-service teachers of IER, University of Punjab, and Lahore. The data was collected from the schools of Lahore, and researcher collects the data personally.

## **Data Analysis Techniques**

The study was proposed to answer a number of questions so a combination of descriptive and inferential statistics was used according to the nature of question given in the introduction of the study. It was qualitative study therefor (SPSS 20.) was used to analyze of collected data. Firstly descriptive portion was analyzed, then other collected date was analyzed which is based on Frequencies, Percentage, Mean, Standard Deviation and t- test values.

## **Data Analysis and Interpretation**

This area deals with interpretation of data. Data was collected personally from pre-service teachers of IER, Punjab University, Lahore and in-service teachers of government schools, Lahore. The raw was data collected through questionnaire. SPSS software is used to develop the analysis.

### **T- Test.**

Table 4.1

*Awareness of teachers about recruitment policy 2013*

Teachers	N	M	S D	t	df	Sig.
In-service teachers	100	42.3600	8.57235	-1.241	196	.837
Pre-service teachers	98	40.8673	8.35752	-1.240	195.995	

An independent –samples t-test was conducted to analyze the opinion of in-service teachers and pre-service teachers about recruitment policy 2013. There was no significance difference found between two groups.

## **Conclusion**

This research was provided to empirically examine the recruitment, selection and development process of teachers in South Asian countries. The main concern of the study was to evaluate the recruitment policy of the government of Punjab and its implication for teacher's retention in the province of Punjab, Pakistan. A questionnaire survey was conducted among the sample teachers, 1) pre-service teachers who were studying in the institute of education and research (IER) in University of Punjab, Pakistan and 2) in-service teachers who were hired under the recruitment policy of 2013.

### **1: Advertisement Information**

The 53.5% of respondents agreed that they get advertising information from newspapers, 4% agreed that they get information of Government jobs from T.V, 24.2% agreed that they get information about teaching Government jobs from internet, 19.2% agreed that they get information about teachers jobs from friends and relatives.

### **2: Job Opportunities**

The 20.7% of respondents agree that they can apply for Primary School Teacher's post after having M.A Education degree, 30% agree that they can apply for Elementary School Teacher after doing M.A Education, 26.3% agree that they can apply for Head Teacher after completing their education, 27.8% agree that they can apply for Assistant Education Officer after completing their education .

### **3: Rules and Regulations**

The 84.3% of respondents agreed with rules and regulations of recruitment policy and 15.7% disagree with statement of rules and regulations of recruitment policy.

### **4: Merit Based Recruitment**

The 77.3% of respondents agree that District recruitment committee recruits teachers on merit and 22.7% disagree with the statement, teachers recruitments are not transparent and fool proof.

### **5: Training**

The 74.2% of respondents agreed that after selection trainings are given by Director Skill Development (DSD) and 25.8% disagree with statement that there is no need of any training after hiring.

## **6: Increment**

The 84.3% of respondents agreed that increment should be given on 1<sup>st</sup> December on each year and 15.7% disagree that increment should not be given after one year.

## **7: Contract Based Job**

The 77.8% of respondents agreed that period of contracted teachers should be five year long and 22.2% disagree that period of contract based teachers should be shorter.

## **8. Professional Education**

The 73.2% of respondents agreed that subject specialist teachers complete their professional education within three years otherwise they will be terminated and 26.8% disagree that there is no need of completing professional education.

## **Recommendations**

Following are the recommendations to improve rules and regulations of recruitment polices

1. Government should change few rules and regulations of the recruitment policy.
2. Recruitments of teachers should be on purely merit basis.
3. Recruitments of teachers should be according to the talent and qualifications of candidates.
4. Government should regularize teachers after completing their 3 years contract.
5. Government should extend quota of disabled or non-Muslims teachers.
6. Government should not recruit only subject teachers but also recruit having professional education teachers.
7. Government should improve the method of NTS recruitment test. On the other hand, teaching training institutes should improve the quality of education.
8. Education institutes should give more relevant trainings to their students that can help them in performing in practical field.

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### **Biographical Note**

**Kalsoom Ghanzafar** M.Phil Scholar in Education Leadership and Management, at Superior University, Lahore, Pakistan.

**Rabia Aslam** is M.Phil Scholar in Education and leadership Management at Superior University Lahore, Pakistan.

**Quratul Ain** is M.Phil Scholar in Education and leadership Management at Superior University Lahore, Pakistan.

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