

Analysis the Recruitment and Selection Process of Elementary School Teachers in Azad and Jamu Kashmir

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Abstract

The present study attempted to evaluate the recruitment and selection process of elementary school teachers in AJ&K. The study involved analysis of collected quantitative data through survey instruments for elementary school teachers and their selectors. Study was delimited to elementary school teachers of high, elementary public schools and their selectors of district Poonch. Major objectives of the study were to find out the internal and external factors which affect (influence) the selection process of teachers and to evaluate the current teacher selection process. Sample of the study was comprised on 16 selectors, 200 head teachers and 400 elementary school teachers male and female of public schools of district Poonch. Data were collected by personal visits and postages. Three parameters were determined for this study. These were internal factors that were affecting recruitment process, evaluation of existing selection process, finding recruitment criteria and factors influencing to it. All three parameters of the study such as internal and external influencing factors and evaluation of current selection process were not accepted at 0.05 significance level with df-4. It was concluded that current selection process was greatly influenced by above mentioned indicators in the past selection process as well as in current selection process. It was concluded that current selection process was better than previous departmental process although at the time of interview it was influenced by different authorities. It was recommended that selection should be clear, unbiased and according to future educational needs.

Keywords: Evaluation, Elementary school Teachers, Selectors, Head Teachers, Public Schools, Selection, Process

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INTRODUCTION

In recent century of technological revolution, the workforce of teachers must be capable enough to produce quality education at elementary grades. Every year a number of teachers leave their jobs due to various reasons and new teachers replace their positions. Hammond & Berry (2010) highlighted some of the issues regarding creation of new vacancies for prospective teachers. New teachers are enrolled due to high rates of attrition, rural locations, problems of salaries, and support etc. In all of the conditions only knowledgeable and skillful teachers may be placed in their jobs that may deal effectively with diverse students, think critically, create and master the subject matter in order to accommodate the challenging needs for learning of children and society. If elementary education has to be served in an outstanding manner then the issues relevant to recruitment and selection of elementary teachers may require to be addressed in a sophisticated manner. Hence students will be served well, class rooms will be managed effectively and teachers will stay over their career for long times (Black, 2010).

Pakistan being a developing country has not yet overcome most of quality elementary educational problems therefore plight of public sector elementary education is considerable in view of qualified teachers and provision of basic education facilities. On the other hand the competency of elementary school teacher in public sector has been very poor. According to Karacolgue (2008) in the age of 21st century role and responsibilities of a teacher are not just to teach and finish the task. Teacher in this century has to be equipped with many competencies and potentials both in subject knowledge and professional knowledge (Quraishi, et al., 2016).

Unluckily the dilemma of Pakistan in respect of public elementary school teacher's recruitment and selection has been much pathetic and injustice from the last many decades. These reasons in public sector elementary schools have become a source of burden on public sector education and its financial allocation in terms of returns to the nation. There is no concept of quality education due to incompetence, lack of professionalism and undue favoritism. Ahmed (2012) describes that as compared to the budget allocation for higher education, elementary education in Pakistan is falling much short in view of its essential educational needs. The concept of elementary education for all (PEFA) as compared to other countries has not yet been fulfilled (Wexler, 2016).

One major cause of provision of low quality education in public elementary schools is recruitment and selection of incompetent teachers from different channels of selection. Teacher is considered as a change agent but the process of selection is never reviewed, secured and strengthened with the passage of time. Uncontrolled monitoring and poor quality assurance result in exploitation of official powers along with financial resources. In the growing demand of competence for course curriculum, libraries, computers, transport and co-curricular activities public sector elementary school teachers have been failed to produce professional responsibilities.

In view of all stated essentials of recruitment and selection for elementary teachers, the system of selection for elementary teachers in Pakistan for public sector elementary and middle schools do not meet required standard in selection measures as followed by the advanced countries. Testing and measurement for the effective selection of elementary teachers has not been found anywhere. Delegation of powers to the district governments, lack

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of monitoring and non-availability of clear guidelines results in poor performance of elementary teachers. Hence most of masses in our elementary and elementary teaching are not led and dealt according to the needs of our national educational interests. As a result NER (Net Recruitment Ratio) is hardly 68%. Drop out ratio is increasing year after year and dream of UPE (Universal Elementary Education) looks to be unseen. Public sectors schools at elementary level have been facing a lot of challenges in recruitment and selection to maintain the quality parameters (Nasir and Nazli, 2010).

Although National Commission on the Government Reforms (2007) has clearly stated selection and recruitment of elementary teachers by the district education board in a transparent manner in order to recruit, promote and contract teachers on positive routes, but still no efforts in true spirit are seen and condition is becoming of inferior quality. Further efforts and measures in future would be needed keeping in mind process of recruitment and selection as one of the major issues of quality management in Pakistan. These steps would be needed in selecting and hiring competent workforce for educational challenges of 21st century (Nasir and Nazli 2010).

Recruitment and Selection of Teachers in Pakistan

Although Pakistan has made several attempts to achieve the goal of elementary education so far but all efforts are still in the midway due to several problem and issues faced at grass root level. As compared to higher education elementary education is still considered a most neglected and deprived area which always needs great efforts. Iqbal et al (2013) suggests that due to wide political interference in training, accountability and policy implementation at level of teaching and induction results are poor. On the other way social and cultural system of country is a constant danger on the way to change the ignorant facets. Feudalism, tribalism and political dominance are the cancers to groom up quality of elementary education in Pakistan. However country is still changing all its routes to reach at the destination of Universal Education (UPE).

There are several other challenges faced by elementary education in Pakistan some of them are in view of pupil teacher ratio, qualification and fair recruitment.

System of schooling in Pakistan is completely decentralized for elementary schooling and school and district management committees are solely responsible for quality education and meritorious decisions. In every government elementary school ratio of teachers is 2.35 hardly while in the case of mosque schools this ratio is much lower.

Recruitment and selection is carried merely on political grounds, no merit is observed and newly enrolled elementary teachers never undergo their professional training. In order to bring an effective coordination between district management and provincial education departments there must be a suitable linkage and coordination so that district management may implement the policy as well as it may meet all needs of elementary education at district level (Zakar, et al, 2013).

Among other ongoing issues in fair and transparent selection of elementary teachers cultural hindrances too are a major challenge. Female teachers in these schools are having much shortage and most of vacancies remain unfilled. (Hameed & Waheed, 2011) describe that although different organizations need different types of people but in education system of Pakistan importance of woman cannot be denied. To tackle the gender equities selection

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panels and human resource experts must take clear decisions. Suitability, impartiality and quota system all should be taken in mind before selection of teachers. Each and every member must be given a free chance to choose teaching career (Chohan and Qadir, 2013).

(Bari et al. 2008) explores many hidden aspects of elementary education recruitment and selection procedures. Though generally a decentralized system of selection is followed by every district in all provinces of a Pakistan but major problem lies with the mechanism and methodology to hire this teaching force. The heavy burden of politics is always a stigma to select a talented teacher. In view of selection procedure general methodology of written tests and interview is adopted hence most of content knowledge and teaching skills are ignored. As a result a number of teachers of Mathematics, Science and English are lacking particularly. Likewise contract based recruitment and ban on teaching posts further create problems for selectors at district education due to which pupil-teacher ratio in less educated regions of Pakistan (Jeff Wagge, 2010).

Sindh and Balochistan Punjab have attained a considerable progress. Government of Punjab School Department (2013) provided a valuable recruitment for induction by which a lot of new vacancies were filled through science teachers and minimum one science- math teacher was provided to every elementary school and one math teacher in all elementary schools. Importance was given to recruitment of need based subject teachers. Despite of that many actions are still behind to be taken for the provinces like Sindh and Balochistan where a lot of problem with regards to educational level, training and quality of elementary teacher is needed. Ministry of Education (2004) highlights that contract hiring and qualification enhancement of new entrants has also raised many issues as a lot of discrimination is seen against teachers having a maximum service with PTC & CT qualification. It is a source conflict as well as overestimation between newly enrolled who have B.Ed or M.Ed qualification against those who are below in their qualifications. There is a dire need to develop a consistent policy to resolve all such issues. It has created equity in the elementary schools environment and sometimes newly enrolled teacher do not prefer to take their positions due to school's locality or its site. Critics and teacher unions are raising their questions too because concentration and spirit among educators to teach in these elementary schools is distorted (Jeff Wagge, 2010).

Azad Jammu & Kashmir is a state functioning under federal government. The state is fully concentrating towards its ultimate goals for universal elementary education but still many flaws are outstanding. Government is trying to shift elementary educational to female teachers and in the first phase 840 teachers have been assigned the duties. In next phases all female teachers will be deputed in elementary section. Likewise new elementary schools in remote areas would be established. Similarly vacancies for technical education of school sector are also being added in order to improve the technical skills of students for their occupational requirements (Yang and Liu, 2004).

Rationale of the Study

In the State of Azad Jammu and Kashmir, there is no specific framework for teacher selection process at elementary level. Some rules were made in 1994 that were followed up to 2016, in the year 2017 government of AJ&K approved a centralized system/ procedure for elementary school teachers through National Testing Service (NTS). The candidates who will

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pass NTS exam will have to take an interview according to rules 1994. This study will investigate, check and find draw backs and merits as well as to find internal and external influencing factors of teacher's selection process.

Evaluation research, also known as program evaluation research refers to research purpose instead of a specific method. Evaluation research is type of applied research, and so it is intended to have some real worlds effect. Many methods like surveys and experiments can be used to do evaluation research. Because it is descriptive study so survey method is applied in this research study as it is the study to check the effectiveness, validity, merits and standards of current teachers selection process, so it is an evaluation study.

Statement of the Problem

Teacher recruitment and selection process is the base for sound nation. Teachers are the main agents of change in society and nation. Recruitment and selection process of teachers is of great importance and significant. The main purpose of this research was to, find out internal and external factors which influence the selection process and to evaluate the present selection process. The researcher found in this study that selection process of teachers was biased and unstructured.

Objectives of the Study

The study was designed to:

1. To find out the internal factors which influence the selection process of elementary school teachers in AJ&K.
2. To find out the external factors which influence the selection process of elementary school teachers.
3. To analyze the current selection process of elementary school teachers in the state of Azad Jammu and Kashmir.

1.4 Research Questions

In view of the objectives of study following research questions were developed.

1. What are the internal factors which influence the selection process of elementary school teachers?
2. What are the external factors which influence the selection process of elementary school teachers?
3. What is the current selection process of elementary school teachers in the state of Azad Jammu and Kashmir.

Significance of the Study

The study under exploration would be profitable for teachers, students, administrators' parents and families. The study will help to find out the education regarding selection of qualified and effective teaching workforce. The study will help the professionals of human resource management (HRM) to develop a systematic and outcome oriented selection procedure for future elementary teachers.

The study will help the future teachers to meet the needs of effective teaching and leadership

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at elementary schools. The study will help the selection authorities of elementary teachers to review the existing system of elementary teacher's recruitment and selection according to educational changes of this century and to overcome its persistent flaws. The study will also be helpful to find out the ineffective teaching workforce of elementary schools.

The study will help the policy makers of education to review the existing policies for recruitment and selection of elementary educators. The study has significance in elementary teacher's quality of teaching. This study will help at national level to improve the literacy and mass education through an effective elementary teacher's performance. The study may help in eliminating poor performance of teachers, reducing unproductively of elementary schools and low teacher's morale. The study will also develop a competitive spirit among youngsters of newly graduate future teachers to come ahead through competency and inner spirit to serve the country.

Design of the Study

The study was descriptive and survey typed. Descriptive statistics and inferential statistics analysis was used. All the elementary school teachers teaching in public sector schools and the administrative authorities of recruitment and selection of elementary teachers constituted as the total population of study. Traits like age, gender, educational qualification, professional qualification, personality characteristics and duration of teaching experience were independent variables while the quality selection process was dependent variable.

A questionnaire was used to acquire the views of in-service elementary teachers and their selectors for the selection of prospective teachers in view of selection. Data was analyzed both by descriptive and inferential statistics in view of objectives of the study.

Population of the Study

The total population for this study was elementary school teachers and their selectors who were controlling public schooling in all districts. Both male and female teachers and selectors were part of the population. The population was included mostly on teachers and selectors who were controlling the schooling in the state. The population was spread over both rural and urban areas.

Sample of the Study

The sample of study was comprised on 200 head teachers, 400 elementary school teachers and 16 selectors. In sampling, selectors of teaching force like Divisional directors, Assistant directors, District education officers, Deputy District education officers and Assistant education officers were included in the study.

Table 1 Hurdles for Selectors Regarding Fair Selection of Teachers

Hurdles	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed Frequency	227	253	85	31	20	3.915	0.00

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Percentage 36.7 40.9 13.8 5.0 3.2

df= 4 and α 0.05

Table illustrates with chi-square value chi square value 3.915 and the value of “p” 0.00 is less than 0.05 level of significance that the statement is significant and the percentage of obtained frequencies show that the majority of 77 % respondents were (36.7 % strongly agree and 40.9% agree) in the favor of the statement “There are hurdles for selectors regarding fair selection of elementary schools teachers”.

Table 2 Involvement of Government in Selection Process of Teachers

Involvement	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed							
Frequency	171	216	133	37	59	1.830	0.00
Percentage	27.7	35.0	21.5	6.0	9.5		

df= 4 and α 0.05

Table 2 describes the favoritism of government in the selection process of teachers. The value of chi square 1.830 and ‘p’ value 0.00 is less than level of significance 0.05 indicates high degree of agreement of respondents 62%(27.7% strongly agree and 35% agree) with the statement that the governments involved itself in selection process to select its own persons in the selection process of elementary schools teachers.

Table 3 The selectors prefer a candidate who is similar to them by cast

Desire candidates	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed							
Frequency	96	236	150	118	14	2.128	0.00
Percentage	15.5	38.2	24.3	19.1	2.3		

df= 4 and α 0.05

Table 3 illuminates the preferences of the selectors. The Chi square value 2.128 and ‘p’ value 0.00 is significant at 0.05 level of significance. The maximum number of respondents (53 %) respondents were (15.5 % strongly agree and 38.2% agree) are in the favor of the statement that “ Selectors try to induct a candidate who is similar to any one of them by cast”.

Table 4 Influence of Bureaucracy in Interview

Influence	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed							
Frequency	208	254	118	27	9	3.784	0.00

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Percentage	33.7	41.1	19.1	4.4	1.5
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df= 4 and α 0.05

Table 4 reflects the influence of bureaucracy in selection process at the time of interview .The chi square value 3.784 and 'p' value 0.00 is significant at the level of significances which is less than 0.05.The majority of respondents 74 % were (33.7 % strongly agree and 41.1% agree) were in the favor of the statement that "Bureaucracy influence the selection process of elementary school teachers at the time of interview".

Table 5 Some Posts are kept Intentionally Vacant

Hidden posts	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed							
Frequency	204	194	118	71	29	1.880	0.00
Percentage	33.0	31.4	19.1	11.5	4.7		

df= 4 and α 0.05

Table 5 magnifies the results of respondents views about some post which are kept vacant intentionally to favor the desired persons as on adhoc basis and further they will be conformed as permanent. The chi square value 1.880 and 'p' value 0.00 is significant at 0.05 level of significance. The percentage of observed frequencies show that the majority of 64 % respondents were (33.0 % strongly agree and 31.4 agree) in the favor of the statement "some posts are kept vacant intestinally to favor desired candidates as on abhoc basis and further they will be conformed as permanent".

Table 6 Political Groups Stress on Selection Body

Political groups	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed							
Frequency	191	253	96	63	13	3.081	0.00
Percentage	30.9	40.9	15.5	10.2	2.1		

df= 4 and α 0.05

Table 6 presents the stress of political groups all selection body. The chi square value 3.081 and 'p' value 0.00 is significant at the level of significance 0.05. , Maximum number of 71 % respondents (30.9 % strongly agree and 40.9% agree) ware agree with this statement that "political groups stress on selection body to select their candidates as teachers."

Table 7 Political Groups Succeed to Select their Candidates

Political groups	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed							
Frequency	202	245	102	55	12	3.126	0.00

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Percentage	32.7	39.6	16.5	8.9	1.9
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df= 4 and α 0.05

Table 7 indicates the responses of the respondents about the political groups whether they succeed or failed to select their desired candidates as teacher through different techniques. Chi square value 3.126 with 'p' value 0.00 less than 0.05 demonstrates goodness of the statement while high percentage 72 % respondents were (32.7% strongly agree and 39.6% agree) in the favor of the statement that "political groups succeeded to select their candidates as teacher through different techniques."

Table 8 The current Selection Process is better than previous Selection Process

Written test	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed Frequency	153	274	94	78	17	3.068	0.00
Percentage	24.8	44.3	15.2	12.6	2.8		

df= 4 and α 0.05

Table 8 is about the comparison of current and provides selection process of ESTs and the chi square value 3.068 and 'p' level 0.00 is significant at significance values 0.05 and observed value of frequencies are depicting that the majority of respondents 69 % respondents were (24.8 % strongly agree and 44.3 agree) in the favor of the statement that "the current selection process is better than previous selection process of ESTs" It means that people prefer current selection process to previous one.

Table 9 Political Pressure on Selection body has decreased due to NTS Scheme

Pressure	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed Frequency	213	224	83	74	22	2.638	0.00
Percentage	34.5	36.2	13.4	12.0	3.6		

df= 4 and α 0.05

Table 9 is about the political pressure on the selection body, whether it has decreased due to NTS scheme or not. The chi square value 2.638 and 'p' value 0.00 is significant at 0.05 level of significance, the percentage of observed frequencies show that the majority of 70 % respondents (34.5 % strongly agree and 36.2 agree) were in the view that "Due to National Testing service (NTS) scheme, political pressure on selection body has decreased"

Table 10 The best Candidates are Selected as Teachers through (NTS)

Best selection	SA	A	PA	DA	SDA	Chi Squire	Sig
Observed Frequency	292	211	71	31	10	4.898	0.00

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Percentage	47.2	34.1	11.5	5.0	1.6
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df= 4 and α 0.05

Table 10 is about the NTS scheme through which best candidates are selected or not. Chi square value 4.898 and 'p' value 0.00 is significant at 0.05 level of significance. The percentage of obtained frequencies show that the majority of (81 %) respondents (47.2 % strongly agree and 34.1% agree) were in the favor of the statement that "the best candidates are selected as teacher through National Testing service (NTS)".

Conclusions

Conclusion Regarding Internal Factors

It was concluded that internal factors which influence the selection process of teacher, include selection body itself, teacher unions, internal bureaucracy and colleagues of selectors. It was concluded that there are hurdles, restrictions and difficulties for selectors towards fair teacher selection. Due to involvement of government through bureaucracy, the favoritism of selectors as buy relations or by cast, the influence of teacher unions and insistence of colleagues in selection process makes teacher selection process biased, unfair and future killer of nation and country.

Conclusion Regarding External Factors

1. External factor which influence the selection process greatly are, political parties/groups, pressure groups, cast, tribes and regional factors.
2. It was concluded that favoritism and sectionalism in the selection process of elementary school teachers are main influencing factors. Political parties/ political and regional groups affect the teacher selection process through different tactics.

Recommendations

On the basis of findings and conclusions recommendations are recommended

Recommendations for Internals Factors

1. It is recommended that selection body/ panel may be consisted on five experts members that would be honest, loyal and God fearing. It is recommended that at least three members must be from Pakistan, one from management department and one from education department.
2. Teachers' recruitment and selection process may be under review and existing issues may be addressed.
3. Current selection process of elementary school teachers may be depoliticized at all levels and forums. Any type of interference in selection process may be discouraged. There is need of legislation and its implementation against involvement of politics and other sources of involvement.
4. For the quality selection and recruitment there may be centralized system of selection that should be under continuous mentoring and evaluation.

Recommendations Regarding External Factors

1. External factor includes political parties, political groups, pressure groups, religious

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groups. Cast and creed factors, tribal and regional factors which influence the teacher selection process.

2. Recruitment and selection on basis of cast, tribe, class, religion, creed or region might be discouraged through strict legislation

Suggestions for further Research

There is need to conduct more research work on this problem to bring more improvements. There are many areas regarding recruitment process for conducting research such as:

1. To provide a suitable framework for teacher selection process.
2. To explore new methods for teacher selection process.
3. To compare teacher selection process with other countries' teachers selection process.

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