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# TO STUDY THE PRIORITIES OF PRIVATE EDUCATIONAL INSTITUTIONS TOWARDS RECRUITMENT, RETENTION AND REWARD OF THEIR TEACHERS

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## ABSTRACT

The aim of this paper was to study the private educational institution towards recruitment, retention and reward of their teachers. The data were drawn from private schools of District Kohat, Pakistan. Total samples of 20 schools were selected randomly. The instrument was used a questionnaire. The questionnaire comprises of four parts recruitment, retention, reward and suggestion. The questionnaire includes 26 items. Data were collected through structure interview. The data was analyzed by using statistical procedure and presented in the form of table.

**Key word:** procedure, statistic, measurement, validity

## 1. INTRODUCTION

Education is a process through which a nation develops its self-consciousness by developing the self-consciousness of the individuals who compose it. It is not mere public instruction; it is a social institution which provides mental, physical, ideological and moral training to the individuals of the nation so as to enable them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose. The success of our educational system depends on qualified and experienced teachers. We cannot replace the role of the teachers with any type of instructional material. Teacher is in key position to influence the future of mankind. In modern education system, we cannot imagine of a school without a teacher. The teacher plays a vital role in the function and improvement of educational performance of institutions. If they perform their duties honestly, the institutions will make progress rapidly and gain a good name. It is the teacher who directs and executes the whole program of the education which ultimately affects the all-round growth of the country. The teacher is essentially a nation builder. On him, depends the future of the school, the community, the country and infact the future of mankind. Pupils' character and personality cannot be developed desirably if the teacher lacks desirable traits of character and personality. The students imitate the dress, voice, habits and manners of their teachers. The likes and dislikes of the teachers become the likes and dislikes of the students. According to Luke (1962), the personality of a teacher is characterized by two factors, i.e. intrinsic and extrinsic. This intrinsic factor is defined as stable organization of a person's character, temperament, intellect and physique, which determine unique adjustment to the environment. The extrinsic factor is numerous being both mental and physical (Luke, 1962: p. 147). The teaching profession has both similarities to and differences from other categories of works. There are a few characteristics associated with teacher salaries that constrain the extent to which monetary wages reflect market realities: the sector is highly unionized and

dominated by public sector employment, fringe benefits of a monetary and non-monetary nature tend to be more significant than in other occupations and in some countries, working conditions such as overcrowded classrooms, unsafe schools, lack of adequate teaching materials, or social isolation may contribute to making teaching less attractive than other occupations. Salary incentives are the fundamental but not the only variables affecting the attractiveness of the teaching profession. The establishment of better working conditions, the attractiveness of the working place, the adequacy of materials and equipment, higher status, participation in decision making and so forth are important means for recruiting and retaining good staff (Ferrel, 1980: p. 49). After this brief introduction, we can say that the teacher plays an important role both in school and society. No one exercises a greater influence upon the minds of young children than a teacher. He plays an important role in molding the minds and lives of young pupils. The influence of the teacher on his pupils, will turn them either successful or unsuccessful citizens of the society. Through selection competent, devoted, intelligent and qualified teachers can come in this field. Selection is helpful not only for the teacher but also for the administrators who have both personal and professional qualities. By providing extra allowances and suitable salaries, teachers can be encouraged to retain this profession. Whenever a teacher performs a good job, there must be a reward for him. The school should establish some criteria upon which teachers are given the rewards e.g. their performance, students' achievements, experience etc. Through right recruitment, suitable retention and attractive rewards, we can get the right persons for this profession as well as increase the quality of education.

## 2. OBJECTIVES OF THE STUDY

1. To find out the priorities of private schools towards the recruitment criteria of their teachers.
2. To analyze the retention problem of teachers in private sector.
3. To gain insight about the performance of teachers in private schools.
4. To identify the criteria upon which the rewards are given to teachers.
5. To assess the types of rewards given by school administration at private sector to their teachers.

## 3. OPERATIONAL DEFINITIONS

### Recruitment

"A new enrolment of teacher/employee to supply deficiency in institution/ organization" (New Standard Dictionary of the English Language, 1959).

### Retention

"The act of retaining, the keeping of a thing within one's power or possession" (Lectric Law Library, 2004).

### Reward

"Something given in return for good or evil done or received" (AND Dictionary, 2003).

### Teacher

"A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils in an educational institution, whether public or private" (Jacobson, 1954: p. 579).

## 4. REVIEW OF RELATED LITERATURE

### 4.1 Recruitment

When the candidate emerges from training, the problem to be faced is obtaining a teaching position, a matter difficult in times of teacher plenty but relatively easy in time of shortage such as recent years. A shortage of teachers, such as prevails at present, is not merely a matter of numbers. It is a matter, as well, of quality. When there is a shortage, problems created by policies of school boards, such as priority for local candidates, unmarried women and experienced teachers, tend to be lessened for the teacher seeking a first assignment.

#### **4.2 Selection**

Selection is a decision-making process in which one individual is chosen over another to fill a position on the basis of how well characteristics of the individual match the requirements of the position. Selection involves making many decisions. Selection is a vital and continuous process in an organization. Correct selection of the employee is very important because the goals of the organization can only accomplish, if there is right match between the person and the job.

### **5. SYSTEMATIC MEASURES TAKEN FOR RECRUITMENT**

Regardless of the problems connected with obtaining competent teachers, many measures are available to superintendents for meeting the situation. First, they must recognize when oversupply or shortages exist and forecast needs so that they may devise methods for selecting discriminately in one case and recruiting effectively in another. Means of collecting data about available teachers include use of the application blank and the personal interview. Interviews by principals and others delegated by the superintendent are especially utilized by school systems, though this procedure has limitations such as the subjectiveness of the interviewers' judgment and lack of effective pre-interview planning. A procedure requiring much time, money and effort but one which must be counted among the best, is visiting the teacher at her work. Most large and some middle sized cities have established personnel departments to work the year round on finding teachers. Virtually all school systems can and should utilize the members of their teaching staffs and others to discover qualified former teachers currently in a position to prepare for renewed service. By their enthusiasm and example, teachers are themselves an outstanding influence for building an effectual professional personnel.

### **6. FACTORS DETERMINING RECRUITMENT**

What factors are likely to determine the final selection of teachers after all available information has been given consideration? Naturally, the decisive factors will vary according to the experience, training and attitudes of the employing official, but the whole range of determining factors can be mapped with some certainty, and is found to include:

1. Teaching experience
2. Preparation
3. Professional reputation
4. Personal characteristics
5. Residence
6. Martial status
7. Sex
8. Age, and

9. Elements of prejudice (Chamberlain, 1958: p. 125).

## 7. RETENTION

The importance of the issue of teacher retention has led to a substantial literature on the subject in the field of education research. Many analysts argue that current school staffing problems are caused as much by teacher attrition as by the failure to attract new teachers. In general, teacher list family or personal reasons, such as pregnancy, the demands of child rearing and health problems as reasons for leaving the profession.

## 8. REWARDS

Education is a costly enterprise. Developing countries typically spend from 15 to 35 percent of their national budgets on education and yet their educational systems are often inadequate. At the same time, the present world economic crisis is forcing many countries to make dramatic adjustments in public expenditure. Thus, it is unlikely that developing countries will be able to increase their educational budgets in any significant way. Expansion and quality improvements will be possible only through more efficient allocation of the scarce resources already available.

Throughout the United States, school officials are either anticipating or already experiencing a teacher shortage. The projected need to fill 2.2 million vacancies by 2010 will be intensely felt in high-poverty schools and in certain subjects and programs. Recognizing this policy makers are devising ways to make teaching more attractive and the competition for high quality teachers is fierce. Recruiters in various districts can non waive pre-service training offer signing bonuses, forgive student loans and even provide mortgage subsidies or health club memberships. While such strategy may well increase the supply of new teachers to schools, they provide no assurance of keeping them there, for they are but short-term responses to long-term challenges.

## 9. FACTORS AFFECTING TEACHERS' SALARIES

Teachers' salaries are affected by different variables: economic factors, government policy, individual criteria and salary scales.

### 9.1 Economic Factors

Economic factors affecting teachers' salaries are likely to be the same as those affecting salaries in general. Theoretically, salaries are offered for the peoples' services as an inducement to take up or to stay in a certain occupation, while salary differentials among occupations are incentives to induce human resource shifts. Although earnings are not the only variable, if other factors are kept constant, occupations offering higher salaries will attract more and/or better qualified candidates than occupations offering lower salaries. The two most obvious factors affecting salaries in general are the level of national productivity and changes in the cost of living. If teachers' salaries are held constant while other wage earners increase their earnings because of increased productivity, the quality of teaching would deteriorate, since in the long run the best teachers or candidates for the teaching profession would shift to other occupations. If teaching is to claim well-qualified candidates, the profession will have to be made as other comparable professional or semi-professional occupations.

### 9.2 Government Policy

Theoretically, salary scales (schedules) for the teaching profession should be used to ensure that an individual teacher's remuneration is commensurate with his or her level of qualification and professional responsibility

and to guarantee the individual a reasonable career prospect. In developing countries, the decision to regular teacher salaries is most often made unilaterally by the government without consultation with a participation by teachers' representatives. Many countries have teachers' unions. Collective bargaining, however, is rarely used as a means of setting teaching salaries. It is more likely that unions exert political pressure on the government with the expectation of influencing its decisions.

### 9.3 Individual Criteria

A teaching pay structure is a predetermined succession of salary levels corresponding to different categories within the teaching profession. The placement of each individual in the appropriate category and step of the corresponding salary scale (schedule) depends on the characteristics of that teacher compared to predetermined criteria. The criteria used in some developing countries include the following:

- **Level of Qualification:**

The primary determinant of the category to which a teacher is assigned is the level of academic qualification. Included within the individual's qualifications are the years of general and specialized education as well as any professional training received.

- **Responsibility:**

The other factor determining the salary scale or grade on which a teacher is placed is the degree of responsibility assumed in the post. This includes different levels of responsibility as a teacher, acquiring responsibilities in addition to teaching, or moving from a teaching role to an administrative position. In general, salaries in those scales directly reflect the nature of the responsibility assumed by a teacher in the corresponding position. For example, administrative posts are higher paid than teaching posts.

- **Experience:**

While qualifications and responsibility determine the salary into which a teacher is placed, it is primarily years of experience in the field that permit teachers to advance within that scale during the course of their careers. Assuming that experience in the profession improves the quality of a teacher, some incremental advance is afforded all teachers for their years of service. Even systems in which advancement is based on merit guarantee a minimum increment to teachers receiving a satisfactory evaluation.

- **Performance:**

The other criterion determining the level teachers attain within a given salary grade is their professional performance. In all countries, teachers are evaluated at least once a year. In countries where advancement on the salary scale is based on merit, this evaluation determines salary for the next year, as well as increments or rewards.

## 10. ROLE OF PRINCIPAL

The success of school-based induction programs hinges on how teachers work together and the principal can play a central role in establishing faculty norms and facilitating interaction among teachers with various levels of experience. Successful induction may also be promoted by having teachers and principals play greater roles in the hiring process and in selecting their future colleagues. School-based hiring can be an important tool for shaping professional culture and building school capacity (Johnson, 2001).

## 11. CHARACTERISTICS OF A GOOD TEACHER

According to Kimball (1960), "A good teacher who has high ability in stimulating intellectual growth and providing for individual differences, possesses good personality and appearance, has good human relations, is democratic minded and is an effective leader both in school and community (Kimball, 1960: p. 352)." According to Luke (1962), "He has enumerated the following factors which are considered to be found in a good teacher. These are understanding, ability to communicate, stimulate, integrity, maturity, academic background, responsibility, sense of dedication, sense of humor, cooperation, dominance, appearance, friendliness, intelligence, individuality, healthiness and practicality."

The following are the traits of a good teacher:

1. Democratic and cooperative attitude.
2. Kind and considerate towards individuals.
3. Patience.
4. Pleasing personality.
5. Fairness and impartiality.
6. A sense of humor.
7. Good disposition.
8. Taking interest in pupil problem.
9. Open mindedness and flexibility.
10. Careful and helpful in school work.
11. Interested in understanding pupils (Luke, 1962: pp. 476-478).

## 12. METHODOLOGY

The following methodology was adopted for this study.

### 12.1 Population

The private schools of Kohat City, Pakistan were taken as population.

### 12.2 Sampling

For sampling researcher selected the convenient sampling technique and selected the 20 private schools from different areas of Kohat City. The principals of these schools were taken as respondents.

### 12.3 Tools of Research

The researcher used interview schedule to collect the information. There are four sections of the interview schedule i.e. recruitment, retention rewards and suggestions. The interview schedule is consisting of 26 items. In the start, the profile of the respondent is also included in it. The questions are arranged in these sections. Each question has options according to the type of question. There are also some open-ended questions.

### 12.4 Distribution of the Questionnaires

The researcher administered 20 questionnaires to the principals of private schools. These are filled by the respondents and questions are explained by researcher if needed.



### 13. RESULTS

The research used interview schedule for this study. The responses of close-ended and open-ended questions are tabulated for the analysis of data. The data in each table is presented in percentage form. The findings are interpreted after every table. The questions were made keeping in mind the recruitment, retention and reward of teachers in private schools. The responses were arranged and grouped in the form of table.

**Table 1: Sex distribution of respondents**

Sex	Frequency	Percentage
Male	8	40
Female	12	60
<b>Total</b>	<b>20</b>	<b>100</b>

The analysis shows that majority of principals of private schools were female (60%) while the male principals of the private schools were 40 percent.

**Table 2: Way of recruitment of female principals**

Responses	Frequency	Percentage
Directly	7	58
Gradually Promoted	5	42
<b>Total</b>	<b>12</b>	<b>100</b>

Out of 60 percent female principals, majority of them (58%) were directly recruited while 42 percent were gradually promoted on their ranks.

**Table 3: Way of recruitment of male principals**

Responses	Frequency	Percentage
Directly	5	63
Gradually Promoted	3	37
<b>Total</b>	<b>8</b>	<b>100</b>

Out of 40 percent male principals, majority (63%) were directly recruited as head of the school while 37% were promoted as this post.

**Table 4: Academic degrees of female principals**

Responses	Frequency	Percentage
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Master degree	3	25
Master degree and professional training	7	58
Others	2	17
<b>Total</b>	<b>12</b>	<b>100</b>

Analysis about educational qualification revealed that among female principals of private schools, most (58%) of them possessed master degree with professional training such as Bachelor of education/Master of education (B.Ed./M.Ed) and 25 percent female principals were master degree holders while 17% having some other qualification, such as Bachelor of law (L.L.B) or Bachelor of commerce (B.Com).

**Table 5: Academic degrees of male principals**

Responses	Frequency	Percentage
Master degree	4	50
Master degree and professional training	3	38
Others	1	12
<b>Total</b>	<b>8</b>	<b>100</b>

Half of the male principals (50%) of private educational institutions were master degree holders and 38 percent of them had professional training along with master degree. while 12 percent male principals had other academic degree such as bachelor of law (L.L.B).

**Table 6: Skills on the part of female principals**

Responses	Frequency	Percentage
Computer	5	62
Language	1	13
Other	2	25
<b>Total</b>	<b>8</b>	<b>100</b>

It was found that the most common skill on the part of female principals (62%) is related to computer and 13 percent female principals had short courses of language while 25 percent of them had skills related to art and management.

**Table 7: Skills on the part of male principals**

Responses	Frequency	Percentage
-----------	-----------	------------

Computer	5	63
Language	3	37
<b>Total</b>	<b>8</b>	<b>100</b>

Almost two-third male heads of private schools (63%) had computer related skills while one-third male principals had short-courses related to English language.

**Table 8: Process of recruitment of teachers**

Responses	Frequency	Percentage
Through advertisements	10	36
Through personal references	17	61
Any other	1	3
<b>Total</b>	<b>*28</b>	<b>100</b>

\*Accumulative responses of 20 respondents

As the above table is regarding the process of recruitment of teachers in the private schools, 61 percent respondents were searched teachers through personal references. 36 percent were offered jobs through advertisements; only 3 percent had some other way to recruit the teachers.

**Table 9: Recruitment policies of schools**

Responses	Frequency	Percentage
Influenced by Govt. policies	7	30
Determined by your own standards	15	65
International policies	1	5
<b>Total</b>	<b>*23</b>	<b>100</b>

\*Accumulative responses of 20 respondents

The information acquired through the table shows that majority 65 percent respondents had determined their own standards for school recruitment policies, 30 percent had influenced by Govt. policies and only 5 percent followed the international standards.

**Table 10: Types of recruitment in schools**

Responses	Frequency	Percentage
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Permanent	16	60
Temporary	2	7
Contract	7	26
Any other	2	7
<b>Total</b>	<b>*27</b>	<b>100</b>

\*Accumulative responses of 20 respondents

This table indicates that in private schools majority (60%) recruitments were permanent, while 26 percent were on contract and 7 percent on temporary basis and 7 percent had any other types of recruitment for teachers in schools.

**Table 11: Merit principles of schools for recruitment**

Responses	Frequency	Percentage
Educational qualification	17	41
Having professional training	3	7
Professional abilities		
Experience	11	26
	11	26
<b>Total</b>	<b>*42</b>	<b>100</b>

\*Accumulative responses of 20 respondents

It was found in the table that 41 percent private schools gave first priority to educational qualification of teachers in recruitment process. While 26 percent schools prefer experience and professional abilities of teachers and 7 percent considered professional training as the basic criteria for recruiting the teachers.

**Table 12: Opinion about ideal teacher**

Responses	Frequency	Percentage
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Highly qualified	7	17
Can use new teaching methodologies	9	22
Students' favorite	4	10
Experienced	9	22
Showing good results	12	29
<b>Total</b>	<b>*41</b>	<b>100</b>

\*Accumulative responses of 20 respondents

Respondents' opinion about ideal teacher is shown in the table. According to 29 percent respondents, ideal teacher is one who shows good results. 22 percent teachers viewed good teacher as experienced and can use new teaching methodologies. While 10 percent respondents had a view that teacher should be favorite to students and 17 percent told that a teacher should be highly qualified.

**Table 13: Steps taken to meet the specific needs of teachers**

Responses	Frequency	Percentage
Mentoring	5	18
Apprenticeship	5	18
Trainings	13	49
Any other/none of them	4	15
<b>Total</b>	<b>*27</b>	<b>100</b>

\*Accumulative responses of 20 respondents

This table is in the context of the steps taken by schools to meet the specific needs of the teachers. Almost half (49%) gave trainings and 18 percent respondents gave mentoring and apprenticeship to the teachers. Only 15 percent of the respondents did not take any step to meet the specific needs of the teachers.

**Table 14: Job tenure of teacher in school**

Responses	Frequency	Percentage
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Less than one year	1	5
Two year	8	40
Three and above	11	55
<b>Total</b>	<b>20</b>	<b>100</b>

This table is about the job tenure of teacher in the private school. According to 55 percent respondents, teachers worked for a period of three years and above. 40 percent said two years and 5 percent showed that less than one year is the average tenure of the teacher in schools.

**Table 15: Reasons of leaving the job**

Responses	Frequency	Percentage
They are unhappy in their current position	1	4
They don't feel satisfied, appreciated	0	0
They are non-serious	4	18
Any other	18	78
<b>Total</b>	<b>*23</b>	<b>100</b>

\*Accumulative responses of 20 respondents

While revealing the reasons of leaving the job for teachers, 4 percent responses showed that they are unhappy in the current position and 18 percent had a view that non-seriousness on the part of teachers was a reason behind leaving the job. No response was about feeling unsatisfied. The majority (78%) had other reasons normally for female teachers due to their marriages and shifted to new places.

**Table 16: Rewards offered to teachers by school**

Responses	Frequency	Percentage
Monetary	14	30
Promotion	10	21
Appreciation	11	23
Verbal praise	8	17
Trainings	4	9
Any other	0	0
<b>Total</b>	<b>*47</b>	<b>100</b>

\*Accumulative responses of 20 respondents

The above table shows the rewards offered to teacher by schools. 30 percent responses showed that monetary was given. 21 percent gave promotion as a reward and 23 percent responses revealed that appreciation was given while 17 percent gave verbal praise and 9 percent gave trainings to teachers as rewards.

**Table 17: Opportunities given to enhance and refresh their skills**

Responses	Frequency	Percentage
Communication	9	30
Teaching methodologies	13	43
Content command	2	7
Leadership	2	7
Any other/none of them	4	13
<b>Total</b>	<b>*30</b>	<b>100</b>

\*Accumulative responses of 20 respondents

This table shows areas in which opportunities are offered to teachers to enhance their job related skills. 43 percent responses showed that trainings in teaching methodologies. 30 percent gave trainings to enhance their communication skills. 7 percent responses are about to train content command and leadership, while 13 percent do not train in any areas.

**Table 18: Steps taken to fill the needs of teachers**

Responses	Frequency	Percentage
Good salary package	12	20
Opportunity for promotion	4	6
Make them feel welcome	10	16
Make them feel important	9	15
Make them feel appreciated	13	21
Make them feel respectable		
Any other	12	20
	1	2
<b>Total</b>	<b>*61</b>	<b>100</b>

\*Accumulative responses of 20 respondents

The above table shows that school steps taken to fill the needs of teachers. 20 percent respondents gave them good salary package and make them feel respectable and appreciated. 15 percent gave them importance and 16 percent welcome them and 6 percent gave promotion and 2 percent takes some other steps.

**Table 19: Promotion criteria for teachers**

Responses	Frequency	Percentage
Seniority	2	10
Performance	5	25
Both	12	60
Any other	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

The table shows responses about promotion criteria for teachers. 60 percent schools considered both seniority and performance for promotion. 10 percent preferred seniority and 25 percent only performance, while 5 percent schools had any other process/criteria for promotion of teachers.

**Table 20: Expectations of respondents from teachers**



Responses	Frequency	Percentage
Responsible/hard work	18	78
Innovative	4	17
Highly qualified	1	5
<b>Total</b>	<b>*23</b>	<b>100</b>

\*Accumulative responses of 20 respondents

The above table is about the expectations of respondents from teachers. 78 percent responses showed that teachers should be responsible and hard work. 17 percent had a view that they should be innovative, while 5 percent think that teachers must be highly qualified.

**Table 21: Role of educational institutions about preparing good teachers**

Responses	Frequency	Percentage
Practical trainings	8	36
Quality education	6	28
Responsible personality formation	8	36
<b>Total</b>	<b>*22</b>	<b>100</b>

\*Accumulative responses of 20 respondents

This table reveals the role of educational institutions about preparing good teachers. 36 percent responses were suggested to give students practical trainings and made their personality a responsible one while 28 percent stressed on quality education.

**Table 22: Opinions about addressing unemployment and under-employment**

Responses	Frequency	Percentage
Reviewed Govt. policies	10	50
Discouraging white collar jobs	4	20
Professional guidance	3	15
Other	*3	15
<b>Total</b>	<b>20</b>	<b>100</b>

\*Responsible attitude

\*No unemployment among teachers

The table shows the respondents' opinion about addressing the youth unemployment and underemployment. Half of the respondents (50%) gave opinion about reviewed governmental policies. 20 percent had a view that white collar jobs should be discouraged. 15 percent suggested that professional guidance is must. While 15 percent had some other view i.e. responsible attitude of teachers and no unemployment among teachers in private schools.

#### 14. CONCLUSIONS

In the private schools, majority of principals are female and are directly recruited on their work. Mostly principals are master degree holders and many of them have computer related skills. While searching the teachers, the private educational institutions use their personal references and very little announce or give advertisements. Majority of private schools determine their own recruitment policies and gave permanent employment to teachers. Educational qualification is considered the most important criteria for recruiting the teachers. Experience, professional abilities and trainings are also requiring. The teacher who shows good class results is the ideal teacher in the view of principals of the private schools. Experience and use of teaching methodologies are also the qualities of an ideal teacher to some extent. The average tenure of a teacher in private schools is about three years and above and the main reason of leaving the job is due to their marriages and shifting to new places. Private schools mostly give trainings to their teachers in teaching methodologies and communication skill. Most of the private schools consider both seniority and performance of the teacher for the promotion. The administration of private educational institutions expects responsibility, hard work, innovation and high qualification on the part of teachers. There is lack of practical training and personality formation in the course of higher education institutions. Youth unemployment and underemployment can be addressed by renewing Govt. policies and discouraging white collar jobs.

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