



Journal of Education & Humanities Research (JEHR)
Institute of Education & Research (IER), University of Balochistan, Quetta-Pakistan.
Volume: 13, Issue-I, 2022; ISSN:2415-2366 (Print); 2710-2971 (Online)

URL: <http://web.uob.edu.pk/uob/Journals/jehr/jehr.php>

Email: jehr@um.uob.edu.pk

“Overcoming The Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan”

Palwasha Tareen¹, Zualfiqar Ali², Saud Al Taj³

¹Lecturer, Faculty of Education, BUIITEMS

²Assistant Focal Person, Policy, Planning and Implementation Unit, Secondary Education Department, Government of Balochistan.

³Professor of HRM, Glasgow Caledonian University, 40 Fashion Street, London, E1 6PX, United Kingdom

Received:

13th April, 2022

Accepted:

25th April, 2022

Published:

31st May, 2022

KEY WORDS

Quality teachers, Semi-structured, Qualitative data, professional development

ABSTRACT

Private Colleges face enormous challenges to hire and retain quality teachers for the better students' learning outcomes. To overcome, such challenges various strategies are employed by the college management. Current study is an effort to investigate the strategies adopted by the college management in the recruitment and retention of quality teachers. The context of the study was two Private Colleges of Karachi, Pakistan. Research design employed to carry out this study was Sequential mixed method exploratory case study. Two Semi-structured interviews were conducted of the selected college principals. Survey questionnaires were administered to the college teachers. Qualitative data was analyzed through content analysis and quantitative data was analyzed through an online web application.

The strategies adopted for the recruitment were vacancy announcement in the newspapers and the usage of personal contacts. For quality teachers' retention support system provision, professional development opportunities, provision of benefits and facility were found effective strategies employed by the college management.

Tareen Palwasha et al; Overcoming the Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan

Introduction

Background and rationale of the study

Quality teachers' significance in the process of learning and teaching cannot be overlooked in the developed and developing countries (Joyce, & Shower, 2002). Even so, in a developing country like Pakistan, teaching is barely a first priority of competent individuals. It results into the creation of challenges for the educational institutions to hire and retain quality teachers. Various researches have been done to identify the factors, influencing job satisfaction of teachers and turnover, both, in private and public sectors in Pakistan (Iqbal & Akhtar, n.d., Farooq, Abbasi, Pitafi, & Shah, 2013). However, the focus of such researches was primary and secondary schools only. In current scenario, increased college teachers' turnover specifies a dire need to explore the effective ways of teachers' recruitment and retention employed by the college management especially in the private sector.

2.2 Rationale

This study was conducted to have a firsthand experience of research in the field. Moreover, as an educational leader to learn the best practices for teachers' recruitment and retention is always an interest.

2.3 Objective

Strategies for teachers' recruitment and retention are worth researching in order to decrease teacher turnover in the private sector. Keeping the focus on the private sector higher secondary schools (college), the study aimed to identify the management tactics to improve the teachers' recruitment and retention process to fill the gap existing in coping up teachers' turnover

2.4 Literature Review

Review of various international, national and local literatures (Ronfeldt, Loeb & Wyckoff, 2013; Naz, 2012) indicates that sufficient researches have

been conducted to inquire the influence of teacher turnover on students' motivation and achievement. Many of these researches (Ronfeldt, Loeb & Wyckoff, 2013; Naz, 2012) have been conducted in primary and secondary school settings. In Pakistan many such researches have been conducted to explore factors influencing teachers' job satisfaction (Iqbal & Akhtar, n.d., Farooq, Abbasi, Pitafi, & Shah, 2013). However, the focus of these researches is either a primary or an elementary school. A recent research is carried out in private secondary schools of Karachi, which identifies job insecurity and low salary as the eminent reasons for teachers' turnover (Khan & Aziz, 2013). Yet, literature does not particularly talk about the measures taken by the management of private institutions to respond to this challenge, specially at college level where to find a good teacher is itself a challenge.

3. Research Question

This study is an attempt to fill the gap identified after a critical review of relevant literature, hence the research question is:
What strategies are employed by the management in recruiting and retaining good teachers in private colleges of Karachi?

3.1 Working Definition of Key Terms

3.1.1 Good Teacher: A teacher who has good content knowledge, and able to use appropriate pedagogies to facilitate students.

3.1.2 Recruitment: The process of attracting and hiring new staff.

3.1.3 Retention: The process of keeping the existing staff.

4. Research Design

4.1 Research Method

Mixed methods strategy was used for this study. This design allows collecting, analysing, and "mixing" both quantitative and qualitative methods in a single study to understand a research

Tareen Palwasha et al; Overcoming the Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan

problem (Creswell, J. 2003). In the present study, strategies of recruitment and retention were first inquired qualitatively through management personnel. But for the triangulation of the data a quantitative study was done sequentially, this sequential approach helped in asking for relevant information during quantitative study (Martens, 2003).

4.2 Sample and Sampling Procedures

The research was conducted in the two private colleges of Karachi, for the details of research location refer Figure 1.

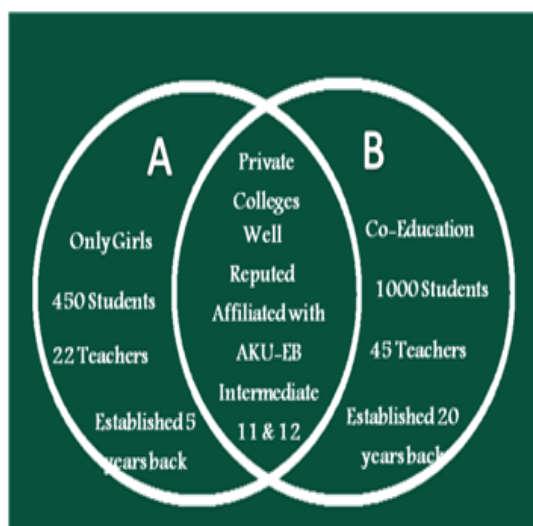


Figure: 1 Demographic information of the two colleges

For the qualitative study purposive sampling was used. It is the type of non probability sampling, which is usually performed depending on the prior experiences and assumptions of the researcher (Fraenkel, Wallen, & Hyun, 2012). Knowing the reality that in private sector Principals/Head teachers are the ones who are the key decision makers for the recruitment and retention of teachers, the principals of the two colleges were selected as the sample.

For the quantitative study another type of non probability sampling, named as convenience sampling was employed. “A convenience sampling is one that is simply available to a researcher by virtue of its accessibility” (Bryman, 2004, p. 100). This

sampling was preferred due to the limited availability of time for the data collection and as the quantitative study was done for the triangulation of the finding from qualitative study, so following convenience sampling did not provide any harms. See figure 2 for the details of the quantitative sample.

| Qualitative Sample | |
|--|---|
| Targeted Population | All the teachers of two private colleges of Karachi 45 teachers of college A, 22 Teachers of college B |
| Assessable Population (To whom questionnaires were distributed) | All the teachers of two private colleges of Karachi, available at the given time 20 teachers of college A, 33 teachers of college B |
| Sample Population (Completed returned questionnaires) | 13 teachers of college A, 19 teachers of college B out of total 32 teachers 22 were female and 10 were male |
| Sample Ratio | 59% of college A, 42 % of college B |

Figure: 2 Details of Quantitative Sample

4.3 Data collection instruments and procedures

For the qualitative study a semi structured interview guide was prepared (see Appendix A). Following the reverse funnel analogy (see fig. 3) the research question was first divided into three key themes and questions were prepared under each theme.

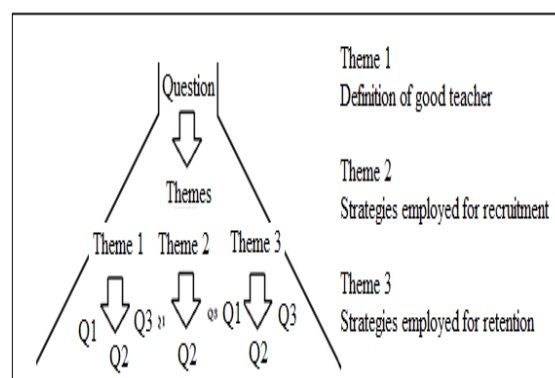


Figure: 3 Reverse Funnel analogy for designing semi structured interview guide

Tareen Palwasha et al; Overcoming the Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan

Principals of the two colleges were interviewed face to face, for about 45 minutes, those interviews were audio recorded. Document analysis was also done to verify the findings from interview. Teachers' handbook (contains the description of job and facilities) and advertisements (published in last two years in different newspapers) were reviewed. On the basis of the themes emerged after the interviews and document analysis, a survey questionnaire was developed for the quantitative study. This questionnaire consists of both open ended and closed ended questions (see Appendix B). Teachers of the two colleges were the participants of this quantitative study. The purpose of the survey was not only the data triangulation, but also to involve teachers' perceptions about their job satisfaction.

| S.No. | Type of Data | Measurement Scale | No. of Item |
|--------------------|---|-------------------|-------------|
| 1. | Demographic Information | Nominal | 9 |
| 2. | Attractive aspects of the college (recruitment) | Nominal | 2 |
| | Attractive aspects of the college (retention) | Nominal | 4 |
| 3. | Open ended question | | 1 |
| Total Items | | | 16 |

Figure 4. Summary of the survey questionnaire for participant teachers

4.4 Data analysis procedure

The method of content analysis in 'three steps' (see fig. 5 for details) was used to analyze the qualitative data (Bazely, 2009).

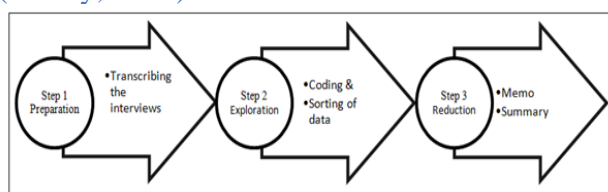


Figure 5 Content analysis (Proposed by Bazely, 2009)

During this method the transcription of the two interviews was done first. The transcribed data then labelled and coded so as to identify the similarities and differences, the codes were categorized thematically. Memos were written and findings were summarized at the third step of analysis, here funnel analogy was used to manage the data. (See figure 6 for details)

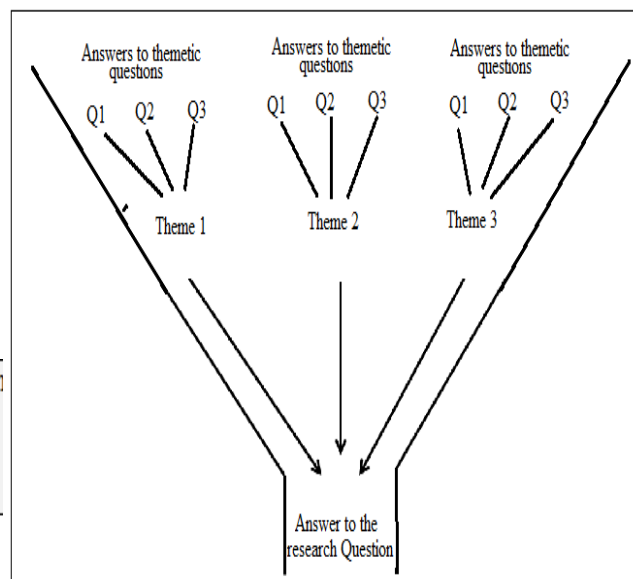


Figure 6 Funnel analogy for data reduction (management)

Quantitative data was analyzed through an online web application (for details see Appendix C). This data could also be analyzed using the SPSS software but due to the limited availability of time the online application was used. Though the quantitative data was collected to triangulate the qualitative data and not for answering the research question directly and an in depth analysis of quantitative data was not a requirement, but cross tabulation was done for a comparative meaning making.

5. Findings

The key findings of the study are thematically presented in this section.

5.1 Definition of good teacher:

While talking about good teacher both the principals emphasized on strong content knowledge of teachers. Following

Tareen Palwasha et al; Overcoming the Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan

vignettes will help us understand their definition of a good teacher.

“The very important thing for a teacher is to have command over the subject she/he has to teach”. (Principal A)

“A good teacher is a person who has a good content knowledge which is the basic requirement of a teacher is fully equipped with knowledge teaching will not be difficult for that person”. (Principal B)

Quantitative study revealed the same result, as 94% participant teachers who are employed in the two colleges are holding masters degree in the subject they teach (See figure. 7).

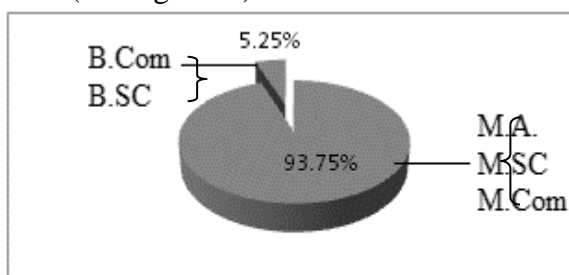


Figure: 7 Teachers' minimum qualification

Though sufficient pedagogical knowledge is necessary for a teacher, but one of the principal categorized it a secondary character of a good teacher, as she mentioned:

“Pedagogical skills can always be developed and polished, but content cannot be. Content is something that a teacher should possess before coming in to an educational institution”. (Principal B)

Findings from quantitative study also supports that teachers' pedagogical knowledge can gradually be developed, as 34.3 % teachers acquired some professional qualification at the time of their appointment (See figure 8).

| Level of Professional Qualification | Frequency (In percentage) |
|-------------------------------------|---------------------------|
| PTC | 6.25 % |
| B.Ed. | 21.875 |
| M.Ed. | 6.25 % |
| Total | 34.375% |

Figure:8 Percentage of college teachers who carries any professional qualification

5.2 Strategies employed for recruitment

Before presenting the strategies employed by college management for recruiting good teachers, the recruitment process should be discussed first. Then the key recruitment strategies will be presented.

5.2.1 Recruitment Process: The teacher recruitment process pursued by the management of the colleges is the same as followed in many private schools and colleges. The details of this process are given in figure. 9

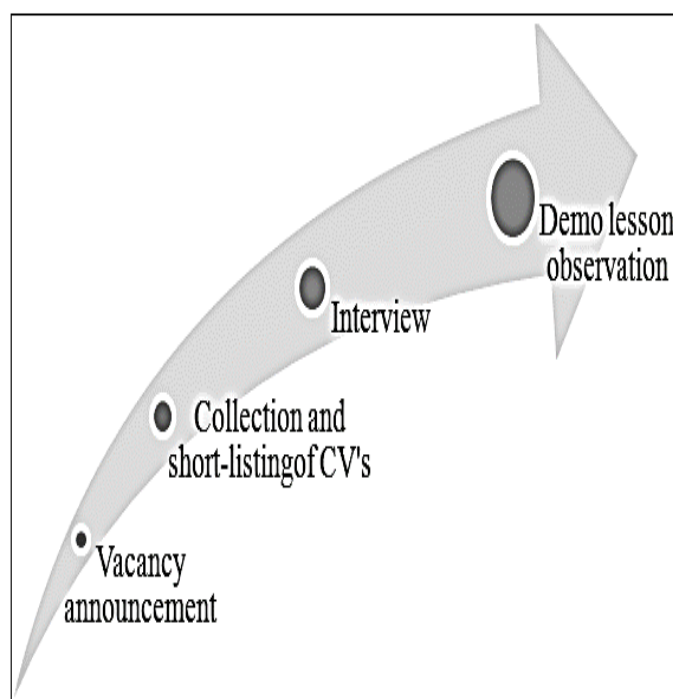


Figure: 9 Steps of teachers' recruitment process

5.2.2 Strategy used for vacancy announcement:

The two notable strategies for vacancy announcement, found through the study are advertisement in newspaper and using personal contacts, quantitative data also verifies it (See figure. 10).

Tareen Palwasha et al; Overcoming the Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan

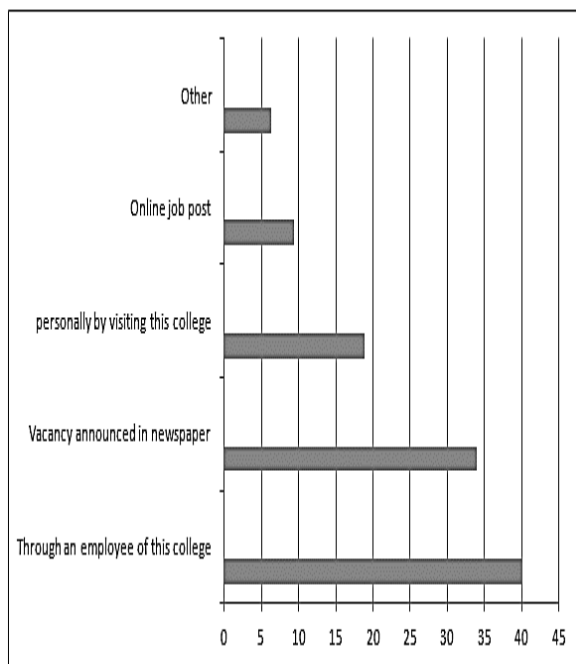


Figure: 10 Strategies employed by college management for attracting good teachers (Teachers' perception)

Principal A strongly believes in hiring people using personal contacts, for example by asking staff members to refer someone relevant to the vacant position or by communicating with the professionals of other institutions. She further explained that when advertisements are given in newspaper, usually a number of cv's are received. According to her 'a good cv does not mean a good teacher' (Principal A). Quantitative findings also show that more teachers came to know about the job vacancy through an employee of the college than through a newspaper advertisement.

Principal B, on the other hand believes in attracting teachers through newspaper advertisements. Whenever there is a vacant position it is first announced in newspaper, job applications/resumes are collected and short listing is done for interview. She further describes that the received cv's are saved in CV bank, which is regularly updated. However, the quantitative results showed not much difference of percentage response to the two strategies, i.e. through newspaper advertisement and through an employee of the college (See figure 10).

It is found that an attractive advertise can draw the attention of interested candidates to apply for the job, as the advertise carries catchy language and sometime the facilities and benefits the institution offers to its employ are also mentioned (see Appendix C).

5.2.3 Strategy used for the selection of best suited candidate: It is found that the selection of teachers is based on their performance during interview and classroom demo lesson. To make sure that good teachers are recruited, subject specialists are involved both during interview and classroom observation. Principal B further spoke about a written test of the applicant as the final step of their selection criteria.

5.3 Strategies employed for retention:

5.3.1 Support System: Both the principals reported that support system in the form of proper teacher induction program, assistance from subject specialist and subject based meeting are found very effective in retaining teachers.

"The very first thing is a healthy work atmosphere. This is one of our strengths... we do not over burden our teachers... If there is a situation when we struggle with a low performing teacher and we find her unable to take many challenging tasks, we try to pair up her with an experienced teacher..." (Principal A).

Principal B also emphasized on an in-house training and support of teachers through subject based meetings and co-teaching. When teachers were asked about the aspects of the college which keep them stay there, most of them identified team work, supportive leadership & positive work environment as the effective ways for teacher retention. (See figure 11).

Tareen Palwasha et al; Overcoming the Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan

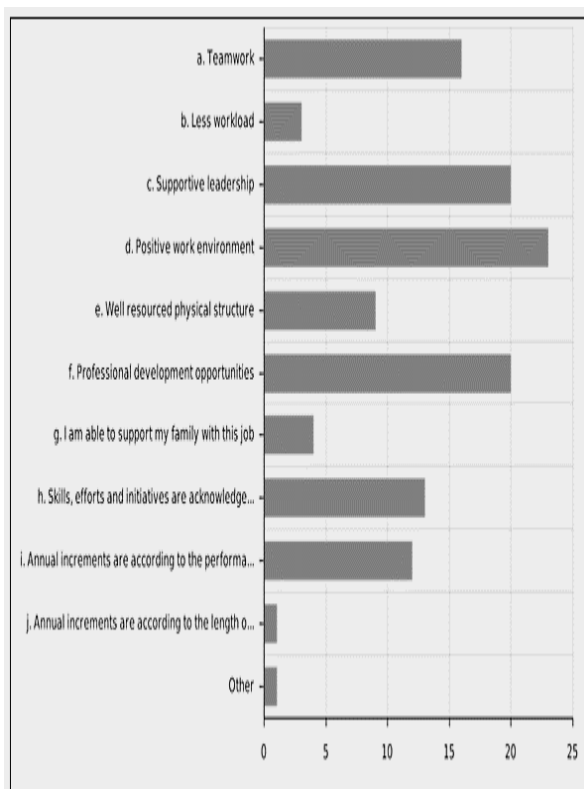


Figure: 11 Teachers' opinions about the aspects of the college which keep them stay there

5.3.2 Opportunities for professional growth: As maintained by both the principals, teachers' retention can be increased by providing them opportunities to develop professionally.

"We provide them chances to flourish as a professional by giving them learning opportunities; we send them for professional development...We provide the in-house opportunities to grow both personally and professionally". (Principal A)

"...they all know that when they stay here they have got the levels to climb... we have SLT's that is subject lead teachers...we have selection for SLT after every two years. So everyone is getting a chance of coming on a leadership position ..."(Principal B)

When teachers were asked that where do they see themselves in next five years, most of them answered that they would promote to some leadership position, second most popular response was teaching in the same college. About 22 % teachers

said they would see themselves teaching in some govt. college. (See figure: 12)

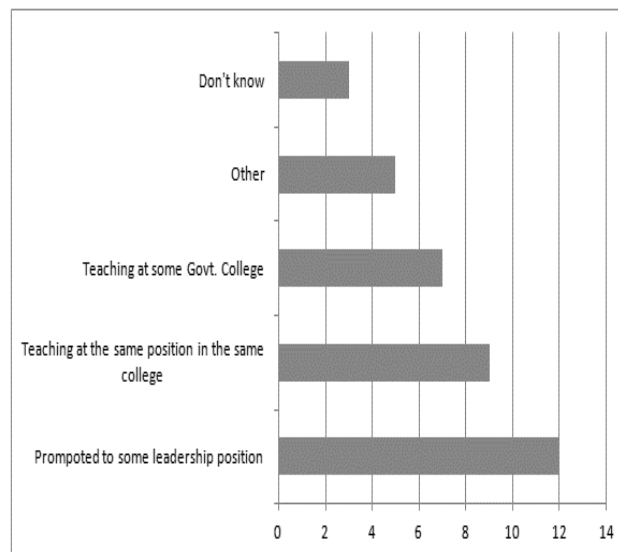


Figure: 12 Where do you see yourself in next five years? (Teachers' perception)

5.3.3 Benefits besides salary: Facilitating teachers with remuneration besides their salary, is found one of the effective strategies to retain them. As revealed through the document analysis, that teachers are entitled of different benefits like leave encashment, provident fund, gratuity and EOBI, after serving a period of six months to a year.

It is evident from quantitative results also, as about 44 % teachers specified that benefits provided by the college besides salary are the salient features, which kept them stay there(See figure: 13).

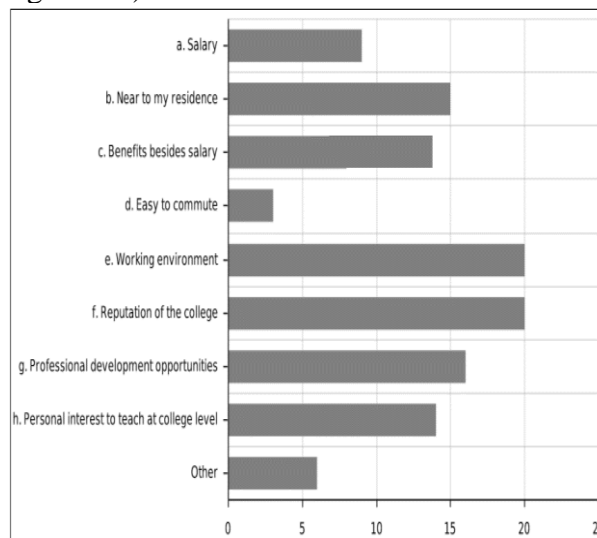


Figure: 13 Teachers' response to the aspects of college which attract them to the college

6. Discussion and Conclusion

Private colleges are attempting to employ various strategies to recruit and retain good teachers, some of them are more effective than others. The result of both the qualitative and quantitative analysis suggests that other private competitors are not a challenge for the college management, but the charm lies in the government jobs for many individuals. At college level management is interested in appointing those teachers who have sufficient subject mastery, so their requirement for applicant teachers is a minimum master's degree in the relevant subject. Same is the eligibility for sitting in government competitive exam held for lecturers (BPS-17).

To attract competent individuals, private college management is making efforts by improving their recruitment processes and strategies. The study identifies two effective ways used by the management to announce vacant position. One way is to publish an attractive advertisement in some reputable newspaper and the other way is direct head-hunting through using personal contacts. Newspaper advertisement is a way to reach maximum audience and consequently number of job applications/resumes collected can be utilized to shortlist the appropriate candidates and remaining can be saved for future. However using personal contacts is a convenient way both in terms of the quality of the teacher and cost effective as well.

After short-listing the applicants are interviewed and they are asked to present a demonstration lesson, so that their content mastery can be checked. Many institutions take written test in addition to these two steps. All these efforts made by college management are necessary to ensure the recruitment of a knowledgeable teacher who can positively influence students' achievement. It is due to the fact that in private institutions the management is not

only accountable by the senior management/ administrator but also by the parents.

The other challenge after recruiting good teachers is to retain them for a reasonable period. [Shafa, Karim and Alam \(2011\)](#) claimed continuous professional development opportunities provided to teachers, as one of the key factors which influence teachers' job satisfaction and hence school improvement in Pakistan. The challenge of teachers' turnover due to private competitors is well dealt by the management. Teachers' support in the form of proper induction programme and continuous professional development is established in this regard, these strategies not only helps the institution to improve, but also increases the rate of teachers' retention. Providing various leadership opportunities in the shape of subject lead teacher, society/ club in-charge and academic co-ordinator also found useful. It not only helps in retaining competent staff but also contributes to the capacity building of the institution. However, individuals' interest in government job is still a threat to the management of private institutions.

Private colleges are keen to address this issue by taking brave initiatives. Unlike the tradition of various private schools, no deductions are made from teachers' salary as security deposit. But there are the deductions of provident, another attraction is gratuity. An employee is usually entailed for these benefits after the job confirmation. At the time of retirement or job conclusion a handsome amount (according to the length of service and employees own contribution) is given to the person. These two facilities are similar as provided to the employees of government sector. Free education for children of the employees in the same institute is an additional but common strategy employed in many reputable private institutions.

In developing countries competent individuals rarely choose to teach as their

Tareen Palwasha et al; Overcoming the Challenges of Recruitment & Retention of Quality Teachers in Private Colleges of Pakistan

first choice of career, in Pakistan those who do, often interested to teach in Public sector. This leads to a challenge for Educational Institutions in private sector to find quality teachers specially at college level. It could be concluded from the findings that teacher turnover at college level can be minimized using improvised recruitment and retention strategies, such as by adapting similar ways to facilitate the employees as in public sector, and by providing a firm support system for teachers.

Limitations

Following are the limitations of the study:

- Limited time and resources.
- Convenience sampling done for quantitative study due to lack of time.
- Only one interview was conducted from each participant, which did not give the chance for any further probing.

7. Recommendations

To improve the teacher recruitment and retention process, it is recommended to the management of private colleges to take teachers' feedback on the employed strategies of recruitment and retention on regular basis. This will also help to bridge the gap between college management and teachers.

Teachers' work should be displayed and acknowledged at least at city and provincial level to give them recognition. This will not only increase the reputation of the college, but also make teachers feel as a part of a leading organization.

Job security and group insurance should be introduced to improve teachers' recruitment and retention.

References

Bazeley, P. (2009). Integrating data analyses in mixed methods research [Editorial]. *Journal of Mixed Methods Research*, 3(3), 203–207.

- Bryman, A. (2004). Sampling. In *Social research methods* (pp. 83-107). Oxford: Oxford University Press.
- Creswell, J. W. (2003). Understanding Mixed Method Research. In *Research design: Qualitative, quantitative approaches, and mixed methods approaches* (2nd ed., pp. 1-19).
- Farooq, M., Abbasi, J. M., Pitafi, A. I., & Shah, S. Z. (2013). TO STUDY THE PRIORITIES OF PRIVATE EDUCATIONAL INSTITUTIONS TOWARDS RECRUITMENT, RETENTION AND REWARD OF THEIR TEACHERS. *International Researcher*, 2(1), 197-213.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). Sampling. In *How to design and evaluate research in education* (8th ed., pp. 90-109). New York, America: McGraw Hill.
- Iqbal, A., & Akhtar, S. (n.d.). Job Satisfaction of Secondary oTeacher. *Abasyn Journal of Social Science*, 5(1), 49-65.
- Joyce, B. R., & Showers, B. (2002). Student achievement through staff development (3rd ed.). St. Louis, MO: ASCD.
- Khan, M., & Aziz, S. A. (2013). Teachers' Turnover of Private Secondary Scools of Karachi (Pakistan). *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 14(5), 58-60.
- Martens DM (2003). Mixed methods and the politics of human research: The transformative emancipator perspective. In A. Tashakkori and C. Teddlie (Eds.), *Handbook of mixed methods research*. Thousand Oaks, CA: sage, pp. 135-164