



INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE AND MANAGEMENT

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RECRUITMENT OF TEACHERS VERSUS ADEQUACY - EFFORTS NEEDED TO PURGE THE GAP

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ABSTRACT

There is an increasing awareness around the world for incorporating professional management into traditional public services hitherto dominated by the governments to achieve resulted pro rata to the investments. Similar trend has been encompassing the school education sector. Many countries have been initiating reforms to facilitate school based management. It would be appropriate to analyze the prevailing practices of school management in the context of similar reforms being initiated in India. This paper is an integral part of the doctoral dissertation – 'A study of Management Practices of Secondary Schools'. The main objective of this paper is to explore the prevailing human resource practices in school management in terms of teacher adequacy, shortage and recruitment. A sample of 188 secondary schools – about 34% of the population in Krishna district of Andhra Pradesh in India, was selected through stratified sampling technique. The primary data was collected through self designed questionnaire and interview schedules. Chi-Square Test and simple percentages were used to analyze the data with the help of SPSS-17. The findings reveal that the teacher recruitment is not done basing on the pupil-teacher ratios and shortage analysis. Moreover, teachers are mass-recruited on occasionally making no difference from recruitment of other clerical staff. The schools don't have a voice in recruitment.

KEYWORDS

School Based Management, Professional Management, Human Resources Management, Teacher shortage, Teacher recruitment, Pupil-Teacher Ratio.

INTRODUCTION

School Based Management (SBM) is one such experiment in the area of education sector. Many countries – developed as well as developing, have been benefitting from such management oriented reforms in education sector ensuring fast development. India also has witnessed a phenomenal educational development since Independence. The public expenditure on education has gradually been increasing from a slightly less than 0.8% of the GDP during 1951-52 to about 4.02% during 2001-02 and 3.57% of the GDP in 2006 -07, aiming at meeting the targeted expenditure of 6.0% of the GDP (GOI,2004) as early as possible, as recommended by the Kothari Commission in 1966. However, as Kingdon (2007) observes, the story of India's educational achievements is one of mixed success. On the down side, India has 33% of the world's illiterates and is home to a high proportion of the world's out of school children and youth. On the positive side, it has made encouraging progress in raising schooling participation and emerged as an important player in the worldwide information technology revolution and thus emerged as a knowledge hub.

School management reforms, being practiced in many countries, are challenging the conventional education governance structures aiming at increasing school autonomy and empowering localized decision making. It aims to strengthen incentives for schools to deliver services that are responsive to the needs of the communities they serve. Advocates of this innovative system of school management point-out a wide range of potential benefits. They argue that the devolution of decision-making authority to schools can facilitate and enhance participation – a core strategy in the Dakar Framework for Action (2000). A stronger parental voice and more participation in school management will lead to greater incentives for education providers to offer more efficient services. Moving decisions away from remote planners and closer to those working at the schools who know much about the learners and their educational needs, as well as about local values and realities, is seen as a route to a more responsive system.

The origins of school management reforms can be traced to the United States in 1980s and Australia, Canada and the United Kingdom in 1990s. Similar programs have also been adopted in some developing countries viz. Latin America and South Asia, though sub-Saharan Africa also figures with increasing prominence. In India also, many committees on education and specifically, school education, have referred to the aspect of school management reforms. Indian government has been making efforts to implement these recommendations through some reforms. By strengthening the management aspects through reforms, at both the organizational as well as institutional level, the school education sector can be improved on par with the developed economies. Raju (2006) recommends autonomy not just for the private institutions and the self financed institutions, but also for the institutions which are under the government either fully or partly financed by the government. The type of autonomy should ensure that the stakeholders are protected, particularly the students, against dilution in quality. Concerning autonomy, the law must delegate the necessary decision making power to the institution – for changes in curricula and teaching methods, for internal self-governance, for interaction with other organizations nationally and internationally and for economic transactions. It is also very important that accountability must follow autonomy.

HUMAN RESOURCE ASPECT OF SCHOOL MANAGEMENT

Since education is people oriented, staffing function gains a greater importance in management. Many research reports point out that only optimized human contribution can bring efficiency in this sector. As it is widely known, more than 97% of the educational budget at primary level and more than 92% at secondary level is spent towards staff cost. Therefore, managing education implies managing workforce. The approach a system uses for staffing can strengthen or weaken the quality of education offered to students of a particular school (Neville and Alan, 2002). Birch and Calvert (1974) reviewed the academic staffing formulae developed on the basis of the institution's teaching commitment rather than its recruitment of students in the UK and concluded that they are useful more as situation analysis tools than as resource allocation devices. Alan (1975) attempted to widen the scope of the model of Birch and Calvert, by considering approaches based on student enrolment and by adding a further workload model. Charters and Roland (1973) spent a full school year conducting on-site observational studies of four schools in the U.S. in their first year of implementing differentiated staffing and summarized the chronic problems of change revealed by the observations. Rees (1983) examined the level of staffing in educational administration in Swiss Government and established that Swiss authorities employ substantially fewer staff than comparable units in the United Kingdom. He further described how voluntary effort lightens the burden on the cantonal bureaucracy and how inter-cantonal cooperation has to take the place of federal supervision. Ratsoy and others (1978) examined differentiated staffing

model and attempted to improve instruction through use of professional and paraprofessional staff performing all the tasks traditionally assigned to the classroom teacher. Peter and Herbert (1971) documented the parameters of differentiated staffing and the problems that are likely to be associated with its introduction in a logical and systematic manner. English (1970) provided a detailed model for the development of a differentiated staffing program through defining the roles and responsibilities of the various staff members. Blank and others (1994) conducted 'The Schools And Staffing Survey' (SASS) in 1990-91 to provide data on the U.S. elementary and secondary school teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices and illustrated a state's current status relative to other states' policy, funding, and program issues. Martin (1994) examined incentives to attract and retain teachers in remote schools, forms of teacher monitoring and appraisal, and the extent to which Australian parents and community members were involved in school administration. Rajaram (1992) found that the criteria of selection of the District level officers, being selected from outside, was not satisfactory.

STATEMENT OF THE PROBLEM

It has been widely felt that Indian school system has continuously been failing to produce results in consonance with the resources allocated. The education sector in India has not yet fully internalized the developments in the field of management and continues to look at educational planning, administration and organization as aliens. The 'Challenges of Education', the 'National Policy on Education - 1986', the 'Program of Action - 1992' and many subsequent documents and reports brought this mutual exclusivity into focus and emphasized the need for professionalization of educational management. These reports realized that success in implementation of the National Policy on Education would be a function of its management process. According to Jean Drèze and Gazdar (1997), 'the most striking weakness of the schooling system in rural Uttar Pradesh is not so much the deficiency of physical infrastructure but the poor utilization of the existing facilities. It is, in fact, important to note that in the context of development of India, the management of services sector assumes not only importance but is central to the development process itself. Education as a critical service sector and the agencies of education, a critical face of this angle, has been suffering from lack of professional management.

A study conducted by the Centre for Civil Society, New Delhi, (Singh, 2006) stressed that the major problem lay not in the level of financial allocations, but rather in the organizational inefficiencies, lack of accountability and mis-utilization of funds. The effectiveness of education depends largely on how well its units of service are managed. Education can be made more relevant to the user through incorporating professional management at school level. The National Knowledge Commission of India (2009) has proposed to encourage decentralization, local autonomy in management of schools, flexibility in disbursement of funds to improve quality and generate accountability, improving school infrastructure and revamping school inspection with a greater role for local stakeholders. Karpade, Ashok and Meghanathan (2004) made 'an extensive study of successful school management in India: Case studies of Navodaya vidyalayas' and found that successful schools adopted systematic and participative management system in running day-to-day activities of schools. The study also revealed that people in managerial positions were delegated autonomy but also made them responsible for successful completion of the tasks. The study observes that by following systematic management process, the heads of schools could set higher and higher goals for themselves and for their schools and achieve them with team work and efficient managerial practices.

As India is progressing in achieving the goals of accessibility and enrolment in school education, this is the time to shift concentration towards the management issues for making the system result oriented. Better models of management can be derived for Indian school system by analyzing the school based management practices followed around the world. Thus, concentration on management of schools serves as a tool for 'turn around' of school education sector in India.

OBJECTIVE OF THE STUDY

The principal objective of the study is to study the adequacy levels, shortage and recruitment system of teachers in the select secondary schools.

HYPOTHESIS

That the recruitment of staff is as per norms and all the schools are provided with adequate number of staff in order to ensure that the inadequacy does not impinge on the quality of education.

METHODOLOGY

Stratified sampling has been utilized to draw the sample from the finite universe of 557 secondary schools operating under four major types of management in Krishna District of Andhra Pradesh in India. The sample has been made largely representative by selecting 188 secondary schools accounting for around 34% of the population and representing 49 out of a total of 50 mandal administrative units. The primary data is collected through self designed questionnaire and interview schedules from the Headmasters / Principals of the select secondary schools. The data is analyzed through Chi-Square Test with the help of SPSS version 17, to establish the consistency of the responses.

RESULTS AND ANALYSIS

Recent international surveys (Maria, 2002) show that despite substantial progress in recruiting new teachers since 1990, demographic pressures, the need to reduce the high out of school population and relative unattractiveness of teaching are making the situation worse in many countries. Education for All (EFA) goals by 2015 are threatened by current or prospective teacher shortages, hence the need to better understand and develop policies and concrete measures to address these shortages in the interests of universal access and provision of quality basic education. Teacher shortages will not have the same profile everywhere. They may result from overall lack of teachers, a low percentage of qualified teachers according to government standards, an uneven distribution by geographic area (sufficient or excess numbers in urban or richer areas, shortages in rural or disadvantaged areas), lack of teachers at a particular level (primary or secondary) or subject area (sciences, maths, etc), or a combination. With this background, the present study attempts to explore the prevailing nature and practice of staffing function at secondary level of Indian school education system. The survey results are discussed in terms of adequacy, shortage and recruitment of teachers in the select schools.

1. ADEQUACY OF TEACHING STAFF

The first thing to take care of in any human oriented service like education is the adequacy of human resources. Meeting the requirements of the Government for delivery of an adequate education for students requires a sufficient number of teachers to ensure both the direct delivery of curriculum to children in the classroom, and the management structures and systems to support this delivery. Improving the adequacy of staffing levels in schools and the consequent reduction in teacher workload can therefore link directly to improvements in student outcomes.

Because there is no universally accepted standard for adequacy of teachers in the schools, the adequacy level of staff at each school, each block or mandal and each zone or district must logically be arrived at by giving due importance to individual school needs. This can become the basis for decision making in recruitment and selection. An enormous increase in the number of teachers will also be required to achieve the alternative scenario, i.e. eliminating drop outs and reducing the pupil-teacher ratio down to around 1:20, which is the UMI reference level. Together, this will require an additional three million primary school teachers, more than twice the number currently employed. Similar increases will be required at middle and secondary school levels. (Raju, 2006) As The Hindu (2004) reports, a massive shortage of principals, vice-principals and teachers had hit the working and functioning of the government and aided schools in the Indian Capital- New Delhi. The schools were facing a shortage of 4,000 teachers, a situation that has led to a lot of discrepancies. In this context, the study attempted to find out the existing situation of staff adequacy in the select schools.

DISCUSSION

There is no clearly defined standard for assessing adequacy or otherwise of teachers in the schools. The norms regarding pupil-teacher ratio are the only guidelines serving as the norms for teacher adequacy at schools. The respondents from all the categories of schools unanimously agreed that the only norm they were aware of was the one related to the pupil-teacher ratio, rather than the specific norms towards the adequacy of teachers in the schools.

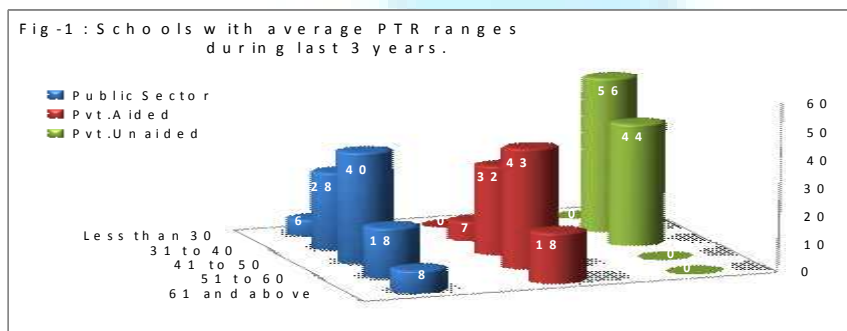
2. PUPIL-TEACHER RATIO

Education is people intensive and around 95% of them are working in the classrooms. The single most expensive factor in a school budget is, then, pupil-teacher ratio. (William, 2009) The quality of education also depends on teachers’ numbers, distribution, skills and competencies. One of the commonest indicators of the quality of education is the pupil-teacher ratio. Pupil-teacher ratios are consistently higher at the secondary level. Across the Asia Pacific region, the average ratio is 20 in 2006. (UNESCO, 2008) Developing countries have been quite successful at expanding enrollments in education, especially at the lower levels. But for any given level of efficiency, increased enrollments require increased resources, in order to maintain quality. If these resources are not forthcoming, the increase in educational quantity may come at the expense of quality. Many studies have concentrated on investigating educational expenditure and pupil-teacher ratio to see how these two factors can influence the quality of education. Duraisamy, Estelle, Julia and Jee-Peng (1998) explored the negative impact of the enrollment expansion unaccompanied by increased numbers of teachers on school conditions and learning, using a cross-district time series analysis in the State of Tamil Nadu and proposed alternative policies which can be used to avoid such negative effects by more efficient use of existing public resources and by expansion of over-all educational resources through greater reliance on private management and finance. Cheung and Chan (2007) examined the two educational factors – educational expenditure and pupil teacher ratio, from a different perspective. If educational expenditure and pupil-teacher ratio really have a significant impact on the quality of education as many studies have claimed, it is important to step back and understand why some regions choose to have high/low educational expenditure and high/low pupil-teacher ratios. This study found that culture has an important impact on these two educational factors. Robert (2006) found that students in small classes exhibited significantly fewer instances of disruptive behavior and had significantly more square feet per student than did the students in pupil-teacher-ratio class settings.

It is important to note the opinion of Mr. Shane Ross, (2008) the Irish Senator, during a parliament debate on pupil teacher ratio in Irish schools, ‘Every survey I have seen has found that if one does not educate people at primary level with a low pupil-teacher ratio it is very difficult to compensate later by reducing class sizes at secondary level. It must permeate throughout all classes and all parts of the educational system. We must start young and continue it. The government’s failure to do this is a betrayal of future generations and teachers. There are great practical problems with overcrowded classrooms. If classrooms are overcrowded, education will suffer and the environment in which pupils are educated will suffer.’ In a traditional Montessori class, as Maria Montessori envisioned it, one teacher is in charge of 20-25 children. That’s because the teaching philosophy and the way the class activity is structured around freedom of choice and independent work creates a child-centered environment rather than a teacher-centered environment. Optimal pupil teacher ratio, specifically at school level, is essential since the number of students in the classroom influences teacher morale. And teacher morale influences student achievement.

DISCUSSION

The category- wise average pupil-teacher ratio among the sample secondary schools prevailed during the past three academic years is given in Figure-1.



Around 60% of the public sector schools have PTRs higher than the prescribed i.e., 1:40. The private aided schools are the worst sufferers as around 80% of them have PTRs higher than the prescribed ratio. Among the private unaided schools, more than 50% are maintaining PTR between 31 to 40 students while the remaining are operating between 41 to 50 students per teacher. The governmental educational administrators at higher level are deciding the ratio based on the student enrolment at schools.

The data collected regarding the desirable PTR is analysed with Chi Square Test to establish the consistency and similarities.

TABLE-1: DESIRABLE PUPIL-TEACHER RATIO (CROSS TABULATION)

Category	Desirable Pupil- Teacher Ratio				Total
	Up to 20	21-30	31-40	41-50	
Government	Count	0	0	3	4
	% within category	.0%	.0%	75.0%	25.0%
	% within column	.0%	.0%	3.8%	9.1%
	% of Total	.0%	.0%	1.6%	.5%
Local Body	Count	18	36	52	7
	% within category	15.9%	31.9%	46.0%	6.2%
	% within column	62.1%	52.2%	65.8%	63.6%
	% of Total	9.6%	19.1%	27.7%	3.7%
Private Aided	Count	2	9	12	3
	% within category	7.7%	34.6%	46.2%	11.5%
	% within column	6.9%	13.0%	15.2%	27.3%
	% of Total	1.1%	4.8%	6.4%	1.6%
Private Unaided	Count	9	24	12	0
	% within category	20.0%	53.3%	26.7%	.0%
	% within column	31.0%	34.8%	15.2%	.0%
	% of Total	4.8%	12.8%	6.4%	.0%
Total	Count	29	69	79	11
	% within row	15.4%	36.7%	42.0%	5.9%
	% within column	100.0%	100.0%	100.0%	100.0%
	% of Total	15.4%	36.7%	42.0%	5.9%

TABLE-2: CHI-SQUARE TEST RESULT (SPSS OUTPUT)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.562*	9	.029
N of Valid Cases	188		

* 0.05 Significant.

** 0.01 Highly Significant.

*** 0.001 Very Highly Significant.

Among the Government schools, 75% opined the optimal PTR to be in the range of 31 to 40 students per teacher. Of the Local Body schools, 16% preferred the ratio to be up to 20 students per teacher; 32% desired for 21 to 30 students; and another 46% voted for the range between a range of 31 to 40 students. In the Private Aided category, 8% preferred the optimal ratio to be up to 20 students; while 35% of them considered 21 to 30 students as optimal; 46% opted for a ratio in the range of 31 to 40 students; and only 11% accepted the ratio up to 50 students. Among the Private Unaided schools, 20% preferred 1:20 while 53% opted for a ratio between 21 to 30; and 27% of them accepted the ratio to be up to 40 students per teacher. Within the column ranges, the ratio between 31 to 40 students per teacher attracted the highest preference of the Government, Local Body and Private Aided schools with 75%; 46% and 46.2% respectively. The Chi Square value (18.562) is significant at 0.05 level.

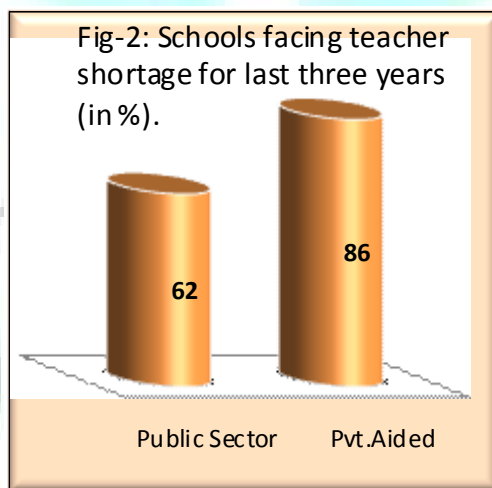
The average Pupil Teacher Ratio for All India is 1:42. Bihar has the worst ratio at 1:83 (UNICEF, 2006). Though enrolment rates have gone up, there has not been a corresponding increase in the number of teachers. The problem of teacher shortage can't be overcome without recruiting more number of teachers into the schools.

3. STAFF SHORTAGE AND ATTRITION

As the world makes gains in providing quality basic education for all children, the role of teachers becomes increasingly pivotal for achieving, consolidating and sustaining progress. The quality of an education system cannot exceed the quality of its teachers. (Barber and Mourshed, 2007) Few educational problems have received more attention in recent times than the failure to ensure that elementary and secondary classrooms are all staffed with qualified teachers. Contemporary educational theory holds that one of the pivotal causes of poor performance of students is the inability of schools to provide adequate staff. Contemporary theory also holds that these staffing problems are primarily due to the shortage of teachers, which, in turn, are primarily due to recent increase in teacher retirements and student enrollments. Education is supposed to be the first step in nation-building. But India simply doesn't have enough teachers. The country already faces a shortage of 8 lakh teachers in primary and middle schools. And the situation is going to get even worse. About 10% of teachers at this stage (i.e.in 2008) are above 55 years of age. With 6.5% of teachers expected to retire or leave the profession each year, some 35 lakh teachers will be left at the primary and middle level by 2011- a colossal shortfall of almost 25 lakh teachers (Verma, 2008). The inability of schools to adequately staff classrooms with qualified teachers has since been cast as a major educational problem and received widespread coverage. It is high time that the NCTE focuses on this issue and conducts a detailed survey in the States as to the staff shortage in the primary and secondary schools.

Education is a major engine of economic and social development. The expansion of educational systems became a high priority for many Governments in the decades following the Second World War. Between 1970 and 2000, the percentage of the population aged 15 and over who had completed primary school increased from 23 to 43% in 73 developing countries (UNO, 2001). Achieving 'Education For All' depends on having enough teachers. On 21 February, 2005, the Prime Minister of India, while speaking to the representatives of UNICEF, said that he was pained to note that 'only 47 out of 100 children enrolled in class I reach class VIII, putting the dropout rate at 52.79%'. This, he said was 'unacceptably high' and attributed the high dropout rate to 'lack of adequate facilities, large-scale absenteeism of teachers and inadequate supervision by local authorities'. As per the data of District Information System for Education (DISE) 2003-04, 19% of the total primary schools are single teacher schools in India catering to nearly 12% of the total enrolment in primary classes (DISE, 2004). Systemic factors such as lack of teachers, teacher absenteeism, irregular classes and overcrowded classrooms have diminished the quality of teaching-learning process. Experts predict that over the next ten years the nation will need 2.2 to 2.4 million teachers. The shortages continue to rise because of retirement of teachers and some new teachers leaving the profession in the first few years.

As a matter of fact, many research studies called for efforts to reduce the class size which requires still more teachers. The Education International's study (2008) in six Sub-Saharan African Countries revealed that there had been a serious shortage of qualified teachers at both primary and secondary levels and seemed to be more acute in remote rural areas and in special subject areas, such as mathematics and science. The average rate of teacher attrition in these countries was put at 4%. Most of the attritions were attributed to retirement, resignations, death and dismissals.



DISCUSSION

As observed from Figure-2, around 60% of the public sector and more than 80% of the aided schools have been facing teacher shortage during the past three years. The teacher shortage is assessed by comparing the actual number of teachers working against the total sanctioned posts at each school. The deviations in the enrolment are not considered in adjusting the sanction of posts yearly. Hence, some (even though a few) schools have the lowest PTR i.e., less than 30 students per teacher while some others have the highest ratio i.e. more than 60 students per teacher. The issue of teacher shortage is not applicable to the private unaided schools since they can recruit teachers whenever required. The schools experiencing teacher shortage have been overcoming the problem by thrusting more work load on the existing teachers, clubbing two sections whenever possible and by recruiting para-teachers (vidya volunteers). There is no staff attrition among the Government, Local body and Private Aided schools. But, teacher attrition has been a major problem in the private unaided schools. They attributed the problem to the reasons like getting government employment, pursuing higher education, getting married and family relocation.

4. TEACHER RECRUITMENT

A student during his school life up to higher secondary level spends 25,000 hours in the school campus. His life is, more influenced by the teachers and the school environment. Therefore, the school must have teachers of high caliber with ability to teach and build moral qualities among pupils. Teachers should become role models, said Dr.A.P.J. Abdul Kalam. Dr Sarvepalli Radhakrishnan's dream was that 'Teachers should be the best minds in the country.' The remarks of Abraham Lincoln, former President of USA, in his letter to the Headmaster of his son's school are worth mentioning here. He went on record saying: 'Teach him it is far more honourable to fail than to cheat; Teach him to sell his brawn and brain to the highest bidders; but never to put a price tag on his heart and soul; Teach him to close his ears to a howling mob... and to stand and fight if he thinks he's right; Teach him always to have sublime faith in himself because then he will always have sublime faith in mankind.'

The National Policy on Education-1986 states that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of their teachers. The government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. The efficiency and quality of education ultimately depends on the people in the system. The key issues considered appropriate are discussed hereunder.

It is evident that high quality teachers matter for students' success. But the question is how to select a qualified teacher? The goal of any recruitment and selection system should be to hire the best qualified person for the job. The entire process should be fair and equitable. Teacher recruitment and selection is one of the most important duties befalling educational administrators. The character of a school, the nature of its curriculum and even its moral tone is largely shaped by the teachers. In addition to recognizing that the teachers can indeed mould the character and nature of a school, it must be realized that the major portion of the educational budget is spent on staff cost. It is then essential to know how administrators can recruit and select teachers more effectively. Unfortunately, there is no one program or single criterion best suited to staff selection in education. Any such activity must be adapted to the particular and peculiar needs of the community. In developing criteria for teacher selection, consideration should be given to the complex interaction of teacher behavior, learner behavior and environmental factors in the teaching-learning process. (Bolton, 1973) The selection must be based on realistic criteria. Investment in every school employee is considerable and, in addition, future educational leadership is related to present recruitment policies. It is obvious that the potential for waste of every kind is enormous and especially so if recruitment programs are inefficient and ineffective. Recruitment programs must, therefore, be continuously evaluated and updated to ensure that they are accomplishing their intended goals, both long and short terms. The recruitment and selection process being practiced in Indian school system has been most conventional and highly centralized. The study attempted to analyze the process in terms of the norms of minimum qualifications and the procedure of recruitment.

Research has shown that students taught by the most qualified and effective teachers achieve at higher levels, and that teacher quality should be a major focus to improve our schools. (Fergusson, 1991) Over the past decade, a number of education stakeholders have come to agree that educator quality is an important determinant of student achievement, outside of home and family influences. Efforts to address educator quality and student achievement encompass a number of factors, conditions, policies, and institutions. The P-16 Committee on Educator Quality in U.S (2007) chose to address issues known to impact the quality of educators in the field which can be grouped into three broad categories: recruitment and selection, preparation, and retention.

DISCUSSION

Teacher recruitment and selection are highly centralized and concentrated in the hands of State Government. Teacher appointment process is not different from that of any other public sector recruitment. Mass recruitment drives for teachers are conducted during the past few years in the State of Andhra Pradesh. These decisions are rather politically motivated. Teacher recruitment to the private aided schools is banned by the State Government more than a decade ago. Teacher appointment process in public sector doesn't provide any role for the concerned school heads or the school community; whereas the heads of private schools play a considerable role in the process of teacher selection to their schools.

CONCLUSION

Teachers constitute the single largest group of educated and professionally qualified workers in India. Recruiting suitable persons into the profession is difficult and should be unique. But the present practice of mass recruitment of teachers, just like any other public sector clerical employment, doesn't reflect the essential spirit of the profession. Research findings reveal that a majority of the teachers chose the career on the rebound when they could not pursue their preferred career choice or as a stop-gap arrangement while preparing for other careers or otherwise as a permanent employment opportunity and source of livelihood and many educated women as they had nothing else to do or else as a source of financial support to their families. Very few teachers made a conscious choice because of the 'nobility' of the profession or inspiration from parents or teachers. Thus any person having prescribed qualifications can enter the profession through the present subject-testing type of hiring system followed by the governments in India. There is no mechanism to identify and hire the prospective candidates who are interested in and wholeheartedly opt for teaching profession. Moreover, the recruitment process considers only the subject knowledge rather than managerial skills in addition to professional qualifications where teachers are supposed to contribute their share for efficient management of the school and have to take up full time managerial responsibilities at some stage of their career.

Hence there is a great need to revamp the centralized recruitment and selection procedures so that the people dreaming about the profession opt to teaching on their own volition rather than as a mere employment. Teacher recruitment must be delinked from the time bound mass recruitment drives of the governments. Rather it can be designed as a continuous process throughout the year by considering subject knowledge as well as managerial skills through a transparent process. Political decisions are the most influencing factors of teacher recruitment now-a-days in India. Efforts must be initiated to make this activity immune to political pressures and gains. The recruitment process is to be decentralized and handed over to the local community, whose wards the school is expected to groom. Hiring should be done against a position in a specific school rather than a vacancy in general to ensure maximum contribution through appointing a person who is 'local' to the school. Same procedure can be applied for private aided category of schools while relaxing the ban on teacher recruitment. There is a great responsibility on the part of the Government to reduce the schools with higher PTRs to enhance the quality of public education.

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