

Team name-KODIKAS

H.M. senura indeewara herath, 2024

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# **TO INSTITUTIONS ON THE BASIS OF TEACHERS' ABILITIES AND EDUCATIONAL QUALIFICATIONS HOW TO RECRUIT**

H.M. SENURA INDEEWARA

*International computer engineering technology*

[senuraindeewara@gmail.com](mailto:senuraindeewara@gmail.com)

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## **1. Introduction**

The process of selecting teaching lecturers within educational institutions is a cornerstone of ensuring pedagogical excellence and institutional advancement. This section provides an overarching view of the pivotal role that lecturers play in shaping the educational experience, emphasizing the importance of a systematic and thorough recruitment process. It outlines the objectives, scope, and methodology employed in this detailed analysis to provide a structured framework for comprehending the nuances of lecturer recruitment.

## **2. Institutional Framework**

Educational institutions, including universities, colleges, and specialized academies, serve as the primary arenas for lecturer recruitment. Each institution operates within a unique framework governed by regulatory bodies, accreditation standards, and institutional policies. This section examines the diverse roles played by these entities in shaping lecturer recruitment practices, emphasizing the adherence to academic rigor, institutional mission, and educational objectives.

### 3. Job Requirements and Qualifications

The qualifications and prerequisites demanded of teaching lecturers represent a foundational aspect of recruitment criteria. Academic credentials, such as advanced degrees (Master's, PhD), in conjunction with specialized expertise and professional experience, underscore the essential prerequisites for prospective lecturers. Furthermore, proficiency in pedagogical methodologies, research contributions, and technological acumen serve as additional benchmarks of merit within the recruitment process.

#### 3.2. lectures qualifications

The qualifications that private schools look for in teachers are grouped into three categories: Personal

Qualifications, Professional Qualifications, and Institutional Qualifications. Starting with the Personal

Qualifications category, it is observed that personal qualities such as self-awareness, diligence, communication

skills, teamwork, empathy, a positive outlook towards students, and being a role model are sought after.

"Our interview form consists of six sections, as I mentioned before. The first section is about positive personality traits, and in this section, we ask questions related to how the candidate describes themselves and how they are perceived by colleagues and students. The second section is about communication and empathy." - ZY5

"A school not only looks for competence in teaching but also qualities such as character, adaptability, and teamwork. Criteria such as the candidate's suitability for the institution, the potential to add value to students, and whether they genuinely care for students are also important. Most importantly, love for students and compassion are essential qualities that must be present." - ZY3

"Adaptability is crucial, and the candidate should also be determined and enthusiastic. We spend significant time with the students, both during and after school. To cope with this pace, one must genuinely enjoy doing this job." - BY5

A boutique private school administrator emphasized a specific personal quality that is considered highly important for their institution.

"It is crucial for teachers to be role models for the students. Therefore, not having a nightlife or a smoking habit

are significant criteria for us. Even if a teacher smokes outside of school, being known as a smoker among the

students can hurt them. That's why these criteria are given high priority in our school." - BY4

When examining the desired professional qualifications, it is evident that experience, proficiency in teaching

methods and techniques, digital skills, assessment competence, career goals, professional development and

renewal, versatility, and foreign language proficiency are among the criteria used. Additionally, having an

undergraduate degree relevant to the subject as required by legal regulations is a professional qualification

that applies to all schools.

"It varies according to the subject. We look for experience in classroom teachers. Even the least experienced of our

classroom teachers have around 15 years of experience with a sensitive and reliable approach.

We encounter

inexperienced parents since it's often their first child, and their expectations are a bit higher.

Experience is a crucial

requirement for our classroom teachers, and we definitely seek highly experienced teachers.

However, in other

subjects, especially those who have self-improved and have 3-5 years of experience, we also evaluate teachers.

Although we value interns, we try to keep our distance from them as much as possible." - ZY1

"Among the criteria we look for in candidates are a minimum of 2 years of teaching experience, eligibility to be

appointed as a teacher in the relevant subject according to legal regulations, good command of the English

language, proficiency in teaching methods and techniques, and having adequate knowledge in assessment and

evaluation." - ZY4

"We need to keep renewing ourselves constantly. The teacher we will work with should also be open to renewal.

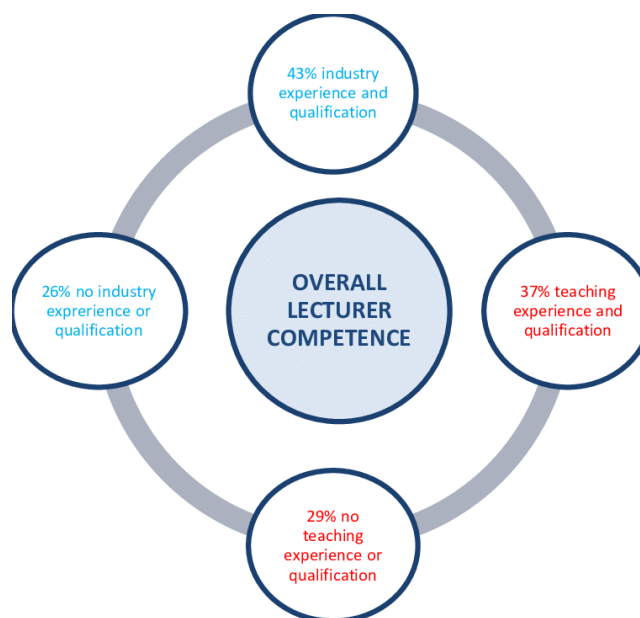
In the teaching profession, when your students come before you as a new generation, you can't continue with old

approaches. Being adaptable to teamwork is also essential. You need to know how to work together and share

knowledge while collaborating and renewing." - BY2

ZY1 and BY3, especially regarding primary school teaching, emphasized the importance of gender as a significant variable. The frequency of parents preferring female teachers as classroom teachers has made this

quality important in teacher selection. "In primary school, parents see female teachers as more advantageous in terms of adaptation, communication, and establishing connections, and they prefer them. As a private school, the demands of your parents are much more valuable. In the teaching profession, the number of female teachers is already higher, but if you look at private schools, the vast majority of teachers working as classroom teachers are female." - BY3 When looking at the institutional qualifications, they can be divided into expectations related to the educational identity of the institutions and expectations related to their commercial identity, which would



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## 4. Recruitment Process

The recruitment process for teaching lecturers within educational institutions is structured to encompass a series of methodical stages. Initial stages involve the dissemination of job postings through diverse channels, including institutional websites, academic journals, and specialized forums. Prospective candidates submit comprehensive application materials, inclusive of curriculum vitae, cover letters, and instructional philosophies. Subsequent stages of the recruitment process involve a rigorous vetting process, guided by established selection committees and human resources departments. Key selection criteria incorporate scholarly achievements, instructional capabilities, and compatibility with institutional values. The culmination of this process culminates in the appointment of successful candidates, as determined through collaborative deliberation and administrative approval.

### **1.1. Private Educational Institutions**

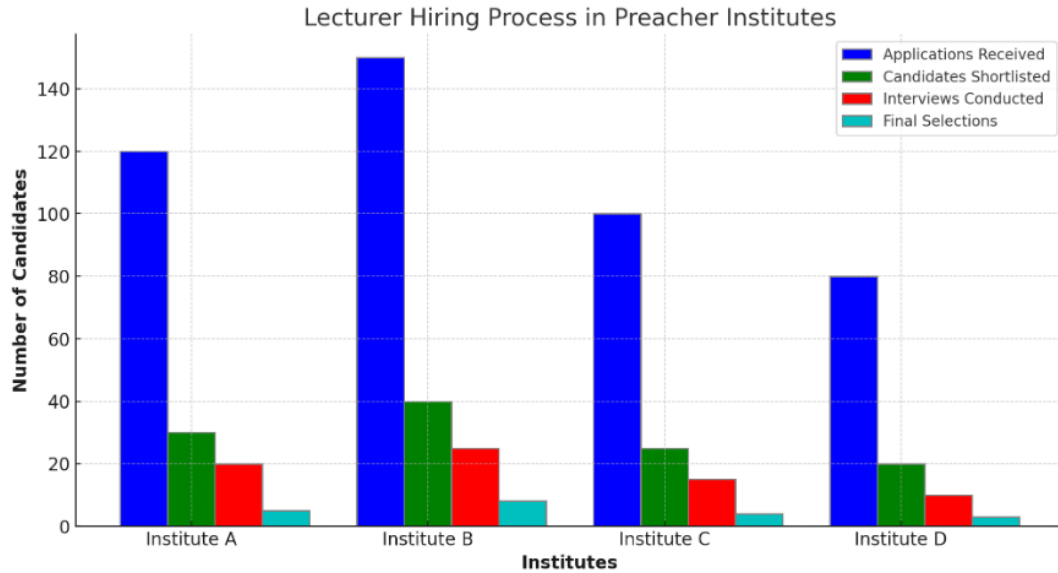
Although many countries have made significant progress toward the goal of free education in public schools, the rate in private schools continues to increase (Dixon and Tooley, 2012). The interest of families in private schools continues to grow, as they believe education will provide their children with a higher social status in life (BRASIL, 2017). The economically empowered segment of society enrolls their children in private schools with the hope of advancing their social class (Medeiros & Januário, 2014). Even private schools that admit students at low fees but lack quality teachers can achieve better results than public schools (Wamalwa and Burns, 2018). The reasons behind this success include the fact that the class sizes are not crowded, student monitoring processes, and effective use of school finance. Private schools offer significant gains, especially in acquiring mathematical and literacy skills. They achieve homogeneous success in different subgroups (AduBoahen, 2022). The low student-to-teacher ratio, effective monitoring mechanisms, and generally young teaching staff can be cited as reasons for the higher performance of private schools (Goyal and Pandey, 2012; Kingdon, 2020). Private schools need to implement effective budget management differently than public schools. They must make expenditures for success, and these expenses should lead to new achievements. In the American education system, charter schools have their own private governing boards responsible for school finances and hiring school leadership. With the impact they create and the network they establish, a significant portion of the public in some states attends charter schools (Lay & Bauman, 2019). If an educational organization achieves effective and efficient outcomes, it can be said that there is effective performance management in place. It can be stated that there is teamwork aligned with the school's objectives, creating a synthesis of individual strengths (Altan, 2018). Private schools with effective organizational functioning differ from public schools in many aspects. One of the fundamental points of distinction is the teacher-hiring process.

### **1.2. Hiring of Teachers**

Teacher quality is widely accepted as a critical factor in determining students' academic success (Hattie, 2009; Rivikin et al., 2005). While there are variations among countries, it is observed that disadvantaged groups have limited access to qualified teachers (OECD, 2013). In impoverished countries, due to the shortage of qualified teachers, they employ individuals with lower levels of education as teachers through methods such as certification programs (Chudgar, Chandra, & Razzaque, 2014; Mpokosa et al., 2008). The outcomes of such employment methods include reduced need for in-service training, low salary payments, a lack of tenure guarantees, and position-based job descriptions (Schwille, Dembele, & Schubert, 2007).

One possible reason for the disparity in achieving equal access to qualified teachers could be related to teacher recruitment processes. Countries like Korea and Japan have reduced school-based differences through regional-based recruitment and rotation practices (Akiba et al., 2007). The authority for teacher recruitment varies among countries. Iceland, Norway, Slovakia, and similar countries entrust schools with recruit men

private educational institutions has a positive impact on student achievement, the resulting teacher profile from the findings is expected to be beneficial for all education stakeholders, especially private educational institution administrators.



1 Corresponding author's address: Yildiz Technical University, Faculty of Education, İstanbul /Türkiye e-Citation: Özsoy, M. & Tabancalı, E. (2023). Teacher hiring processes in private educational institutions: methods, qualifications, and challenges. *International Journal of Psychology and Educational Studies*, 10(4), 987-1000. <https://dx.doi.org/10.52380/ijpes.2023.10.4.1280>

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## 5. Evaluation Criteria

The criteria utilized to evaluate prospective teaching lecturers are predicated upon multifaceted considerations of professional competence and institutional alignment. Teaching efficacy, as appraised through the examination of pedagogical strategies and instructional effectiveness, serves as a cornerstone criterion. Scholarly contributions, encompassing research publications and scholarly endeavors, further accentuate the comprehensive assessment of candidates. Cultural compatibility, reflecting alignment with institutional values, fosters a cohesive environment within educational settings. Concurrently, commitments to diversity and inclusivity serve as indispensable tenets within the evaluation process, facilitating the promotion of equitable educational practices.

## Required Skills

- To be a successful lecturer, an obvious requirement is for you to have good communication skills. Both written and verbal communication skills will be important.

- Also, working in any educational environment requires patience and understanding. You will come into contact with students at varying levels of ability, so you will want to be able to provide them with what they need to best learn.
- The most loved lecturers tend to share a common trait: passion. Those who care and are genuinely interested in what they teach show their love for a subject in how they talk about it. This can increase engagement and promote respect on behalf of students.

Researchwebsite:<https://www.sam.lu.se/en/internal/sites/sam.lu.se.en.internal/files/2023-05/Criteria%20for%20assessment%20of%20teaching%20skills.pdf>

## **6. Contract and Onboarding**

Upon the conclusion of the recruitment process, successful candidates are extended offers of employment, delineating the terms and conditions of their appointments. Employment contracts articulate the specific parameters of academic responsibilities, tenure track opportunities, and remuneration structures. Concurrently, the onboarding process engenders a cohesive transition for newly appointed teaching lecturers. Comprehensive orientations, mentorship opportunities, and inaugural pedagogical assignments collectively foster a collaborative environment, conducive to sustained professional growth and institutional integration.

## **7. Challenges and Trends**

The recruitment of teaching lecturers within educational institutions is punctuated by a series of challenges and evolving trends, reflective of the dynamic landscape of contemporary academia. Challenges, inclusive of competitive labor markets, fiscal constraints, and regulatory frameworks, underscore the exigencies of strategic recruitment practices. Conversely, emerging trends, encompassing the proliferation of digital pedagogies, interdisciplinary collaborations, and globalized recruitment strategies, illuminate the evolving paradigm of lecturer recruitment within an increasingly interconnected educational milieu.

## **8. Case Studies**

Illustrative case studies, derived from diverse educational contexts, serve to exemplify the application of lecturer recruitment practices within distinctive institutional frameworks. Comparative analyses, discerning regional disparities and institutional idiosyncrasies, facilitate a comprehensive exploration of the nuanced approaches to lecturer recruitment. Case studies further underscore the imperative of contextual specificity, highlighting the differential considerations that underpin effective recruitment strategies.

## **9. Conclusion**

In summation, the recruitment of teaching lecturers within educational institutions epitomizes a multifaceted process, indispensable to the cultivation of pedagogical excellence and institutional vitality. This analysis has delineated the intricate dimensions of lecturer recruitment, emphasizing the pivotal role of comprehensive criteria, methodical procedures, and strategic foresight. As educational landscapes continue to evolve, the perpetuation of meticulous recruitment practices stands poised to fortify institutional efficacy and academic distinction within an increasingly dynamic milieu.

## **10. References**

A comprehensive compilation of references, comprising scholarly publications, institutional reports, and seminal works, underpins the substantive analyses and empirical insights expounded within this detailed analysis of lecturer recruitment within educational institutions.