

# Teacher Recruitment Policy and Practices in Federal Nepal

(This study is a part of the first author’s doctoral dissertation)

Min Bdr. Shahi

PhD Scholar, Tribhuvan University, Nepal

DOI: 10.29322/IJSRP.11.03.2021.p11114  
<http://dx.doi.org/10.29322/IJSRP.11.03.2021.p11114>

**Abstract-** The ideas of research on teacher recruitment emerged with the diverse situation of teachers in community schools of Nepal. Also, federal shifted of governing system encouraged to conduct this research.

Basically, the policy perspectives of teacher recruitment and its' execution are in top of the priority in this research. The government people at three levels, implementers, observers and experts were followed to grab their experiences and ideas about teacher recruitment. Focus Group Discussion (FGD), survey and interviews were major tools for data collection and also followed observations at different level. (Vlados, Chatzinikolaou et al. 2019)

This research concluded to empower and authorize teacher recruitment power to local government with provincial and federal supports. Also, practicable and transparent system of teacher recruitment is introduced.

**Index Terms-** Teacher – recruitment – framework – authority – power sharing

## I. INTRODUCTION

The operational definition of teacher recruitment embraces teacher license, selection, job induction and recruitments. There are number of related issues with each of these components. Organization for Economic Cooperation and Development (OECD) report that recruiting able and competent teacher is a prioritized goal of each government in the world which is still not completed (Kis and Field 2009).

In regards Nepal, Thapa, Sam and Parajuli (2013) found power influence, nepotism and favoritism are the issues associated with teacher recruitment. These issues contributed to low quality education (Asian Development Bank [ADB], 2013).

### Global knowledge about teacher recruitment

25 countries are following federal governing system (Moreno, 2010). Among 25 federal countries, Argentina, Switzerland, Brazil, Nigeria, Russia are few examples who are practicing three tiers governing system like Nepal (ibid). State is most powerful authority for teacher recruitment in these countries (ibid). Ramachandran, Béteille, Linden, Dey, Goyal, and Chatterjee (2018) explained that recruitment process is different among the states in India and state recruits basic and

secondary teachers. District and Gram Panchayat hire temporary teachers for short period.

**Table 1: Teacher recruitment practices in representative federal countries**

Components	Role clarification in representative countries				
	India	Brazil	Russia	USA	Pakistan
License	NA	NA	NA	NA	NA
Selection	State				
Recruitment	State (P) Local (T)	Province	State and School	State (P) School (T)	Federal (S) District (P)

Source: World Bank. (1999), Wilkins (1998), MoHRD, India (2019), Kurlyandskaya,

Note: P = Permanent, T = Temporary, S = secondary and P = Primary

### National context of teacher recruitment in Nepal

Juddha Samsher declared the first policy document "Istihar" of education in 1940 (Sharma, 2004, 2014). Both Wardha and Istihar were basic documents about school governance and teacher recruitment (ibid). Following table shows a summary;

**Table 2: Teacher recruitment in different time frame in Nepal**

Time frame	Government form	Nature and situation of teacher recruitment
Before 1769	Before unification	Not explained, knowledge transfer traditionally
1769 – 1847	Shah period	Focused on religious and cultural trend
1847 – 1951	Rana period	Imported from other countries, preparation time
1951 – 1959	Democracy	Preparatory phase, recruited literate people
1959 –	Moderated	Easy entry to teacher, by central

1990	panchayat	government
1991 – 2006	Multiparty democracy	Selection by TSC, recruit by district education
2007 – 2015	People republic	TSC and federal gov.’s role, transition period

Source: Self illustration

**Objectives**

- a. To find out the teacher recruitment provision in policies of Federal Nepal
- b. To identify the teacher recruitment practices in community schools in Nepal

**Methodology**

According to (Alok and Mishra, 2017), this research followed the scientific approach to solve research troubles thoroughly. Lych (n.d.), qualitative method answers; how did researcher go about the research? What overall strategy does researcher adopt and why? What design and techniques uses? Why those and not others (Murcott, 1997)?

Study areas were purposively selected to cover the significant stakeholders. It was focused in Kathmandu valley, Dullu municipality of Dailekh (hill) and Garuda of Rautahat (tarai). It covered 11 districts by survey. Survey reaches to individual and it is subjective first hand data (Glasow, 2005). Document study is revisit and a secondary source for evaluation of work (Bowen, 2009).

Taherdoost, (2016), purposive sampling is a strategy to select particular informant for important data which cannot be from common sources (Maxwell, 1996). Kristjansson,

**Table 3: Gist of findings according to components of teacher recruitment**

Components	Analysis of policy provision and field reality
License	<ul style="list-style-type: none"> <li>• TSC lead license program is appreciated and trusted</li> <li>• Suggested to run subject wise tests as it possible for all levels</li> </ul>
Selection (Permanent)	<ul style="list-style-type: none"> <li>• TSC works with local government and selects teachers</li> <li>• Subject wise selection even for Basic/Primary grades is required</li> </ul>
Selection (Temporary)	<ul style="list-style-type: none"> <li>• Local government recruits temporary teachers</li> <li>• Municipality recruits temporary teachers (<i>Education Acts. Chandragiri</i>)</li> </ul>
Job induction	<ul style="list-style-type: none"> <li>• Policy and Acts are silence about it</li> <li>• Teachers expect this in practice (<i>Respondent</i>)</li> </ul>
Recruitment	<ul style="list-style-type: none"> <li>• Local government recruit teachers – constitution (2015)</li> <li>• Province recruit teacher – education policy (2019)</li> <li>• Informants are divided among federal, province and local gov.</li> </ul>

**The field images of recruitment in Nepal**

.... *Every political party's teachers are here. So I cannot command them all accordingly.*

*Head teacher respondent*

Respondents shared that there are unsolvable issues in the

teacher recruitment process like; nepotism, favoritism and bargains. Gentilucci and Brescia (2017), suggested the better

ways of teacher selection with focusing on process and awareness for future consequences.

The beautiful provisions are not being effective in some cases. Informants shared some key issues that there are many power centers to recruit a single teacher in a school.

**Influenced selection and recruitment for ever**

Selection and recruitment are most important, also mostly influenced by authority (MoE, 2017). Authority wants to employ their party cadre and relatives. teacher shared; "...there were three candidates in this post, the initial advertisement of 15 days postponed and later someone came to

Sigfusdottir, Sigfussion, and Allegrante (2013), collecting reliable and validate data is difficult so it must be observed from same length.

**Theoretical stand point in this research**

Assiamah, Asamoah and Kyeremeh (2016) explain that there is no possibility of replace to the bureaucratic theory even in this developed society however there are some extremes to be modified and refined. Bureaucratic theory of Weber (1864 – 1920) followed to set the structure and process of recruitment. Gökdeniz, Kömürcü and Kartal (2017) explained that McKinsey 7S theory covers the overall system and components of organizational management as the human resource (DOI: 10.6007/IJARBS/v7-i6/2967). Believed that testing of these soft skills during the recruitment are important.

**Gaynor’s model of teacher recruitment**

Gaynor said, teacher recruitment must be decentralized in the different administrative levels (World Bank, 1998). His first model is to recruit teachers by the federal government, second is lead by the local or grass root government and the third is power sharing among the different level of government. The second model if being implemented successfully in UK and New Zealand (ibid).

**Results and findings**

I found dilemma in implementers that there is contradicts between the early existing Act (1972) and the constitution (2015). Gist of finding is as follows;

me, ..... I agreed to leave six months' salary. Then I was selected in second advertisement (KII teacher)."

region base. The right use of bracketing may help to increase the result and reduces in opposite cases (Prausa, 2017).

**Blanket Vs Bracket approach of teacher recruitment**

Blanket Vs Bracket approach is one of the issue at present. Local diversities are ignored by the blanket approach (MoE, 1972). There is also "Bracket" problem in both program and

**Shared role of three tiers government is preferred**

Research finding preferred the shared role and coordination between three tiers.

**Table 4: Stakeholders' perspectives**

Components	Stakeholders' perspectives towards teacher recruitment						
	MoEST	CEHRD	Province	R/Municipal	Teachers	Politicians	Others
License	TSC	TSC	TSC	TSC	TSC	TSC	TSC
Selection (P)	TSC	TSC	TSC	TSC	TSC	TSC	TSC
Selection (T)	Local	Local	Local	Local	Local	Local	Local
Recruitment	Province	Province	Province	Local	Federal	F/L	F/P

Source: Self illustration

**Respondents' verdict towards the recruitment authority**

More weightage to local level as explained in constitution (2015), appendices (8).

that teacher selection is different according to the country, rule, economy and society but the minimum requirements are similar. She focuses on three important steps like; written tests, interviews and practical observation (Hobson et al., 2010).

**Table 5: Role of different authorities**

Components	Implementing authority						
	Local gov.	Province	Federal	TSC	SMC	HT	Ed. college
National standards setting			√				
License and license renew				√			
Selection(permanent)		√		√			
Selection (contract)	√				√	√	
Job induction		√		√			
Recruitment	√						

**Job Induction: A turning point to the profession**

Research concluded, job induction is not implemented but it is important for preparing motivated teachers. They compare with other civil service holders and claimed at least a month long training on it. Respondents added that the selected candidates are not familiar with the teacher's daily cycle even. Wallace (2014) explained that job induction plays important role to introduce post and organization properly to staff ([www.researchgate.net/publication/228196502](http://www.researchgate.net/publication/228196502)). So, clarity on responsibilities, benefits and clear picture of organization accelerates the employees' working capacity (ibid).

**Discussion of research findings**

This part covers the discussion of all research findings. Discussion focuses on the constitutional provision, education policy, act and international practices as possible.

**Teaching License: The practice and impact**

Research findings say that license program is a prestige, proud and identity of teaching profession. One of the respondent shared; ".....license is important, it must be regular and more practical during selection process (KII, teacher).

Clotfelter et. al. (2007) and Goldhaber (2007) explain that the relationship between teacher license result and students' average achievement is positive.

**Teacher Selection**

Research findings are positive towards the selection process by the TSC. But there are suggestions about subject wise tests and testing of practical skills because some selected figures were unable to perform in the classroom (KII). Adiguzel (2013) cites

**Conclusions of research**

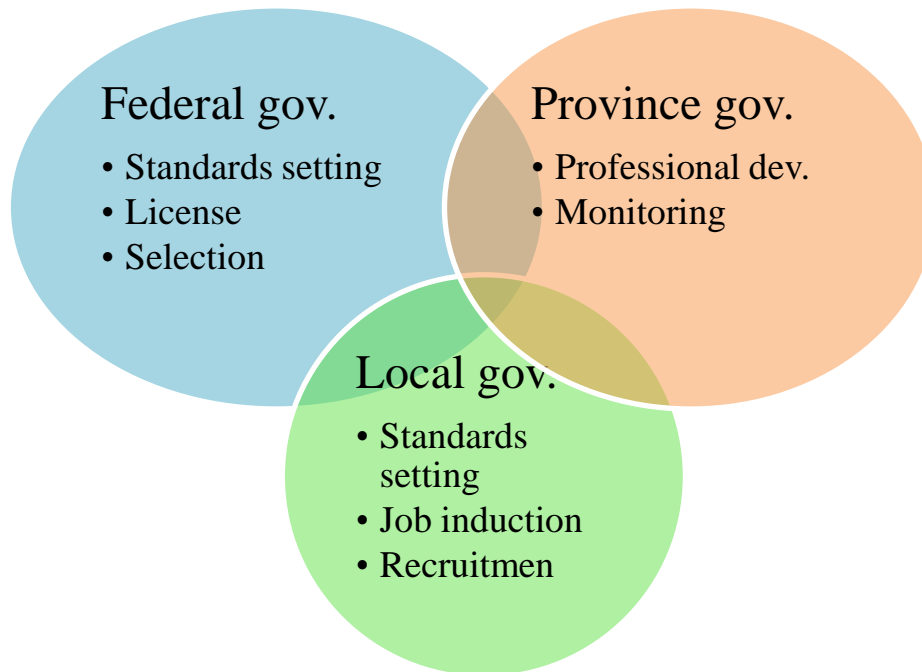
This part explains the conclusions and possible implication of the research which may be useful for the policy makers, implementers and future researchers.

**Rational of authority sharing among three tiers of government requires first priority**

In this regards, local government is most important to meet the federal sprit of the constitution. Here, the local government is responsible for job induction for teachers, recruitment and budget

allocation. The province government preferred as a teacher professional development and monitoring role rather than executive role. Finally, the federal government is required as an ultimate power authority for developing national standards, teacher license and selection process and budgetary support.

It means there is no probability of overlaps and gaps to fulfill the teacher recruitment cycle so that each government are able to perform their role.



*Figure 1: Role specify of three tiers government*

**Holistic framework is effective**

Research concludes that the federal framework of teacher recruitment must be holistic addressing both active and silent components of teacher management.

**Implications of Research Findings**

The following implications may be possible in the future.

*Table 6: Implications based on the components*

#	Components	Implications
1	License	Teaching license is guided by subjects and theory more. Testing of practical and behavioral skills of candidate are equally important.
2	Selection	A regular, annual, subject wise and practical base selection promotes the quality. Functional relationship between three tiers of governments and TSC helps for selecting better teachers. Local authority selects temporary teachers for one year only. No options of extension.
3	Recruitment	Local need, teacher subject and competency lead the recruitment and the local authority is responsible to recruit teachers but there is another level mechanism to control the power influences.

## REFERENCES

- [1] Adiguzel, O. C. (2013). Educational research and reviews teacher recruitment in Turkey: Analysis of teacher selection exams in comparison with revised bloom's taxonomy of educational objectives. DOI: 10.5897/ERR2013.1571
- [2] Alok, S. and Mishra, S. B. (2017). Handbook of research methodology. New delhi, India: <https://www.researchgate.net/publication/319207471>
- [3] Beteille, T., Linden, T., Day, S., Goyal, S., Chatarjee, P. G and Ramchandani, V. (2018). Getting the right teacher into the right school – Managing India's teacher workforce. Washington DC, USA: World Bank
- [4] Bowen, G. A. (2009). Document analysis as a qualitative research method. DOI: 10.3316/QRJ0902027
- [5] Denzin, N and Lincoln, Y. (2005). The sage handbook for qualitative research: Third edition. Thousands Oak, London and New Delhi: sage publication
- [6] Gaynor, C. (1998). Decentralization of education: Teacher management. Washington DC: World Bank
- [7] Gentilucci, J. L., & Brescia, J. J. (2017). Teacher recruitment in California: An analysis of effective strategies. San Luis Obispo, CA: Veritas Research and Evaluation Group.
- [8] Glaso, P. A. (2005). Fundamentals of survey research methodology. Washington C3 center, McLean Virginia: MITRE product – 05W0000077
- [9] Govinda, R. (2005). Para teachers in India: A review. <https://www.researchgate.net/publication/258128450>
- [10] Hobson, A. J., Coldwell, M. and et. al (2018). International teacher recruitment: understanding the attitude and experiences of school leaders and teachers. London, United Kingdom: Department of Education (DoE)
- [11] Honorene, J. (2017). Understanding the role of triangulation in research/Scholarly research journal for interdisciplinary studies. Retrieved from [www.srjis.com](http://www.srjis.com)
- [12] Lacey, N. and Luff, D. (2009). Qualitative data analysis. Boston, USA: The national institute of health research
- [13] Moreno, L. (2010). Diversity and unity in federal countries. <https://www.researchgate.net/publication/274733654>
- [14] MoE. (2009). School sector reform program. Kathmandu Nepal: Author
- [15] MoE. (2017). School sector development plan. Kathmandu, Nepal: Author
- [16] MoEST. (2017). The schools sector development plan: Teacher rationalization and redeployment plan. Kathmandu, Nepal: Author
- [17] OECD. (2009). Creating Effective Teaching and Learning Environments: First Results from TALIS – ISBN 978-92-64-05605-3
- [18] Panta, B. B., Khanal, P., Luitel, B., Phyak, P. B. and et al. (2018). A study on identifying ways for managing school level teachers in federal system. Sanothimi, Bhaktapur, Nepal: DoE
- [19] Parajuli, T., Thapa, D. and Shams F. (2013). Teacher management and development in Nepal. Kathmandu, Nepal: ADB
- [20] Prausa, M. (2017). Mellin-Barnes meets Method of Brackets: A novel approach to Mellin-Barnes representations of Feynman integrals: arXiv:1706.09852v3
- [21] Sharma, G. (2014). Nepal ma shikshya ko itihans – vag dui (2nd Ed.). Kathmandu, Nepal: Makalu Prakasan Griha
- [22] Sharma, Y. K. (2005). Comparative education – a comparative study of educational system. Ansari Road, New Delhi: Kanishka publishers and distributors
- [23] Silajdzic, V. D. (2018). Practical guide for focus group discussions. West Lexington Street, Baltimore, MD 21201-3443 USA: Catholic relief services
- [24] Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research: DOI: 10.2139/ssrn.3205035
- [25] UNESCO report. (2007). Secondary education regional information base: country profile – Bangladesh. Bangkok, Thailand: UNESCO
- [26] UNESCO. (2015). The right to education and teaching profession. Paris: UNESCO
- [27] UNESCO. (2016). Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices/draft copy. UNESCO education sector
- [28] World Bank. (1998). Brazil teacher development and incentives: A strategic framework. Brazil: Latin America and Caribbean regional office
- [29] Wallace, K. O. (2009, 2014). Creating an effective new employee orientation program. <https://www.researchgate.net/publication/228196502>
- [30] MoEST. (1972). Education act.1972 and 8th amendment 015. Author. Kathmandu, Nepal
- [31] Kis, V. and S. Field (2009). "Learning for Jobs OECD Reviews of Vocational Education and Training. Chile: A First Report."
- [32] Vlados, C., et al. (2019). Institutional modernization, crisis and change management: Thoughts from and for the Greek crisis. 6th International Conference on Applied Economics "INSTITUTIONS & THE KNOWLEDGE ECONOMY. University of Thessaly, Department of Economics, Volos, Greece.

## AUTHORS

**First Author** – Min Bdr. Shahi, PhD Scholar, Tribhuvan University, Nepal, Contact at: [smin1976@gmail.com](mailto:smin1976@gmail.com)