

**ENGLISH TEACHER HIRING PRACTICES
IN PRIVATE SCHOOLS**

**A Thesis submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Archana Ghimire**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

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DEDICATION

To my parents, friends and teachers who always encourage me to take challenges and inspire me for my betterment.

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original and no part of it was earlier submitted for the candidature of the research degree to any university.

Date: 04/07/2019

ArchanaGhimire

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ABSTRACT

The research is entitled as **English Teacher Hiring Practices in Private Schools.**

The main aim of the study was to find out the practices of hiring English teachers at private schools and to explore the qualities and competencies that private schools look at English teachers. In order to conduct the research, I collected data from 50 principals of private schools of Kathmandu district. I also collected the policies made by the government; Education Act, Ministry of Education and Sports, School Criteria and Operation Directives, Employment Act etc. for hiring right person in right position. The sample size consisted of 50 principals working at private schools of Kathmandu district. The principals were selected by using convenience sampling procedure. I prepared 30 survey questions; 26 close-ended and 4 open-ended questions. The same questions were distributed to the principals to elicit their responses. The data were analyzed and discussed to find out the priorities given by private school principals while hiring English teachers. The research findings showed that private schools make their own policies before hiring English teachers as they do not follow all the policies made by the government. Application form, academic qualifications, professional and personal qualities, knowledge of using technology, verbal ability, content knowledge, teaching experience, communication skill, knowledge of vocabulary, performance and competence level are prioritized more in private schools whereas teaching license and training certificates are not prioritized by all private schools while hiring English teachers. Ninety eight percent schools agreed to take interviews and examinations before hiring English teachers.

The study consists of five chapters; Chapter one deals with the introduction. It consists of background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Chapter two contains the review of related literature and conceptual framework. It encompasses review of related literature, implication of the review for the study and theoretical as well as conceptual framework. Chapter three introduces the methods and procedures of the study, which

includes design of the study, population and sample, sampling procedure, data collection tools and data collection procedures. Chapter four consists of results and discussion of the data. Chapter five incorporates summary, conclusion and implications. On the basis of results and discussion, some significant findings have been drawn. Some implications for the policy level, practice level and further research have been made. This chapter is followed by references and appendices.

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CHAPTER- ONE

INTRODUCTION

The present study is concerned with “English Teacher Hiring Practices in Private Schools”. In this study, I have explored the current practices of hiring English teachers in private schools. This chapter consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

The selection of most effective future employees to benefit the organization is hiring practices. Personnel selection, supervision, and evaluation are significant factors in employing the right person for the right job (Xu, 2018). Teachers are no exception. Teacher selection is done to identify specific qualifications and traits for a particular position to increase the possibility of getting success when hiring a candidate to fill a new or vacant position (Xu, 2018). Hiring, supporting and sustaining effective teacher is one of the most important responsibilities of school leaders, perhaps the most important responsibility (Stronge & Hindman, 2006). If we believe that teaching and learning is the core of schooling, then we should understand why good teacher selection is very important to high-achieving schools. Filling education positions with the right person is challenging, not just because it can be difficult to find qualified personnel but also because there is a separate challenge in matching a candidate's personality to the organizational culture.

The demand for teachers is not only the result of teacher shortages but also the result of higher level of teacher turnover resulting from teacher dissatisfaction with organizational conditions. Filling education position with effective teachers is very difficult. In addition teacher turnover can effect on student achievement and it increases the costs of replacing the teachers. That's why the need to attract and retain qualified teachers is critical (Goldberg & Proctor,

2000). Here again Goldberg and Proctor (2000) have described that while finding out the good teachers, the voices of the teachers should also be heard. If the teachers have love for teaching, they will remain for a long in the profession otherwise not. Teachers are professionals who enter into teaching because of a passion or desire to teach young people. If the same desire remains for a long, they will remain in the profession. To encourage them, enough salary, better working conditions, advancement opportunities etc. should be provided (Raue, Gray & Rear, 2015). Although salaries are important, money only will not help to retain adequate numbers of prepared teachers. Support from administrators and fellow teachers are a must (Ingersoll & Smith, 2003). To keep new teachers for a longer period of time in the same profession, reduced workloads, systematic evaluation of their work, parental support, time to develop their skills and mentorships should also be taken care (Normore, 2004). If the effective teachers remain for a long period in the same profession, there will not be the problem of selecting new qualified teachers every year.

Many educational organizations search teachers internally. Using staff who are already familiar with organizational culture and who already have experience in similar positions can serve as a shortcut to find the best candidate for a given opening (Jason, 2017). This type of teacher selection reduces the risk of incompetence. However, it increases the chance that an organization will remain stagnant and close to new ideas. Jason (2017) again states that experts agree that organizations need to hire teachers from outside the organization from time to time in order to refresh the talent ones and open themselves to innovative new ideas and practices. The job should be announced openly, so that new people can apply for the positions. Then, the applicants are evaluated with all their unique qualities against the formal criteria and informal expectations for a position.

Although different teachers are hired in private schools, they are found to leave school after short period. It's because school leaders are not being able to select

right person for the right position. Most of the principals hire teachers on the basis of certificates and license, but it's not sufficient. Teachers' on the job performance is must to be looked after (Taylor & Tyler, 2012). Decades of research on the determinants of student achievement make it clear that high quality teachers matter for student success, but measuring teacher quality can be difficult (Balter&Duncombe, 2005). Then the questions like,"Do all private schools seek the qualities and competencies in English teachers before they hire them? How do these private schools become sure that those English whom they have hired are qualified?" are raised. In addition, there are many policies related to teacher selection but either all policies are followed by school administrators or not while hiring teachers is the current issue. Taking these into consideration, this study was carried out.

1.2 Statement of the Problem

Parents have high expectations from private schools. Most of the parents are getting attracted towards private school education as they believe that private education system is concerned with the development and all-round character building of their children (Davis, 2011). Parents labor hard to give the fees that the private schools demand because they think that private schools have smaller class size, dedicated teachers, emphasis on academic quality and safety. Every parents have different reasons for considering a private school education but nearly all agree that private school provide their children with more structured, enriched and focused academic setting, more emphasis on specialties like art, music and athletics, extra-curricular activities and many chances for parents to get involved (Davis, 2011). Most importantly, parents choose private schools because of the medium of instruction; English, which is used by the teachers while teaching.

Fulfilling the needs of current society and matching the expectations of parents, qualified teachers should be selected who can help in achieving the goals of private schools. Government has made many criteria for hiring qualified

teachers like screening the applications, reviewing teachers' academic qualities as well as professional qualities, interviewing the teachers, observing demonstration lessons and certificates of attaining trainings and workshops, checking teaching license along with social and personal qualities of the teachers (Xu, 2018). All of the teacher hiring policies and criteria that are made by the government prioritize public schools only and they are the common rules made for hiring teachers of all subjects. However, there are no specific rules made for hiring teachers at private schools; specifically hiring English teachers. Do all private schools select English teachers on the basis of criteria made by the government or they make their own rules to hire them? This question is not raised by any researchers till now.

Most of the stakeholders focus on teacher quality when they become conscious on school reform. However, none seem concerned about how new teachers are actually hired and matched with schools and districts. This lack of knowledge can create the problem because in the field of education, organizational fit is very important as it can effect on teacher's effectiveness and job satisfaction. So, I wanted to find out the priorities of the principals while hiring English teachers at private schools.

1.3 Objectives of the study

The objectives of this study were:

-) To find out the practices of hiring English teachers in private schools,
-) To explore the qualities and competencies that private schools seek at English teachers.

1.4 Research Questions

According to the objectives, my research questions were:

- i) What types of teacher hiring practices are followed in private schools?
- ii) What types of qualities do private schools seek at English teachers?

1.5 Significance of the Study

There has been relatively little research in the field of education on the relationship between the hiring process and post-hire outcomes (Stronge&Hindman, 2006). That's why this study has been carried out. This study will be beneficial for the English teachers who are going to enter in the teaching field and also for administrators who have got the responsibility of hiring the new teachers at private schools. Many children are facing the problems in their learning process because of ineffective teachers with their poor performance. The effect of ineffective teachers can be directly seen on the future of the students.

Researchers have not talked more about the most effective tool that can be used to select best teachers for the best position. However, many policies and provisions have described about different tools that can be used to hire best English teacher among many candidates (cited inStronge&Hindman, 2006). In a study by Engel and Curran (2016), principals agreed that one area for further study may be the development of a screening tool to efficiently assess a candidate's general knowledge as well as development of a screening tool to efficiently assess a candidate's personal attributes. This study also tried to find the gap between teacher hiring criteria and the understanding of school administrators to hire qualified candidates among many applicants. Finally, this study may provide some recommendations for the improvement of the screening tool which will help school administrators to hire competent one from different distinguished English teachers.

1.6 Delimitations of the Study

My study has covered fifty principals working in private schools. The research has included the schools of Kathmandu valley only. All the principals of private schools were not perfect in English language so the language of the communication was Nepali too. Some of the principals found this study relevant and related to them.

As it is a quantitative research, a big number of sample size is required in order for the findings to be valid and to be generalized to a certain extent. Response of one/two principals was not enough so that I visited fifty schools to get response from fifty participants, which consumed more time and more energy.

As I had to collect more data, I needed more time to collect and analyze the data. First of all I met the principals, told them about my purpose of study and its benefits. Then I requested them to answer the survey questions and collect them. I tried to manage my time as possible.

1.7 Operational Definition of the Key Terms

- i) **Private schools-** a school supported by a private organization or private individuals rather than by the state
- ii) **Hiring practices-** process of attracting, shortlisting, selecting and appointing suitable candidates for jobs (either permanent or temporary) within an organization
- iii) **English teachers-** someone who teaches English
- iv) **Screening tool-** tools used to screen a large number of candidates in order to find the best candidate for the job.
- v) **Post-hire outcomes-** outcomes that comes after hiring the candidates in the job.
- vi) **Traits-** a distinguishing quality or characteristic, typically one belonging to a person.

- vii) **Advancement opportunities-** opportunities of progression to a higher stage of development
- viii) **Mentorship-** The activity of giving a younger or less experienced person help and advice over a period of time, especially at work or school
- ix) **Incompetence-** inability to do something successfully
- x) **Stagnant-** motionless; showing no activity; dull.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related theoretical literature, review of related empirical literature, implication of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Any research work is based on certain theoretical assumptions or principles. Theories are formulated to explain, predict and understand the phenomenon and existing knowledge within the limits of the critical bonding assumptions. This section deals with the researchers' theoretical knowledge about the topic and study areas. This part is very important because it leads the researcher towards the goal of the study and provides the self-guidance to the researcher to conduct the study smoothly. My research topic is 'English teacher hiring practices in private schools' and I have reviewed the literature related to the qualities and skills of English teachers and the teacher hiring policies as they are inter-connected with each other.

2.1.1 Qualities of an English Teacher

Teacher quality is said to be the most important factor influencing learner outcomes. High quality of teacher can bring effectiveness in classroom. Teacher effectiveness begins with each teacher's ability to apply the instructional strategies and cover the appropriate material as outlined in the scope and sequence of curriculum (Brooke, 2017). Teacher organization (2018) has discussed about some qualities that an English teacher needs to be an effective teacher. Understanding pronunciation, knowledge of grammar, vocabulary and sentence structures with communication skills, evaluation skills, creative writing, critical thinking, problem solving skills, reasoning skills and four basic language skills like reading, writing, listening and speaking

skills on students etc. are very important qualities an English teacher must have. Some of the characteristic of accomplished teachers fall on the view of the descriptor too (Butler, 2012). Some principals find fluency and accuracy with wider range of vocabulary, creativity of using appropriate materials in classroom, support school culture and collaboration as important qualities of teachers. Frost (2018) has described some personal qualities of teachers. Teachers should be smart, well-dressed, disciplined, punctual, flexible, motivating, patient and dedicated to teaching. These qualities bring improvement in students, so they must be looked before hiring an English teacher.

Stronge and Hindman (2006) have stated that teacher selection and teacher quality are interconnected with each other. And teacher quality index has included different qualities as effective teacher should have. The indicators that are indicated by quality index are shown below:

Table: The Qualities of Effective Teachers

Quality Domains	Quality Indicators				
Prerequisite of effective teaching	Verbal ability	Content knowledge	Knowledge of teaching and learning	Certification status	Teaching experience
Personal characteristics	Caring, Motivation	Fairness and respect	Interaction with students	Enthusiasm, Reflective practice	Dedication to teaching
Planning for instruction	Importance of instruction	Time allocation	Teacher expectation	Instructional planning	-
Instructional delivery	Instructional strategies	Content and expectation	Complexity	Questioning	Student engagement
Assessment	Homework	Monitoring of student progress	Response to student's need and ability	-	-

Source: The Teacher Quality Index

Concrete criteria like as teaching license, transcripts etc. can be identified easily. However, abstract criteria related to the teacher's characteristics, attributes and personality which remain unclear but effect on students and students' achievement should be identified properly before hiring English teachers. High quality teachers combine instructional strategies with clearly focused goals and high expectations for both behavior and learning in order to promote student achievement (cited in Stronge&Hindman, 2006). Thus, while possessing one or several teacher effectiveness, quality indicators is not sufficient evidence that an applicant will be an effective teacher, but it is believed that by using index, principals can select best teacher applicants.

An English Teacher must have different qualities like academic qualities, professional qualities, personal qualities and social qualities:

2.1.1.1 Academic Qualities

An English teacher instructs students on English language and literature. English teachers encourage learning the English language in a fun and engaging environment. According to Teacher Career Guide (2019),

English teachers must have deep understanding of sentence structure, grammar, vocabulary, pronunciation and literature. An elementary level English teacher needs to have a bachelor's degree in elementary education and to teach at the secondary level, a bachelor's degree in secondary education or in English with an education minor is a common requirement. The English teacher's role in schools is to effectively teach the correct usage of the English language in speaking and writing and to help students develop creative composition skills in reading and literature classes. That is why, they have to gain required degree in English or a related subject with a teacher preparation program, take

required tests for teacher certification, apply for teaching license and they begin applying for open positions for English teachers.

English teachers should study different courses as these courses may not have immediate practical application but they are assumed to form essential content or disciplinary knowledge language teachers are expected to know. The kind of content courses teachers may be required to study generally reflects where they complete their graduate course and the interests and background of the academics who teach such courses (Richards, 2017). An instructor on such a course commented: There is a body of encyclopedic knowledge that an English teacher must know, even though it is of very little practice use (Bartels, 2005). Teachers should have knowledge about grammar and nature of English phonology too (Richards, 2017). Therefore, academic qualities should be checked properly before hiring an English teacher.

2.1.1.2 Professional Qualities

Classroom teaching is not an easy task. Therefore, a teacher must have the skills of understanding subject facts, concepts, principles, methodology, generalizations, pedagogical knowledge and knowledge of students and their culture and community which come under professional qualities of a teacher (Stronge, 2018). These professional qualities and effective teaching have direct relationship with each other. If an English teacher has the professional qualities then, s/he can teach effectively. According to Al-Issa (2017), Students today bring all kinds of backgrounds, needs, interests, abilities and expectations to the English Language Teaching (ELT) classroom. Therefore, professionally prepared teachers are thus central to student success as they have knowledge to fulfill students' needs and expectations.

Most of the private schools are facing teacher shortages because school leaders are not being able to select effective teachers and if they get selected, schools are not being able to keep good teachers for a longer time (Debra, 2018).

Because of these teacher shortages, school leaders hire English teachers without checking their background and professional qualities. Most new teachers actually have limited interactions with school-based personnel during hiring process and the process is relatively information-poor (Liu & Johnson, 2006). These all increase the probability of hiring professionally incompetent teachers at school. That is why professional qualities should be checked properly before hiring an English teacher.

There are different components that come under professional qualities. They are: content knowledge, verbal ability, pedagogical content knowledge, teaching experience, discourse skills, assessment skills etc. within professional qualities of an English teacher. All of them are briefly described below:

i) Content knowledge

The body of knowledge and information that teachers teach and that students are expected to learn in a given subject area is content knowledge. Teachers with subject matter knowledge are better able to go beyond the basic textbook content and can involve students in meaningful discussions and student-directed activities (Stronge, 2018). All the English teachers are expected to have good content knowledge but in reality they have problems in their language (cited in Richards, 2017). If English teachers do not have the capacity to discuss about the content, teaching and learning process will turn worthless as teachers' having content knowledge can use educational strategies like asking higher level questions, focusing on inquiry- based learning, allowing more student-directed activities and engaging students in the lessons (Stronge, 2018). Therefore, English teachers should have knowledge about their teaching subjects.

ii) Pedagogical knowledge and ability

Subject matter knowledge is not enough for effective teaching. Effective teaching requires teachers to translate their knowledge into student learning in

the classroom (cited in Stronge, 2018). Pedagogical knowledge includes the teacher's subject matter knowledge, the repertoire of techniques and activities that the teacher employs in teaching together with the theories, beliefs, principals, values and ideas which are their sources (Richards, 2017).

Pedagogical knowledge includes the knowledge of the learners, the curriculum, teaching context and teaching methods too. Andrews (2003) discusses that a teacher must have the art of presenting the content knowledge in classroom which is pedagogical knowledge. Therefore, school leaders must check the pedagogical knowledge of an English teacher before hiring them.

iii) Verbal ability

It is believed that there is a link between teachers' vocabulary and verbal skills, teacher performance and student academic success. Some earlier studies find that students taught by teachers with greater verbal ability learn more than those taught by teachers with lower verbal ability (cited in Stronge, 2018). Those teachers who have higher verbal abilities can better convey ideas to students and communicate with them in a clear and compelling manner (Hattie, 2008).

A teacher with a poor or hesitant command of spoken English will not be able to give instructions, ask questions on text, explain the meaning of a word or reply to a student's question (cited in Richards, 2017). If an English teacher does not have the requisite language skills, s/he will crucially lack authority and self-confidence in the classroom, and this will affect all aspects of his or her performance. That is why, teachers' communicative skills should be confirmed by taking interviews and looking at teachers' on-the-job performance (Taylor & Tyler, 2012).

iv) Discourse skills

Teaching is all about communication- listening, speaking, reading, presenting and writing which come under discourse skills. Discourse skills include the

ability to maintain communication in English that is fluent, accurate and comprehensible and more importantly, the extent to which the teacher can use English as a medium to teach English (Richards, 2017). According to Richards (2013), English teachers should have the skills of explaining, instructing, using formulaic expression, using English for classroom management, asking questions, modeling the pronunciation of words and sentences, guiding, monitoring, paraphrasing, summarizing, reviewing lesson, leading discussion activities and giving feedback to students which are discourse skills. Therefore, discourse skills are very important in an English teacher.

v) Teaching experience

More experienced teachers are more effective than novice teachers. Experienced teachers have attained expertise through real-life experiences, classroom practice and time (Stronge, 2018). Teachers who are both experienced and effective know the content and students they teach, use efficient planning strategies, practice interactive decision making, embody effective classroom management skills. Experienced teachers can plan, manage classroom, question and reflect properly and they are more fluent, accurate with extended vocabulary power (Stronge, 2018). Experienced teachers tend to know and understand their students' learning needs, learning styles, pre-requisite skills and interests better than intelligence. That is why, an English teacher's experience is very important to make private schools much better.

vi) Assessment skills

Effective assessment is integral to teaching and learning. Benzehaf (2017) measured teachers' assessment practices and skills and found that:

English teachers use assessment skills to track student's progress toward proficiency in English, identifying student strengths and weaknesses and predicting student performance on the final exam. Teachers must know

about different modes of assessment like formative assessment, projects, portfolios, peer and self-assessment skills etc. After assessing the students teachers should be able to give feedback. Teachers should use formative as well as summative assessment.

These assessment skills can ensure either an English teacher is effective or not. That is why, school leaders should be sure either an English teacher has varied assessment skills or not.

2.1.1.3 Social Qualities

Social skills should be learnt like other skills because these skills help students to co-operate and to work effectively with others which will serve students well in school and later on in their careers. Social skills are directly related to building and maintaining positive relationships and keeping psychological health (Johnson & Johnson, 1989). Social skills include different skills like communicating clearly, resolving conflicts, taking turns using quiet voices with polite words, giving complements, co-operating etc. If teachers have social skills, students can learn these skills from their teachers.

Teachers need to recognize and reward their students' social behaviors as social programs build healthy student-teacher relationships that foster better learning.

2.1.1.4 Personal Qualities

The personal qualities which a person brings to the teaching profession are as important as their education and experience. Teachers should have personal qualities like organizational skills, resourcefulness and creativity, patience and stamina, inspiring and motivating the students (Frost, 2018). Dependability and patience are qualities that employers would like a good worker to have. That's

why, hirers should look at the personal qualities of an English teacher before hiring them.

i) Organizational abilities

Principals should look those teachers who can keep their work and their desk organized and who can adjust to the organized structure of a school. Teachers should not be a professional organizer to be an effective teacher, but having some organizational skills helps (Frost, 2018). Teachers have to manage paperwork and keep record of the tasks and stay on track with their daily schedule. Being organized helps a teacher teach effectively, so they can make the best use of their time (Frost, 2018). An organizational system also helps with classroom management and lets the kids know how the classroom functions so that, these skills must be looked before hiring an English teacher.

i) Resourcefulness and creativity

Teachers have to work on very limited budgets. That's why creativity and resourcefulness are two personal skills that make teaching easier to be effective (Frost, 2018). Creative teachers bring more to class than those teachers who have the knowledge of teaching only (Constantinides, 2015). For example: using songs in the classroom, is very motivating for learners and can help them process the language and improve pronunciation. That is why, resourcefulness and creativity are important qualities of an effective teacher.

ii) Patience and stamina

Students from varied backgrounds come to schools. So, teachers have to deal with behavioral issues, and with kids who have different habits and manners from other students (Frost, 2018). Stamina comes into play with patience. Dealing with difficult situations can be mentally exhausting. That is why, a teacher should have enough patience and stamina. It will take a lot of patience to get to know the classroom and to understand the needs of students

(Bangoura, 2016). That is why, school leaders should ensure either an English teacher has enough patience and stamina to handle the classroom.

iii) Inspiring and motivating

All students do not have a positive view of education, some students feel as if all learning is boring. That is why, teachers have to motivate the students. Teachers who inspire and know how to motivate students from different backgrounds often can be more effective teachers (Frost, 2018). Students who are motivated tend to enjoy their learning more and report better academic achievement. Therefore, before hiring an English teacher, school leaders must be sure about his/her motivational techniques.

As a whole, applicants need to be able to demonstrate a high level of motivation, enthusiasm for their subject, good evidence of their potential to become an effective classroom teacher. Outstanding teachers possess a huge range of personal qualities including confidence, patience, compassion, understanding, enthusiasm, sense of humor and communicative abilities.

2.1.2 Skills of an English Teacher

Private schools may hire non-certified teachers, but not all of them do. Some types of private school, such as Waldorf schools, require very specific training in a particular teaching method (Doyle, 2018). Teachers should have different skills like communication skills, organizational skills, group work skills, skills of solving conflicts, motivating students, giving feedback etc. Some of the important skills are:

2.1.2.1 Pedagogical Skills

Pedagogy can be defined as the art of teaching. Pedagogy involves being able to convey knowledge and skills in ways that students can understand, remember and apply (Madhu, 2015). The teachers must be able to reflect their teaching, become consistent and equitable in their negotiation of expectations

for inappropriate behavior, create learning environment and the knowledge of subject matter. English teachers should be able to help students to build strong connections between what they already know and what they are learning by diagnosing student's language proficiency levels and teaching English according to their levels (Bhagan, 2018). English teachers should create a language rich environment by engaging students in reading loudly, putting language in unexpected places, playing with words and engaging students in daily conversations. English teachers can teach students with different styles like using visual representation, utilizing new media, write in many modes and all other learning modalities including visual, auditory and kinesthetic modalities (Wilder, 2019). Teachers can design activities that allow for collaboration between students. They can keep portfolios like journals and learning logs, through which students' work can be the centerpiece in conferences and school data meetings (Ottow, 2016). These all skills come under pedagogical skills and these skills are very important skills that an English teacher must have. That's why, these skills should be checked properly before hiring an English teacher.

2.1.2.2 Methodological Skills

A teaching method comprises the principles and methods used by teachers to enable student learning. Some of the methodologies of teaching English language are Communicative Language teaching, Task-based Language Teaching, Project-based Language Teaching and Post Method Pedagogy (Joshi, 2071). These methods are determined partly on subject matter to be taught and partly by the nature of the learner. Communicative language teaching (CLT) is one of the methods that English teachers can use while teaching. This method makes use of real-life situations that necessitate communication including classroom procedures like drilling, interaction, discussion and so on. According to Richards (2006), communicative competence includes the knowledge of using language through different classroom activities and different authentic materials. As communicative skills are very important; English teachers must

be aware about CLT. Along with CLT English teachers can use Task based approach which encourages students in comprehending, manipulating, producing or interlocking in the target language which helps learners to generate their own language and acquire language properly (Nunan, 1998). English teachers can involve students in different types of tasks like filling out a form, borrowing a library book, typing a letter, filling a cheque etc. which provides ample opportunities to learning.

Similarly, English teachers can also use Post-method Pedagogy which helps teachers to move beyond methods (Kumaravadivelu, 2003). Teachers must have competence and confidence to construct their own theory and overcome the limitations of methods. If teachers can formulate their own methods of teaching based on their classroom situations, it can bring effectiveness in teachers. English teachers can also use Project-based Language Learning (Joshi, 2071). PBLT contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios (Yesseri et. al. 2018). Thus, these skills are very important in an English teacher and they should be checked properly before they are hired.

2.1.2.3 Inter-personal Skills

Teachers are expected to motivate others, negotiate and mediate, get decisions, implement, exercise authority, and develop credibility-all tasks that require interpersonal and small-group skills. Interpersonal skills help a teacher communicate well. Interpersonal skills are the set of skills that are most important to one's employability, productivity and career success (Johnson & Johnson, 1989). A question all employers have in mind when they interview a job applicant is, "Can this person get along with other people?" Having a high degree of technical competence is not enough to ensure a successful career. A person also has to have a high degree of inter-personal competence. Interpersonal skills help a teacher communicate well. The communication can

take place in any form like verbally, non-verbally through gestures, through eye moments, different postures and so on (Doyle, 2019). Interpersonal skills of English teachers help them to communicate the message, understand the students individually, and talk to the parents and to keep the class lively.

As a whole, interpersonal skills like active listening, caring, leadership, motivation, responsibility and teamwork etc. of an English teacher can help a lot in effective teaching so that, these skills should be checked properly before hiring an English teacher (Doyle, 2019).

2.1.2.4 Intra-personal Skills

Teachers who have high intrapersonal skills initiate in new situations more quickly and with more ease. Intrapersonal intelligence is the ability to understand and to have an effective working model of own self (Razmjoo, 2008). Intrapersonal intelligence includes the awareness of one's own desires, fears and abilities, and also using this information to make sound life decisions. According to Petrides (2011), intrapersonal skills increase the self-confidence which leads to forming friendships easier, working with people more effectively and taking more responsibility. They are more resilient against negative behavior. Teachers having intrapersonal skills pay close attention to their thoughts, feelings and emotions to better understand their motivations and goals. Teachers having intrapersonal skills have self-awareness about their own personality, self-management skills to manage commitments and time, learn new things on their own, independence to find solutions to potential problems on their own, make decisions and the power of adapting to their surroundings according to the situations (Patil, 2018).

As a whole, teachers having intrapersonal skills are reflective and intuitive about how and what they learnt. That is why, English teachers must have intrapersonal skills to become an effective teacher.

2.1.3 Teacher Hiring Policy Review

Different policies, provisions and acts are found for appointing new teachers in schools. Government-aided as well as institutional schools have made different teacher hiring policies. Some of those policies are described below:

2.1.3.1 Ministry of Education and Sports (2016 A.D)

Ministry of Education and Sports (2016 A.D) had published some guidelines for staff employment in private schools and institutions. The guidelines include different other acts along with the provisions related to the recruitment of teachers and instructors in private schools and institutions. According to section 1 and stipulated in section 57(j) of the Education Act, a teacher should be successfully trained and qualified from a recognized training institution, or have been licensed by the director of Education to teach at the respective level. S/he should have sound mind and sound integrity. His/her character should meet the standards stipulated in the teacher professional code of conduct. A teacher should have required academic qualifications too.

2.1.3.2 Education Act (2059 B.S)

Education Act (2059 B.S) has discussed about the policies related to the appointment of teacher of community school. According to sub-rule (1), candidate shall submit his/her certificate of academic qualification, Nepalese citizenship certificate and health certificate in the format as provided in Schedule-14 to the District Education Officer. District Education Officer should keep a copy of description and photo in his office and send one copy each to Teachers Record Office and the concerned school. Those teachers have to fill form and they are appointed as temporary teachers. The management committee forms a three-member committee under the chairmanship of the chairman of the Management Committee comprising the headmaster and one local intellectual. Then the teachers have to take part in competitive examination to get the required post.

2.1.3.2 Employment Act (2006 A.D)

In accordance with sections 11 and 33(1) g of the Education Act and PART II (5,6 and 7) of the Employment Act 2006 A.D, the school/ institution management should recruit and employ at least one qualified and fulltime teacher/instructor for every subject taught and the teacher shall not hold another fulltime teaching position in another school/institution. Administration should recruit a teacher to teach subjects in which he/she is trained to. A staff recruitment policy should be administered that meets the principles of fairness and non-discrimination stipulated in Section 6(3) of the Employment act, (2006). Principals should not hire teachers on the basis of race, color, sex, ethnicity, religion, political affiliation and physical disability.

2.1.3.3 School Sector Reform Plan (2009-2015)

According to SSRP (2009-2015), Priority will be given to recruiting females, dalits, and other disadvantaged groups when filling teacher positions. For basic education, teachers with higher education or equivalent with relevant teacher preparation course and for secondary level, M.Ed or equivalent with relevant teacher preparation course is required. At least one-year Teacher Preparation Course (TPD) is most in addition to the minimum academic qualification.

2.1.3.4 Ministry of Education and Sports (2005 A.D)

MOE and Sports (2005A.D) has approved to ensure recruitment of qualified, competent and committed teachers in the teaching profession. They are required to take 10 months teacher preparation course to teach lower secondary level students. Teachers must have teaching license and the disadvantaged groups should be given more priority. Nowadays, most of the teacher selection process has been localized. This rule was illustrated by MOE and Sports (2005). Local Self Governance Act (LSGA) and Education Act had brought this rule.

2.1.3.5 Directorate for Education, Education & Training Policy Division (2005 A.D)

Interviews, preparation of lesson plans and demonstration of teaching skills should be compulsorily done while selecting new teachers (Directorate for Education, Education & Training Policy Division, 2005 A.D). It has further stated that enthusiasm, commitment and sensitivity to students needs should be taken care before fulfilling the teaching vacancies. Appropriate avenues into teaching for mid-career entrants should be provided.

2.1.3.6 School Criteria and Operation Directives (2012 A.D)

According to the institutional school criteria and operation directives (2012 A.D) section 4, only the licensed, trained and qualified candidates can be appointed as permanent teacher. Mainly chairperson, school supervisor and principals have the responsibility for appointing new teachers. School Management Committee (SMC) can create permanent position and can appoint permanent teacher if necessary for the school.

Though there is a clear provision of appointing qualified and trained teachers, whether all principals follow the policies and provisions or not while selecting the teachers, is the main issue now. Is appointment of teacher exactly as per the rule? Are all of the rules followed? Are all private schools following the hiring criteria determined by the government? Are private schools hiring English teachers by looking at their qualities and skills? These all questions are not answered till now. That's why this study has tried to find out the priorities given by the principals of the private schools while hiring teachers.

2.2 Review of Empirical Literature

Though a number of research works have been carried out in the field of teacher professional development, a very few research works are found to be carried out in the field of teacher hiring practices at private schools in English

Education, Faculty of Education. So, this study will be unique one for this department. For the review purpose, I consulted many researches which are carried out in the international context. Some of the related major research works and articles have been discussed here:

A research entitled ‘Administrative Hiring Preferences of Teachers of English as a Second Language’ was conducted by Lynn and Brown (1998). The purpose of this study was to investigate the hiring practices of teachers of English as a Second Language. This study was designed to survey English as a Second Language program directors from different Intensive English Programs in the United States. Each responding director answered survey questions about their experiences with ESL teachers and what factors are most important in hiring an ESL teacher. One hundred and sixteen program directors responded. Based on their responses, the research found that native English speaking teachers are preferred; preference for native teachers appears to vary with geographic location; both teaching experience and certification in TESOL are related to teacher preference.

Liu (2003) had written an article entitled ‘New teachers’ experiences of hiring: Preliminary findings from a four-state study’. The main objective of this paper was to explore how new teachers are being hired and the extent to which the hiring process provides opportunities for prospective teachers and schools to collect rich information about, and form accurate impressions of, one another. It presented some preliminary findings from a four state survey of 486 new teachers sponsored by The Project on the Next Generation of Teachers (PGNT). Analysis of data revealed that the majority of new teachers in the four states were hired through decentralized process. Despite this, however, most new teachers had limited interactions with school-based personnel as part of the hiring process. While the vast majority of the new teachers interviewed with the school principal, relatively few interviewed with teachers, department chairs, students, or parents at school.

Jeon and Lee (2006) conducted a research entitled ‘Hiring native-speaking English teachers (NSETs) in East Asian countries’. The main objective of this paper was to report policies and practices that invite NSETs to Asian Countries, including China and Hong Kong, Taiwan, Japan and South Korea, with emphasis on public education sectors. Through surveying both similar policies and the implementation of policies in several Asian countries, they seek to find practical suggestions for hiring NSETs. They survey policy goals, recruitment procedures, and the qualifications of NSETs. The analysis was based on the premise that language planning cannot be understood without reference to its social contexts.

A research conducted by Bashiruddin and Qayyum (2014) entitled “Teachers of English in Pakistan: Profile and recommendations” had tried to answer the question: Who are the teachers of English in Pakistan? Data for this paper was generated through a survey questionnaire, which was filled out by 100 teachers of English over three years. Out of these 100 teachers, 53 teachers were from public sector schools, 29 teachers from community based English-medium schools and 18 teachers from private English medium schools. This research found that majority of the teachers teaching in the three categories of schools had master's degree in disciplines other than English. Therefore, in most of the cases, teachers did not hold relevant academic qualifications to be a competent English language teacher. Secondly, most of the English teachers of public and community schools were suggested to teach English by their administration whereas in case of private school, teachers were self-motivated to teach English. This research had recommended policy makers to provide pre-service and in-service training to the teachers and the hiring practices of teachers is needed to be rectified.

Ibrahim (2015) carried out a research entitled ‘Characteristics of a Good EFL Teacher’. The main objectives of this study was to compare Omani school students’ and teachers’ perceptions of the characteristics of good English as a foreign language (EFL) teachers in the Omani context. To achieve this, 171

Omani students and 233 English teachers responded to a seven-category, 68 item questionnaire utilizing a 4-point Likert-type response key. Descriptive statistics and t-tests were used to determine perceptions of good teacher characteristics and differences between students' and teachers' responses. Results indicated that Omani students and teachers generally agreed about the importance of all characteristic categories with those related to English language proficiency and treating students equally being of special importance. Participants also agreed that knowledge of Western culture/s and use of technology were relatively unimportant implications of these findings for EFL teaching in Oman.

Engel and Curran (2016) had written an article entitled 'Toward understanding principal's hiring practices'. The main objective of this paper was to explore variation across principals in terms of the number and types of strategies they engage in to find teachers to fill the vacancies in their schools. The authors selected 31 schools from Chicago Public Schools system by combining stratified random sampling and purposive sampling. The authors interviewed 31 principals and explored a range of principals hiring strategies and provide examples to show the differences in hiring practices across principals. This study found that most of the principals in the sample engage in relatively few of the practices considered strategic. Those sample principals who engaged in seven or more strategic practices were more likely to work in high schools than in elementary schools. This study concluded that this study should be replicated in other contexts in order to see whether and how principals hiring practices vary by country, geographic location, urban city and other factors.

As a whole, all of the above research studies have talked about the preference of hiring native English speaking teachers, hiring practices through decentralized process and characteristics of good EFL teachers whereas none of the researches have talked about the qualities and competencies that the private schools look at English teachers before hiring them. Thus, this study has tried to include the qualities and competencies that private schools look at English

teachers before they are hired. From this point of view, my study is different from other research studies conducted earlier.

2.4 Implications of the Review for the Study

In the above section, I have elaborated the theoretical as well as empirical studies related to the topic “English Teacher Hiring Practices in Private Schools”. These entire resources helped me to focus on my research problem and methodology and interpretation of the data. To be more specific, I have following implications from the literature review.

Finally, I have learnt a lot about the theoretical ideas on English teacher hiring policies by reading different policies like Education Act (2059), Employment Act (2006), School Sector Reform Plan (2009-2015), School Criteria and Operation Directives (2012) etc. Different journal articles and blogs of Stronge (2018), Richards (2017), Butler (2004), Bartles (2005), Taylor & Tyler (2012), Ramzjmoo (2008), Andrews (2003), etc. helped me a lot to find the theoretical as well as empirical data required for the study. I also got help from the books of Kumaravadivelu (2003), Richards (2006) and Joshi (2071) to find out the conceptual framework. Liu (2003), Ibrahim (2015), Bashiruddin&Qyayyum (2014) and Lynn & Brown (1998) works have given insight about the framework of research design. Likewise it has facilitated me to select appropriate research methodology, to make the appropriate sample size, to design appropriate research tools, and sampling procedures.

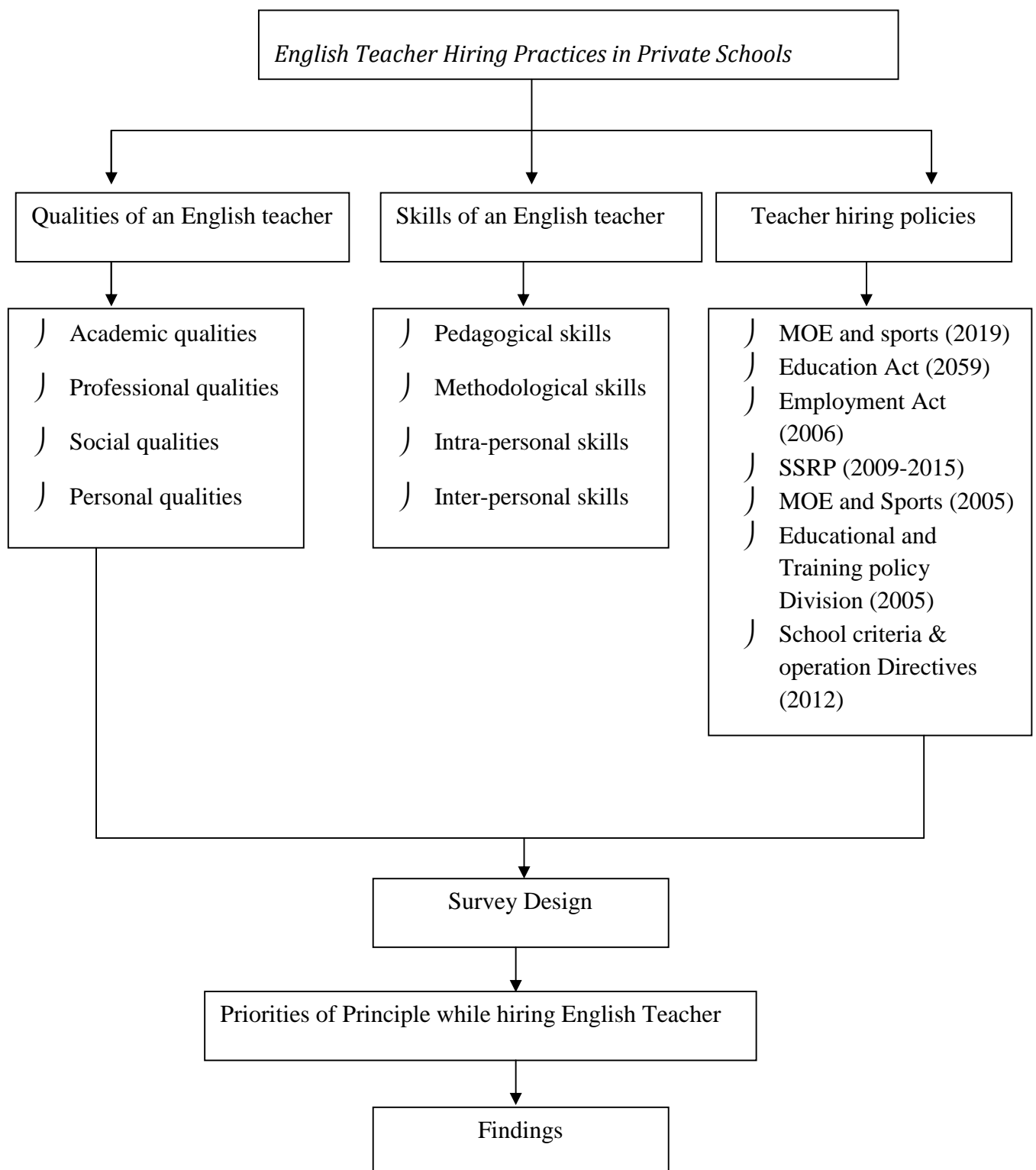
The books, journals, articles, policies and blogs related to English teacher hiring policies helped me to select private schools’ teacher hiring practices as my research topic which has not been discussed before.

2.5 Conceptual Framework

Conceptual Framework is an analytical tool with several variation and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual framework captures something real and does this in a way that is easy to remember and apply. It serves as a “map” or “rudder” that will guide

researchers towards realizing the objectives or intent of their study (Patrica, 2015). The conceptual framework sets the stage for the presentation of the particular research question that drives the investigation being reported based on the problem statement (cited in Patrica, 2015). The suitable conceptual framework for this study is drawn below:

Fig: Conceptual Framework



CHAPTER -THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Introduction

The purpose of this study was to examine the teacher hiring practices in private schools. This chapter includes a description of the research design, methods of the study, population, sample, sampling strategy, sources of data, study area or field, data collecting tools and techniques, data collection procedures and ethical consideration.

3.2 Design of the Study

I have used quantitative research design as it can discover how many people think, act or feel in a specific way. According to Babbie (2010), “Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires and surveys or by manipulating pre-existing statistical data using computational techniques”. I planned to use quantitative research design because of its main characteristics like the research study can usually be replicated or repeated given its high reliability.

There are four basic types of quantitative research: survey, co-relational, causal-comparative and experimental (Klazema, 2014). The intent of my study was to collect teacher hiring practices by using the survey research design because this design allows researchers to judge behavior and then present the findings in an accurate way. Survey research is expressed in percentage (Klazema, 2014). The survey research design is also a very valuable tool for assessing opinions and trends (Shuttleworth, 2008). I wanted to find out the priorities of the private principals while selecting the English teachers and either they use all hiring criteria made by the government or not. To find out the answers, I thought that survey research design would be the best design.

3.3 Methods of the Study

The required data was obtained by survey questionnaire. I prepared a set of 30 questionnaires in relation to teacher hiring policies at private schools. Most of the questions were close-ended. However, some of them were open-ended questions too. Close-ended questions are those questions which provide research participants with options from which to choose a response (Dictionary, retrieved on 17 September, 2017). Close-ended questions include yes/no questions or multiple choice questions. So, I have used both yes/no questions and multiple choice questions. Except close-ended questions, I have used open-ended questions which are sometimes phrased as a statement that require a response. Responses are usually categorized into a smaller list of responses that can be counted by the study team for statistical analysis. The survey questionnaires allow us to gather information from a large audience. However, I took care of the disadvantages that survey questionnaires have like as, dishonesty, difficulties in finding hidden agenda, feelings and emotions etc.

3.4 Population, Sample and Sampling Strategy

This study used convenience sampling to select 50 principals who are working in private schools situated in Kathmandu. I selected the principals because they are very important members of private schools who have the responsibilities of hiring qualified teachers. I used convenience sampling because convenience sampling is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach (Saunders, Lewis & Thornhill, 2012). There are no other criteria to the sampling method except that people will not be available to respond the questions so I chose those principals who were nearer to me and whom I knew well.

3.5 Sources of Data

Researches use two different sources of data; primary sources and secondary sources.

3.5.1 Primary Sources

Primary sources are original materials on which research is based. They are first hand evidence. That is why, I used questionnaires as primary sources. I prepared a set of 30 questions and the principals of 50 private schools completed them and returned them to me.

3.5.2 Secondary Sources

Secondary sources are these materials which offer interpretation or analysis based on primary sources. They may explain primary sources and often use them to support a specific thesis to help the readers to accept the view. That is why, I read journal articles, dissertations, government policies related to teacher hiring, books and websites to support my study.

3.6 Deciding on Study Area or Field

My study was conducted in Kathmandu. Mostly private schools are situated in capital city of the country. Kathmandu has many private schools. Therefore, I should not bother to travel a lot to collect the data and I could have an easy access to the vehicles too.

3.7 Selecting Data Collecting Tools and Techniques

Questionnaires are the most commonly used tool in survey research (Shaughnessy, Zechmeister& Jeanne, 2011). If the questionnaire is written inadequately, the results of a particular survey are worthless. That's why these questionnaires should produce valid and reliable results. I prepared a set of 30 questionnaires which helped me in collecting information about the priorities of principals towards hiring new English teachers. Most of the questions were closed-ended and the meaning was based on the Likert scale. Likert scale is a principle of measuring attitudes toward a certain topic using a series of statements in which participants have to respond to by selecting a scale that

best describes their degree of agreement or disagreement. These questions have fixed choice responses format which can effectively measure attitudes, opinions and thoughts. All of the questionnaires were chosen carefully to find out all information that was needed for the study. These questions has addressed issues and hopefully bring an improvement.

3.8 Data Collection Procedure

I employed two types of data collection methods in the study. The first one was primary data collection and the second one was secondary data collection. Primary data was gathered through questionnaire responded by the participants. Secondary data was supportive data gathered from books, journals or articles, which were related to the topic.

The primary data was collected from the response of survey questionnaire. I developed a set of 30 questionnaires which were fit with the specific purpose for the research. Then, I got permission to conduct research. To get permission for entering to the school, I had taken formal research letter from Tribhuvan University. Then after, I went to the respective schools and consulted with the principals as they were my participants. I built a rapport with them and talked about their free time with my purpose of visiting them. I described them the objectives of my study and the possible benefits of the research findings. I also collected required background information of the principals by promising them for keeping their identity confidential. So, I have not mentioned their name.

I collected their responses. Then, I edited the data in order to inspect the completeness and consistency. After that I eliminated the missing data and converted data into numerical form like frequencies and percentage by coding them. Then after, I transformed the data.

3.9 Ethical Considerations

I informed the respondents about the purpose of the study, content duration and potential risks and benefits. I kept respondents' identities confidential. I assured anonymity for the stronger safeguard of respondent privacy as it made them sure that I will not take any action that would affect the individual to whom the information pertains. I followed the agreement that I had made with the respondents about the data gathering process or the disclosure, reporting or use of data, information or results from a research experiment.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter especially deals with the results and discussion of the collected data. The main concern of the present research work was to find out the practices of hiring English teachers in private schools. In the same way, exploring the qualities and competencies that private schools look at English teachers was another important concern of this research study.

In order to collect the data and derive findings regarding the priorities of private principals while hiring English teachers, I designed 30 survey questions; 26 close-ended and 4 open-ended which were responded by 50 principals of private schools who were selected by using convenience sampling procedures. I visited 50 different private schools which were nearer to me. I went to the schools and talked with the security guards. They sent me to the reception and receptionists called principals. I met them and talked about my purpose of visiting the school and the main objectives of my study. I requested them to fill up the opinionnaire form and return back. When I collected the data I analyzed and interpreted them. This chapter presents analyzed and interpreted data under the main heading; analysis and interpretation. They are:

Analysis and interpretation of the Data

This sub-chapter deals with the results of the close-ended questions about the priorities given by the private principals while hiring English teachers. I have analyzed 26 close-ended questions collected from the 50 private principals of Kathmandu district. The sample of this study i.e. 50 principals have been asked to put a tick mark against each options in terms of their options. First of all I have analyzed background information of the respondents by promising them for keeping their identity confidential. So, I have not mentioned their name.

Most of the respondents had master degree with the work experience of more than 6 years. Among 50 respondents, 43 respondents had master degree, 5 respondents had above master's degree and 2 respondents had bachelor's degree. This shows that respondents acquire enough academic qualification to become an able principal. Similarly among 50 respondents, 38 respondents had the work experience of more than 6 years, 12 respondents had the work experience of two to five years whereas only 2 respondents were new to the school this year. It shows that most of the private principals are experienced in their field.

Among 50 schools, 42 schools had 0-20% new English teachers, 7 schools had 20-40% new English teachers and 1 school had 50% new English teachers. On the basis of the response given by the principals, most of the schools had new English teachers. This shows that schools are not being able to sustain teachers for a long time in the same school. They have to hire new English teachers every year. Then I tried to know whether the principals have attended the trainings/workshops/ seminars to get some ideas about hiring right person for the right position. I found that only 29 respondents among 50, had attended these programs. This means that most of the principals have not got the chance of participating in these trainings/workshops/seminars. Those who attended these programs were supported by institution and school management committee a lot to take part on these programs. I asked them about the use of these programs where I found that 27 respondents found them useful whereas 2 respondents found them not useful at all. This shows that those principals who had taken part in these programs found them very important. That's why principals must take part in these programs to know more about hiring best teachers. However, when I asked them about their satisfaction in hiring teachers, they responded that most of them were satisfied with their recruitment process.

All of the questions apart from respondents' background information are counted and the results have been shown in the tables below:

Table 1
Vacancy Announcement, Sources of Vacancy Announcement and
Application Process

S.N	Item	Responses	Frequency	percent
1	Process of announcing vacancies	Announce vacancies publicly	42	84%
		Recruitment through personal contact	8	16%
2	Sources of vacancy announcement	Newspaper	39	78%
		Television	0	0%
		Internet	11	22%
		Pamphlets	1	2%
		Others	16	32%
3	Application criteria	Application form	47	94%
		Transcript	39	78%
		Writing sample	34	68%
		Proof of certification	32	64%
		Teaching license	24	48%
		Training certificate	29	58%
		Attendance certificate of workshops, seminars etc.	23	46%
		Taking interview	49	98%

Vacancy announcement means a recruitment posting, including the job duties, qualifications, and application instructions. School administrators try to fulfill the vacant post of teachers before the beginning of the school year. They announce the vacancies publicly through newspaper, television, internet, pamphlets and many other resources. The applicants can look at these sources and know that the schools are searching the candidates with some requirements and they can apply to the post. However, some schools hire teachers through a decentralized, school-based process i.e. without announcing the vacancy.

According to table one "Do you announce vacancies publicly or hire teachers through a decentralized, school based process?" Forty-two (84%) respondents told that they announced vacancies publicly whereas 8(16%) respondents told that they hire teacher through a decentralized school based process. This shows that most of the schools announce vacancies publicly before hiring teachers which increases the chances of recruiting best person for the best position.

In response to the open-ended question related to vacancy announcement, some respondents agreed that they announced vacancy, collected application, advertised application, interviewed and looked at demo class and it turned successful. This shows that the teachers who are hired through vacancy announcement can turn positive.

While responding the question about the sources of the vacancy announcement, thirty-nine (78%) respondents announced vacancies through newspaper , 11(22%) respondents used internet, 1(2%) respondents announced vacancies through from pamphlets and 16(32%) respondents used other different sources like teacher bank, relationship etc. This shows that newspaper is the popular and most reliable source of announcing vacancies at the teaching post.

In response to the question "Choose the correct requirements that you used during the application process?" Among 50 respondents, 47(94%) respondents check application form, 39(78%) respondents prefer transcripts, 34(68%) respondents seek writing sample, 32(64%) respondents prefer proof of certification, 24(48%) respondents look at teaching license, 29(58%) respondents demand training certificate and 23(46%) respondents think that attendance certificate of workshops/seminars etc. It shows that application forms, transcripts, writing sample and proof of certification are preferred more than teaching license, training certificate and attendance certificate of workshop/seminars etc. Similarly in response to the question "Do you interview with a candidate before making an offer of employment?" Forty nine

(98%) respondents told that they interview teachers before they hire them whereas only one (2%) respondent opposed to take interview before hiring English teachers. It means that most of the principals take interview before hiring English teachers.

Table 2
Leadership in Selection Process

S.N	Item	Responses	Frequency	Percent
1	Leadership in the selection process	Not a school responsibility	0	0%
		School governing board	9	18%
		Principal	34	68%
		Department head	7	14%
		Teacher	2	4%

According to table two, thirty four (74%) respondents told that principals had the main responsibility of hiring English teachers at private schools, 7 (14%) respondents told that English department heads choose English teachers, 9 (18%) respondents told that school governing board had the main responsibility of hiring English teachers, and 2(4%) respondents told that teachers have the responsibility of hiring their colleagues along with the principals. This shows that principals have the main responsibility of hiring English teachers at most of the private schools whereas some schools select teachers from the decision of department heads and school governing board along with the teachers too.

Table 3
Importance of Teaching License, Interviews and Examinations

S.N	Item	Response	Frequency	Percent
1	Application criteria	Teaching license	24	48%
		Interviews and examination	49	98%

Policy provision of MOE and Sports (2005) has discussed about teaching license which is another important criteria of teacher selection. Teaching License means the teaching credential that is needed to allow teachers to legally work as a teacher within a school. Depending on where teachers are qualified, a teaching license might be alternately known as a teaching certification. So, it should be checked before selecting teachers. Table three has included the survey question about teaching license. In response to the question, only 24 (48%) respondents among 50 respondents agreed that they look after teaching license before they hire English teachers. From this fact, I found that teaching license is not prioritized more in private schools. If teachers can fulfill student's needs, they are selected as teachers. I got same response from the open-ended question too. Some respondents responded that "Academic, professional, personal and social qualities are prioritized more than teaching license at private schools. English teachers are expected to have enough academic qualification, teaching experience and knowledge of grammar, vocabulary etc. rather than teaching license." This proves that teaching license is not prioritized more at private schools.

Similarly, Teachers should give exam and interviews before entering into teaching field (Directorate for Education, Education & Training Policy Division, 2005). Those exams include the questions made by teacher service commission. When teachers pass that exam, then they are interviewed. In response to the question "Do you interview with a candidate before making an offer of employment?" Forty nine (98%) respondents told that they interview teachers before they hire them whereas only one (2%) respondent opposed to take interview before hiring English teachers. It means that most of the principals take interview before hiring English teachers.

While replying the open ended question related to interview and examination, most of the respondents said, "We take face to face interview and written examination to become sure about the qualities and confidence of English

teachers." This shows the importance of interview and examination before hiring English teachers at private schools.

Table 4
Teachers' Preferred Academic and Personal Qualities

S.N	Item	Responses	Frequency	Percent
1	Teachers' preferred academic qualifications	$\frac{3}{4}$ year graduate degree in English Education	10	20%
		$\frac{3}{4}$ year graduate degree in English Education	6	12%
		$\frac{3}{4}$ year graduate degree in English Education	30	60%
		Others	4	8%
2	Preference of personal skills	Always	47	94%
		Sometimes	3	6%
		Rarely	0	0%
		Never	0	0%

One of the most important qualities that the principals used to look at teachers in private schools is teachers' qualifications. If teachers are not qualified, they will not be able to teach the students. The minimum qualifications for teachers are higher education for basic level and M.Ed. for a secondary level (SSRP, 2009-2015). My survey found out that all the teachers' academic qualifications were checked before they got selected as teacher qualification is the basic determinant of the teacher. Without academic qualification, principals cannot be sure either he/she can teach or not. In the survey question related to collecting transcripts and selecting teachers from variety of preparation programs, 39(78%) respondents were found to prefer transcripts and thirty (60%) respondents were found to choose teachers by looking at their $\frac{3}{4}$ year undergraduate degree in English Education with some years teaching experience. This shows that academic qualifications along with teaching

experience are the most important factors that the principals look at English teacher before hiring them.

Similarly, while responding the open-ended questions about academic qualification, respondents told "English teachers must have enough academic qualifications. However, sometimes teachers have good marks in their transcripts but their transcripts and skill level do not match with each other." So some principals told that they were thinking about hiring English teachers by having informal interaction with the candidate, checking their socio-economic background, keeping them in trial period and checking their fluency, accuracy, and competency in speaking English except checking academic qualifications. This shows that academic qualifications are checked properly before recruiting the English teachers but the transcripts only cannot judge teachers' capacity of teaching English subjects. Principals have to think something more than hiring teachers on the basis of academic qualifications only.

Likewise, the personal qualities which a person brings to the teaching profession are as important as their education and experience. Teachers should have personal qualities like organizational skills, resourcefulness and creativity, patience and stamina, inspiring and motivating the students (Frost, 2018). In response to the question about personal qualities "Do you look after the personal qualities like dress, discipline, punctuality, flexibility, motivation, patience etc. before selecting the English teachers?" Forty seven (94%) respondents told that they always look at personal qualities and 3 (6%) respondents told that they sometimes look at personal qualities. It means private principals prioritize personal qualities equally with academic qualifications and teaching experience.

While responding to the open-ended question related to the personal qualities of an English teacher, some respondents said "We expect loving and caring English teachers with good personality, obedience, good handwriting and clear voice. We also expect energetic, healthy, loyal, punctual, perfect, social, co-

operative, sincere, decent and competent English teachers." This all shows that personal qualities are prioritized highly at private schools.

Table5
Priority of Teachers' Professional Qualities

S.N	Item	Response	Frequency	Percent
1	Important skills of an English teacher	Professional skills	40	80%

According to the Teacher Quality Index, teacher should have commanding voice, content knowledge, and knowledge of teaching and learning, interaction with students, dedication on teaching, instructional planning, response to students' needs and ability, monitoring of student progress are some of the professional qualities of teachers. All of these qualities should be checked properly before selecting teachers. And it is done in private schools as teachers remain in the school until they have these professional qualities otherwise principals have the right to recruit next teacher instead of him/her. Teachers are in trial period forever. They remain as teachers until they have above professional qualities. If they can't fulfill those needs, they are replaced. As illustrated by table 5, among 50 principals, 40(80%) respondents were found to look after professional qualities before hiring English teachers. That's why, principals prioritize professional qualities before hiring English teachers.

Similarly, I had also asked open ended question about the importance of teachers' professional qualities where respondents answered "English teachers are expected to work elegantly and take all the responsibilities as English teachers. They have to work together with colleagues and help each other in the absence of other teachers. English teachers are expected to be work-oriented, motivated and responsible who can bring good results in students. They are expected to have professional behavior with the capacity of dealing with the parents and teaching independently." But all of the expectations of principals

were not matched as all teachers were not found to be professional after they were hired. Some teachers were found working to pass days and kill time whereas some were working against child psychology.

English teachers are offered to take part in trainings, classroom observation, workshops, seminars, counselling etc. to develop themselves as professional teachers. Private principals told that they appreciate teachers' good work, provide timely feedback to their work, and provide them teaching materials as per their requirements to sustain them for a long time at teaching. These all proves that principals prioritize professional qualities a lot before hiring the English teachers.

Table 6
Importance of Having Technological and Content Knowledge

S.N	Item	Extremely Important		Very Important		Somewhat Important		Not Important	
		Fre	%	Fre	%	Fre	%	Fre	%
1	Importance of using technology in the curriculum	0	0%	44	88%	6	12%	0	0%
2	Importance of content knowledge	10	20%	36	72%	4	8%	0	0%

Technology is slowly taking over many aspects of human society. Education has gradually evolved to incorporate technology in the dissemination of information. Since a large part of daily life involves technology, using it in classes only seems right. Staying competitive in the 21st century dictates the need for technological finesse (Ivy, 2017). Computers, tablets, smart boards, social media etc. are some types of technology that can be used in the classroom. As technology is very important part of modern teaching, I tried to know ""How important is the teachers' knowledge of using technology into the curriculum while teaching?" As given in table six, Forty four (88%)

respondents were found to consider knowledge of technology as very important part of teachers and 6 (12%) considered technical knowledge as important part of teachers. None of the principals considered knowledge of using technology into the curriculum as less or not important part of the teachers. Because of this fact we come to know that English teachers must have knowledge of using technology into the curriculum to get hired in private schools.

While responding the open-ended question related to the technological knowledge of teachers, some respondents told "We will provide the required technical and psychological support to the teachers but they should have the knowledge to use them properly in the classroom." This shows the importance of the knowledge of using technology in the classroom.

Teachers having content knowledge can use educational strategies like asking higher level questions, focusing on inquiry-based learning, allowing more student-directed activities and engaging students in the lessons (Stronge, 2018). Therefore, principals must check content knowledge on English teachers before hiring them. In survey question, "How important is the English teachers' content knowledge while hiring teachers?" Thirty six (72%) respondents told that content knowledge is very important part of teachers, 10 (20%) respondents told that content knowledge is extremely important in teachers, 4 (8%) respondents told that content knowledge is somewhat important. None of the respondents considered content knowledge as not important part of the teachers. Because of this fact we come to know that English teachers must have content knowledge to get hired in private schools. Therefore, content knowledge is one of the priorities given by the principals before hiring English teachers

In response to the open-ended question, some respondents replied "English teachers are expected to have content knowledge, make daily lesson plan, use dictionary, language books etc. We look these qualities from demonstration

class. If English teachers are selected by taking written examination, class demonstration and interview, we would be able to select right person for the right position." So, Content knowledge is prioritized more in private schools.

Table 7
Preference of Verbal Ability and Communication Skills

S.N	Item	Responses	Frequency	Percent
1	Categories of verbal ability	Grammatical knowledge	31	62%
		Verbal fluency	25	50%
		Deeper knowledge of the language	29	58%
		Interaction using common structures	26	52%
2	Types of communication skills of an English teacher	Fluency	25	50%
		Accuracy	31	62%
		Pragmatics	11	22%
		Discourse Analysis	6	12%

Verbal abilities are very important in teachers because students taught by teachers with greater verbal ability learn more than those taught by teachers with lower ability (cited in Stronge, 2018). Those teachers who have higher verbal abilities can convey ideas to the students and communicate with them in a clear and compelling manner (Hattie, 2008). In response to the question "Which verbal ability do you prioritize while hiring English teachers?" According to table seven, among 50 respondents, 31 (62%) respondents were found to prioritize grammatical knowledge, 25 (50%) respondents chose verbal fluency, 29 (58%) prioritized deeper knowledge of language and 26 (52%) respondents chose interaction using common structures as the important part of verbal ability. This shows that principals prioritize all types of verbal ability while hiring English teachers in private schools.

In response to the open-ended question related to the verbal ability of the teachers, respondents expressed "We expect accuracy, appropriacy, clarity, reading aspect, interaction skills, transparency in dealing, etc. from English teacher before hiring them but all of our expectations do not meet with the candidates. Some teachers cannot perform well whereas some turn lazy and irresponsive after some years." That's why verbal ability is very important part of an English teachers and they are checked properly before hiring the teachers.

According to Richards (2013), English teachers should have the skills of explaining, instructing, using formulaic expression, using English for classroom management, asking questions, modeling the pronunciation of words and sentences, guiding, monitoring, paraphrasing, summarizing, reviewing lesson, leading discussion activities and giving feedback to students which are discourse skills i.e. communication skills. In response to the survey question "In your views, what types of communication skill should an English teacher have?" 25 (50%) respondents among 50 principals chose fluent English language, 31 (62%) respondents prioritized accuracy in language more than others, 11 (22%) respondents told that pragmatics is the important type of communication skill an English teacher should have and 6 (12%) respondents prioritized discourse analysis. Most of the principals prioritize verbal fluency and accuracy as the important communication skills that an English teacher must have.

Some respondents answered "English teachers must have good interaction skills, presentation skills, grammatical knowledge, verbal fluency and accuracy, etc. and we confirm these skills by taking interview and vocal test." This shows that principals look at verbal fluency and accuracy before hiring English teachers.

Table 8
Preference of Teacher's Previous Experience and the Knowledge of Vocabulary

S.N	Item	Yes		No	
		Fre	%	Fre	%
1	Importance of Teachers' previous experience	42	84%	8	16%
2	Importance of vocabulary	43	86%	7	14%

More experienced teachers are more effective than novice teachers. Experienced teachers have attained expertise through real-life experiences, classroom practice and time. Experienced teachers can plan, manage classroom, question and reflect properly and they are more fluent, accurate with extended vocabulary power (Stronge, 2018). Therefore, experience of teachers are prioritized before hiring English teachers. In response to the survey question, forty two (84%) respondents agreed that they look at teachers' experience before hiring them whereas 8(16%) respondents told that they do not look after teachers' experience before hiring them. From this fact, we come to know that most of the principals prioritize experienced teachers while hiring them.

While responding open-ended question related to teaching experience, some respondents responded "We prefer experienced teachers more than novice teachers but if we find qualified novice teachers we hire them too. After hiring them we provide inductive programs to novice teachers to familiarize them with the school environment and help them to uplift their teaching profession. We provide them the opportunities to implement their innovative ideas and make collective ideas." This shows that experienced teachers are prioritized more but it does not mean that they do not hire novice teachers. If they hire novice teachers they help the teachers to get familiarize with the school environment and stay for a long time in the same position.

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It can be considered as one of the most important skills which can develop reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for teachers in their attempt to use English effectively. That's why schools must be confirmed about the vocabulary power of the teachers before hiring them in their schools. I tried to know whether private principals prioritize the wide range of vocabulary in teachers before hiring them or not and I found that 43 (86%) respondents prioritize this before hiring teachers whereas 7 (14%) respondents were not concerned about teacher's vocabulary power before hiring them. This shows that most of the principals are aware about the advantages that the students can get from the teachers who have wider range of vocabulary.

Table 9
Precedence of Training Certificates

S.N	Item	Response	Yes		No	
1	Application criteria	preference of training certificates	Fre	%	Fre	%
			29	58%	21	42%

The process of preparing teacher about content i.e. 'what aspect' and the methodology i.e. 'how aspect' is teacher training. Teachers learn different theories, methods, and techniques which are to be used while teaching. They also learn about child development, child psychology, curriculum and objectives which are useful for them for teaching (MC, 2018). In response to the question "Do you prioritize training certificates and attendance certificate of workshops and seminars?" As given in table nine, twenty nine (58%) respondents among 50 respondents agreed that they check training certificates and 23 (46%) respondents agreed that they check attendance certificate of workshops and seminars before hiring English teachers. This shows that training certificates and the attendance certificate of seminars and workshops

are prioritized by some of the private schools but not by all. Training certificates and certificates of seminars and workshops are not prioritized highly by private principals as they prioritize transcripts, application form and writing sample.

I had also asked open-ended question related to trainings. Respondents responded "We offer the teachers to take part in trainings, classroom observation, workshops, seminars, and counselling to improve their qualities and to sustain them in teaching for a long time." Principals do not prioritize training certificates before hiring teachers but they encourage teachers to take trainings after they are hired as it helps teachers to be more professional and to sustain in the same school for a long time.

Table 10
Teacher's Working Collaboratively or Independently

S.N	Item	Teacher collaboration		Teachers working independently	
		Frequency	Percent	Frequency	Percent
1	Teachers' working collaboratively or independently	42	84%	8	16%

While responding to the question i.e., "Which one do you prefer most; Teacher collaboration or Teachers working independently?" As given in table ten, forty two (84%) respondents preferred teacher collaboration and 8 (16%) respondents preferred teachers working independently. This shows that principals prioritize those teachers who want to work collaboratively with their colleagues. This helps them to share their experience, novice teachers can learn something more from experienced teachers and teachers can solve the problems related to the teaching and learning by discussing with each other.

Table 11
Performance or Competence level

S.N	Item	Performance		Competence		Both a and b		None of the above	
		Fre	%	Fre	%	Fre	%	Fre	%
1	Performance or competence level	3	6%	1	2%	46	92%	0	0%

The best way to assess teacher's effectiveness is to look at their on-the job performance, including what they do in the classroom and how much progress their students make on achievement tests (Taylor & Tyler, 2012). So, there should be fixed trial period before selecting the teachers to evaluate teachers' on-the job performance. Competence level means the knowledge, skills, attitudes and experiences, which has to be target category of profession of educator. In short, competence means knowing and performance means showing the knowledge. I found from the survey question that teachers' on-the job performance is looked at every schools nowadays. They are asked to go to real classroom and teach. If students are agreed to take them as teachers then they are selected. In the survey question "Which of the following levels do you prioritize while recruiting English teacher?" According to table eleven, forty six (92%) respondents accepted to prioritize both performance and competence level, 3 (6%) respondents accepted to prioritize performance level only and one (2%) respondent accepted to prioritize competence level only. It shows that principals prioritize both performance and competence level before hiring the teachers.

In response to the open-ended question related to performance and competence level of the English teachers, respondents replied "Some teachers have good academic qualifications. We hire them looking at their certificates but they cannot show their knowledge in the real classroom. Some do not have good marks in their certificates but they perform well. Some teachers are found to be

opportunistic or found to be following traditional way of teaching. That's why we have started to observe demonstration class and keep teachers in trial period. This has helped us a lot in hiring best person for the best position." This shows that performance and competence level are checked well in private schools before hiring English teachers.

As a whole, private schools are seemed to improve their hiring process. They have started to follow most of the teacher hiring policies made by the government. Most of the principals announce vacancies publicly whereas some hire teachers through personal contacts, relation, teacher bank, contract based teachers etc. These teachers have to fill application form. Principals check their academic, professional as well as personal qualities properly. They also check teachers' knowledge of using technology, verbal ability, content knowledge, teaching experience, communication skill, knowledge of vocabulary, performance and competence level by taking interview, written examination, vocal test, observing demonstration class, keeping teachers in trial period etc. However, teaching license and training certificates are not found to be prioritized at private schools.

CHAPTER-FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

The main purpose of this research work was to find out the priorities given by the private principals while hiring English teachers. Therefore, after getting my proposal approved, as the process of data collection specified in the proposal I visited 50 private schools and elicited the data from the principals. After collecting the required data, I analyzed the data. And after analyzing the collected data I have presented the results on the table and they have been discussed too.

Personnel selection, supervision, and evaluation are significant factors in employing the right person for the right job. Teachers are no exception. Although different teachers are hired in private schools, they use to leave school after short period. It's because school leaders are not being able to select right person for right position. Therefore, the main purpose of this study was to provide insight for the private principals regarding the priorities they are giving and the priorities they should give before hiring the English teachers.

From the close-ended questions I found that most of the private principals announce vacancies publicly before hiring new English teachers through different sources like newspaper, television and teacher bank. New English teachers have to fill in application form, show their transcripts, writing sample, proof of certification which are prioritized more at private schools whereas teaching license, training certificates and attendance certificates of workshops, seminars etc. are not prioritized more; they are exceptional in case of private schools. Principals prioritize those teachers who have the knowledge of using technology into the curriculum while teaching as technology is slowly taking over many aspects of human society (Ivy, 2017). Education has gradually

evolved to incorporate technology in the dissemination of information. Since a large part of daily life involves technology, using it in classes only seems right.

Principals prioritize all types of verbal ability while hiring English teachers in private schools because students taught by teachers with greater verbal ability learn more than those taught by teachers with lower ability (cited in Stronge, 2018). Those teachers who have higher verbal abilities can convey ideas to the students and communicate with them in a clear and compelling manner.

Similarly, all of the principals considered content knowledge as important factor that an English teacher must have, none of the principals considered it as less or not important factor. Therefore, content knowledge is one of the important priorities given by the principals before hiring English teachers.

Experience of teachers is also prioritized before hiring English teachers. In response to the survey question, forty two (84%) respondents agreed that they look at teachers' experience before hiring them whereas just 8(16%) respondentstold that they do not look for teachers' experience before hiring them. From this fact, we come to know that most of the principals prioritize experienced teachers while hiring them.English teachers are expected to have good communication skills; fluency, accuracy, pragmatics and discourse analysis (Richards, 2013). Principals prioritize vocabulary power along with communication skills. Among 50 respondents, 43 (86%) respondents check whether the English teachers have wider range of vocabulary or not. This shows that the principals try to hire those teachers who have wider range of vocabulary along with good communication skills.

Similarly, most of the principals prioritize those teachers who want to work collaboratively rather than those teachers who want to work independently. My survey found out that all the teachers' academic qualifications were checked properly before they got selected as teacher qualification is the basic determinant of the teacher. Without academic qualification, principals cannot be sure either he/she can teach or not. Private Principals were found prioritizing

personal qualities equally with academic qualifications and teaching experience.

From the study it was found that most of the principals take interview before hiring English teachers. They look at academic, professional, personal and social skills of an English teacher by asking interview questionnaires. Principals also prioritize performance and competence level of the teachers as knowing and showing the knowledge is very important capacity that an English teacher must have.

From the open-ended questions, I also found that some schools looked at CV, test teachers' language and interviewed them which turned successful. Some schools announced vacancy, collected application, advertised application, interviewed and looked at demo class and it turned successful. Some schools selected teachers by looking at teaching skills, some through teacher bank, some were hired by looking at personal references and some through personal contacts, relation and contract basic filled teachers which also turned successful. Some principals looked at transparency in dealing, real clear instruction and vision of the academic plan which turned successful. They further told that they want to hire teachers through face to face conversation, by looking at their dedication to teaching, their schooling background, socio-economic background and keeping them in trial period which they thought to turn successful.

5.2 Conclusion

After the analysis and discussion of the study results in chapter four, the summary of the main findings have been presented in the chapter five. On the basis of those findings regarding the English teacher hiring practices in private schools, it can be concluded that most of the schools have to hire some new English teachers every year as they cannot retain the teachers for a longer period of time. Private schools make their own policies and they follow those

policies strictly while hiring the English teachers. My research study found that private schools are following some of the teacher hiring policies made by the government, like as; announcing vacancies publicly through different sources like as newspaper, television and teacher bank. New English teachers have to fill in application form, show their certificates, writing sample and proof of certifications before they are hired but I found that teaching license, training certificates etc. are not prioritized at private schools.

Principals want to hire those teachers who have good academic qualifications as the academic qualification is the basic determinant of the knowledge acquired by the teachers. Without academic qualification, principals cannot be sure either s/he can teach or not. Principals agreed that they check knowledge of technology and the knowledge of vocabulary as the world has developed a lot on the part of technology. Similarly, principals look at professional, academic and personal qualities very carefully. English teachers are interviewed and examined properly as the dedication of the teachers towards the school, their skills, performance and competencies can be checked properly through interviews and examinations. Principals observe the classes of English teachers and hire them after listening to the decision of the students. As most of the parents send their children in private schools because of the medium of instruction; English used by the teachers while teaching, principals confirm the verbal ability and communication skills of the teachers too. Previous experience of the English teachers is also preferred in private schools. From the data collected, most of the principals were found to prioritize those teachers who want to work collaboratively and those teachers who have the capacity of performing well in the real classroom.

Some principals were found interested in reforming their hiring practices. They wanted to hire teachers through face to face conversation, vocal test, classroom observation for some days, etc. They have planned to look at schooling and socio-economic background, dedication towards teaching, hiring through teacher bank as they can turn successful. This all shows that the teacher hiring

practices are improved a lot in private schools. They have started to follow the policies made by the government and they are also thinking about reforming their policies to hire right person for the right position. Private schools have to improve a lot in the field of teacher recruitment and this study shows that they have started to do so.

5.3 Recommendations

Based on the major findings of the present study, the following suggestions and implications for different levels are proposed as follows:

5.3.1 Policy Level

- a. Principals make their own teacher hiring policies as per their wish and follow them strictly before hiring English teachers in private schools. This all has increased the chance of hiring ineffective teachers more than effective ones. Therefore, PABSON need to make the common rules for hiring new teachers as the government has made for public schools and the private schools have to follow them.
- b. There is not uniformity regarding the teacher hiring process. All private schools have different teacher hiring practices. So, there need to be the uniformity in teacher hiring practices in all private schools.

5.3.2 Practice Level

- a. Discussion on the relevancy of the teacher hiring practices should be held in all districts, and the hiring practices should be modified to in accordance with their valuable advice.
- b. While hiring teachers private schools do not follow all the criteria that are made by the government. They make their own policies and implement them while hiring teachers. That's why, private schools are not being able to sustain teachers for a longer period of time

which is hampering the future of the students as well as wasting the time of principals in hiring new teachers every year.

5.3.3 Further Research

This study was only limited to the 50 principals of the Kathmandu district. Therefore, I do not claim that it is complete in itself. This is mono-directional study. A multi-directional study involving the greater number of principals, school governing board, department heads etc. should be carried out in this area. Therefore, for further research in the future here, I have tried to provide some suggestions and related areas:

First, the sample population of the study should be larger so that, there will be the high chance of obtaining real information. It is suggested that more informants should be included to investigate the priorities given by the private principals while hiring the English teachers. Therefore, valid and reliable findings regarding these topics will be derived. To be clearer, with a larger number of participants the results and findings of the study can be more representative and more reasonably be generalize to the whole population.

Second, it is suggested that the future researchers should pay more attention to find out the priorities given by the private principals while hiring English teachers in other districts.

Thirdly, more studies could be conducted to find out the priorities given by the private principals while hiring the English teachers of specific levels; primary level, lower-secondary level or secondary level.

In the same way, they can also conduct research to explore other different aspects related to private schools and their practices.

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Appendix-I

SURVEY QUESTIONNAIRES TO THE PRINCIPALS

Dear sir/madam,

This survey questionnaire is a research tool for gathering information for my research entitled "**English Teacher Hiring Practices in Private schools**" for the partial fulfillment of my master of Education in English at T U. I am carrying out this research under the supervision of **Dr. PremPhyak**, Lecturer of the Department of English Education, T U, Kirtipur. The questions are based on Teacher hiring policies at private schools.

The current information provided by you will be of great help for the successful completion of this research. Your name and the name of your organization are optimal and your participation is voluntary. All the information collected through the questionnaires will be kept highly confidential and used only for research purpose. I would be great if you could kindly spare some time to complete the questionnaires below.

Researcher

ArchanaGhimire

Department of English Education

T.U., Kirtipur

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Appendix-II

Questionnaire

Name of School:

Address:

Principal Name:

Telephone number:

Gender:

Age:

Set A

(You are requested to put a tick () to the alternatives that best indicates your responses and fill in a word if required.)

1. What is the highest level of formal education you have completed?

Please mark one choice

School leaving certificate completed

Intermediate level

Bachelor degree

Master degree

Above master degree

2. How many years of experience do you have working as a principal?

This is my first year 1-2 years 3-5 years

6-10 years 11-15 years 16-20 years

More than 20 years

3. Please indicate the number of full-time personnel at your school.

Number of Primary teachers

Number of Lower-Secondary teachers

Number of Secondary teachers

4. Among all teachers, how many English teachers are there at your school?

Number of Primary English teachers

Number of Lower-secondary English teachers.....

Number of Secondary English teachers.....

5. Approximately what percentage of English teachers are new to your school this year?

Percentage of new English teachers.....%

6. Do you announce vacancies publicly or hire teachers through a decentralized, school-based process?

Announce vacancies Hire teachers through a decentralized, school-based process

7. Where do you advertise about the new vacancies in teaching post?

Newspaper Television Internet Pamphlets

Others.....

8. Choose the correct requirements that you use during the application process?

a. Application form

- b. Collect transcripts
- c. Writing Sample
- d. Proof of certification
- e. Teaching license
- f. Training certificate
- g. Attendance certificates of
workshops, seminars etc.

9. With regard to your school, who has primary responsibility for hiring English teachers?

- Not a school Responsibility School's governing board
- Department Head Teachers Principal

10. How important is the teacher's knowledge of using technology into the curriculum while teaching?

- Very Important Important Less Important
- Not Important

11. Which verbal ability do you prioritize while hiring English teachers?

- a) Grammatical knowledge
- b) Verbal fluency
- c) Deeper comprehension of the language
- d) Interaction using common structures

12. How important is the English teacher's content knowledge while hiring teachers?

a) Not Important b) Somewhat Important

c) Very Important

d) Extremely Important e) Not applicable

13. Do you prioritize teacher experience while hiring teachers?

a) Yes b) No

14. In your views, what type of communication skill should an English teacher have?

a) Fluency b) accuracy c) Pragmatics

d) Discourse analysis

15. While hiring English teacher, do you look at wider range of vocabulary?

a) Yes b) No

16. Which one do you prefer most?

a) Teacher collaboration

b) Teachers working independently

17. Principals hire English teachers from a variety of preparation programs. Which type of programs do you prefer most while hiring teacher?

a. Three/four year undergraduate degree in English Education

b. Three/Four year undergraduate with one year teachers preparation course

- c. Three/four year undergraduate degree with some years teaching experience
- d. Other (Please specify).....

18. Do you look after the personal qualities like dress, discipline, punctuality, flexibility, motivation, patience etc. before selecting the English teachers?

Always Sometimes Rarely Never

19. Do you interview with a candidate before making an offer of employment?

Yes No

20. If so, what are the skills that you look for on the parts of candidate?

- a) Social b) Personal c) academic
- d) Professional

21. Which of the following levels do you prioritize while recruiting English teacher?

- a) Performance b) Competence
- c) Both a and b d) None of the above

22. In the past 12 months, have you participated in any workshop, trainings or seminars related to effective teacher hiring process?

Yes No

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29. Please tell us about any-teacher recruitment and selection practices that your school has found to be successful.

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30. Please add any thoughts you fell would be helpful in English teacher recruitment in private schools? Is there anything else you would like to tell us?

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