

## Exploring the secondary level teachers' appointment system in Bangladesh for ensuring quality teachers

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**Abstract:** The study aims to investigate the issues embedded in the secondary-level teacher recruitment system from the structural perspective, which affect the motivation of the teaching profession, appointment and retention, and teacher development. The study applied the qualitative method and identified the issues that cause skill teacher shortage through causal relation analysis. The study used interviews with policymakers and administrators to identify the causes of the shortage of high-quality teachers in secondary institutions and discerned the solutions to ensure quality secondary education in Bangladesh. Adverse appointment and retention systems; and weak and stagnant teacher development facilities, were identified as the demotivating factors for taking the teaching profession. The solutions were found to enhance the attraction for teaching: firstly, by increasing salary, upholding teachers' position in society and educational administration, and improving the working environment. The appointment and retention systems should be friendly by selecting and facilitating quality teachers. Lastly, a comprehensive and interconnected teacher development system should be initiated to ensure high-quality teachers at the secondary level.

**Keywords:** Quality teacher, secondary teacher, teachers' appointment

## Menjelajahi sistem pengangkatan guru tingkat menengah di Bangladesh untuk memastikan guru berkualitas

**Abstrak:** Penelitian ini bertujuan untuk menyelidiki isu-isu yang melekat pada sistem rekrutmen guru tingkat menengah dari perspektif struktural yang mempengaruhi motivasi profesi guru, pengangkatan dan retensi, serta pengembangan guru. Studi ini menerapkan metode kualitatif dan mengidentifikasi masalah yang menyebabkan keterampilan guru berkurang melalui analisis hubungan sebab akibat. Studi ini menggunakan wawancara dengan pembuat kebijakan dan administrator untuk mengidentifikasi penyebab kekurangan guru berkualitas tinggi di lembaga pendidikan menengah dan mencari solusi untuk memastikan pendidikan menengah berkualitas di Bangladesh. Penunjukan yang merugikan dan sistem retensi; dan fasilitas pengembangan guru yang lemah dan stagnan, diidentifikasi sebagai faktor demotivasi untuk mengambil profesi guru. Solusi yang ditemukan untuk meningkatkan daya tarik mengajar: pertama, dengan menaikkan gaji, menegakkan posisi guru dalam masyarakat dan administrasi pendidikan, dan memperbaiki lingkungan kerja. Sistem penunjukan dan retensi harus bersahabat untuk menyeleksi dan memfasilitasi guru yang berkualitas. Terakhir, sistem pengembangan guru yang komprehensif dan saling terkait harus dimulai untuk memastikan guru berkualitas tinggi di tingkat menengah.

**Kata Kunci:** Guru berkualitas, guru sekolah menengah, pengangkatan guru

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## INTRODUCTION

The quality of an education system cannot exceed the quality of its teachers (Barber & Mourshed, 2007), hence ensuring skilled teachers at all levels of education is the most important component in obtaining a quality education. Providing secondary school educators with high quality should be one of the prerequisites for developing well-educated and competent human resources for a nation (Bangladesh Ministry of Education, 2010). Unfortunately, the outcomes from secondary education for obtaining the intellectual capacity required for higher education, or securing the desired profession in Bangladesh, were appearing less effective and efficient (Bangladesh Bureau of Statistics, 2018; Hughes, 2013; Schurmann, 2009; The World Bank, 2017). The results of grade six and grade eight students in a nationwide assessment named 'Learning Assessment of Secondary Institutions (LASI)' revealed that most of the secondary students could not attain the intellectual capability set in the objective of the curriculum (Australian Council for Educational Research, 2016; Directorate of Primary Education, 2016; National Curriculum and Textbook Board, 2012). On the other hand, despite the tremendous increase in the average pass rate in both Secondary School Certificate (SSC) and Higher Secondary Certificate examinations (HSC) (89.72 percent in SSC in 2013 and 74.30 percent in HSC in 2013), the quality of secondary education in Bangladesh is reckoned unsatisfactory in terms of admitting in the higher educational institutions (Khan et al., 2014). In this regard, Khan et al. (2014) also stated that although secondary education in Bangladesh was supposed to prepare students for higher education by introducing some major streams such as science, the humanities, and business studies, students' performance in university entrance exams, particularly at some public universities, was found quite inconsistent with their performance at the SSC and HSC examinations.

According to Hattie (2003), teachers are accountable for approximately thirty percent of the difference in learners' academic performance. He claimed that "those who put the consequences of so many policies into place, who interpret these policies, and who are alone with students throughout their schooling hours" belong to teachers. Therefore, he concluded that "the most significant factor causing variance which might make the difference" were teachers. In particular, the broad consensus is that "teacher quality" is the single most important school variable influencing student achievement (Organisation for Economic Co-operation and Development, 2005). As stated by Hannaway and Mittleman (2011), teachers possess an "unequivocal" positive effect on students' academic achievements and comprise the most crucial inner-school factor for student learning. Teachers play an important role for the success of their students (Beluan et al., 2018; Mbaubedari et al., 2022; Ropum et al., 2022; Tepi et al., 2022). Therefore, one of the primary root causes of less effective secondary education in Bangladesh can be attributed to the lack of qualified teachers in the secondary sector (Mullick & Sheesh, 2008).

Furthermore, according to Rashid (2019), the majority of teachers are ignorant of the cutting-edge curriculum used in the contemporary educational system. Due to inadequate training, the majority of teachers rely on traditional teaching techniques like lecturing. Untrained teachers have little choice but to use the tried-and-true one-way communication approach to instruction. It is now essential to ensure the selection of competent teachers at all levels of education, provide them with training, and ensure the selection of appropriate and timely academic subjects (Karim, 2020).

The objective of the study was to explore the dominant structural factors in the secondary education system responsible for ensuring teachers' quality, such as the teacher recruitment process; academic qualification of the teachers; pre-service and in-service training; salaries and incentives; promotion system; transfer system; the workplace environment and others. Therefore, the focus of this study has been fixed on the appointment system of secondary teachers. Hence the respectively two overarching research objectives, are to identify the weaknesses that prevailed in the appointment system and to recommend feasible and practical solutions to the identified problems to attract potentially qualified candidates and ensure the selection of quality teachers.

## **METHOD**

This study applied an exploratory research approach in the qualitative method to identify the causes of the shortage of quality teachers at the secondary level and its solutions, which require non-numerical and descriptive or explanatory data. The qualitative method is used to understand the phenomena in their own right. To meet the purpose of the study, the causal relation analysis approach has been applied to explain the causes for the result of the shortage of high-quality teachers in secondary educational institutions. Data were collected from both primary and secondary sources focusing on finding the answers to the research questions. The qualitative data was gathered from secondary sources related to the qualitative method adopted to meet the research objectives. The secondary data, like government gazettes, circulars, reports, research papers of the education experts from national and international contexts, and national and international agencies' reports on Bangladesh context, were examined for conceptualizing the systems and finding the solutions to the issues that prevailed in Bangladesh.

The primary data was gathered through in-depth interviews with thirteen respondents from the group of policy-makers, education administrators, educationists, and educational institutional heads. The respondents were the Director (Secondary), Director (Planning and Development), Director (Monitoring and Evaluation wing), and Deputy Director (Secondary) of the Directorate of Secondary and Higher Education; the Principal of Teachers Training College; District Education Officer (Secondary); Program Director of Secondary Education related project; Professor of university, Head Teachers from one Government School and one non-government School.

The respondents were determined by applying the criterion sampling method. Assistant teachers were not chosen as the sample to ensure the objectivity of the data, as several interview questions were related to teacher quality. However, some quantitative data was collected from secondary sources to validate the qualitative data. Since the study applied the qualitative method, the data collected were analyzed by qualitative analysis techniques, such as causal relation, explanatory and descriptive methods. After analyzing the data, the findings were demonstrated in analytical and descriptive language.

## **RESULTS**

The research findings are drawn from the shreds of evidence collected from the documents of the Government of Bangladesh and other countries, reports of the Government, international and non-government organizations, and research papers of educationists and experts on the related subjects. Moreover, the in-depth interviews

derived the causes for the lower quality of secondary teachers in Bangladesh embedded in the structure of the education system, demonstrated by the respondents from their experiences in the related fields. The respondents also suggested several reform initiatives in the system to resolve the issues responsible for the shortage of high-quality teachers and to attract and retain qualified teachers.

## **Reasons for high-quality teachers shortage at the secondary level**

### ***Secondary teaching profession***

**Salary and other incentives:** The research finding shows that secondary teachers' salary, especially for non-government teachers, is comparatively low (Bangladesh Ministry of Education, 2018; The Bangladesh Gazette, 2015). All of the respondents expressed their concerns about the lower salary and incentives for teachers, making the profession unattractive to the higher qualified job seekers, especially in the private sector. As a National Pay Scale's grade-10 employee, school teachers' earnings were found comparatively lower than the other Government sectors, which demotivate the teachers to serve with intense enthusiasm and morale. In particular, in developing countries like Bangladesh, increasing dependent on low-skilled teachers and not providing a wage high enough to attract and maintain the best talents are recognized as obstacles to improving professionalism for teachers.

**Prospects of the teaching profession in Bangladesh:** With a second-class/Grade-10 status, secondary teachers in Bangladesh are not regarded as admirable and respectable both in society and administration. The profession seems unattractive to meritorious students because of its lower salary, holding no authority in the administration, uncertain promotion, and unimpressive facilities compared to the other professions (Flores, 2002; Lyng & Lichfeldt, 2003; Nath et al., 2019). More than ninety percent of the respondents expressed concern about the secondary teachers' professionally inferior status, which eventually affected their social status. In this regard, two respondents referred to the deprivation of the teachers concerning job status from a historical perspective. After the independence of Bangladesh, some of the posts, such as Upazila Education Officer, PTI instructor, and Sub-registrar, were regarded as second-class employees, along with the secondary teacher. However, all the posts upgraded themselves to first-class except the secondary teacher. Therefore, as a second-class employee, a secondary teacher experiences humiliation in professional and social status, which affects their enthusiasm and morale on their tasks. However, one respondent argued about the logicity of the current professional status, that upgrading their status may create unrest in the system.

**Workplace environment:** The higher student-teacher ratio puts tremendous pressure on teachers' classroom activities and affects their teaching quality. This also causes lower attraction to potential candidates and high attrition. All of the thirteen interviewees expressed their frustration about the poor condition of the workplace environment in the schools, especially the private ones situated in rural areas. Three respondents showed their dissatisfaction with not having residential facilities for teachers. The problems identified in the workplace are inadequate infrastructure, student-teacher ratio, insufficient subject-teacher, scarcity of residential facilities for the users who come from other districts or far away, poor sitting arrangements for teachers, small classrooms for taking classes, and

clashed sanitation. These factors are responsible for creating a suffocating and inconvenient environment for staying at school and running academic activities.

### ***Appointment and retention***

**Recruitment process:** More than three fourth of the teachers at the secondary level had no credentials in education before joining the profession. Moreover, eighty-five percent (85%) of the working teachers have not taken the initial training even after three years of joining. The untrained teachers lacking pedagogical knowledge apply the traditional teaching methods, making lessons incomprehensible and dull to the students. Moreover, the study found that teachers obtaining master's degrees seem more competent than teachers with Bachelor's or below qualifications (Nath et al., 2019).

On the other hand, the study found that the selection method is not effective in identifying qualified candidates for quality teaching, as not being specialized and comprehensive. The content of the selection examination questionnaires is so generalized that the skills and qualifications of the candidates in preparing lessons, class delivery, classroom management, and overall pedagogy cannot be tested. Therefore, teachers, selected only by assessing subject and general knowledge, are incapable of education science, fail to deliver quality education and evaluate students scientifically. Moreover, the methods to evaluate the candidates are so narrow, where only a written and oral examination is taken, that teachers' comprehensive eligibility is ignored, resulting in unqualified or less-qualified teachers. Besides, the different recruitment authorities for government and non-government teacher selection, applying different methods for selecting teachers, causes a quality gap among the recruited teachers.

Eighty percent of respondents acknowledged the need to obtain a certificate in education as a mandatory requirement to apply for a secondary teaching post. In this regard, two interviewees indicated the necessity of holding an education degree, which existed before 1992. Since currently there are founded more graduates in Education, the provision can once again be implemented. Moreover, the majority of the respondents also identified the narrow and generalized recruitment examination with non-specialized questionnaires as incapable of selecting qualified teachers, and experts in subject and pedagogy. However, two respondents emphasized more ensuring transparency than the change of the system.

**Transfer policy:** Data, collected from secondary and primary sources, testifies that the absence of an individual and unique transfer policy creates problems both in the teachers and schools that affect teachers' performance. Moreover, non-government teachers, are not allowed to transfer, bound them to stay at the same institution for the whole career. Therefore, this creates reluctance and boredom in the teachers' minds, depriving the teachers and students of acquiring knowledge from different institutions and environments.

A hundred percent of respondents diagnosed the existing transfer system, which is adverse to the uninterrupted continuation of academic activities and mostly biased, as one of the causes of creating dissatisfaction among the teachers. The authority transfers teachers any time of the year to any place which creates chaos in the schooling system. Moreover, this system increases the feeling of deprivation among the general teachers by creating discrimination in terms of posting in cities and rural areas.

**Promotion System:** Because of not having a standard policy for promotion, including a progressive career path, the promotion of teachers is almost dead-ended. As a result, students are being deprived of the full-fledged quality services of the teachers. Another reason, identified unanimously (cent percent) from the in-depth interviews, for which teachers in the secondary sector are getting frustrated and demotivated to concentrate on teaching, is the long-pending and stagnant promotion. There are no fixed and standard criteria for getting a promotion, and the promotion policy can be manipulated to benefit different factions.

### ***Teacher development***

The credentials for the secondary teaching profession are not mandatory in Bangladesh. Therefore, anybody can join as a teacher regardless of having a certificate in education, which significantly affects the quality of education. Nath et al. (2019) found that only 22.4% of the sample teachers attained B.Ed. degree before joining the teaching job. Moreover, there remains a significant number of untrained teachers, especially in dakhil madrasahs. These tremendously untrained teachers working at the secondary level without any or very little pedagogical knowledge contribute to low-quality education for the students.

Regarding in-service training, the mode of operation of planning and implementing training programs in Bangladesh is a very centralized and ad-hoc basis. There is a minimal scope of teacher participation during assessing the needs of training, preparing the training manual, and interacting in the training program so teachers feel alienated in the training program and gain very little motivation to apply the obtained knowledge and skills in the class. Moreover, the frequent changes in policies regarding curriculum, assessment, and other components make training useless and ineffective. Therefore, teachers lose their interest in applying the acquired knowledge and skills in classes.

More than eighty percent of respondents argued the need for pre-service training for future teachers in educational science, emphasizing pedagogy that meets the needs of classroom teachers in teaching, assessing students, and overall academic activities. They also uttered concern that the current curriculums for teacher education programs were not able to meet the requirements of subject-based competency for teaching at the secondary level in terms of global standards. Moreover, more than half of the interviewees mentioned that the in-service training was not designed as per the needs of teachers; instead, those were imposed by the central authority. From the interviews, it appeared that the respondents were not much aware of induction programs, while the term induction was not mentioned directly in the interview question.

### **Strategies for the solution to guarantee secondary schools have qualified teachers**

#### ***Attraction to secondary teaching profession***

**Salary and other incentives:** More than ninety percent of respondents recommended the up-gradation of secondary teachers' salaries from grade ten to grade nine of the national pay scale. However, one person suggested increasing incentives keeping the scale the same. One of the recommendations that came from more than seventy percent of respondents was for a unique pay structure for all levels of teachers, recognizing secondary teachers as first-class/grade-9 civil service officers, as nowadays some portion of secondary

level teachers are getting appointed through the Bangladesh Civil Services recruitment examination. Moreover, cent percent of respondents urged for providing allowances to non-government teachers, as it is for government teachers. Furthermore, most respondents recommended regular promotion, increasing the salary, and providing awards as well as encouraging teachers to get higher education and facilitating overseas study tours to attract meritorious students in the teaching profession. In this regard, the recommendations of the National Education Policy (2010) should be appropriately implemented.

**Prospects of the teaching profession in Bangladesh:** More than ninety percent of respondents argued that the job status of secondary teachers should be upgraded to first class from second. More than seventy percent of interviewees urged for an individual pay scale to make the profession impressive to high-quality candidates. Around eighty percent of interviewees mentioned the need to arrange regular promotions by creating a logical ladder of posts focusing on the administrative post and lessening the working load by appointing more subject teachers essential to make the profession more prospective and impressive to future teachers. In addition, around thirty percent of interviewees suggested the provisions of one or two extra increments at the joining time should be commenced. Two respondents out of thirteen opined that teachers also should be in the higher place of the Government's warrant of precedence showing honor to the noble profession. The non-government secondary teachers should be regarded with the same benefits and status as the Government teachers.

**Workplace environment:** Emphasizing the effect of a convenient and favorable working environment on teacher quality service, the respondents suggested several initiatives to improve the environment of the educational institutions in Bangladesh. Such as to ensure a neat, clean, and open school environment; to have well-equipped common and reading rooms; to ensure appropriate infrastructure and technological facilities; to make a proper sitting; to provide transportation and residential facilities for both the teachers and students; to ensure appropriate teachers and staff arrangements; to open new sections if classes are overcrowded with students.

### ***Appointment and retention***

**Recruitment process:** More than eighty percent of respondents recommended that to ensure qualified teachers are selected, the requirement of obtaining a B.Ed. degree should be mandatory again as before 1992 to apply for the secondary teacher post. Moreover, to encourage obtaining a master's or higher degree, salary increments or promotions could be rewarded. Universities should prepare themselves for offering education science as an integrated course with the mother subjects in the bachelor's degree/master's degree. The existing teachers' training colleges and Open Universities have to increase the quality of the content, teaching method, and evaluation process. One respondent preferred adopting the selection methods applied in Japan, such as written examination, practical examination (physical exercise, music, arts and crafts, foreign language performance), interview (individual/group), essay/thesis examination, microteaching with assigned subjects and class activities, preparation of lesson plans, situational instruction by role-playing various school life situations, and aptitude tests to ensure the quality of the selected teachers for Bangladesh (Numano,2010). Three respondents out of thirteen specifically mentioned the

necessity of an individual and unified recruitment authority for selecting both Government and private teachers.

**Transfer Policy:** The respondents unanimously (cent percent) urged for an individual and unique transfer policy to make teachers more enthusiastic and interested in teaching to ensure quality education, as the existing transfer system is not favorable to both teachers and institutions.

**Promotion System:** Promotion plays an effective role in ensuring teachers' professional development. In Japan, teachers used to be promoted following a clear and well-designed career path and the regulations strictly, which makes confidence in teachers of being promoted duly, according to the established rules and regulations. According to all the respondents, a standard promotion policy should be enacted to eliminate discrimination in promotion with the other sectors. In this regard, Japan's promotion system can be an ideal model to reform the criteria as per the needs of schools and teachers (Ogawa, 2002). Some significant criteria could be considered while making promotion lists, such as the length of the job; academic qualifications; professional capabilities/training in education; experience; seniority, etc. Overall, the new promotion policy should focus on Government and non-government teachers regardless. Moreover, to expedite the time-consuming and stagnant promotion, four respondents recommended some initiatives and these suggestions were formulating appropriate recruitment rules by updating the backdated rules; including a progressive ladder of posts; preparing a seniority list appropriately; and taking the initiative by the designated authority at a specific time. In addition, two interviewees urged for departmental examinations to select eligible teachers for promotion.

**Teacher Development:** The respondents argued that to ensure high-quality teachers, obtaining a certificate in education should be available to the students who want to be a teacher. In addition, initial training needs to be given to the new teachers as soon as possible after appointing them. Moreover, induction programs should come under a formal structure, and a well-designed plan should be prepared and enacted. Finally, in-service training should be need-based, and teachers should have the scope of participation from planning to implementing a training program. Overall, the teacher development program should be a comprehensive and continuous process.

Most of the respondents agreed on introducing higher courses in pedagogy in the universities in addition to the main subjects for specific professionals. In this case, practical classes on the learning subject, presentation of lessons, workshops on education, preparation, and publication of research reports, seminars, and symposiums can be very fruitful to make students confident and creative. It is also necessary to send the students to schools as intern teachers as part of the university degree. These kinds of programs will be helpful to create skilled teachers of the future and get students as confident graduates. Overall, they gave importance to interconnection among preservice, induction, and in-service training as a comprehensive pack.

## DISCUSSION

The study has explored the three following broad areas functioning to appoint and facilitate teachers, and responsible for teacher quality: such as the condition of the profession to attract potential candidates (salary and other incentives, professional and social status, prospect of the profession, working conditions, and others); appointment and



retention status (qualifications and pre-service training, recruitment process, selection methods, allocation of the recruited teachers, promotion, and transfer); and teacher development status (pre-service and in-service training, and working environment).

The Constitution of Bangladesh, and Bangladesh's National Education Policy-2010, unequivocally announced the importance of quality teachers to ensure proper and quality education for all. A scientific and transparent teachers recruitment process; quality teacher education; repetitive demand-driven in-service training; ensuring proper dignity and facilities, would guarantee the motivated and skilled human resources to the teaching profession at every level of the education system. However, the quality of teachers in Bangladesh was found very low despite the policies' declaration and taking several initiatives. One of the significant causes behind the 'low and unequal levels of learning' of the students in Bangladesh was identified as the failure to attract and retain qualified teachers, resulting in the shortage of quality teachers (Khan et al., 2014; The World Bank, 2017). Hanushek and Rivkin (2006), Stromquist (2018), and The World Bank (2017) observed that low pay diminishes job satisfaction and attractiveness. In this regard, Stromquist (2018) showed concern about the unfavorable conditions created by the governments for attracting high-quality teaching staff, offering lower compensation than other equivalent occupations. The experts identified the causes, such as insufficient rules, expansion of duties inside and outside schools, the disparity between fund requirements and funding, and lack of public appreciation complicate teaching as a lifetime-long profession (Flores, 2002; Lyng & Lichfeldt, 2003). Experts argued that even the non-pecuniary facilities, such as working conditions and the opportunity of passing time with family, can impact teachers' minds to stay in the profession than salaries (Hanushek & Rivkin, 2006; Stromquist, 2018).

Educationists and experts also give importance to obtaining certification in education to ensure teacher quality (Murnane et al., 1991). In countries like Japan (Yamasaki, 2016), Spain, Iceland, Luxembourg (Ries et al., 2016), and France (Cornu, 2015), having a certificate in education (e.g., B. Ed./M. Ed. Degree) is one of the compulsory requirements to apply for the teaching profession. Therefore, students interested in the teaching profession as a career from the beginning of their higher education take the courses related to education, and only they can compete for entering the profession after obtaining the certificate. UNESCO (1966) requires teachers with the requisite expertise and teaching skills and ethical, intellectual, and physical values, which is not possible to evaluate the applicants through the existing selection process in Bangladesh. Harris and Sass (2011), and Papay and Kraft (2015) emphasized transferring teachers considering students' continuous and uninterrupted quality education. Moreover, the long-pending promotion of high school teachers (Miraj et al., 2018) creates dissatisfaction among the teachers, affecting their 'enthusiasm and morale. On the other hand, the absence of formal induction programs makes the learning conditions challenging and critical for new teachers to adapt to work and familiarize themselves with their specific circumstances, which increases the feeling of discouragement and eventually leaving the job (Flores, 2002; Marcelo, 2009). Besides these, having no promotion for non-government teachers makes them bound to stay at the same status as the assistant teacher (Nath et al., 2019), creating inattentiveness and laxity in teaching, which affects students' academic and non-academic performance eventually. The scope of manipulating the existing policy to gain the factions' benefit creates frustration for

the general teachers as a whole. UNESCO (1966) and World Bank Group (2017) argued for regular promotion and proposed guidelines for promotion to inspire effective teaching and school leadership as promotion awards higher professional status, authority, autonomy, and a jump in pay.

Studies expressed concerns about the negative link between contemporary in-service training and teacher efficiency, which probably takes teachers out of school or makes teaching further burdensome (Harris & Sass 2011). Hanushek and Rivkin (2006) pointed out that 'salary influences entry into the profession, choice of the first job, and movements among jobs.' They also argued that the development of teacher wages over time is a starting point for the consideration of teacher supply. Both pecuniary, such as progressive career path and salary structure, the financial reward for extra work, and non-pecuniary facilities, like making a social contribution, job security, enjoyment of teaching, and social status should be provisioned to ensure high-quality teachers at the secondary level (Flores, 2002; Lyng & Lichfeldt, 2003; Watt et al., 2012). The scope of professional development and up-gradation of position and salary in return also motivate students to choose teaching as a career (Lyng & Lichfeldt, 2003). Working conditions, both physical (facilities and resources) and social (school leadership, professional relations, professional authority, autonomy, school culture), have a positive impact on higher teacher satisfaction and less attrition from the profession (Boyd et al., 2011; Johnson et al., 2012; Ladd, 2011; Podgursky et al., 2004; Scafidi et al., 2022)

Education administrators, educators, and researchers insist that recruitment policy is not just a matter of quantity but also quality and plurality (Lyng & Lichfeldt, 2003). In this regard, UNESCO (2015) has set a standard for the recruiting process, including the requirements of having a sound profile and a solid dedication to teaching. It also suggested introducing teacher licensing with the requisite skills, competence, and qualities. The authority should ensure teacher development and higher status and an open hiring mechanism that does not restrict vulnerable communities from being a teacher. Experts suggested several initiatives to develop teacher quality, such as identifying the teachers who do not possess even the minimum teaching qualifications, preparing joint planning by teacher unions and ministries of education to determine professional development activities for teachers, and expanding teacher education programs for creating continuous development programs (Stromquist, 2018). Organization for Economic Co-operation and Development (2005) also suggested connecting initial teacher education, induction, and professional development so that teachers can build a more coherent learning and development structure.

## CONCLUSION

From a structural standpoint, the study sought to identify the issues in the secondary education system that led to a dearth of high-quality teachers in secondary educational institutions and look for solutions to the issues that were found to make the system more conducive to hiring, fostering professional growth in, and retaining high-quality teachers. Therefore, the study assessed the secondary school system's activities widely to identify the shortcomings and limitations, which from a qualitative point of view contribute to lesser attraction, an ineffective selection process, and poor development of teachers. In this regard, the prerequisites for entering the secondary teaching profession, the procedures for

hiring and keeping qualified teachers, and the status of teacher development at the secondary level have been chosen as the subjects to be investigated.

According to the study, there is less allure to the teaching profession as a result of the inadequate facilities offered to instructors, particularly among highly accomplished graduates who show very little interest in the field. Comparatively lower pay and incentives, low professional and social prestige, and unfavorable working conditions for instructors who want to provide students with a high-quality education are the causes of decreased appeal. The appointment and retention processes, on the other hand, are inefficient in identifying qualified teachers and advancing their careers to the higher and more specialized levels of the educational administration hierarchy. In contrast to high-quality instructors, secondary teachers are not required to have an education degree to pursue a career as a teacher. Additionally, the recruiting procedure used to choose instructors is ineffective at choosing qualified educators, as evidenced by the use of improper selection examination questionnaires devoid of educational content and constrained selection methods that only include written and oral assessments. The transfer and promotion mechanisms are also unfair to teachers, leading to their displeasure and preventing them from being motivated to provide high-quality instruction. Last but not least, the teacher development programs are not need-based or well-designed. Years after joining, teachers are not given initial training, induction programs are not explicit, and in-service training is a top-down procedure that disregards teachers' real needs.

The study looked into the literature on secondary education, particularly the recruitment, training, and retention of teachers, and conducted in-depth interviews with key players involved in the facilitation and development of secondary teachers. To attract future candidates to the field, pay, and prestige should be raised to an honorable level. Additionally, the changing atmosphere of schools can be a significant non-financial aspect in maintaining teachers' minds sharp and healthy for delivering high-quality instruction. The hiring procedure for teachers has to be changed, including the rewriting of the questionnaire and the inclusion of pedagogy in the content. To evaluate and select teachers who are specialists in their subject areas, pedagogy, presentation, evaluation, and other teaching-related skills, a variety of selection procedures should be used. Teachers should be transferred and promoted to help them, not to cause issues in their personal and professional lives. The interaction between initial training, induction, and lifelong in-service training is crucial for increasing the effectiveness of the teacher development program. Overall, the study found that secondary teacher appointment processes were ineffective at finding, keeping, and developing high-quality teachers.

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