

TEACHER SELECTION PROCESS IN PRIVATE SCHOOLS

Assist. Prof. Dr. Mustafa Aydın BAŞAR¹, Instructor. Bertan AKYOL²

ABSTRACT

The most significant factor in educational institutes is the teacher. The qualification of the teacher has the feature of affecting the quality of education directly. Due to this reason, it is essentially important to implement the contemporary human resources management approach in the process of selection and recruitment of teachers. Managing the process of selection beginning from the announcement stage to the placement of the personnel appropriately directly affects the efficiency of the educational organizations and likely results in uncompensating situations.

The process of selection in state schools is conducted totally by the government. On the other hand, this process is managed in private schools by the school management on the basis various criteria. Within this frame, it is quite possible to say that private schools have the chance of selecting better qualified teachers for the benefits of the organization.

The aim of the study is to find out the how the selection/recruitment process works, which methods and techniques are applied in the private schools. Through the survey, questionnaire and interview techniques have been applied; the data gathered has been studied; the results have been analyzed and the suggestions have been proposed.

Key words: Teacher selection, selection techniques, private schools.

INTRODUCTION

Like all organizations, the objective of Turkish National Education system is reaching the determined goals that are being productive. The productivity of foundations is always one of the primary problems of administrations. On the purpose of providing productivity the administrations integrate their basic inputs raw material, technology and manpower and incorporate into the production progress. The source of productivity is the element of “human” in the organization thoroughly (Açıklım 1994).

Information Technologies, which both cause and affect the production systems, have been changing the organizations inconceivably and will keep doing so. Any longer the administrators are within organizational structures and processes. Each passing day a new administration philosophy comes to the fore and for explaining all this, new administrative concepts emerge (Akıncı, 1997). One of these is the development on the understanding of human resources management. About identifying workmen and administration new approaches

¹ Çanakkale Onsekiz Mart University, Faculty of Education Assist. Prof. Dr.

² Çanakkale Onsekiz Mart University, School of Foreign Languages Instructor

have put the “human” factor forward and got out of the traditional understanding of workmen services administration.

Up to today the most applied process for increasing the performance of education system and providing productivity has always been reconstruction. It is also possible to see this in the reconstruction of faculties of education. But for the change of organizational level, alteration of the workers’ behaviour and the support of personal sustainable development must be put into practice (Sidi, 1997). As any innovation or improvement that does not consist the “human” dimension is not possible (Özdemir, 1996). The essential tasks the Human Resources Management concept undertakes and carries out are: (Açıklan, 1994; Byars, 1991; Fındıkcı, 1999):

- Monitoring human resources continuously and make surveys.
- Having the actualization of organization’s all equal business opportunities done.
- Making job analyses for job definitions and needs within the organization.
- Determining the worker demand for achieving organization’s goals, finding and placing a work by selection.
- Making all working people’s personal goals compatible with the organization’s goals. Workers’ belief and desire constitute the core of the event. Workers are not passive participants; they are problem solvents and operators. It must be rendered that the needs of workers should be adaptable with the needs of the foundation.
- Creating environments in which true individuals work in true jobs.
- Developing the skills of the workers through the foundation’s goals.
- Providing the organization and coordination of quality activities.
- Making an effort to grow and develop.
- Assessing the performance: Rewarding
- Career planning: Coordinating individual’s prudential goals with his/her own personal goals and developing existing proficiency and entitling him/her the required qualifications on the possible undertaken positions in the future for doing his/her job better.
- Motivating the workers highly for workman’s being more productive, ensuring occupational health and job security, making a teamwork and effective communicating atmosphere.

As regards to the assigned positions below, the functions of human resources management were classified differently in various sources. However they have difference they also deal with the similar assigned positions fundamentally. By taking the familiarity and comprehensiveness of human resources management into consideration we can classify the functions of human resources management as: 1.) Analyzing and determination, 2.) Enlightenment, 3.) Consultancy, 4.) Selection, 5.) Development, 6.) Integration, 7.) Conservation, 8.) Payment, 9.) Retirement; (Açıklım, 1994: 37; Başaran, 1985; Şenatalar, 1975; Sabuncuoğlu, 1994; Yalçın, 1994; Gülruh, 2002; Öztürk, 1995; Yüksel, 1997).

In the process of human resources management each function has a different importance and place. A possible flaw or wrongful act through one of them may affect the whole process. But, while considering that the most input of the organizations is “human” and the qualification of the human that be selected for the foundation will affect all processes and functions directly, the selection function has a different place and importance.

Analysing, identifying and issuing the works scientifically through achieving the organizational goals by this way, employing workers for proper positions that emerged after a job arrangement which originated from a definition for each task aims to increase the efficiency of organization consciously. According to a manpower plan gained by job arrangement when the workman, who has necessary qualifications, is assigned to necessary job on the necessary time the employment is then fit for the purpose (Başaran, 1985).

The vital problem in the process of employment is choosing the suitable applicant. Therefore one must be sure that the applicant’s proficiency and skills are suitable for the job. In that case knowing the needs and answering them above all is obligatory (Balcı, 1989).

To access the necessary personel on the necessary time the country’s labour force and conditions must be constantly investigated. It must be known whether the personnel - can be identified as crucial for operation – is available in the market, if not where and under which conditions these people are employed (Artan, 1976).

In the process of worker selection first the manpower plan that has been formed previously by analyses and determination must be taken into consideration. Then the

questions of how many individuals will be employed to which department and by which qualifications are put forward. By means of this information the announcement related to the required workers is made, applications are accepted, applicant's information is examined and negotiations, the decisions of preselection and employment are made, then proper workers are employed.

THE PROBLEM

The education has an important role in the growth and development of the "humans". While the development of communities is measured by education, the effectiveness of education is provided by the teachers having the required qualifications in Professional and personal fields. By bringing his/her students and society in information and aġabeylities teacher contributes meeting qualified manpower need and consequently the development of the country. To enhance the quality of teachership is possible only with knowing general and special field proficiency that teachers must have. And this is possible only with a comprehensive teacher selection process and measurement.

In Turkey teacher selection is done by a central mentality that is up to Public Personnel Selection Examination (KPSS). The assignments of teachers are made by determined points and quota for each branch and by the points that teachers got from the exam and by their choices. Education is a serious job and not only the teachers that train are tested according to their special and general culture levels as in KPSS but also they must be assessed by some tests and exams applied even in ordinary selections of personel in private sector. A more detailed strain is necessary for the quality of education. Into Turkish Education system the administrators of provinces and schools are not decision makers in the process of teacher selection in public schools. Only in private schools, school administrators can select education workers on their own and in this selection they put a more comprehensive, a more measurement tool and operation used process into practice through the school objectives. This condition helps them to constitute a school atmosphere in which more qualified and in which school goals that are more qualified and suitable for workers are available. If private schools operate the selection process well they can develop a more effective organization atmosphere and an understanding of human resources management facing contemporary concepts. In this sense it is important how do they perform what kind of tasks in private schools' selection process.

THE AIM

The aim of this study is to present how the process of teacher selection/employment is made in private schools and which methods, techniques and means are benefited. Through the goal of the study these sub-problems are tried to be answered. In the teacher selection process of private schools what are the used methods, techniques and operations related to:

- a.) the planning studies of education worker's needs
- b.) the announcements for employment
- c.) the acception of application
- d.) the negotiation with the applicant
- e.) decision making of the employment
- f.) employment

THE METHOD

In order to answer the sub-problems of the study a patterning based on scanning was done and the negotiation technique was used. Because of the fact that the study was leaned to Çanakkale province target population of study and this province there are only three private elementary schools, there is no need to determine the sample group for data gathering. Accordingly three elementary schools situated in Çanakkale are accessed.

With the aim of data gathering negotiation questions -directing to operation of an inventory and employment process- are prepared. Researchers tried to visit the schools and gather the data.

THE FINDINGS

As the goal of the study, the findings that had been reached after negotiations with the headmasters from three private elementary schools in Çanakkale were given below.

In each private school in Çanakkale between 250 and 450 students receive education and the number of teacher changes from 30 to 45. Accordingly there is one teacher for eight students. One of the headmasters that were interviewed has been working for 7 and the others 5 and 3 years as a headmaster. Due to the fact that these schools have the characteristic of a small school for their numbers of teachers and students, they didn't need to form a department responsible for human resources management into the foundation. This department's tasks are done by headmasters or superior departments.

The Studies of Planning the Education Worker's Needs

Since there is no department in charge of human resources the analyses related to worker's needs are determined by school's senior management by taking the idea of the headmaster. The headmasters of two schools state that they have job definitions peculiar to the foundation and devoted to education workers. But the clarifications they made about this show that the explanations were more than a job definition but the features of teachers. Thus, when the question was asked them more clearly they said that there was no regulation like this. The explanations of headmasters about this subject are:

“For class teachers being experienced, for branch teachers having field information, for young teachers knowing at least one foreign language and computer knowledge and not smoking for all teachers.”

“For example a foreign teacher in the foundation must have a foreign country experience. It is elaborated that the teachers of between 1st and 3th degree should be female and between 4th and 8th degree should be male. That's why female teachers treat little individuals more caringly and male teachers discipline elder students better.”

One of the headmasters tells that the job definitions written “The Regulations of Primary School Foundations” are based on. As a result The Ministry of Education saw in all three schools the job definitions written in legal texts are grounded.

Three of the headmasters emphasize that private schools should be open to improvement and adapt themselves for new conditions. In this direction the headmasters

state that they make job and task analyses at the end of each year and they use these results in the process of selection. One part of the explanations is that:

“Each teacher in the foundation must prepare a monthly file. In this file there are his/her whole educational activities that were performed. In addition intraclass actions are recorded by video and camera. All data that has been gathered from the teachers are dealt in a monthly education meeting. In accordance with the perennial data, the teachers who will go on working are selected and applicants are accepted for proper positions.”

“The operation of the school is in a settled order. The headmaster and the assistants of the headmaster make needs assessment in the sense of education, service and management by their observations during the year.”

The Findings Related To The Announcements Of Worker Employment

Çanakkale is a small province for its population. For this reason the methods like media companies and etc. aren't used for making announcements. Rather, the announcements are made by reaching familiar teachers, the teachers working in the school or directly the teacher they want to employ. Besides one school administrator expressed that they made an announcement on the WEB.

The Findings Related To Process of Application Acception

All of the schools that have been observed express that first they accept the applicants ,then by investigating they call the ones needed and suitable for negotiation.the required education workers are mostly obtained from external sources, benefiting from internal sources is not commonly used. This condition shows that there is not much in-housed worker dynamism.

The headmasters emphasize that they mostly have problem with foreign language teachers in applications. They say for the teachers of this branch that they can easily find a job as in teachership or other fields. The headmasters have a difficulty in finding foreign language teachers to work for a long time. They emphasize that they can't solve the problem about foreign language lessons which are very important for private schools and they evaluate all teachers seriously who have been applied.

Any other branch that has no problem about application but causes some other problems is music teachership. Two of the headmasters state that especially conservatory graduates can't adapt with the school and have a difficulty in carrying out the plans and classroom management. They state that's why in approximately every term music teachership applications are primarily considered. A different problem it has caused is a continuous teacher changing by worker dynamism and hardship of the setting up the system. One headmaster says that they have difficulty in finding a qualified public relations employee.

As criterion of application, they graduate from the faculties of education that coaches teachers or the certificate of teachership, reference letters, ex-branch features and abilities of him/her. One headmaster says that in applications they give importance to some ex-branch features of teacher which may contribute the school like folk dances, music and drama. Two headmasters also state that they certainly get information new-comer teachers from their previous foundations.

The Findings Related To The Process Of Interviews With Applicants

In each three schools the process of technical and administrative interviews takes place together and at the same time. While in one of the schools the president of executive board, headmaster and group leaders participate in the interview, in the other "four members of executive board, headmaster, the assistants of headmaster and relevant group leader attend the event." In another school the headmaster asserts that "a member of the executive board who is responsible for the school, headmaster, educational counsellor and sometimes group leader takes part.". In three schools guidance counsellor is not received for interview.

As a headmaster says "they try to observe that applicants must have the command of their field, be social and not have any bad habits including smoking.". The other notices that "the applicant must consider personal hygiene, have general knowledge, professional experience and a high level of knowledge."

In one of the schools, the applicants that have been seen as qualified after the interview are taken for in-service training. During this training the school is introduced to them. They are asked for giving lectures in certain periods. In the passing time their behaviours and professional knowledge are evaluated and a decision is made about them.

A headmaster explained that they take these into consideration through applications: in class teachers seniority and prior success are important. For branch teachers academic success and class management are required features. Cleaning and garden attendants are supposed to be male. Also there are a lot of arranged activities owing to the privacy of the school. Therefore the teachers who will be assigned in the school must have strong social aspects and must have the quality of complying with this atmosphere.

In one school especially foreign language teachers are examined both verbal and nominal. For the other branches both field information is observed by applying only a verbal test and they are asked for introducing themselves.

Findings Related To Making The Decision Of Employment

Like interviews, the decision of employing education workers for the foundation is also made as a unique decision. That is technical and administrative decisions are made at the same time. With this kind of a decision process, none of the schools experienced neither a school based nor a teacher based problem. Only they sometimes had problem when the new applicants whom the management is pleased with pass KPSS, have assignation and they have to leave the school. Some problems were experienced because of the failing of the school and education but they were permitted.

Findings Related To The Process Of Employment

Besides the Standard commands of The Ministry of Education there are also some articles about paying attention to work hours for the teachers who have been decided to employ. There is also punishment of fine for the employee that leaves without showing a reason. The signed contract is up to the Ministry of Education's determined standards. But in the course of the negotiation the applicant's future plans are asked and his/her approximate service period for the school is considered. After the contract the teacher starts his/her duty. One headmaster emphasizes that one of the senior teachers is assigned as the mentor for other teachers and primarily this teacher is in charge of the other's introducing the school and making the adaption easy. In the other two schools there is no direct tasking,

but if needed school management and other teachers provide the required assistance for that teacher.

RESULTS AND RECOMMENDATIONS

The results that are reached at the end of the study are:

1. In private schools the announcements for the workers are made in a limited environment and it is aimed to reach the applicants from the school's neighbourhood.
2. Along with the criteria determined by The Ministry of Education, besides reference letters and certificate, some certifications, proficiency and success are also taken into consideration.
3. The applicants' negotiations are carried out by planned negotiation technique. Apart from that, they try to have knowledge without doing any applicants like psychological tests, trials etc.
4. The negotiations and the decisions after take place together and generally technical and administrative negotiations and decisions are made together. This application is thought to have advantages with some negotiations.
5. The workers that have been assigned to the foundation mostly try to learn and perceive the school and its applicants by informal channels. Except one school applications like mentor teachership is done.

From the point of the reached results these recommendations are made:

1. The school's job and task definitions must be regulated as special criteria peculiar to the school by considering school's vision and mission.
2. In the selection process, apart from the criteria determined and required by The Ministry of Education the applicant of some special selection techniques should be put into practice. Particularly the importance of psychological tests must be considered through teacher selection.
3. The headmasters must sent to or taken into the trainings about human resources management and worker selection techniques.

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