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RECRUITMENT POLICIES FOR PRIMARY SCHOOL EDUCATORS AND NATIONAL PROFESSIONAL STANDARDS: A QUALITATIVE ANALYSIS

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ABSTRACT

A successful recruitment policy ensures the selection of competent and qualified teachers for the education as well as the overall development of students. Primary education is the foundation of the entire education system. but unfortunately, Pakistan stands at a very low position among other countries of the world in Primary Education. The lack of competent teachers is a major issue in Pakistan. This study was designed to analyze the alignment of recruitment policies for primary school educators in Punjab according to eight indicators that were derived from the National Professional Standards for Teachers in Pakistan. This study was qualitative, so, firstly, the alignment of recruitment policies of 2018 and 2022 with National Professional Standards was analyzed through document analysis. Secondly, members of the district recruitment committee were interviewed to explore the assessment criteria of selection for primary school educators. Trustworthiness was ensured with data source triangulation. The findings revealed that recruitment policy is not aligned with National professional standards for teachers. The interview process for the selection of primary educators needs to be strengthened for the evaluation of future educators.

Keywords: Recruitment policy; Primary level of education; Primary school teachers; National professional Standards.

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INTRODUCTION

A country can attain sustainable economic development with qualified human capital (Ozturk, 2001). If education is the cornerstone of societal reforms in a country, then effective teachers are the backbone of the education system. Competent teachers are identified and moved through the recruitment and selection process. That's why, developed countries make strategies for recruitment and selection of competent teachers through systematic plans and policies. According to the Organization for Economic Cooperation and Development inappropriate recruitment process leads selection of incompetent teachers, which affects the quality of learning outcomes of students (OECD, 2018).

Teachers' traditional roles and responsibilities have changed in the 21st century. Teaching has become a multidimensional profession, and modern teachers need to be proficient in planning and practicing teaching, keeping knowledge of distance education, peace education, gender education, environmental education, and knowledge of information and communication technology. However, ASER (Annual Status of Education Reports) reported that in Pakistan as compared to private school students, public school students constantly perform low in reading basic Urdu and English text. Grade five students in private schools perform basic division better than public school students (ASER, 2019). Delivering quality education is linked with the quality teaching of teachers. Primary education is the root of any education system. To accomplish the needs of primary education, teachers' academic and professional skills need to be assessed through reliable and valid tools

(Ahmed, 2013). The competency of primary teachers may be examined in domains like teaching specific content knowledge, skills, Self-efficacy, and attitude toward the job (Rockoff et al., 2011).

Since independence, the teachers in Pakistan have been appointed by recruitment rules. In 2002 first recruitment policy for educators was introduced. After the 18th amendment in Pakistan, the education system was decentralized, and the powers of the education department were shifted from the Federal Government to the provincial governments. To show commitment to quality education, the Government of Pakistan announced many educational plans and policies to strengthen the education system, provide quality education, and increase literacy rates. In 2009, the Policy and Planning wing of the Ministry of Education Pakistan with the support of USAID, UNESCO, and Allama Iqbal Open University, developed professional standards for teacher preparation. These standards were designed to not only guide teacher preparation programs but also to establish policies (Government of Pakistan, 2009). Unfortunately, in spite of all these efforts, the dropout ratio of primary school students has increased. In Pakistan, approximately 22.8 million children aged 5-16 are out of school, which is 44 percent of the total population. It is a heartbreaking report that Pakistan has currently the world's second-highest number of out-of-school children (OOSC) and positions 133rd out of 195 countries in the education ranking (UNICEF, 2021). The government has been taking initiatives to improve the situation of education through the recruitment and selection of skilled teachers. It is obvious that the availability of professionally trained and qualified teachers determines the success or failure of any educational program. Teachers' subject matter knowledge plays a role in the success of students' reading and writing skills (Darling-Hammond, 2000). While professional skills of a teacher are the reason for students' academic achievement (Sanders, 2000). The professional qualification of the teacher is more important than his academic qualification because the professionally trained teacher has the benefit of having pedagogical skills for teaching different courses (Bamidele & Adekola, 2017). Hence, it is necessary to analyze the alignment of recruitment policies of the school education department in Punjab for recruitment of primary teachers with National professional standards for teachers in Pakistan. School Education Department Government of Punjab issued a new recruitment policy in 2022 with the aim of providing quality education through recruitment of qualified teachers but since 2018, no appointment of teachers has been made in school education department. According to the School Education Department, this recruitment policy replaced all former recruitment policies issued by school education department (Government of Punjab, 2022). One of the major objectives of the new recruitment policy was to provide qualified teachers for improvement of the quality of education and increase enrollment of school-going children, their retention and, decrease the drop out by recruiting qualified teachers. This study analyzed the recruitment policies in 2018 and 2022 for primary school teachers based on five indicators derived from National Professional Standards for teachers in Pakistan. These indicators include: Assessment of Subject knowledge, assessment of professional knowledge, assessment of communication skills, use of information communication technologies, and assessment of personality skills of prospective teachers. Therefore, the objectives of this study were to analyze the alignment of recruitment policies 2018 and 2022 with National Professional Standards for teachers in Pakistan and to explore the assessment criteria for the selection of primary school educators.

REVIEW OF LITERATURE

A recruitment policy provides guidelines to recruit and select qualified workforce from the job market. The key aspects of a well-crafted recruitment policy are a Clear job description, an Effective Assessment method, and a job offer. Ingersoll and Strong (2011), emphasized in their research that clear job descriptions and specifications help prospective teachers to understand expectations. For the selection and retention of effective teachers, The National Center for Education Evaluation (NCEE) of the U.S. Department of Education recommended using multiple methods of assessment in teacher hiring (NCEE, 2016). Personality skills are necessary for an effective teaching-learning process. Further Hsieh et al. (2012) highlighted the skill competencies that are considered necessary for primary teachers i.e. problem-solving skills, teamwork skills, skills for planning the content and organizing teaching material, self-management, and technology skills.

Standards refer to the parameters of specific expectations. The government of Pakistan issued National Professional Standards for Teachers in Pakistan. These standards not only provide guidelines for teacher preparation but also policies (Government of Pakistan, 2009). The first standard is subject matter knowledge, which specifies that a teacher should be capable of understanding theories related to the subject matter, basic concepts and basic knowledge related to subjects they teach. Teachers should be able to search for modern approaches being adopted at the national and international levels, interdisciplinary approaches, the relationship of different subjects with each other and practical utilization in daily life, etc. (Ahmed, 2013). Human Growth and Development is the second standard which Second standard addresses the teacher's acquaintance and consideration of community, school and family for intellectual and socio-emotional development of learners to provide them best learning opportunities and conducive learning environment. It further emphasizes that a teacher must know and understand basic knowledge and understanding of human growth and development to understand student's practices in schools, their individual experiences, language and cultural values. A teacher should essentially be aware of learning differences of students, differences in their physical and mental growth, differences in language development and diversity in learning (Government of Pakistan, 2009).

Knowledge of Islamic/ ethical values/ social life skills are third standard and is related to knowledge of Islamic values for Muslim teachers and knowledge of ethical values for non-Muslim teachers. A teacher must be capable of practicing values in daily life. A teacher must be aware of gender, race, and language discriminations. Teacher must have knowledge to inculcate peace and Islamic/ ethical values for the good life (Government of Pakistan, 2009). The fourth standard is related to instructional planning and effective delivery. It refers to capabilities to develop lesson plans according to students needs for their preparation for practical life. A teacher should be able to understand curriculum objectives, goals and aims, and use proper resources in the classroom (Parveen et al., 2021).

Assessment is the fifth standard and it refers to proper assessment strategies and evaluation of students. The teachers should be enabled to modify instruction according to outcomes of assessment and evaluation. For fruitful assessment, teachers should be aware of assessment different types of assessment tests and techniques including norm-reference and criterion-reference tests, reliability, and validity issues of these tests (Ahmed, 2013). According to the sixth standard, a standard teacher in Pakistan should be aware of creating a conducive learning climate in the classroom. A positive climate eases purposeful learning. A teacher must promote social interaction through class participation to boost the quality of the learning process. Standard seven is Effective communication and proficient use of information communication technology (ICT). This standard incorporates effective communication among teachers' parents and families of learners. Communication may be verbal, non-verbal, or in written form. The use of Information communication technology is also a part of this standard for the measurement and evaluation of instruction according to curriculum objectives. Thus, a standard teacher should be able to communicate effectively not only in the classroom but also in laboratories during practical work. Teachers must have the necessary knowledge to use available tools and equipment efficiently and enhance the optimum use of available resources (Government of Pakistan, 2009).

Collaboration and partnerships are the eighth standard which emphasizes areas of collaboration among guardians, parents of students, and professionals from other institutes to support the student learning process in and outside school. A professional teacher should be able to comprehend the basic concepts of effective collaboration and approaches of interaction between home and school for purposes of quality teaching. Teachers should know the need for collaboration between schools and society for better community engagement (Ahmed, 2013). According to the ninth standard, a teacher's continuous professional development includes his commitment to his profession and code of conduct in personal and professional life. Professional development is also necessary for the quality teaching-learning process. Consequently, teachers should recognize and understand the requirements of professional behavior, using methods of educational research, professional growth, and immersion in innovative teaching practices in the classroom (Government of Pakistan, 2009).

Standard ten is teaching English as a Foreign Language. This standard is linked to teaching English as a foreign language and proficiently communicating in the English language. English has become an international language for communication with the rest of the world. That's why it has been important in Pakistan to understand and learn English as a foreign language. English is the official language of Pakistan. Teachers should be well aware of understanding the identification of learning difficulties in English as a second and foreign language, dealing with teaching and learning difficulties, and practicing innovative and activity-based teaching methods for teaching the English language (Government of Pakistan, 2009).

According to Ahmed (2013), there is a dire need for an unbiased system for the recruitment and selection of primary school educators in Pakistan, lack of transparency is extensively observed in the recruitment, selection, and placement of teachers in public schools. Mostly teachers selected through unfair channels indulge in long absenteeism and fruitless activities. Lack of subject knowledge, poor pedagogical skills, and poor leadership qualities make the learning environment wretched for students in public schools. On the other hand, private schools select and hire qualified and competent staff for their institutes. Therefore, nowadays sending children to private schools is high as compared to public schools as the private sector seems a source of quality education (Behlol et al., 2014). In a descriptive study, Bukhari and Joyia (2019) analyzed the strengths, weaknesses, opportunities, and trends of recruitment policies for educators in Punjab. Recruitment policies from 2005 to 2013 were analyzed. They recommended the recruitment criteria should be changed according to the demands of society.

METHODOLOGY

This study was qualitative in nature. An alignment matrix was used for document analysis according to the indicators but to ensure credibility, the interview was used to collect data from the participants. The study focused on recruitment policy for primary school educators only. The recruitment policy is initiated for the whole of Punjab. The members of the recruitment committee are selected from every district of Punjab according to the guidelines presented in the recruitment policy. Faisalabad is the second largest district of Punjab therefore researchers selected members of the district recruitment committee for interview. As Faisalabad is the second largest district of Punjab its tehsils are more populated than other districts. So, two departmental representatives were also interviewed who were part of the district recruitment process. According to Creswell (2011), purposive sampling is appropriate when researchers want to select those participants who are especially informative. So, confirming purposive sampling was used and the members who were responsible for the selection of primary school educators under the recruitment policy 2018 were interviewed to validate the findings of the document analysis. These members were eight in number and have been working in district Faisalabad in 2018. The purpose of the interview was to confirm the findings after analysis of the recruitment policy according to indicators and to explore guidelines of the interview process for the selection of primary teachers because no guideline was provided for interviews in the recruitment policy. Only one member was transferred from Faisalabad so that member was also approached at their current workplace. All the officers were informed through telephone calls, appointments were made, and they were engaged at workplaces according to their scheduled time. Informed consents were taken, and they were ensured privacy and confidentiality of data. The type of interview was semi-structured, and it comprised of open-ended questions. The duration of the the interview was 20-25 minutes. During the interview process researcher took field notes and personal memos. After the interview, the collected data was transcribed into a Microsoft Word file. Content analysis was used for data analysis. Those field notes and personal memos were considered several times to extract themes and sub-themes for a better understanding of data. Indicators derived from National professional standards were in this manner such as assessment of subject knowledge was derived from standard subject matter knowledge and Assessment of professional knowledge was derived from five standards including human growth development, knowledge of Islamic ethical values, instructional planning and strategies, and Assessment and Learning Environment. While the personality skills indicator was derived from the eighth standard collaboration and partnership.

Assessment of communication skills was derived from the seventh standard Effective communication and use of ICT. Figure 1 shows the National Professional Standards and indicators derived from them.

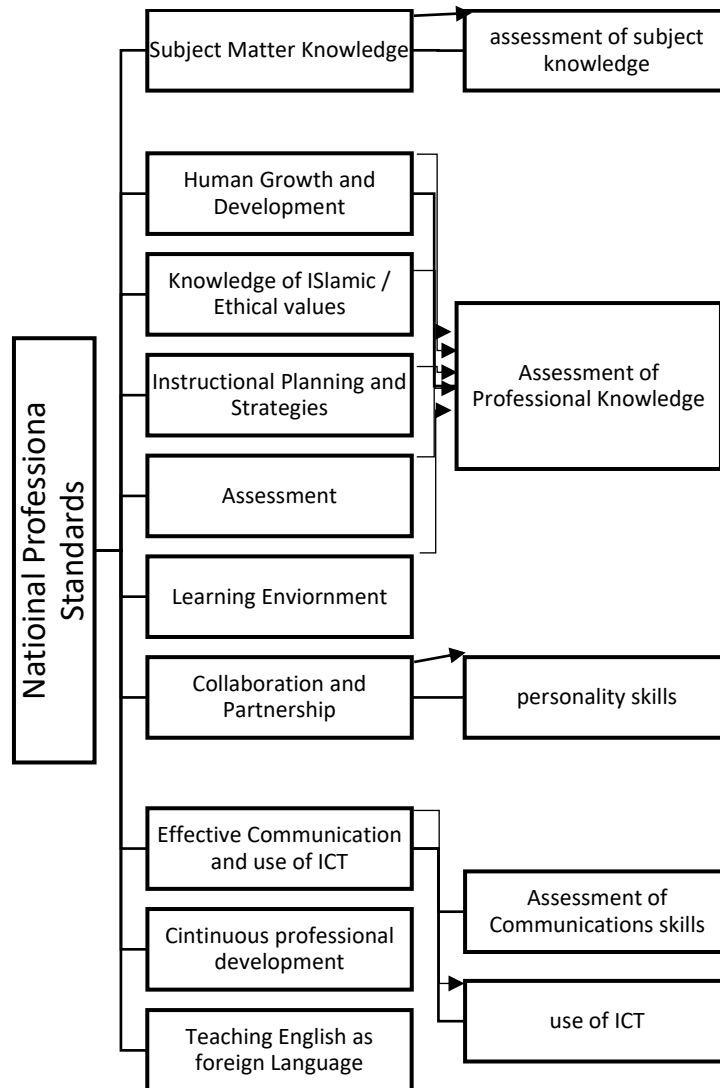


Figure 1. National professional standards and derived indicators.

The method of research was comprised of two steps.

1. Document analysis of recruitment policy 2018 and 2022 with alignment of National Professional Standards for teachers in Pakistan.
2. Interviews of district selection committee 2018 district Faisalabad to explore assessment criteria for selection of primary teachers.

RESULTS AND DISCUSSION

Step 1: Analysis of recruitment policy 2018 and 2022 to analyze alignment with National Professional Standards for teachers in Pakistan

The recruitment policy of 2018 and the new recruitment policy of 2022 for primary school teachers were analyzed based on indicators derived from the National Professional Standards for teachers in Pakistan. Five indicators were derived from National Professional Standards which were presented in 2009 for teacher preparation and policy preparation. These indicators are assessment of subject knowledge, assessment of professional knowledge, assessment of communication skills, use of ICT, and assessment of personality skills. The document analysis aimed to analyze the alignment of recruitment policy with

National Professional Standards. For this purpose, an alignment grid was made and the whole policy was thoroughly analyzed. Primary educators are hired as ESE(Arts) and ESE(Science) on Basic Scale 14. The following grid shows the analysis.

Table 1. Grid showing analysis according to indicators.

Indicators	Recruitment Policy 2018	Recruitment Policy 2022
Assessment of Subject Knowledge	Fully aligned	Fully aligned
Assessment of Professional Knowledge	Not Aligned	Not Aligned
Assessment of Communication Skills	Not Aligned	Not Aligned
Use of ICT	Partially Aligned	Partially aligned
Assessment of Personality Skills	Not Aligned	Not Aligned

After careful analysis of recruitment policy according to the indicators, it was analyzed that for assessment of subject knowledge entry test will be conducted according to recruitment policy 2018 and 2022. Clear guidelines were provided for smooth conduct of entry test for selection of primary teachers and subjects included for tests were also enlisted in a table. Screening test contains weightage of 100 marks and is conducted through National Testing Service. Candidates were provided clear guidelines about core subjects and marks allocated for each subject in recruitment policy against each post. The recruitment policy was fully aligned with National Professional Standards with respect to indicator assessment of subject knowledge (Table 1).

Table 1 shows that in the recruitment policies of 2018 and 2022, no guidelines were provided for the assessment of the professional knowledge of candidates neither through tests nor interviews. The recruitment policy was not aligned with National professional standards according to this indicator.

The third indicator was the assessment of communication skills of future teachers. There was no framework provided in the recruitment policy for the assessment of the communication skills of candidates through written tests or interviews. Interview carried 5 marks in recruitment policy 2018 but in 2022 its weightage was increased from 5 marks to 10 marks. Prevailing system for selection of teachers lack proper machinery for interviews and assessment through demo lesson. The candidate who appears in the interview with the set of original certificates is marked present. concerning this indicator, the recruitment policy 2018 and 2022 were not aligned with National professional standards for teachers in Pakistan (Table 1).

As grid in Table 1 shows the Recruitment policy for 2018 and 2022 was partially aligned to the assessment of ICT. The ICT skills of candidates should be assessed through an entry test but no guidelines for assessment through demonstration. Guidelines for the assessment of the personality skills of a future primary teacher were neither provided through tests nor interviews therefore the recruitment policy was not aligned with National professional standards for this indicator (Table 1).

In both policies, it was clearly defined that the assessment of educators would be through written tests and interviews. Criteria or guidelines to assess or evaluate teachers through interviews were not narrated in the policies. Therefore, to ensure trustworthiness data source triangulation was adopted by interviewing the members of the district recruitment committee.

Step 2. Interview of District recruitment committee to explore assessment criteria for selection of primary school educators

Interview is a common and most significant method to evaluate candidates communication skills and personality skills according to job description and job specification. Dipboye et al. (2012) emphasized that job interview involves conversation between a job applicant and a representative of an employer. The interview is conducted to assess whether the applicant needs to be hired or not. Interviews are one of the most universally used devices for employee selection. But no guidelines were provided in recruitment policy for sailing of interview process. As recruitment policy is initiated for whole Punjab, therefore district recruitment / selection committee of district Faisalabad are responsible for employee’s recruitment and selection. Interviews for selection of primary educators were conducted by District recruitment committee. To understand assessment criteria through interview process, the district recruitment committee of District Faisalabad was approached.

When the interviewer asked interviewees how the interview panel checks the Subject knowledge competency of candidates during the recruitment and selection process. one of them replied that *“it is up to the interview panel, and they can ask basic questions from Urdu, English or math. While other participants replied that no guidelines were provided to the interview panel they asked general questions. There is no need to ask questions regarding subject knowledge. Because they have already qualified for an entry test in which questions from core subjects and basic concepts related to computer science are asked”*. The following table shows themes and subthemes derived from their answers.

Table 2. Views of selection committee members regarding subject knowledge competency of candidates as primary school teachers.

Categories	Sub-categories	Views and Concerns
Subject knowledge competency	-Basic Concepts and understanding of Core syllabus of primary classes	-The interview panel may ask questions related to basic subjects like English, Urdu, and mathematics or about subjects in which the candidate got the degree. -Usually, the panel asks general questions. Simply random questions are asked because the candidates have passed the entry test which is composed of the subjects mentioned besides the nomenclature of each post in the advertisement and recruitment policy which can be downloaded from the school education website. There is no need to ask specific questions regarding subject knowledge. Candidates who appear in interviews have qualified entry tests in which questions from core subjects and basic concepts of computer science are asked.

Table 2 presents that some respondents emphasized that to check subject knowledge competency or not, is up to panel members which means the respondents were not sure about it. In addition to this, according to respondents there is no need to check subject knowledge competency because candidates have passed the entry test which included questions regarding subjects of primary classes and questions about basic concepts of computers were also part of the entry test.

In the recruitment policy, no guidelines were provided to check the professional knowledge competency of candidates. Interviewees gave uncertain answers. According to them, professional knowledge competency is not necessary to assess. The following table shows their views, themes, and subthemes derived from their views.

Table 3. Views of selection committee members about assessment of professional knowledge of candidates as primary school teachers.

Major Category	Subcategories	Views and Concerns
Professional knowledge competency	- Constraints in assessing professional knowledge -	The interviewer asks questions about their professional knowledge. -Professional knowledge competency is not checked in the interview because some candidates complete their professional degree within 3 years of joining the job. If a candidate has completed his or her professional degree, the interviewer can ask questions. To check professional knowledge skills in an interview we require enough time for the interview process we face a shortage of time frame.

Table 3 indicated the views of respondents they delivered information that the questions regarding professional knowledge competency are not asked in interviews while 2 were of the view that the interviewer may ask questions to check professional knowledge competency some respondents agreed that teaching styles and methods should be checked and for assessment, but evaluation of interview process a short time frame has been allocated.

According to national professional standards primary educators should have good communication skills. Therefore, it is necessary to assess the communication skills of candidates during interview. When the interviewees were asked the assessment criteria of communication skills, they replied interview itself is a communication test while one member claimed that even if no one answers a single question he is awarded full marks. Their views and themes are presented in following table.

Table 4. Assessment of communication skills in an interview.

Categories	Subcategories	Views and Concerns
Communication Skills	Communication skills	-Interview is communication. So, the communication skills are checked. -To check communication skills, we need candidates to demonstrate and present a demo lesson, but we have limited time for the interview process. -Communication skills should be checked during the interview. A candidate who fails to speak a single word also gets a full five marks in the interview, which results in the selection of candidates as primary teachers who stutter. -Communication skills must be checked.

Table 4 presents the different views of respondents on the assessment of communication skills. Two out of six respondents think that an interview means face-to-face communication while four respondents clearly described that communication skills need demonstration and presentation of a demo lesson which requires plenty of time while the interview process has to be completed in a short time. In addition to this interview process has a weightage of 5 marks, each candidate who appears in the interview gets a full five marks even if they fail to speak a single word. According to them, communication skills should be assessed during the interview.

The following table shows the views of participants to check the Personality skills of prospective teachers in an interview (Mental health and well-being, aptitude for teaching (especially primary level), Teamwork skills, Problem-solving skills, Confidence, Communication skills, Ethical behavior)

Table 5. Assessment of personality skills as primary teachers during interview.

Categories	Sub-categories	Views and Concerns
Personality traits	Mental health and wellbeing	-To check the mental health and well-being of a psychologist is mandatory as an interview panel member and it needs planning at a higher level. It is not possible to check the mental health of a candidate in the interview. This only happens in Public Service Commission interviews. This should be done to select primary school teachers too.
	-Aptitude for primary teaching	-How can we check the aptitude of a candidate? There is no need to check aptitude with some tricky questions a candidate who applied for a job is willing to teach at the primary level. -Their willingness to apply is enough. Candidates who appear in an interview and have passed the test will never say that they are not willing to do the primary teaching. Aptitude test needs expertise and there is a lack of expertise in our system for testing such measures.
	-Teamwork skills	-Such skills are important, but they need plenty of time, and such skills are measured in armed forces interviews. The education department should make a framework to test teamwork skills.
	-Problem-solving skills	-We cannot measure problem-solving skills in interviews. The interview process has just a weightage of five marks, so we don't focus on such skills. -These skills should be measured for primary teachers.
	-Ethical behavior	-People mask themselves when meeting others so it is not possible to assess a candidate's ethical behavior. When a candidate appears in an interview, they show their good picture and hide their grey side so to judge their ethical behavior is not even possible. People show different behavior at their workplace especially when they know that they are being observed. - Ethical behavior should be checked during the interview. However, it needs to hire psychologists who check this behavior through different techniques.

Table 5 presents the different views of respondents on checking the personality traits of candidates as primary teachers. All interviewees agreed to the point that checking the mental health and well-being of candidates requires the hiring of professional psychologists as interview panel members.

All six respondents have similarities in view that a candidate's willingness to apply for the primary teacher is their aptitude there is no need to check aptitude in an interview. Moreover, they agreed that teamwork skills and problem-solving skills cannot be checked during an interview in a short time while an interview has a weightage of just five marks. According to all respondents to check ethical behavior is not necessary. Only one respondent had a strong emphasis on checking ethical behavior because it is necessary to develop strong relationships between the community and schools. Also, the good ethical behavior of the teacher will be followed by the students. Besides respondents seem unaware of the value of ethical behavior of teachers in professional standards for teachers in Pakistan.

Discussion

This study aimed to analyze the alignment of recruitment policy for primary school teachers in Punjab. The recruitment policies were initiated with the major objective of providing good-quality educators for an effective learning process. However, the scarcity of other resources in primary education, such as its poor infrastructure, selection of effective teachers, and improper utilization of funds hinder conducive learning. According to Ahmed (2013), the primary education sector is a neglected area as compared to higher education in Pakistan. Due to the behavior of incompetent teachers most school-going children drop out of school and the quality of their education stands lower for career building. The recruitment and selection process for primary school educators aims to attract and select competent prospective teachers who contribute to the education system at the grass root level as primary teachers. This concerns the qualities of candidates and their academic and professional qualifications, and interviewing members should carry good results (American Educator, 2011). The recruitment and selection process in schools of Punjab is governed by the respective district education authority of the school education department. After careful analysis of the recruitment policy, it was found that no guidelines are provided for the interview process for recruitment of teachers although it carries ten marks. An interview provides an opportunity to obtain information that cannot be seen from the outside (Glesne, 2016). In recruitment policies 2018 and 2022, the assessment of essential qualities of standardized teachers is ignored. These standards are communication skills and personality skills. While the members of the district recruitment committee in their interviews revealed that there was no strategy for the assessment of communication and personality skills in 2018, as a result, those candidates were also selected who can't even speak clearly. If primary teachers are selected and recruited with regard to teaching skills (professional skills, communication skills, personality skills), the most of problems in the primary sector in Pakistan can be overcome (Ahmed, 2013).

CONCLUSIONS AND RECOMMENDATIONS

There was no policy or guidelines to assess educators through the interview process. The interview process was allocated five marks in the 2018 recruitment policy and in the 2022 recruitment policy weightage of the interview was increased from 5 marks to 10 marks but no criteria, or guidelines are provided to guide the recruitment committee to assess two major standards for teachers in Pakistan which are communication skills and personality skills. There were no guidelines to evaluate the communication skills of teachers, although primary teachers must communicate with students most of the time during school hours. As the personality of a person has a strong impact on others, teachers' personalities especially must have a positive effect on students. There no policy was observed regarding the evaluation of personality traits, and ethical behavior of candidates as a teacher. No assessment and evaluation process were observed for evaluating teamwork skills, problem-solving skills, and attitude as well as an aptitude for teaching. A primary teacher not only teaches in classrooms but also manages school chores and does administrative work. The recruitment policies for 2018 and 2022 are not aligned with the National Professional Standards for teachers in Pakistan.

Existing recruitment policy 2022 which will be followed for public primary school educators in Punjab must be put under constant review, quality reforms, and a standardized framework should be aligned to National Professional Standards for teachers in Pakistan. Interview is another good tool for the selection of the best quality human resources in any department. The current interview process carries a weightage of 10 marks only. However, no criteria and guidelines are issued to evaluate candidates based on good communication skills and demonstration which are the spirit of primary education. Concerned authorities may align the assessment of candidates with the National Professional Standards for Teachers in Pakistan. Furthermore, the personality skills of teachers may be assessed with standardized personality tests or interviews to select the best quality workforce.

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