

Comparative Study of Public and Private Educational Institutes towards the Recruitment, Retention and Reward of Their Teachers

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Abstract

The basic purpose of this study was to analyze comparatively the process of recruitment, retention and rewards system for teacher in both public and private secondary schools in Islamabad. The present study was a survey design research. 25 public and private schools of Islamabad City were taken as sample. The researcher used convenient sampling technique. The respondents were the heads of the public and private schools, so data from 25 heads was collected through questionnaire. There were four sections of the questionnaire i.e. Demographic (3-factors), recruitment (4-questions), retention (4-questions) and rewards (5-questions). Heads responded to the items on five point Likert scale ranging from “strongly disagree” to “strongly agree”. The main findings of this study; the process of recruitment based on advertisement and personal reference in both public and private sectors of Islamabad because recruitment policies was effected by international policies and both permanent and temporary recruitment based on professional abilities of the teachers. The basic reason of leaving of teachers was that when they are unhappy in their current position. Teachers were motivate through their profession when they feel respect, importance and opportunity for promotion. The promotion criteria for teachers based on seniority and the expectations of heads increased from those teachers who were responsible and innovative in their profession. The mean of male & female heads and public and private heads have no significant mean difference towards recruitment, retention and the reward system for teacher.

Keywords: Recruitment, Retention, Reward System

Introduction

The self- cognizance of the individual within any society develop through the process of education. A proper education comes from an educational institutes which provides perceptual, corporal, sociopolitical and honorable training to the individuals because it is not only the source of an ordinary communal education but also consider as a social institution. Each educational organization is properly run by a proper workforce and from this workforce teacher act as a central component of it and qualified and experience teacher is the symbol of success and repute of any educational system. Any type of instructional material cannot be compare with the worth of teacher. (Wilson, 2001).

The personality of the teacher acts reflector for their students because the development of desirable personality of the student depends on the specific personality traits of the teachers and it clearly understand that the future of our generation is totally influence and inspire with the role of teachers. Now a day the worth and good name of any educational institutes is directly linked with their academic faculty (Rozenhotz, 1990). The progress of educational organization is directly linked with the competences and skills of the teachers and we cannot imagine the success of education system without the contribution of teacher in modern days. When teachers perform their responsibilities with sincere and more honest behavior and not consider themselves as mechanics but when they consider themselves as social engineer then they produce a quality of education and quality of education is directly linked in the production of productive citizens and productive citizen make a developed society or produced quality of nation (Flodin, 2001).

Through this ephemeral overview, the role of teacher cannot be neglected from any school as well as society. The mind of our new generation is totally under the influence of our teacher because they have an ability to reshape the mind and lives of our youngsters. The successful or unsuccessful production of citizens of a society is directly linked with the influence of teachers on pupils. In the field of teaching, teachers come through a selection process which has main focus to identify the most competent, enthusiastic, intellectual and eligible persons as teachers. The process of selection is a way of choosing best suited individual from a group of applicants (Wilson, 2010). There are many ways through which the productivity of organization has been increased but selection or hiring of right person plays key role in it. After the selection of teachers, the retaining of teacher is another important issue in the educational organization so only those organization in which the total compensation programs support the way the education system of a school is structured, organized and operate both universally and provincially (Anne, 2006). Another important aspect of retaining the teachers within the school is the reward system for the teachers from organization. Every school system has different standards such as best result in the form of students' achievement, experiences and higher degree of education through which it reward to its teachers because whenever a teacher performs a good job, there must be a reward for him.

Unfortunately in most developing countries the process of recruitment or selection, retention and reward system for teacher is not properly focused although the grounding, conscription, and withholding of teachers can be viewed as a conduit that helices betrayals over time (Ingersoll, R. & Smith, 2003). This study helps in developing proper criteria of the selection of competent and devoted teachers for the public and private schools; in discovering the kinds of rewards given to teachers in public and private schools and the conditions under which such rewards are given and this study will also help those who make policies about teachers' recruitment, retention and reward in the public and private sector.

Statement of the Problem

Through right recruitment, suitable retention and attractive rewards, we can get the right persons for this profession as well as increase the quality of education. The basic purpose of this study was "to analyze comparatively the process of recruitment, retention and rewards system for teacher in both public and private secondary schools in Islamabad"

Objective of the Study

1. To find out the priorities of public and private schools towards the recruitment criteria of their teachers.
2. To analyze the retention problem of teachers in public and private sector.
3. To assess the criteria and types of rewards given by school administration at public and private sector to their teachers.
4. To analyze means difference between male and female heads towards recruitment , retention and rewards systems for their teachers
5. To analyze means difference between public and private heads towards recruitment , retention and rewards systems for their teachers

REVIEW OF RELATED LITERATURE

A process of attracting individuals in sufficient numbers is known as recruitment. Presumptuous and sophisticated organization dynamically affianced in securing a workforce that reflects society and helps the organization to enlarge into unexploited market. To undertake this detached, organization may need to use a proper system of recruitment (Wilson, 2010). The supply issue of the teacher consider as more important issue in school and a lot of policy effort has been taken until the early 2000s in the United States in the form of inaugurating and reassuring unconventional licensure directions into teaching. All these efforts are directed toward meeting the need for teachers within a educational organization through inaugurating scholarships and loans for prospective teachers and make it more attractive through increasing salaries of the teachers (Ingersoll, R. & Smith, 2003). A teacher development system that is directly linked to national and local goals because the primary cause of teacher attrition based on the working conditions for teacher which is too much neglected and there much less effort has been directed toward improving working conditions in schools (Darling- Hammond, Berry, Haselkorn, and Fideler, 1999).

Most large and some middle sized cities have established personnel departments to work the year round on finding teachers. Virtually all school systems utilize the members of their teaching staffs and others to discover qualified teachers for renewed service. Naturally, the decisive factors will vary according to the experience, training and attitudes of the employing official, but the whole range of determining factors can be mapped with some certainty, and is found to include:

1. Teaching experience
2. Preparation
3. Professional reputation
4. Personal characteristics
5. Residence
6. Martial status
7. Sex
8. Age, and
9. Elements of prejudice (Chamberlain, 1985: p. 125).

Low salaries and the low status of teaching become the primarily problem in the recruiting of quality teachers at international level and due to this individuals were not attracted towards this noble teaching profession (Morris and Williamson, 2000). There are five basic criterions which are typically needed in the process of recruitment at international level:

- (a) Bendable admittance ways
- (b) Innovative arrangements of preliminary teacher training
- (c) Developments of aspirants or career switchers

(d) Conscripting experienced teachers from other countries

(e) Cumulative enticements, such as higher remunerations and job involvement (Morris and Williamson, 2000).

The process of recruitment is handled at local or either at the school level in the most developed countries such as United Kingdom, Australia, and the United States whereas in under developed countries this process is more centralized because both external and internal environment effect on it. Another major issues in hiring the suitable teachers is that in under developed countries, individuals take teaching profession an easily accessible profession while in in developed countries, the picture is different because the people of developed countries joined teaching as noble profession and they have faith that through teaching they contribute a lot and significant to the society. For example in US, 80% retired teachers say that if they have an opportunity of selecting their profession then they again select teaching as their profession (Darling-Hammond, L., Berry, B., Haselkorn, D., & Fideler, E. 1999). Whereas thirty to fifty person newly hired teachers leave their teaching profession within the first five years due to unfavorable working environment, low students 'achievement, insufficient provision of administration. All these factors act as decisive role in teacher revenue as well as the motivational and commitment level of teachers in the school (Wilson, S.; Ferrini-Mundy, J., & Floden, 2001).

Migration and attrition are consider as the two main causes of turnover of the teachers from the school. When teachers avail another opportunity of teaching like job another school who offer them good salary package as well as good working conditions, then they migrate from one school to another without any permanent loss of teaching job while when teachers left their teaching profession due to their personal reasons such as child rearing, health problems, family moves or transfers and retirement is consider as attrition of teachers from the school (Hanushek, E.A. & Rivkin, 2004). The turnover of teacher either it is due to migration or attrition is an expensive process because there is a great loss of public investment which is used in the form of tuition and tax. Through the public tax support different teach education programs run in the country for the development and preparation of teachers which were waste when teacher leave their profession within first five years. So this hidden cost of public investment effect on the overall economic growth of educational system of any country. Through this way not only the process of teaching is effected but different human resource functions are also disturb such as conscripting, inaugurating, and mentoring of prospective teachers (Tye & O'Brien, 2002).

The turnover of teacher also effect or disturb the consistency, permanency, and community of an operative schools and especially it cause a huge risk in the teaching learning process of the students. The quality of teaching and the achievement of student are consider as the most serious long-term consequences of high teacher turnover from a school. Different researches proved that the migration of teacher occur due to the students' achievement because mostly teachers left a school or switch a school district to that school where the achievement of students is higher than previous school of the teachers (Ingersoll, R. & Smith, 2003). The disillusionment, malingering and defection of teachers from their teaching profession is highly correlated with their turnover and commitment to the workplace (Rosenholtze & Simpson, 1990).

The reward system for teacher in schools is mostly observed in the form of a pay structure. The success of teacher is measure through that how much salary he or she obtained through the profession of teaching. The pay structure of a teachers depends on different factors which contribute in its increase or decrease and all those factors are explained one by one in the research work of Luke in 1962.

In developing countries following standards were used in increase and decrease of salaries of the teachers;

1. The crucial determining factor of teachers' salary is assigned to their level of academic qualification. Both professional as well as academic qualification along with pre-service and in-service training is also included in it (Chamberlian, 1985).
2. Duties or responsibilities of the teachers are consider as the other influential factors for grade or scale of salary in which a teacher is placed or assumed with the post of teaching. Teachers can perform different responsibility along with teaching such as management, administration, supervision, invigilation, assessment and evaluation at board level. So generally speaking the increase in the salaries of teachers in the form of bonus or financial incentives is directly linked with the nature of responsibility or duties which were assumed to be related with teaching profession that's why teaching posts are less paid than the administrative posts (Hanushek, 2004).
3. Teaching experience is consider as another major factors in the reward system for teachers in a school because the years of teaching experience increase the quality of teaching as well as experience teachers can easily understand the goals of educational organization and their experiences shows that they are more committed with their profession than newly hired teachers. That's why the increase of pay is directly linked with teaching experiences and according to management or administration, highly experienced teachers are more loyal to their profession and show more retention than newly appointed teachers (Fideler, 1999).
4. Teachers are evaluated at least once a year and through this evaluation they were rewarded if the reward system is linked with level of teaching except the grade system of the teachers. But fortunately rewards

in the form of increase in pay or bonuses based on the seniority of the teachers than on the performance in under developed countries while in the developed countries the advancement on the wages is directly linked with merits or outputs of teachers in the form of students' experiences or experiences (Rivkin, 2004).

5. A professional culture and building of school capacity depends on the process of hiring or selection because through the proper hiring a good interaction has been developed between teachers and principals. A school based induction become successful when both teachers and principal involve in it. A good relationship between future teachers and principle play central role in the development of education system (Johnson, 2001).

Luke (1962) has enumerated the following factors which are considered to be found in a good teacher such as understanding, capacity of communication, arouse truthfulness, mellowness, higher qualification, accountability, sagacity of perseverance, comicalness, cooperation, ascendancy, presence, responsiveness, astuteness, eccentricity, robustness and reasonableness.

Methodology

Research design

The present study was a survey design research. The researcher adopted quantitative approach design.

Population & Sample

The population was taken from the public and private schools of Islamabad City. 25 public and private schools of Islamabad City were taken as sample. The researcher used convenient sampling technique. The respondents were the heads of the public and private schools, so data from 25 heads was collected through questionnaire.

Instrumentation

There are four sections of the questionnaire i.e. Demographic (3-factors), recruitment (4-questions), retention (4-questions) and rewards (5-questions). The questions were arranged in logical order. This questionnaire was developed after a thorough study of literature. Heads responded to the items on five point Likert scale ranging from "strongly disagree" to "strongly agree".

Data Analysis

Data was collected personally and the researcher himself administers the questionnaire. Questionnaire was distributed in the heads of selected public and private schools. Data was analyzed through software SPSS 15 (Statistical Package for Social Science). To find the mean differences applying independent sample t-test. The significant level was 0.05. The finding was presented in the form of tables.

Results

Table.1 Percentage Responses of Heads towards Recruitment, Retention and Rewards of Teachers

		Percentage %					Mean
		SDA	DA	UD	A	SA	
a. Recruitment							
1. Process of recruitment							
i.	Through advertisements	0.0	0.0	0.0	50	50	4.5
ii.	Through personal references	0.0	0.0	0.0	60	40	4.4
2. Recruitment policies of schools:							
i.	Influenced by Govt. policies	0.0	10	0.0	40	50	4.5
ii.	Determined by your own standards	0.0	10	0.0	50	40	4.5
iii.	International policies	0.0	0.0	10	60	30	4.3
3. Types of recruitment in schools:							
i.	Permanent	0.0	0.0	0.0	70	30	4.2
ii.	Temporary	0.0	0.0	0.0	70	30	4.3
iii.	Contract	0.0	10	0.0	50	40	4.2
4. Merit principles of schools for recruitment:							
i.	Educational qualification	0.0	10	0.0	40	50	4.2
ii.	Having professional training	0.0	0.0	0.0	60	40	4.4
iii.	Professional abilities/Experience	0.0	0.0	0.0	70	30	4.3
b. Retention of teachers							
5. Opinion about ideal teacher:							
i.	Highly qualified	0.0	0.0	0.0	80	20	4.2
ii.	Can use new teaching methodologies	0.0	0.0	0.0	50	50	4.5
iii.	Students' favorite	0.0	0.0	10	60	30	4.2
iv.	Experienced	0.0	0.0	0.0	100	0.0	4.0
v.	Showing good results	0.0	0.0	0.0	80	20	4.2
6. Steps taken to meet the specific needs of teachers:							
i.	Mentoring	0.0	0.0	0.0	40	60	4.6
ii.	Apprenticeship	0.0	0.0	0.0	70	30	4.3
iii.	Trainings	0.0	0.0	0.0	70	30	4.3
7. Job tenure of teacher in school							
i.	Less than one year	0.0	0.0	0.0	30	70	4.7
ii.	Two year	0.0	0.0	10	70	20	4.1
iii.	Three and above	0.0	0.0	10	60	30	4.2
8. Reasons of leaving the job							
i.	They are unhappy in their current position	0.0	0.0	10	70	20	4.3
ii.	They don't feel satisfied, appreciated	0.0	0.0	0.0	50	50	4.5
iii.	They are non-serious	0.0	0.0	10	50	40	4.6
c. Rewards to teachers							
9. Rewards offered to teachers by school							
i.	Monetary	0.0	20	10	30	40	3.9
ii.	Promotion	0.0	20	10	30	40	3.9
iii.	Appreciation	0.0	50	10	30	10	3.0
iv.	Verbal praise	0.0	30	20	30	20	3.8
v.	Trainings	0.0	20	10	40	30	3.9
10. Opportunities given to enhance and refresh their skills							
i.	Communication	0.0	10	10	60	20	4.1
ii.	Teaching methodologies	0.0	10	0.0	60	30	4.1
iii.	Content command	0.0	0.0	30	30	40	3.9
iv.	Leadership	0.0	10	30	20	40	4.3
11. Steps taken to fill the needs of teachers							
i.	Good salary package	0.0	10	0.0	50	40	4.3
ii.	Opportunity for promotion	0.0	0.0	0.0	70	30	4.1
iii.	Make them feel welcome	0.0	0.0	10	70	20	4.5
iv.	Make them feel important	0.0	0.0	0.0	20	80	4.8
v.	Make them feel appreciated	0.0	0.0	0.0	50	50	4.1
vi.	Make them feel respectable	0.0	0.0	10	70	20	4.1
12. Promotion criteria for teachers							
i.	Seniority	0.0	0.0	10	70	20	4.2
ii.	Performance	0.0	0.0	10	60	30	4.6
13. Expectations of respondents from teachers							
i.	Responsible/hard work	0.0	0.0	0.0	40	60	4.4
ii.	Innovative	0.0	0.0	0.0	60	40	4.3
iii.	Highly qualified	0.0	0.0	20	30	50	4.3

SA= strongly agree (5), A=agree (4), UD= undecided (3), DA= disagree (2), SDA= strongly disagree (1)

Table 1 shows the percentage responses of heads regarding recruitment, retention and reward system for teachers. This table shows that the process of recruitment through advertisement which was found to be 50% and

through personal reference which was found to be 60%; recruitment policies was effected by international policies which was found to be 60%; both permanent and temporary recruitment which was found to be 70% and merit principles of schools for recruitment based on professional abilities which was found to be 70%.

This table shows the head responses about the retention of the teachers as that those teachers who are highly qualified which was found to be 80%; experienced which was found 100% and showing good results which was found to be 80% make them ideal for the schools. Apprenticeship and training which was found to be 70% were consider the specific need for teacher retention and those teacher who have at least two years tenure in a school will retain within their profession. The basic reason of leaving of teachers was that when they are unhappy in their current position which was found to be 70%.

This table also shows the heads responses towards the reward system for teacher in which rewards offered to teachers by school based on teachers' training which was found to be 40%; opportunities given to enhance and refresh their skills through communication and Teaching methodologies which were found to be 70%; teachers were motivate in their profession when they feel opportunity for promotion which was found to be 70%; feel important which was found to be 80% and feel respectable which was found to be 70%. The promotion criteria for teachers based on seniority which was found to be 70% and the expectations of respondents from teachers who were responsible which was found to be 60% and innovative which was found to be 60%.

Table 2. N, Mean, SD and *t* test of both Male and Female Heads about Recruitment, Retention & Rewards of Teachers

Variables	Genders	N	Means	Std.Dev.	SE	t-value	Df	Sig.
Recruitment	Male	13	73.23	6.139	1.703	-.358	8	.723
	Female	12	73.88	3.789	.919			
Retention	Male	13	78.60	3.135	.809	.856	8	.399
	Female	12	76.87	7.190	1.856			
Rewards	Male	13	62.33	2.805	1.145	.605	8	.440
	Female	12	61.00	4.243	2.121			

Table 2 shows the mean difference between male and female heads towards the recruitment, retention and reward system for teachers. The mean of male i.e. 73.23 is less than the mean of female heads i.e. 73.88 towards recruitment; the mean of male i.e. 78.60 is greater than the mean of female heads i.e. 76.87 towards retention and the mean of male i.e. 62.33 is greater than the mean of female heads i.e. 61.00 towards reward system for teacher and these differences in means were not found to be significant. So male and female heads have no difference regarding recruitment, retention and reward system for teachers.

Table 3. N, Mean, SD and *t* test of both Public and Private Heads about Recruitment, Retention & Rewards of Teachers

Variables	Organization	N	Means	Std.Dev.	SE	t-value	Df	Sig.
Recruitment	Public	15	48.8	2.167	.9695	-1.265	8	.242
	Private	10	44.4	1.816	.8124			
Retention	Public	15	61.2	2.489	1.113	.561	8	.590
	Private	10	60.2	3.114	1.392			
Rewards	Public	15	80.2	4.086	1.827	-1.629	8	.142
	Private	10	84.0	3.240	1.449			

Table 3 shows the mean difference between public and private heads towards the recruitment, retention and reward system for teachers. The mean of public i.e. 48.8 is greater than the mean of private heads i.e. 44.4 towards recruitment; the mean of public i.e. 61.2 is greater than the mean of private heads i.e. 60.2 towards retention and the mean of public i.e. 80.2 is less than the mean of female heads i.e. 84.0 towards reward system for teacher and these differences in means were not found to be significant. So public and private heads have no difference regarding recruitment, retention and reward system for teachers.

Table 4. N, Mean, SD and *t* test of both Master and MPhil degree holder Heads about Recruitment, Retention & Rewards of Teachers

Variables	Qualification	N	Means	Std.Dev.	SE	t-value	Df	Sig.
Recruitment	Master	16	44.00	1.527	.5773	.928	8	.380
	MPhil	09	42.60	3.21	1.855			
Retention	Master	16	60.85	3.23	1.223	.265	8	.798
	MPhil	09	60.33	1.15	.6666			
Rewards	Master	16	82.42	4.35	1.645	.376	8	.717
	MPhil	09	81.33	3.78	2.18			

Table 4 shows the mean difference between master and MPhil degree holder heads towards the recruitment, retention and reward system for teachers. The mean of master i.e. 44.00 is greater than the mean of

MPhil degree holder heads i.e. 42.60 towards recruitment; the mean of master i.e. 60.85 is greater than the mean of MPhil degree holder heads i.e. 60.33 towards retention and the mean of master i.e. 82.42 is greater than the mean of MPhil degree holder heads i.e. 81.33 towards reward system for teacher and these differences in means were not found to be significant. So master and MPhil degree holder heads have no difference regarding recruitment, retention and reward system for teachers.

Discussion

The basic purpose of this study was to analyze comparatively the process of recruitment, retention and rewards system for teacher in both public and private secondary schools in Islamabad. There were five main objectives of this study such as; to find out the priorities of public and private schools towards the recruitment criteria of their teachers; to analyze the retention problem of teachers in public and private sector; to assess the criteria and types of rewards given by school administration at public and private sector to their teachers; to analyze means difference between male and female heads towards recruitment, retention and rewards systems for their teachers and to analyze means difference between public and private heads towards recruitment, retention and rewards systems for their teachers

The process of recruitment based on advertisement and personal reference in both public and private sectors of Islamabad because recruitment policies was effected by international policies and both permanent and temporary recruitment based on professional abilities of the teachers. The process of recruitment in public and private schools of Islamabad is highly developed because forward thinking organization actively engage in acquiring a workforce that reflects society and helps the organization expand into untapped markets. To accomplish this objective, heads of public and private schools may need to use advertisement and personal reference for recruitment of teachers.

The teachers who are highly qualified, experienced and showing good results make them ideal for the schools. Apprenticeship and training were consider the specific need for teacher retention and those teacher who have at least two years tenure in a school will retain within their profession. The basic reason of leaving of teachers was that when they are unhappy in their current position and when they were not satisfied from their social status. Their community has great expectations from education, but accorded low social status and low esteem; their retention within the schools is also low. By providing extra allowances and suitable salaries, teachers can be encouraged to retain this profession.

The reward system for teacher offered by the school based on teachers' training that enhance and refresh their skills through communication and Teaching methodologies. Teachers were motivate through their profession when they feel respect, importance and opportunity for promotion. The promotion criteria for teachers based on seniority and the expectations of heads increased from those teachers who were responsible and innovative in their profession. So the salary scales (schedules) for the teaching profession should be used to ensure that an individual teacher's remuneration is commensurate with his or her level of qualification and professional responsibility and to guarantee the individual a reasonable career prospect.

The mean of male & female heads and public and private heads have no significant difference towards recruitment, retention and the reward system for teacher because both face same problems so both almost work similarly for recruitment, retention and the reward system for teacher and educating and preparing all of our children and youth to achieve their highest potential that contribute to society, so it is critical for creating safe, orderly, and welcoming learning environments in both sectors. The results of the study were quite similar to those searched by many other psychologists and researchers like Chamberlian, L.M. (1985); Jacobson, Aul B. Reasis. (1984); Rozenhotz, S.J. (1990); Tye, B.B., O'Brien. (2002); Johnson, 2001 and Morris and Williamson, 2000. Some results of the study were quite different to those searched by many other researchers like Darling-Hammond, 1999; Luke, 1962 and Wilson, 2001.

Conclusion

The process of recruitment based on advertisement and personal reference in both public and private sectors of Islamabad because recruitment policies was effected by international policies and both permanent and temporary recruitment based on professional abilities of the teachers.

Teachers who are highly qualified, experienced and showing good results make them ideal for the schools. Apprenticeship and training were consider the specific need for teacher retention and those teacher who have at least two years tenure in a school will retain within their profession. The basic reason of leaving of teachers was that when they are unhappy in their current position.

Teachers were motivate through their profession when they feel respect, importance and opportunity for promotion. The promotion criteria for teachers based on seniority and the expectations of heads increased from those teachers who were responsible and innovative in their profession.

The mean of male & female heads and public and private heads have no significant mean difference towards recruitment, retention and the reward system for teacher.

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