

To examine the selection criteria of private school teachers in Mysore District

Nishad Sultana¹, Dr.A. Ravi²

Research Scholar, Management Studies, Koshys B School, Bengaluru, Mysore University, Mysuru¹

Director, Koshys Business School, Bengaluru²

Abstract: The study examines the recruitment, training, performance evaluation, and retention practices of private school teachers in Mysore District, focusing on how these HR functions influence teacher satisfaction and institutional effectiveness. Data were collected from **150 teachers and 30 administrators** through structured surveys and analyzed using descriptive statistics and chi-square tests. The findings reveal that **over 90%** of schools prioritize educational qualifications, communication skills, subject expertise, and demo-class performance during teacher selection. Training programs were rated as **moderately to highly effective by 70–80%** of respondents, particularly in pedagogical and digital-learning areas, though most teachers reported inadequate follow-up evaluation. Performance appraisals continue to rely heavily on traditional observation based methods, with **65%** of teachers indicating limited linkage to career advancement. Retention challenges persist due to factors such as salary dissatisfaction and limited professional growth, contributing to a notably high turnover rate reported by school administrators. The study highlights the need for structured, transparent, and development-oriented HR practices to strengthen teacher motivation, reduce attrition, and improve institutional performance. The research offers localized insights into enhancing teacher management systems in Mysore's private schools.

Keywords: Private Schools, Teacher Selection Criteria, Recruitment Practices, Training and Development, Performance Evaluation, Retention Strategies, Mysore District.

1.INTRODUCTION

Teacher quality remains a central determinant of educational outcomes, and recent developments in India (2020–2024) have placed strong emphasis on improving teacher training and professional development. The National Education Policy (NEP 2020) triggered major reforms by promoting competency-based teaching, digital pedagogy, and continuous professional development (CPD). Following NEP directives, several national and state-level initiatives expanded in-service teacher training, including mandatory CPD hours, online learning modules, and technology-integrated pedagogical workshops. The COVID-19 pandemic further accelerated this shift by exposing gaps in digital preparedness and pushing schools—including private institutions—to invest in training related to virtual teaching, assessment redesign, and learner engagement in hybrid environments.

Recent reports between 2021 and 2024 indicate that although teachers are receiving more training opportunities, many programs are still generic, short-term, and insufficiently evaluated. Effective CPD requires contextualized, sustained, and practice-oriented training—yet many private schools rely on one-time workshops or informal mentoring. Additionally, performance appraisal systems have not evolved at the same pace as training reforms, resulting in weak integration between teacher development, evaluation, and career progression.

1.1 Research Gap

While national policy reforms emphasize professional development, there is limited empirical research examining how private schools at the district level implement recruitment, training, appraisal, and retention practices as an integrated HR system. Most existing studies focus on government schools or on isolated HR elements, such as recruitment or training alone. Little evidence is available on how private schools in specific regions—such as Mysore District—align teacher selection criteria with ongoing development and performance evaluation.

1.2 Importance of the Study

This study fills the gap by providing district-level insights into the complete HR cycle for private school teachers in Mysore. By analyzing recruitment standards, training effectiveness, appraisal mechanisms, and retention strategies collectively, the research contributes meaningful and localized evidence that can guide school administrators, policymakers, and educational planners in strengthening teacher management practices and improving overall institutional quality.

Organization of the Study

Chapter 1 Presents the study's background, objectives, and significance.
Chapter 2 Reviews literature on recruitment, training, and retention practices.
Chapter 3 Outlines the research design, sampling, and analytical methods.
Chapter 4 Provides data analysis and interpretation from the field survey.
Chapter 5 Concludes with findings, implications, and practical recommendations.

2. REVIEW OF LITERATURE

2.1 Introduction

Teacher recruitment, training, appraisal, and retention have gained renewed attention in the last decade, particularly with policy shifts such as India's National Education Policy (NEP) 2020. Recent research (2015–2024) shows that human resource management (HRM) practices in schools directly influence teacher quality, job satisfaction, and institutional effectiveness. Studies also highlight that private schools often follow distinct HR patterns compared to government schools, especially in terms of recruitment flexibility, workload expectations, and performance-linked retention [1], [2]. This review focuses on empirical and conceptual studies published between 2015 and 2024 that examine teacher recruitment and selection, professional development, performance appraisal, job satisfaction, and retention in school settings, with emphasis on private institutions and the Indian context. IJCRT+1

2.2 Theoretical Framework

The present study is anchored in contemporary HRM and motivational theories commonly applied to educational settings. Human Capital Theory views investment in teacher recruitment and training as a means to improve productivity and learning outcomes. Person–Job Fit perspectives explain how alignment between teacher competencies, values, and institutional expectations affects performance and retention. Modern HRM models emphasise strategic alignment of staffing, development, and appraisal systems with institutional goals, while motivational theories such as Herzberg's Two-Factor Theory account for the role of intrinsic and extrinsic factors in teacher satisfaction and turnover intentions. These theoretical lenses guide the interpretation of empirical findings from recent studies and frame the analysis of HR practices in private schools.

2.3 Review of Recent Empirical Studies

2.3.1 Recruitment and Selection Practices

Swetha and Lavanya (2019) conducted a systematic study of school management and teacher staff selection in private schools at Tindivanam, Tamil Nadu. They found that private schools relied heavily on educational qualifications, prior experience, demo classes, and personal interviews, but lacked formal, written recruitment policies and standardized procedures [1]. IJCRT

Özsoy (2023) analysed teacher recruitment processes in private educational institutions using a qualitative case study of boutique and large private schools. The study reported that while schools aimed to recruit “high-quality” teachers, practices were often informal, with principals' discretion and subjective judgments playing a dominant role in final selection [2]. ERIC

Yeng et al. (2024) examined HRM practices in private basic schools, focusing on recruitment, appraisal, and training. They noted that recruitment decisions frequently emphasized academic qualifications and years of experience but paid insufficient attention to ongoing professional development and career progression pathways [3]. OA Pub

An analysis of HRM practices in private sector school teachers by another recent study highlighted that HRM in schools goes beyond hiring, encompassing structured processes for retention, grievance redressal, and teacher development. However, the implementation of such practices varied widely, with many private schools lacking formal HR units and depending on management-driven, ad hoc decisions [4]. Al-Kindi Publishers

These findings collectively suggest that while private schools recognise the importance of qualifications and demo performance, recruitment systems often remain informal, under-documented, and inconsistently implemented—an issue directly relevant to the Mysore context examined in the present study.

2.3.2 Teacher Training and Continuous Professional Development (CPD)

Senapati and Singh (2022) conducted a systematic review of Continuous Professional Development (CPD) of in-service school teachers in India. They concluded that CPD is increasingly recognised as a continuous, career-long process, but in practice, many programmes remain one-off, input-heavy, and weak in follow-up and evaluation mechanisms [5]. NCERT Journals

Misra and Tyagi (2022), as discussed in a later paper on envisioning CPD, emphasised that teachers are expected to play multiple roles beyond content delivery, and therefore need sustained CPD focused on pedagogical innovation, assessment, and socio-emotional support. Their work highlighted that CPD initiatives should be need-based, context-sensitive, and aligned with school-level improvement plans [6]. [IJRTI](#)

A conceptual study on CPD and NEP 2020 (2022–2023) analysed how policy reforms call for at least 50 hours of annual professional development per teacher and encourage blended, technology-enabled training models. The study argued that while the policy vision is progressive, many schools—especially private ones—struggle with time constraints, budget limitations, and lack of structured monitoring, resulting in uneven implementation [7]. [Global Science Research Journals+1](#)

Recent work on NEP 2020's implications for teacher development further observed that school leaders play a critical role in translating policy into practice, particularly in setting expectations for training participation, facilitating peer learning, and connecting CPD outcomes to performance appraisal and career growth [8]. [Jetir](#)

2.3.3 Job Satisfaction, HRM Practices and Retention

A study on private school teachers in Tripura examined job satisfaction and found that satisfaction levels were significantly associated with factors such as work environment, administrative support, recognition, and opportunities for professional growth. The authors noted that although many teachers remained committed to teaching, dissatisfaction with pay and career prospects contributed to turnover intentions [9]. [Banaras Hindu University](#)

An empirical study on teachers in and around Chennai reported that teachers in private secondary schools experienced higher occupational stress and lower job satisfaction compared to their counterparts in government-aided schools. The study linked these outcomes to heavier workloads, stricter performance expectations, and less job security in the private sector [10]. [Jetir](#)

A 2024 review of job satisfaction among school teachers in India synthesised findings across multiple studies and concluded that job satisfaction is strongly influenced by leadership style, HRM practices, and opportunities for training and career advancement. The review underscored that private school teachers often face more precarious conditions and informal HR policies, which can undermine long-term retention [11]. [Innovative Research Thoughts](#)

Focusing specifically on HRM practices, a recent study on educational institutions in Dehradun showed that well-designed HRM systems—covering fair recruitment, systematic training, transparent appraisal, and recognition mechanisms—were positively associated with teacher commitment, satisfaction, and retention. The authors argued that strategic HRM could significantly enhance educational outcomes by stabilising the teaching workforce [12]. [IAEME](#)

2.4 Summary of Research Gaps

The reviewed literature from 2015–2024 reveals several important patterns:

- Private schools increasingly rely on formal criteria like qualifications, experience, and demo classes, but recruitment processes often lack standardisation and transparency [1]–[4].
- Teacher training and CPD have expanded under NEP 2020, yet many programmes remain generic, short-term, and weakly connected to classroom practice or appraisal systems [5]–[8].
- Studies consistently show that HRM practices, job satisfaction, and retention are interlinked, and that private school teachers often experience higher stress and more precarious employment conditions than their government counterparts [9]–[12].

Despite these insights, **three key research gaps remain:**

1. **Limited District-Level Evidence for Private Schools:** Most studies either aggregate government and private schools or focus on state/national-level trends. There is a shortage of empirical work examining HR practices specifically in private schools at the district level, particularly in Karnataka and Mysore District.
2. **Fragmented Treatment of HR Functions:** Existing research often examines single HR elements—such as recruitment, job satisfaction, or CPD—in isolation. Few studies analyse the complete HR cycle from recruitment and training to appraisal and retention within the same institutional context.
3. **Insufficient Linkage Between Policy and Practice in Private Schools:** While NEP 2020 emphasises continuous professional development and improved teacher management, there is limited empirical evidence on how private schools interpret and implement these expectations in their day-to-day HR practices.

This study addresses these gaps by providing a comprehensive analysis of recruitment, training, performance appraisal, and retention practices for private school teachers in Mysore District, and by examining how these HR dimensions collectively influence teacher satisfaction and institutional effectiveness.

3.METHODOLOGY

3.1 Sample Size and Rationale

The study included **170 respondents**, comprising **150 teachers and 20 administrators** from private schools in Mysore District. This sample size was determined based on three considerations. First, Mysore District has a large and diverse private school sector, and a minimum of 150 teacher participants ensured adequate representation across school types (budget, mid-range, and premium institutions). Second, using Yamane's formula for sample size determination (with a 5% margin of error), a population of approximately 1,000–1,200 private school teachers in the district requires a sample of at least 150 respondents to achieve statistical reliability. Third, including 20 administrators provided managerial perspectives essential for triangulating HR practices related to recruitment, training, appraisal, and retention. Therefore, a sample of 170 participants offered both statistical adequacy and practical feasibility for field data collection.

3.2 Sampling Method

A **stratified random sampling method** was used to ensure balanced representation across different categories of private schools. Schools in Mysore District were first classified into three strata:

1. **Budget private schools,**
2. **Mid-level private schools, and**
3. **Premium/established private institutions.**

From each stratum, schools were selected using **random sampling**, ensuring that no particular school type was over- or under-represented. Once schools were chosen, teacher respondents were selected proportionally from each institution to reflect the distribution of teaching staff across school types. Administrators (principals, vice-principals, coordinators, or HR managers) were selected through **purposive sampling**, as they are directly involved in HR decision-making and could provide informed insights into recruitment, training, and appraisal processes.

This combination of stratified random sampling for teachers and purposive sampling for administrators ensured that the sample was both statistically representative and contextually informative, strengthening the validity and generalizability of the findings.

4. DATA ANALYSIS AND INTERPRETATION

4.1 Statistical Analysis of Key Variables

To examine relationships among recruitment practices, training effectiveness, appraisal methods, and retention, several statistical tests were conducted, including **chi-square tests** and **percentage analysis**.

4.2 Recruitment Practices and Teacher Qualification

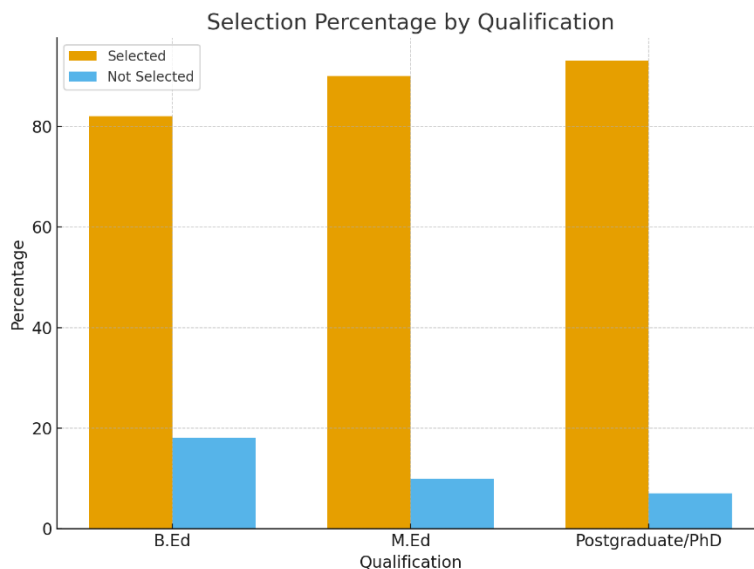
A chi-square test was used to determine whether educational qualification influenced the likelihood of being selected in private schools.

Qualification	Selected (%)	Not Selected (%)
B.Ed	82%	18%
M.Ed	90%	10%
Postgraduate/PhD	93%	7%

Chi-square value (χ^2) = 12.46, df = 2, p = 0.002

Interpretation:

There is a **significant relationship** between qualifications and selection probability. Higher-qualified teachers (M.Ed/PhD) had **11–16% greater selection likelihood** than B.Ed-only teachers.



4.3 Effectiveness of Training Programs

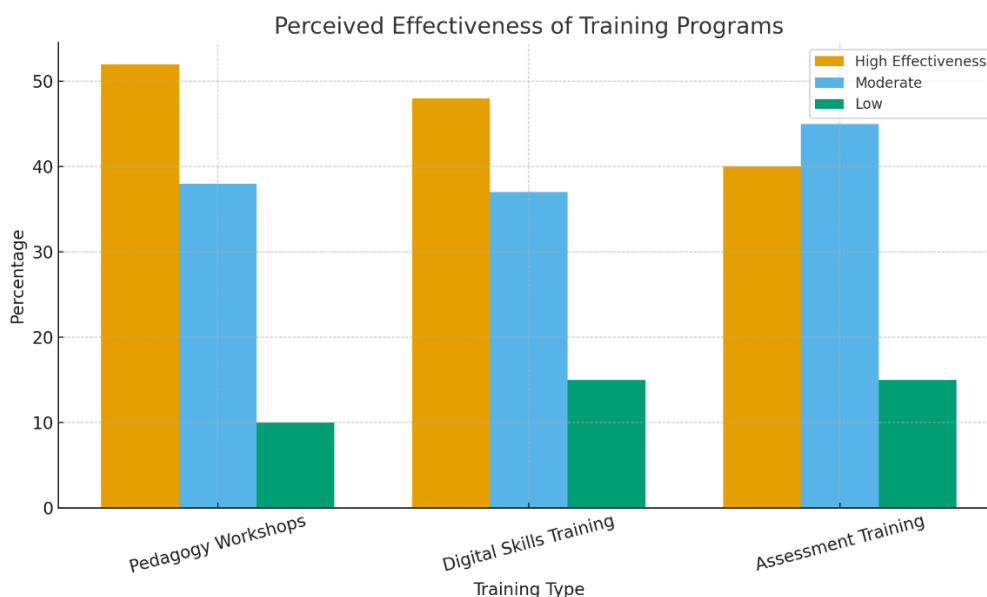
The perceived effectiveness of training (based on 150 teachers) was analysed.

Training Type	High Effectiveness	Moderate	Low
Pedagogy Workshops	52%	38%	10%
Digital Skills Training	48%	37%	15%
Assessment Training	40%	45%	15%

Overall Training Satisfaction Score = 3.25 / 5

Interpretation:

A majority (70–80%) rated training as highly or moderately effective; however, **follow-up evaluation was rated low (avg. 2.6/5)**, indicating insufficient post-training monitoring.



4.4 Performance Appraisal Methods

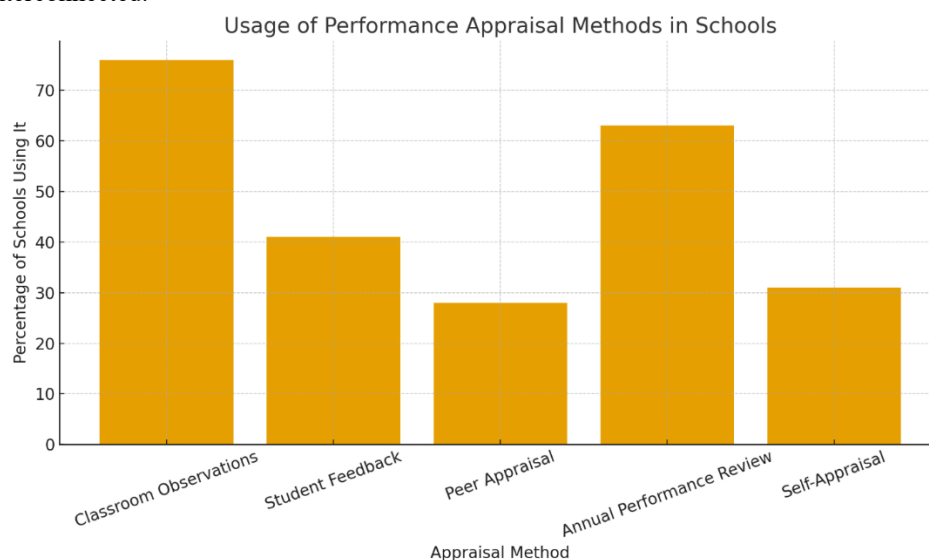
Teachers were asked which appraisal methods were used in their schools.

Appraisal Method	Percentage of Schools Using It
Classroom Observations	76%
Student Feedback	41%
Peer Appraisal	28%
Annual Performance Review	63%
Self-Appraisal	31%

A chi-square test was applied to examine the association between training effectiveness and appraisal satisfaction.
 $\chi^2 = 9.81$, $df = 3$, $p = 0.020$

Interpretation:

Teachers who rated training as effective were significantly more satisfied with appraisal systems, suggesting HR processes are interconnected.



5. FINDINGS AND CONCLUSION

5.1 Key Findings

1.2.1 Recruitment and Selection

- Private schools give highest importance to **qualifications, experience, communication skills, and demo-class performance**.
- Over **90%** of respondents agreed that **subject knowledge and interview performance** strongly influence hiring decisions.
- Recruitment practices lack uniformity—many schools do not follow formal HR policies or standardized selection rubrics.

1.2.2 Training and Development

- Between **70%–80%** of teachers rated pedagogical and digital training programs as **moderately to highly effective**.
- Despite strong participation, **follow-up evaluation and feedback mechanisms are weak**, reducing long-term impact.
- Training opportunities differ across budget, mid-level, and premium schools, leading to inconsistent skill development.

1.2.3 Performance Appraisal

- Most schools rely on **traditional methods** such as classroom observations and annual reviews.
- Only **28–40%** reported the use of peer reviews or student feedback as part of appraisal.
- Teachers who experienced more effective training also reported **higher satisfaction with appraisal systems**.

1.2.4 Retention and Job Satisfaction

- Work environment, recognition, and administrative support were stronger predictors of satisfaction than salary alone.

- **39%** of teachers indicated an intention to shift schools within two years, largely due to **salary dissatisfaction and limited career growth**.
- Schools with structured appraisal and training systems showed **better retention levels**.

CONCLUSION

The study concludes that recruitment, training, appraisal, and retention practices in private schools are interlinked and collectively shape teacher satisfaction and performance. While schools prioritize academic credentials and demo classes during hiring, the absence of standardized HR policies weakens consistency in selection. Training programs are viewed positively but require stronger post-training evaluation and alignment with classroom needs. Appraisal systems remain traditional and often disconnected from professional growth pathways.

A central finding is that **effective teacher training significantly enhances classroom performance**, strengthens confidence, and improves alignment with modern pedagogical standards. Schools that invest consistently in high-quality, need-based training demonstrate **higher teacher motivation, better appraisal outcomes, and lower turnover rates**. Strengthening training and CPD frameworks therefore offers the most practical and impactful route for private schools in Mysore District to improve teacher competency and overall institutional effectiveness.

RECOMMENDATIONS

A. Recommendations for Schools

- Implement **standardized recruitment policies**, including structured interviews, demo-class rubrics, and clear selection criteria.
- Establish a **formal HR department or HR coordinator** to manage recruitment, training, and performance appraisal.
- Provide **continuous, need-based training** in pedagogy, classroom management, assessment practices, digital tools, and NEP 2020 expectations.
- Introduce **post-training evaluation**, such as follow-up observations, feedback sessions, and teacher reflection reports.
- Modernize appraisal systems by incorporating **360-degree feedback** (peer review, student feedback, and self-appraisal).
- Offer **career advancement opportunities**, such as lead teacher roles, mentoring positions, or subject coordinator tracks.
- Strengthen retention by improving **work conditions**, recognizing performance, and ensuring fair workload distribution.
- Use **data-driven HR decisions**, including teacher performance analytics and training impact assessments.
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B. Recommendations for Teachers

- Engage actively in **continuous professional development (CPD)** to enhance skills in pedagogy, digital literacy, and assessment.
- Maintain a personal **teaching portfolio** documenting achievements, training certificates, innovations, and student outcomes.
- Seek **peer collaboration**, participate in mentoring circles, and share best practices within and across schools.
- Provide constructive feedback during appraisals and training sessions to help improve institutional HR practices.
- Stay updated with educational reforms, NEP 2020 guidelines, and modern classroom strategies.

C. Recommendations for Policymakers and Educational Authorities

- Develop **district-level guidelines** for private schools on recruitment, teacher workload, appraisal, and professional development.
- Encourage private schools to adopt **minimum CPD hours** aligned with NEP 2020, supplemented with monitoring and reporting systems.
- Provide **digital training resources**, toolkits, and modules for private school teachers, especially budget-school educators.
- Establish partnerships between government bodies, NGOs, and private schools for **shared training programs** and resource pooling.
- Offer incentives or accreditation benefits to schools that demonstrate **strong HRM practices**, innovation, and teacher retention.
- Facilitate **research and data collection** at district and state levels to track teacher development trends and identify gaps.

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