

# Towards Quality Education: Identifying the Selection Criteria of Ideal Secondary School Teachers

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**Abstract**—The quality of education largely depends on the quality of teachers. The present pilot study investigates the selection criteria of ideal teachers at the secondary school level in Vijayapur District. The study was conducted on a sample of 60 secondary school teachers selected through simple random sampling. Data were collected using a self-developed questionnaire consisting of various teacher selection criteria such as academic qualification, teaching competency, communication skills, classroom management, professional ethics, and technological competency. Descriptive survey methodology was adopted. The findings reveal that teaching competency and professional ethics are considered the most important criteria for selecting ideal teachers. The study suggests that recruitment agencies should focus on both professional and personal competencies while selecting teachers.

**Index Terms**—Ideal Teacher, Teacher Selection Criteria, Secondary Education, Teacher Competency, Vijayapur District.

## I. INTRODUCTION

Teachers play a crucial role in shaping the future of society. An ideal teacher not only possesses academic knowledge but also demonstrates professional competence, communication skills, ethical values, and technological proficiency. The effectiveness of secondary education largely depends on the quality of teachers selected for schools.

In recent years, educational institutions have emphasized competency-based recruitment processes to ensure quality education. Therefore, understanding the essential criteria for selecting ideal teachers is

important for educational planners, administrators, and policymakers.

## II. NEED AND SIGNIFICANCE OF THE STUDY

The selection of competent teachers is a prerequisite for improving educational standards. Recruitment based solely on academic qualifications may not ensure teaching effectiveness. Hence, there is a need to identify the most important criteria that define an ideal secondary school teacher.

The present study helps:

1. Educational institutions improve recruitment policies.
2. Teacher education colleges align training with school expectations.
3. Policymakers formulate effective teacher selection procedures.

## III. OBJECTIVES OF THE STUDY

1. To identify the important selection criteria of ideal teachers at the secondary level.
2. To determine teachers' opinions regarding various selection criteria.
3. To rank the criteria based on their importance.
4. To provide suggestions for improving teacher recruitment practices.

## IV. HYPOTHESES

H01: There is no significant difference among teachers' opinions regarding different selection criteria.

H02: Academic qualification is considered equally important as teaching competency in selecting ideal teachers.

V. METHODOLOGY

Research Method

Descriptive Survey Method.

Sample

A sample of 60 secondary school teachers from Vijayapur District was selected using simple random sampling.

Tool Used

A self-developed questionnaire consisting of six dimensions:

- Academic Qualification
- Teaching Competency
- Communication Skills
- Classroom Management
- Professional Ethics
- Technological Competency

Statistical Techniques

- Frequency
- Percentage
- Mean Score
- Ranking

Table 1: Demographic Distribution of Teachers

Gender	Frequency	Percentage
Male	35	58.33
Female	25	41.67
Total	60	100

Interpretation

The sample consisted of 58.33% male and 41.67% female teachers.

Table 2: Mean Scores of Selection Criteria

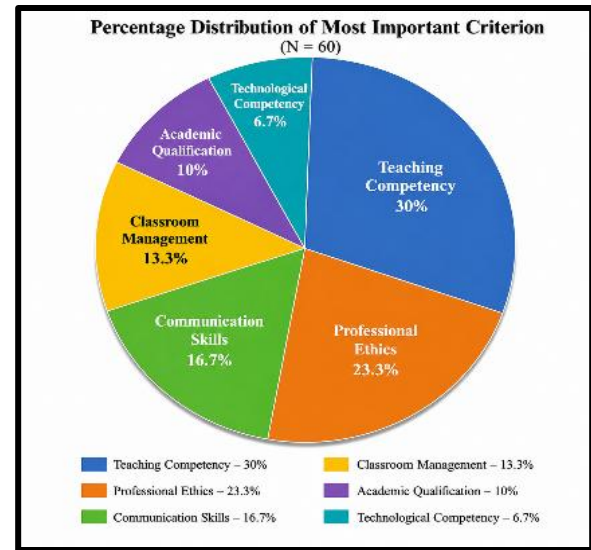
Selection Criteria	Mean Score	Rank
Teaching Competency	4.60	I
Professional Ethics	4.50	II
Communication Skills	4.30	III
Classroom Management	4.20	IV
Academic Qualification	4.00	V
Technological Competency	3.90	VI

Teaching competency received the highest mean score (4.60), indicating that respondents consider it the most important criterion for selecting ideal teachers. Professional ethics ranked second, followed by communication skills.

Table 3: Teachers' Opinion on Most Important Criterion

Criterion	Frequency	Percentage
Teaching Competency	18	30.0
Professional Ethics	14	23.3
Communication Skills	10	16.7
Classroom Management	8	13.3
Academic Qualification	6	10.0
Technological Competency	4	6.7
Total	60	100

VI. GRAPHICAL REPRESENTATION



Pie Chart Data

- Teaching Competency – 30%
- Professional Ethics – 23.3%
- Communication Skills – 16.7%
- Classroom Management – 13.3%
- Academic Qualification – 10%
- Technological Competency – 6.7%

VII. FINDINGS

1. Teaching competency emerged as the most preferred criterion for selecting ideal teachers.
2. Professional ethics was ranked second by respondents.

3. Communication skills were considered highly essential for effective teaching.
4. Academic qualification alone was not regarded as the most important criterion.
5. Technological competency received comparatively lower importance but remains necessary in modern education.
6. The majority of respondents emphasized a combination of professional and personal qualities.

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#### VIII. EDUCATIONAL IMPLICATIONS

1. Recruitment boards should focus on teaching demonstrations during interviews.
2. Professional ethics should be assessed through structured interviews.
3. Teacher education institutions should strengthen communication and classroom management training.
4. Technology integration skills should be included in teacher recruitment tests.
5. Competency-based teacher selection procedures should be implemented.

#### IX. CONCLUSION

The success of secondary education depends significantly on the quality of teachers selected. The pilot study reveals that teaching competency, professional ethics, communication skills, and classroom management are considered more important than academic qualifications alone. Therefore, recruitment agencies should adopt a holistic approach to teacher selection, emphasizing both professional competencies and personal qualities. Such measures will contribute to improving educational quality in Vijayapur District and beyond.

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