

## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

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**ABSTRACT:** The purpose of this study was to explore the policy of recruitment and selection of teachers and their impacts on organizational performance. It was to find out the impacts and the challenges associated with the poor teacher recruitment and selection practice and ways to help improve human resource planning and development. High turnover, teacher quality, retraining of teacher and organization's goals were amongst the issues. Special reference was given to the latest Malaysia's educational policy - Malaysia National Education Blueprint (2013-2025) (MNEB). The study tries to answer three questions namely; Why the Blueprint has included human resource management (HRM) in its transformation program as one of the key initiatives? How far is the influence of Teachers' Unions in the making of Human Resource policy in education and to what extent the existing recruitment and selection policy has given impacts to the country's educational system?.

**Keywords:** Human Resource Management, teacher, recruitment and selection, retraining, Malaysia National Education Blueprint.

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### 1. Introduction

After 62 years' of independence and starting from the Education policy during the era of New Economic Policy (1971-1990), National Development Policy (1991-2000), National Vision Policy (2001-2010), Education Development Plan (2001-2010) and the era of Education Development Master Plan (EDMP) 2006-2010, the country is still groping in the dark as to what should be the solution to improve the education system and to have quality teachers to realize the country's ambitions. All the above master plans for education did not address the issue of HRM. However, for the first time, the present Malaysia's Education Blueprint 2013 -2025 provides a comprehensive plan for a rapid and sustainable transformation of our education system through to 2025 by putting emphasis on human resource management. It focuses on two tenets of HRM namely recruitment and selection and the issues associated with them such as teachers' training and retraining and teachers' quality. Why recruitment and selection?

Employees have critical roles to play in ensuring the organizations achieve competitive advantage over the competitors for the achievement of goals and objectives. When an organization hires unqualified candidate, it starts a whole cycle in which organizations faces so many problems and most important the waste of money it causes to the organization. A good recruitment and selection strategy, increase employees' performance and capable to achieve and sustain organizational efficiency. As suggested by Catano V.W., Wiesner, W.H., Hackett, R.D and Methot, L (2010), productivity can be enhanced by a suitable work environment. It can also be a product of effective recruitment and selection process. However, research has consistently indicated that human resource practitioners do not follow their institution's recruitment and selection processes in the appropriate manner. Hence, institutions experience high labour turnover, high staff absenteeism, job reworks, high training expenses, labour unrest and low productivity (Robbins et al., 2009).

Organization must recruit, select, and retain qualified people to perform important tasks, motivate them, and retain them to maintain and improve their job skills, Kenneth (2010). Failure to recruit the right people may mean high turnover and low productivity. As agreed by Aswathappa (2007) that an effective recruitment and selection process can ensure that an institution hires the right candidate for a particular job or role.

The paper seeks to answer the following research questions:

## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

- Why the Blueprint has included human resource management (HRM) in its transformation program as one of the key initiatives?
- How far is the influence of Teachers' Unions in the making of Human Resource policy in education ?
- To what extent the existing recruitment and selection policy has the effects on the country's education goal?.
- To propose some practical suggestions for most suitable selection methods and to give some additional ideas for future research.

### 2. Why HRM is Important in Education Sector?

The first question is why human resource management is important for schools? HRM holds the potential of increasing student outcomes through the increased involvement, empowerment and motivation of teachers. The quality of the citizens rests upon the quality of their education. The quality of their education depends upon the competence, dedication and quality of school teacher. While there are several reasons why schools might benefit from HRM, only two relevant reasons are discussed here. First, since teachers play a major role in student achievements (e.g. Rivkin et al., 2005), schools' successes in meeting the continuously increasing expectations regarding student achievements mainly depend on the competence and effort of their teachers. DeArmond et al. (2009) states that by increasing teachers' competence and commitment, HRM holds the potential of increasing teacher performance and, consequently, of yielding higher student outcomes. Secondly, all over the world schools have difficulty finding enough highly qualified teachers (OECD, 2014), and even if schools can find them, too many young teachers quit due to the fact that the work environment does not meet their expectations (OECD, 2009). HRM systems can assist schools in attracting and retaining enough competent and motivated teachers (Loeb S, Kalogrides D and Be'teille T, 2012). Three keywords here are competence, commitment and highly qualified teachers.

Teachers need to be well trained and competent to perform their jobs. Encyclopedia of teacher training and education (vol.ii 1998) defines teaching competency as suitable or sufficient skill, knowledge and experience for teaching purpose, properly satisfied. S.Venkataiah (2000), defines, —Teaching Competency as any single knowledge, skill or professional expertise which (1) a teacher may be said to possess and (2) the possession of which is believed to be relevant to the successful practice of teaching.

Educationist all over the world have started realizing that only securing enough teachers will not do, most important is securing the right type of teachers with right type of knowledge, skills, attitudes and competence. Due to this, increased stress is being laid on the qualitative aspect of the teacher education. It is being realized now that efficient and competent teacher is major factor that will contribute to educational refinement and improvement and the search is on for those factors that make the teachers competent. Therefore, the development of teachers competency involving the efforts of fostering positive attitudes (Awang, Jindal-Snape & Barber, 2013) was a major agenda to strengthen the teaching profession and to ensure great development of the education quality in many countries around the world. Teachers play a major role in student achievements (e.g. Rivkin et al., 2005). Schools' successes in meeting the continuously increasing expectations regarding student achievements mainly depend on the competence and effort of their teachers. HRM can be viewed as a means to motivate teachers to contribute to their schools' objectives. It is, however, only recently that HRM has been acknowledged as key in raising schools' performance as well (e.g. Vekeman E, Devos G and Tuytens M (2014). More specifically, by increasing teachers' competence and commitment, HRM holds the potential of increasing teacher performance and, consequently, of yielding higher student outcomes (see, for instance, DeArmond et al., 2009). This might be the strong reasons why human resource factors have been included and emphasized in the MNEB 2013-2025 to ensure the success of the country's ambition towards global level educational system.

### 3. Background of Teacher Recruitment and Selection

In Malaysia, entry qualifications for teacher educators vary. Most of the teachers are recruited based on teaching experience besides the required first university degree in the relevant specialization. Basically, there are four pre-service teacher education programs conducted by Ministry of Education in teacher training colleges (TTC). They are Malaysian Teaching Diploma Course (MTDC), the Post-Degree Teacher Training Course (KPLI), the Special Program for Non-graduate Teachers (PKPG) and the Bachelor of Education.

MTDC was introduced by the Ministry of Education in 1996 to replace the Basic Teachers Certificate Course (or Kursus Perguruan Asas) for pre-service primary school teacher education. Before this, college graduates were conferred certificates in teaching after attending a two-year pre-service training program. MTDC is a pre-service program targeted at

## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

secondary school leavers and lasts for three years KPLI, on the other hand, is a pre-service diploma program targeted at university graduates who wish to pursue a career in teaching. The Special Program for Non-graduate Teachers is created to those college-qualified teachers who were considered not to meet academic requirements to enter University.

Pre-service teacher education in Malaysia is divided into graduate and non-graduate teacher training. Virtually all secondary school teachers are university graduates but most primary school teachers are trained in teacher training colleges under the jurisdiction of the Ministry of Education. Prior to 1996, all teacher training colleges, offered pre-service teacher training programmes at only the certificate level. In 1996, these colleges started diploma level teaching programmes and in 2005, the teachers' colleges were upgraded to Institute of Teachers' Education Malaysia that confer a Bachelor Degree in teaching (Colin Brock, Lorraine PeSymaco, 2011, pp108) "According to the Teacher Education Division, Ministry of Education (Malaysia, 2008c), the main purpose of Institute of Teacher Training is to enhance the teaching profession by producing quality, skilled and responsible teachers and that the Ministry of Education intends to achieve a target of having 100% graduate teachers in secondary schools and 50% graduate teachers in primary schools by the year 2010 (Malaysia, 2008c)" David Philip (2011)

### 4. Teachers' Union and Its Influence in HRM in Education.

Trade unions are those organisations of employees/workers who work for the maintenance and enhancement of their economic status by insisting on a rise in money wages and improvement in working conditions and benefits. Trade union can be regarded as an organized association of employees created to protect and promote their interests. (Liebeck and Pollard, Oxford English Dictionary, 1995). In Peninsular Malaysia, there are two popular teachers' Unions namely, National Union of the Teaching Profession or NUTP and Kesatuan Guru-guru Melayu Malaysia Barat or KGMMB. NUTP is the dominant and has the most number of members. Besides representing teachers, NUTP too, is a representative in UNESCO and International Labour Organisation (ILO) and other agencies through Education International. (NUTP 2019). Section 27(2)(f) and 27(3)(aa)(i) of the Trade Unions Act 1959, disallow graduate government servants in the management and professional groups from setting up a union and holding positions in workers' unions. Thus, all the Public Service Unions in Malaysia are controlled by the non-graduates.

Teachers' Unions in Malaysia are unique. There are two categories of members in the Unions. They are the graduate and the non-graduate teachers. Due to its high number of members, NUTP has been playing significant roles in voicing out non-graduate teachers' rights and problems. As now almost all the college-qualified teachers have a degree, their Congress of Unions of Teachers in the Malaysian Education Service wants the government to reassess the enforcement of the law (Section 27(2)(f) and 27(3)(aa)(i) of the Trade Unions Act 1959) prohibiting them from holding positions in teachers' unions.

Empirical evidence confirms that unions use their monopoly power to force employers to pay better wages and benefits (Freeman and Medoff, 1984). Demand for fairness leads the union to get into almost every area of day-to-day managerial decision-making at the workplace level. The participation of workers in decision making processes in the company can be somewhat defined as the participation in managing changes, namely in the work that deals with the future position or future rights of workers. The National Union of the Teaching Profession Union plays a significant role in the national educational policy-making process and is formally or informally consulted in the policymaking process and is involved in self-administration or self-regulation of social policies.

### 5. Internal Recruitment (Qualifying the Under-qualified)

Many high schools leavers and university graduates, especially male shy away from the teaching professions. This has created a serious problem of teachers' shortage throughout the country. According to NUTP, as at July 1998 there is an acute shortage of secondary school teachers especially English, Mathematics and Science teachers round to about 3,000. As an effort to attract more school-leavers to take-up teaching as a career, the government has upgraded teachers with teaching certificate as equivalent to a diploma scale. Thus, effective from July 1, 1999 the starting basic pay of the non-graduate teachers with teaching certificate was increased from RM 652 to RM 917 (NSTP, 1997). Yet, Malaysia is still grappling with shortage of qualified and competent educators. The country's failure to produce sufficient, qualified, and competent teachers, according to Bernstein (2015), is one of the greatest challenges facing its education system.

Basically College-qualified teachers are those considered not to meet academic requirements to enter University. They were categorized under the support group whereas the graduates were under professional/management group. They do not enjoy

## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

the opportunity to progress in a teaching career without first earning their teaching degree qualification. They cannot be promoted or serve in professional/management roles. Because of teacher shortages and the need for highly qualified teachers, in-service training and re-training of teachers comes as logical prolongation of their professional development and optimum performance. Through the Unions, policies on human resource particularly on recruitment and selection and promotion are in favour of the non-graduate teachers. A Teacher Qualifications Programme was then introduced. It is where the under-qualified teachers were enabled to undertake a basic university degree in Education. An upgrading program for Diploma-qualified teachers in order to improve education outputs. Bearing in mind the considerable number of opportunities to become qualified that are available to under-qualified teachers, it is also possible that some barriers to qualification are perceived barriers only. Hence, the Unions fought for their non-graduate members to be sent for basic degree programme at local universities to upgrade their status (KPM, 10<sup>th</sup> Jan 2011)

### 6. Effects of Poor Recruitment and Selection Policy

Djabatey (2012) and Mustapha (2013) opined that the aim of recruitment goes beyond mere filling of vacancies to include individual development and achievement and building a strong organization where effective team work, and the individuals needs are realized at the same time. The study argued that to achieve this aim, the organizations must adopt recruitment policies that are internally consistent and which are also consistent with the objectives of the organization and the expectations of the larger society.

The overall aim of recruitment and selection within the organization is to obtain the number and quality of employees that are required to satisfy the strategic objectives of the organization, at minimal cost. All organizations have to be concerned with the issue of making sure that the best and most effective people are employed by them. Hiring unqualified employee is one of those bad decisions taken by the company that harms more than in one way and for a longer period of time. The quality of the human resource the firm has heavily depends on the effectiveness of these two functions (Gamage, 2014). The recruiting and selection process should be aimed to hire professionals that fit the organization standards. For this reason, acquiring the best candidates requires an organization to be very thorough when hiring employees, this means selecting the best of the crop (Shaw & Delery, 1998).

The impact on the organization, of making a mistake in the recruiting process, will not only be felt financially, but also by the effects that it will have on the existing employees. In recent times, we have seen significant changes in educational reforms worldwide and these changes have caused Malaysia to reconsider the modus operandi of its human resource management policies and practices. The emphasis has been to improve teachers' performance towards producing quality teachers. This was clearly stated in the 10<sup>th</sup> Malaysia Plan (Second Thrust) where quality teachers were necessary to improve teaching and learning methods and to enhance quality of national schools. This was to be done by improving the quality of new teacher recruits. This effort remains government's priority in its succeeding Education Blueprint (2013-2025) where Shift 4 stresses the importance of recruitment to produce competent teachers. Some examples of the negative effects that can arise from poor recruitment and selection are financial impact and low morale.

#### 6.1 Malaysia Education Blueprint 2013-2025 ( Financial impacts on retraining of teachers)

There is a huge cost associated with poor recruitment and selection, and also with employee development, and that organizations have to be very careful and aware when working through the recruitment process. This means that the organization will need to spend more money and time retraining the employee or that the employee will lack essential skills. One of the biggest direct implications of hiring such an unsuitable candidate is the immediate financial one – the costs of the initial hire, added to the costs of retraining. This is evidenced in the Budget 2012 where the Prime Minister Najib Tun Razak announced allocations to increase the salaries of civil servants, including teachers. In all he allocated RM50.2 billion for the education sector which included among other was the offer of 20,000 places for diploma teachers (CQT) to pursue their undergraduate studies.

In 2014 national budget the Malaysian government has allocated RM54.6 billion or 21 percent of the total allocation in 2014 to ensure that the implementation of the MNEB will achieve the objective to raise the standard and quality of Malaysian education. "The Ministry's focus during this phase will be on delivering a rapid turnaround programme. During this period, the focus will be on raising teaching quality by upskilling the existing pool of teachers....." (MOE, 2013a).

## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

Allocations were made to promote continuous human resource development. Programmes such as in-service training on developing management, leadership and research skills were carried out at all levels of the Ministry as an effort to implement a competent and efficient education management system capable of providing quality and relevant education to the nation (MOE ,2013b). The same scenario happened in 2017 where more than RM42.9 billion , a sizable one fifth of the country's economy was spent on education. (Ministry of Education Annual Report, 2017). Although substantial sum of money has been spent in education since independence until today, the gap between the high levels of expenditure on educational technology and the expected return in school improvement is still a global education agenda with great debate (Leong, 2010; H. Y. Lu, 2013; Wahdain& Ahmad, 2014).

As can be seen, the government invests more in education than most other areas. This assertion is also stated in the Malaysian's Report on New Economic Model (NEM) which notes that "even with the Government pouring relatively high spending into public education, the quality of graduates — measured by international test scores in science and mathematics — has simply not kept pace" (National Economic Advisory Council, 2010). Wave 1 of the MNEB on the other hand, expressly states the need to retrain English teachers that do not meet international proficiency standard through its upskilling of English language teacher programme (MOE ,2013c)

### 6.2 Malaysia Education Blueprint 2013-2025 : The Existing Teachers' Quality Against the Quality Teacher Recruits.

There seems to be a general agreement that the processes of teaching and learning are highly dependent on quality of teachers' preparation and skills. The dispensation of quality education depends on the quality of teachers available in the education system. The strategies used to enhance the teaching profession in the MNEB seem to be echoed with strategies proposed within the 2007 McKinsey Report (Barber & Mourshed, 2007), as well as other international reports (e.g. OECD, 2005), especially with respect to the emphasis on high quality teachers. The government promotes Continuous Professional Development (CPD) for the existing teachers in enhancing their quality and qualifications. This is seen as an effort to achieve a shift in the MNEB (MOE, 2012d). Under this shift, several educational policies in relation to teacher professional development have been introduced to address the issues of teacher's quality.

The MNEB clearly states that the quality of teachers is the most significant school-based determinant of student outcomes (MOE ,2012e). It goes further to highlights that teachers only managed to deliver 50% of their teaching effectively (MOE, 2012f) This is attributed to their passive delivery in teaching and it indicates that the in-service training teachers receive in Malaysia is inadequate for improving their teaching ability.

The policymakers do realize that the status quo methods of improving the existing teachers' quality simply do not work. Many of the tested or implemented solutions proposed particularly by the Teachers' Unions and favored by education groups to improve teacher quality such as automatic increment of teacher salaries, SistemSaraanBaru or New Remuneration Scheme, improving training, and requiring certification- have not fixed the problem. Most of the teachers involved in these improvement programmes were CQTs who benefitted much in term of monetary rewards but yet the issue of teacher quality remained unsolved. The performance evaluation introduced in the SistemSaraan Malaysia or Malaysian Remuneration Scheme which assesses teacher performance through examination did not work as well.. Even the efforts taken by the government to upgrade the quality of English teachers have been questioned by the Unions (NST, 2019, 9 May and NST, 2019, 10 May). Immediate measures must be taken to resolve the problem, as more than 60% of the current crop of teachers will continue teaching for the next 20 years (MOE, 2012g).

In the context of ensuring to get the best candidate into teaching profession, the Ministry has made a change to the process of recruitment of the new teacher (MOE, 2012h) Based on this new policy or teacher recruitment, the Ministry will rigorously enforce entry standards to ensure that 100% of every teacher training intake meets the minimum academic requirement. The rigorous selection criteria and stringent requirement is to ensure that only the best candidate will be recruited for entry the teaching profession. In 2012, from 62,000 candidates who applied for the Postgraduate Course Teacher Training, only 7,800 were selected (Mohd, Nawi&Zaidi, 2013).

Unfortunately, the prevailing attitude still seems to be that those who achieve straight-A results in school should go on to study professional courses such as medicine, engineering or law. Rarely do we hear of top students being actively encouraged to take up teaching. Access to other professions and advanced degrees may contribute to the impression that teaching is a leftover profession: a fallback job until law school or an option for C students (Wise & Liebrand, 1993). This second-class status has created a skewed labor pool, as contended by Ingersoll (2005) and other researchers, where the academic quality of those entering the profession has not kept pace with the quality of their colleagues in the private sectors. In the 10th Malaysian Plan

## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

(2011-2015) document, it has been reported that only 7 percent of the teacher training applicants who had the excellent result in their Malaysian Certificate of Education examination (Malaysia, 2010). This has been seen by the government as an obstacle to achieve the aimed of rising the Malaysian education quality by having a highly capable human capital into teaching profession.

The present MNEB proposes some improvements to the human resource system in education. The emphasis can be seen in Shift 4 where it explicitly outlines serious plans to upgrade teachers' quality via reforms of educational system and the teachers themselves. This has led the ministry introduced a new teacher recruitment policy which is aimed at recruiting 30 per cent of the top scorers of the education faculties and teacher education institutions to be a teachers in public school (MOE, 2012i). This means that only the brightest graduates will be selected to the teaching profession to ensure teachers is a high level profession which will be the profession of choice of excellent student. Shift 5 furthers indicates the needs for teacher to have at least a basic university degree in the especially to diploma teachers to pursue undergraduate studies, giving them a better career path and promotional prospects where it included a radical change in recruitment, placement as well as career development. (Rosli, 2013).The ministry also introduced a more thorough screening process for the induction of the initial teacher to be appointed as a teacher in a public school. This policy has removed the previous practice of the automatic induction of initial teachers into the teaching profession in the government school and initial teachers who do not 'qualify' would be weeded out. It was clearly stated in the policy text that only the trainee teachers that achieved the best performance and qualified will be offered the position. The abolishment of guaranteed placement is to set minimum quality requirements for new teachers (Malaysia, 2010).

### 6.3. Morale

Internal recruitment has resulted in CQTs whose academic results did not meet the requirement to enter university to have a university degree through the government's policy. They were then appointed to higher scale of salary and positions. In primary schools, all administrative positions (middle-level managers) were held by them. Not only the primary school, they also become office bearer at secondary school, and at all levels of Ministry of Education. Some of them become decision makers at the Ministry level. As they control the school administration, the tendency of making decisions based on specific characteristic such as friends or associates cannot be ruled out. They have unions to protect and fight for their rights whereas the pure graduate teachers have no avenue to channel their dissatisfaction. From the point of Human Resources Management, choosing the wrong candidate to be a team leader can have long term negative consequences on the business. When recruiting and selection systems fail, meritorious candidates are rejected and non-meritorious are selected. If a qualified person has been passed over for a promotion, this may affect the organization in long-term.

Not only is this an expensive mistake to make, but it can be highly disruptive to the team and the organisation. Sarma (2008) and Rashmi, (2010) emphasized that another important point is that the selection of a candidate may be unfair based on the management likes and dislikes, which can lead to promoting not the most suitable applicant, resulting in insufficient efficiency and disgruntlement across the company. Teachers who are discriminated and unsatisfied may suffer from burnout. Michael Mankins and Eric Garton (March 7, 2017), note that when employees are not as productive as they could be, it is usually the organization, not its employees, that is to blame. The same is true for employee burnout. There are many things that can cause burnout in the workplace. Lack of respect from administrators, few opportunities to be teacher leaders and distrust are just a few. A lack of support and respect can lead to the feeling of burnout, because teachers may feel unappreciated by administrators. In some instances, teachers become argumentative and labeled as trouble makers, so any attempt for self-actualization is stymied (Marzano & Heflebower, 2012). Academically, burnout can manifest itself in teacher absenteeism, whether the absence is physical or mentally tuning out. Teachers who mentally tune out struggle to get through the day (Kouzes & Posner, 2012), and their students suffer from their lack of preparedness. When individual teachers are dealing with chronic stress and start to burn out, their students have less support for learning. They also have less social and emotional support from their teachers. When many teachers at a school are burning out, students are going to be impacted even more. Teachers who experience burnout are inclined to arrive on the job unprepared and more concerned with making it through the day than with the quality of education students are receiving (Vandenberghe & Huberman, 2011).

### 7. Conclusion

The conclusion and recommendations suggested that there is a huge cost associated with recruitment and selection, and also with employee development, and that organizations have to be very careful and aware when working through the recruitment process. The government has 5 more years to realize the agendas in the MNEB. Failure to address this issue may affect the country's aspirations as specified in the Blueprint. The only means of achieving this success is through proper recruitment and

## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

selection practices and at the same time, practical and drastic actions or measures have to be taken to address the issue of the low quality of the present teachers. Getting the right people in the right place at the right time doing the right job is an essential element of recruitment and selection process which can affect the performance of the organization. Good teachers produce good students (Jennifer King Rice, 2003). A teacher's most important task is contributing to and enhancing the learning and achievement of their students.

The use of the proper selection device will increase the probability that the right person is chosen to fill a slot. Gamage (2014) noted that the recruitment and selection practices will determine who is hired, shapes employee behaviour and attitude. When the best people are selected for the job, productivity increases. The Ministry of Education established the Education Performance and Delivery Unit (PADU) in 2013 with its primary role is to facilitate, support, and deliver the Ministry's vision in transforming Malaysia's education system through the Malaysia Education Blueprint for 2013-2025. However MNEB not is progressing as scheduled. For example, until 2019, English Teachers' upskilling programme is still ongoing whereas the targeted completion was supposed to be in 2015 (MOE, 2012j). The Star Online dated 9<sup>th</sup> June 2019 reported the news of the need of another 20,000 English teachers to sit for MUET by the end of December 2019. Although some efficiencies result from the union exercising its voice role, union voice does not always contribute positively to productivity. In many instances, union actions and policies have the effect of restraining productivity or efficiency. Can resistance from the Unions be included as another barrier to the effectiveness of the implementation of the policies? It remains an academic discourse to examine whether there is any correlation between the cause of ineffectiveness of various education policies with the roles played by the Teachers' Unions.

### 8. Suggestions

The above discussion shows that in spite of many efforts made by the Ministry of Education of Malaysia to increase efficiency of education and particularly teacher education, many hindrances are still there to be removed. Recruitment and selection process are important practices for human resource management, and are crucial in affecting organizational success ((Jovanovic, 2004) Hiring unqualified or under-qualified employee (teacher) is one of those bad decisions taken by the Ministry that harms more than in one way and for a longer period of time. Below is some suggestions for consideration :

- a) It is suggested that the Ministry gives an opportunity for the pure/timely graduate teachers to lead all levels of the hierarchy in the Ministry.
- b) All the policies which favor the CQTs should be reviewed and modified to give justice to the timely/pure graduate teachers. Such work may in turn require a reconsideration of the extent of, and limitations to union power in altered educational landscapes.
- c) Recruit right people who will fit in to organizations culture and contribute to the organizations goals.
- d) Begin identifying and preparing potential job applicants who will be appropriate candidates.
- e) Avoid nepotism and cronyism in the making of appointments. Impartiality in all recruitment and selection processes is essential for public sector employees to meet their public duty by acting ethically and in the public interest.
- f) Evaluate the effectiveness of the present recruitment and selection policy and sources for all types of job applicants.
- g) It is important to ensure Trade Unions can contribute in promoting profitable professional relations towards achieving country's education aspiration.
- h) Trade Unions should fight for the rights of all of their members and not discriminate on the ground of differences in category of qualifications. Section 27 of the Union Act 1959 should be repealed or amended to give way for pure graduate to union. In this context, pure/timely graduate teachers should have the same rights as any other employee to organize and join unions so that they can bargain collectively to negotiate for better wages, working conditions and contribute towards achieving the country's world-class education system.
- i) Future research on this topic should include the following topics:
- j) the effectiveness of graduate program for the CQT on the students' outcomes
- k) whether there is any changes on the quality of the CQT who have gone through graduate program
- l) the impacts of CQTs' passing over the pure graduate teachers in terms of selection and promotion on the education system itself.

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## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

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## Malaysia National Education Blueprint: An Overview on the Policy of Recruitment and Selection of Teachers

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