International Journal of Humanities Social Science and Management (IJHSSM)
Volume 5, Issue 3, May-June, 2025, pp: 411-419 ISSN: 3048-6874
www.ijhssm.org

Potential Talent Teacher Management Practices in Private Secondary Schools in Gujarat

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Date of Submission: 15-05-2025 Date of Acceptance: 31-05-2025

Abstract
The motto of most of the private schools is the holistic development of the students resulting to satisfactory performance of the schools in the competitive school business. The performance depends on strategic teacher talent managements. The main objective of the study is to understand the various existing talented teacher management strategies adopted in secondary private schools of India and Gujarat and to design a suitable teacher management practices for secondary private schools in the state of Gujarat, India.
The sources of this study secondary. The state Gujarat in India has been selected purposively for the study. Related literatures of India, specifically of Gujarat, available online in research websites have been downloaded and studied thoroughly and analyzed.
In Gujarat, as 45 percent of the private secondary schools (class 9 to 12) are running without any aid, their contribution in student performances is crucial. Previous studies revealed that many secondary schools still are afflicted by the inadequate competent and trained teachers. Considering the limitations of effective management of talented teachers of private school in Gujarat, a teacher talent management model is designed considering various aspects based on the analysis of review of various research and models of previous studies.
There is need for effective recruitment practices for selection of competent teachers and also retention practices need to be effectively implemented.
The study attempts to understand the potential talent teacher management practices in private secondary schools in Gujarat and based on the study, a model has been designed.

Keywords
Talent management practices, strategies, teachers, recruitment, retention, private secondary schools, Gujarat

I. Introduction:

The paradigm shift from traditional or conventional teaching method to digital system requires talented and technologically skilled teachers for all the subjects in schools. The private schools and colleges in India are practicing various pre-planned strategies in management of talented teachers and upgrading their knowledge and skills periodically. Talent management has been an enduring focus in teaching and professional development (Selvanathan et al., 2019) in academic institutions including private schools.

Talented people are those who can influence the performance of an institute or organization through their involvement with their sincere efforts (Aina & Atan, 2020). Oladapo (2014) defined Talent Management as an implementation of management strategies to enhance the efficiency of employee by the means to attract, develop, retain and utilize the knowledge and abilities of employee in achieving the goals of an institute or organization.

Talent management is a set of integrated institutional workforce forms proposed to portray in, create, impel and hold productive employees (Ahmed, 2019). Talent Management is a continuous effort or challenge to have the right individual contested "to the right jobs at the right time" and performing the right things (Mucha 2004). It is not regarding promotion based on tenure or political favourites (Mucha 2004). According to Pareek (2004), the crucial motivating factors for employee continuing in an organisation is the type of work they get and being appreciated or encouraged by the authorities. However, if their work is not valued and appreciated, the employee may not continue, no matter how handsomely they are paid (Pareek, 2004).

In educational field, talent management was getting the popularity since 19th century

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Volume 5, Issue 3, May-June, 2025, pp: 411-419 ISSN: 3048-6874
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(Tarique and Schuler, 2014). Sumardi and Othman (2009) defined talent management in the context of educational institutional goals as planning, recruitment and to develop methodical strategies through which training of employee for career growth is scaled up and sustained. The talent management practices or strategies are considered as a powerful implement in attaining talented teacher retention; hence the educational institutes need to emphasize on retaining the talented teachers (Ahmed, 2019).

The motto of most of the private schools is the holistic development of the students resulting to satisfactory performance of the schools in the competitive school business. The performance depends on strategic systematic managements along with the teacher talent management. Hence, this is an important research topic to understand the various talented teacher management strategies to be suitable for secondary private schools in the state of Gujarat, India.

Objectives:

The study objectives are to understand the various existing talented teacher management strategies adopted in secondary private schools of India and Gujarat and to design a suitable teacher management practices for secondary private schools in the state of Gujarat, India.

II. Methodology:

This study is based on secondary sources. The state Gujarat in India has been selected purposively to conduct the study. Related literatures of India, specifically of Gujarat, available online in research websites have been downloaded and saved. The related literatures downloaded are articles in journals, PhD theses, Master's dissertations, conference papers, reports and books. Each of the selected manuscripts has been studied thoroughly and analyzed.

III. Literature Review Based Findings:

A detailed study of the downloaded literature related to the best or talent teacher management and statistical information about schools and teachers in Gujarat has been studied, analysed and presented systematically as below:

In the various government and private schools of Gujarat, 11.5 million students are enrolled, out of which, the enrollment in government schools are 5.4 million, 1.8 million students are enrolled in private government-aided schools and 4.2 million students are enrolled in private unaided schools. More than half of the school enrolment and teachers are reported in Government and government-aided schools (The World Bank, 2021). A noteworthy progress in enhancing classroom-teaching practices has been made in Gujarat; however, efforts need to be made to enhance learning gains. Also, the initiative taken by Gujarat in effective monitoring to maintain the quality of education and imparting training to the teachers are noteworthy (The World Bank, 2021). Support for improvement of education system, there is need for regular training and orientations of teachers to scale up the overall performance of teacher training and teachers (The World Bank, 2021). Government of Gujarat is planning to reinforce the "Digital Infrastructure for Knowledge Sharing (DIKSHA)", which proposes online training of more than 1.5 million teachers registered for the development of teachers (The World Bank, 2021).

Secondary Schools in India and Gujarat state: As per New Education Policy 2020, of India, secondary schools have grades 9 to 12, divided into two phases, comprising of grades 9 to 10 and grades 11 to 12. The grades 9 to 12 covers students aged 14 to 18 years (Ministry of External Affairs, 2024). The present research has been concentrated to private secondary schools only. According to "The Gujarat Secondary and Higher Secondary Education Act, 1972", private secondary school works independently and is neither managed or sponsored by the Central or State Government (Indian Kanoon, nd).

Table-1 shows number of secondary and higher secondary schools by school category and by types of management of total 33 districts in Gujarat (U-DISE 2022-23). Out of total 12850 secondary and higher secondary schools, 65.1 percent are higher secondary schools (Class 11-12) and 35.9 percent are secondary (class 9-10) schools. Total 5778 (45.0 percent) secondary and higher secondary schools are managed by private unaided and others.

Table-2 shows that in Gujarat, total teachers in all the secondary and higher secondary schools are 94026 out of which, 59.1 percent are males and 40.9 percent are females. The secondary and higher secondary schools (12850) and teachers (94026) ratio in Gujarat is estimated to be 1:7.

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Table-1: Secondary and higher secondary schools in Gujarat by school category and by types of management

Secondary and Higher Secondary Schools in Gujarat	Total Number	Percentage (%)
By school category		
Total Secondary (Class 9-10) schools	4481	34.9
Total Higher Secondary (Class 11-12) schools	8369	65.1
Total Secondary and Higher Secondary Schools	**12850**	**100.0**
By type of management		
Central Government	82	0.6
Department of Education	1363	10.6
Tribal Social Welfare Department	466	3.6
Local Body/MSB	120	0.9
Grant in Aid	5041	39.2
Private Unaided + Others	5778	45.0
Total	**12850**	**100.0**

Source: U-DISE 2022-23

Table 2: Teachers in secondary and higher secondary schools in Gujarat

Teachers in secondary and higher secondary schools in Gujarat	Total Number	Percentage (%)
Male	55554	59.1
Female	38472	40.9
Total	**94026**	**100.0**

Source: U-DISE 2022-23

Talent management practices:

Private schools in India and Gujarat are adopting Government school management models along with their individual marketing strategies of talent teacher and staff managements to compete in education business. Talent management is to find talented individual, performing very good to retain the talents in the institutions (Savitha, 2012). Talent Management practices have two important aspects of recruitment and retention, which ensures organizations having employees with the proper skills and talents (OPM.gov, 2005).

Recruitment: Talent recruitment is an important process and need proper planning involving attraction of talents trough attractive and need based advertisement, short listing candidates, written test, personal interview and demonstration in class, discussion on remuneration and final selection (Rao, 2019; Nithya and Moukthika, 2021; Swetha, 2021; Shrivastava, 2022; Sen and Mehta, 2023; Suyal, nd; Yashashwi and Kumar 2023). This process is generally followed in the private schools for selection of best and talented teachers. The recruitment challenge is to engage talented employees and to control their shortfalls (Editorial Team Talent Management Institute, 2021). In order to enhance talent management, employers need proper workforce planning, hiring, quality

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management, remuneration benefits, and planning for succession (Chethana & Noronha, 2023).

Retention: After recruitment, retaining talented teachers and staffs needs crucial strategies. Studies reflected that retention of teachers is related to job satisfaction (Ahmed, 2019). A study conducted by Chauhan (2022) on reflected that teachers with experience of above ten years were satisfied with their job and also the higher aged teachers showed more job satisfaction than lower aged teachers. Hence, experience and age factors with job satisfaction are more likely to retain. Job satisfaction is related to the retention factors like, rewards and compensation, promotion, working conditions, empowerment of teachers, induction and mentoring, enhancing teaching autonomy, effective teaching-learning materials, institution performance management, professional development and periodic orientation or training for skill up gradation including digital development, that is training and development, which are retention strategies (Sareen and Mishra, 2016; Pandita & Ray, 2018; Ahmed, 2019; Rao, 2019; Nithya and Moukthika, 2021; Vakil, 2022; Ail and Kumar, 2023; Varthana Team, 2023, Suyal, nd,; Yashashwi and Kumar 2023).

According to Rao (2017), the important factors, contributing to faculty recruitment and retention, were advantages, supportive environments, partner employment possibilities and remunerations. The study result had reflected on preserving skills that is best available for them to help in growing a skilled and knowledgeable future talent pool for an institution. The strategies of retention mainly include working conditions, salary, job improvement and education (Hemalatha, 2013). It is important for an institution to retain the existing committed and experienced teachers and staff "to maintain the knowledge inventory and decrease the costs of re-recruitment, selection, orientation, training and development on new staff (Jain, 2013).

Ahmed (2019) studied how the variables of satisfaction in job and organizational environment influence in teacher talent management in secondary schools and also assessed the prevailing teacher's talent management status at the secondary schools of Bangalore. The findings revealed that the job satisfaction variables highly correlate with almost all the variables of talent management except requirement. Again, the study revealed that the talent management variables were highly correlated to the variables of organizational climate related to the context, structure, process, norms and values of organization, physical environment and organizational effectiveness but is not correlated to teaching skill (Ahmed, 2019). Jayaraman, & Mohideen (2017) conducted a study to verify whether retention of employee was influenced by job satisfaction and working conditions. The study revealed that among the teachers, the significant factors were remuneration, job satisfaction, remuneration and innovation. Overall, academic retention depends on various internal and external advantages. According to Chethana & Noronha (2023), best practices of talent management include development through learning, effective engagement of employee and progression planning, which applies to all institutions, even education sector. The study of Suyal (nd.) had highlighted that even though remuneration package including benefits were the main motivational factors for faculty however, the other motivating factors of teachers were effective work climate, job engagement, career enhancement, appreciation and rewards in cash or kind, orientation and training amd empowerment through active participation in decision making. The study focused on the various existing talent management strategies and motivating factors to recruit and retain teachers. Trivedi & Dubey (2018) indicated that remuneration, facilities, image of institution, relationships among co-workers, work environment and recognition of work were the prime factors for talent retention.

The strategies of talent management also require professional growth facilities of enhancing knowledge in digital and technological advance literacy and need well-organized incorporation of digital system in teaching (Ail and Kumar, 2023). Professional development of educators is done through training and advanced professional to improve their professional knowledge, skill and competence (Ahmed and Doss, 2016). The study conducted by Vakil (2022) in selected self-financed and funded (Government/trust) schools of Vadodara district of Gujarat highlighted the improvement in quality of education in rural as well as urban areas due to enhancement in technological utilization in the teaching learning process. There is need to strengthen infrastructure facilities including enhancing internet connectivity for effective implementation of online or digital teaching learning methods, especially in villages. A case study of a school conducted in Gujarat by Sen and Mehta (2023) revealed that the school needs help in managing its teachers. Despite the teachers of the school were paid handsomely, yet the school

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was experiencing high teacher turnover. The work environment was reported to be rigid following strict rules and regulations for everyone. But still the academic performance of the school was unable to elevate the academic performance of the students.

Considering the limitations of effective management of talented teachers of private school in Gujarat, a teacher talent management model is designed after reviewing and analyzing the previous studies (Figure-1). This model would be useful for the policy makers, government and private school management authorities, teachers or academicians, researchers and other stakeholders for understanding the systematic way of teacher talent management practices for effective implementation. The Figure-1 clearly reflects potential teacher talent management practices involve 11 strategies including recruitment and retention. The potential recruitment and the potential retention practices comprised of five steps each.

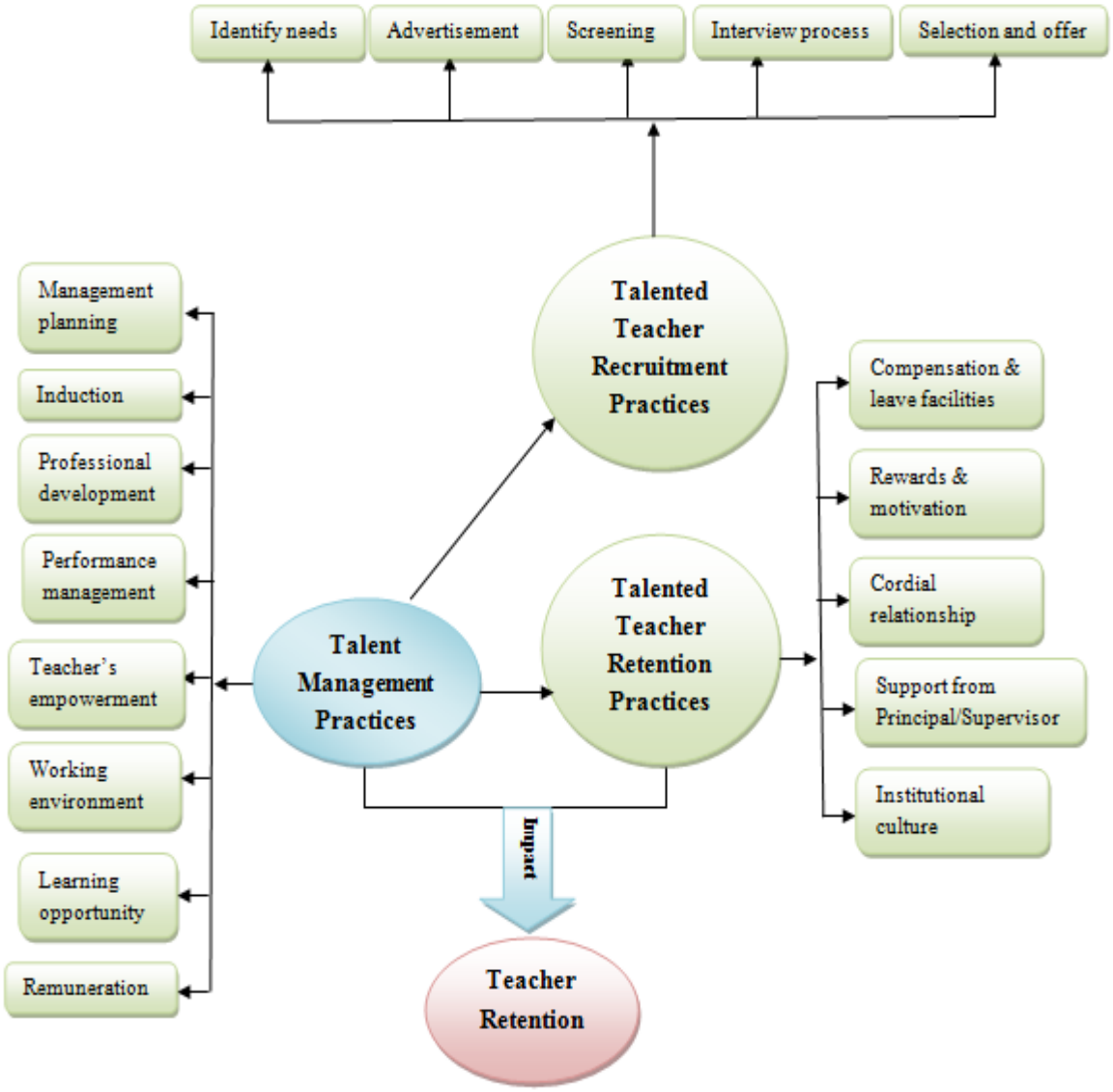

Figure-1: Research Model Showing Impacts of Talent Management Practices on Private Secondary School Teacher Retention *(Designed by Researcher)*

The various dimensions of talent management practices mentioned in the model (Figure -1) are briefed as below:

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1. **Management Planning**: Strategic school management planning is a vital phenomenon which includes framing policies, systematic arrangement of curricular and co-curricular materials and activities and human resource management planning (Ahmed 2019; Chethana & Noronha, 2023; Rao 2019).
2. **Talented teacher recruitment practices**: The various steps of recruitment practices are to identify teacher needs, advertisement, screening the applications and short listing, interview process involving written test, personal interview and class demonstration and final stage is selection of the best candidate and offering with the remuneration (Ahmed 2019; Ahmed and Doss, 2016; Rao 2019; Savitha, 2012; Swetha, 2021).
3. **Induction**: It is the introduction of selected teachers to their job schedules, roles and responsibilities. One to two days orientation of newly recruited teachers to understand the school and student management systems and other protocols and also about the reward policies to the teachers to encourage for best performance is practiced by the imperial schools. Induction as a teacher talent management strategy was revealed in the study of (Ahmed 2019; Savitha, 2012).
4. **Professional Development**: Periodic in-service teacher training is essential to enhance the changing trend of curricular and co-curricular capabilities of teachers and also to motivate in identifying and enhancing the individual teacher talents (Ahmed 2019; Ahmed and Doss, 2016; Rao 2019).
5. **Performance Management**: Periodic evaluation of teacher's work is essential to understand their performances. Appreciation of good performances encourages teachers and appropriate guidance to teachers should be linked to their goals and development (Ahmed 2019; Rao 2019).
6. **Teacher's Empowerment**: Identifying leadership quality among teachers like decision making, self efficiency and autonomy would help in promoting teachers for empowerment (Ahmed 2019; Rao 2019.
7. **Working Environment**: Expecting best performances from the teachers require creating a congenial working environment with positive vibes, working autonomy, encouraging creating models with innovative ideas along with students so that teachers enjoy their working environment (Ahmed 2019; Suyal, nd.; Trivedi & Dubey, 2018).
8. **Learning opportunity:** Teachers need to upgrade their knowledge time to time with new educational policies and syllabus. Hence, they need upgraded learning materials, discussion with their superiors and colleagues sharing and discussing knowledge. (Trivedi & Dubey, 2018
9. **Remuneration:** At the time of selection, teachers need to be offered salaries based on the skills, qualification, experience and should be market-sensitive or competitive ((Suyal, nd.; Trivedi & Dubey, 2018).
10. **Talented teacher retention practices:** This factor comprised of five aspects.

a. Compensation and leave facilities: Attractive compensation or remuneration along with standard leave facilities are the most important criteria for retaining the talented teachers (Ahmed 2019; Jayaraman & Mohideen 2017; Rao 2019; Savitha, 2012; Suyal, nd.; Trivedi & Dubey, 2018).

b. Rewards and motivation: School management needs to motivate all the teachers time to time and suitably reward the best performing teachers to encourage all the teachers to upgrade their skills including digital skills for best performance so as to attract the competent students in the schools (Ahmed 2019; Ahmed and Doss, 2016; Rao 2019; Suyal, nd.).

c. Cordial relationship: A cordial work relationship among colleagues requires trust, respect and good communication (Suyal, nd.; Trivedi & Dubey, 2018).

d. Support from Principal/Supervisors: Getting support and encouragement from Principal/ supervisors boost up the teacher's zeal towards better performance (Suyal, nd.).

e. Institutional culture: This is an important aspect for secondary schools. Institutional culture routines, co-curricular and extra-curricular activities showing the talents of teachers need to be encouraged to retain them (Suyal, nd.).

IV. Discussion:

The performance of students in secondary schools decides their future endeavors are in technical and career oriented academic courses at higher degree. Hence, secondary schools are crucial stepping stone towards future endeavors for the students. Previous studies revealed that many secondary schools still are afflicted by the inadequate competent and trained teachers. Hence, there is need for effective recruitment practices for selection of competent teachers and also retention practices need to be effectively implemented. Secondary teachers can use talent management strategies to contribute in professional enhancement of teaching capabilities and the overall performance in improving the general competence of teacher with talent, leading to organizational growth (Ahmed,

2019). Also, to enhance the level of talent management for beneficial characteristics of the vibrant qualities of the secondary school teachers, the school managements need to give more emphasize to impart about talent management and various development aspects of institutions through orientation programs, seminars, workshops and by giving training (Ahmed and Doss, 2016).

In Gujarat, as 45 percent of the secondary schools (class 9 to 12) are private schools running without any aid, their contribution in student performances is crucial. In the present study, a teacher talent management model is designed considering various aspects based on the analysis of review of various research and models of previous studies. However, the limitation of this study is review based. Empirical survey research of teachers of secondary private schools based on the designed model would reflect the actual talent management practices and how the practices help in teacher retention.

V. Conclusion:

Talent management in educational institutes including private schools comprises finding talented people, provide the congenial environment for their better performance and to retain them in the institutes. This study is based on secondary sources of topic literature related of India and Gujarat, available online. A detailed study of the downloaded literature related to the best or talent teacher management and statistical information about schools and teachers in Gujarat has been studied and analysed. Previous studies revealed that many secondary schools still are afflicted by the inadequate competent and trained teachers. Hence, there is need for effective recruitment practices for selection of competent teachers and also retention practices needs to be effectively implemented. In the digital era, where educational institutions, especially private unaided schools are facing competitive challenges in education business to perform better require to prioritize adaptation and innovation along with effective talent management practices.

Limitations:

The limitation of this study is that it is review based, relied on secondary sources only and also that the global study review has not been done to have a comparative analysis.

Scope for Further Research:

Empirical survey research of teachers of secondary private schools may be done to understand the actual talent management practices in the schools and how the practices help in teacher retention. The author is conducting research on this aspect in the state of Gujarat.

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