

## **Challenges Faced in Recruitment Within the Education sector of the UAE**

Neha Gangwani

ORCID No.:0000-0001-5869-4234

Email Address: [neha.gangwani77@gmail.com](mailto:neha.gangwani77@gmail.com)

Westford University College- Universidad Catolica de Murcia, Spain

Liza Gernal, DM, PhD

ORCID No. 0000-0002-6451-8066

Liza.g@westford.org.uk

Westford University College

Libin Mathew

ORCID No. 0000-0003-1617-9749

libin@westford.org.uk

Westford University College

### **ABSTRACT**

The study explains the current requirements to become an educator in the UAE. The teachers in UAE are required to have a Bachelors in Education along with minimum experience in their respective field. Along with that their qualification degree must be attested by the Ministry of Foreign Affairs UAE, the country's embassy in UAE, and international cooperation. Teachers are also required to provide criminal clearance from their home country. One of the key requirements introduced by the Ministry of Education is the Teachers Licensing System. All teachers in UAE are required to be registered under the TLS system. This study focuses on the challenges faced in the recruitment of the right educator within the Education Sector of the UAE. The challenges are divided into 5 areas/aspects. The first area is the challenges faced while recruiting in the Education sector in the area of planning and budgeting. The second area covered is challenges faced in terms of position description (required qualifications and skills). The third area focuses on challenges arising due to the outbreak of the COVID-19 pandemic. The fourth area covered challenges in hiring a fresh graduate in the education industry and the last area covered challenges arising due to cultural adjustments while recruiting in the education industry. The researcher used quantitative research for this study. The survey was sent to around 30 participants who are involved in recruitment within the education sector. The results were analyzed using an excel sheet. The researcher used a frequency table to analyze the degree to which a particular challenge is faced by the recruiters of the education industry. The significant findings made was that the hiring managers of today are facing key challenges concerning increased qualification requirements and lower budgets. One of the important challenges faced is to hire from abroad. The survey suggested that cultural adjustment is a big aspect of recruitment that often goes unnoticed.

**Keywords:** Recruitment, Education, Educator, Ministry of Education, KHDA, Teacher, Challenges, Qualifications

## Introduction

Recruitment refers to the overall process of recognizing, attracting, screening, selecting, and interviewing, appropriate applicants for jobs in an organization. Recruitment can also refer to processes involved in selecting applicants for unpaid positions within the organization.

This research primarily focused on recruitment challenges in the Education sector of UAE. After providing a current analysis of the education sector in UAE its future, this research highlights the requirements to be an educational professional in UAE as per the Ministry of Education, UAE, and challenges that come in the way of recruitment in the Education sector in UAE. It will include challenges due to the system, challenges arising due to the outbreak of the COVID-19 pandemic, and challenges due to overseas hiring as well as other challenges that make the task of recruitment and selection difficult. This research also emphasizes some important suggestions to simplify the hiring procedure, mitigate the challenges in the way of recruitment concerning educational sector jobs in UAE.

The UAE's macroeconomic environment was ranked among the top 30 globally as per the Global competitiveness report of 2017-18. The country is one of the largest destinations for Foreign Direct Investments around the globe. The government introduced 10-year residency visa options and ownership laws allowing 100% foreign investor ownership of organizations outside free zones. This initiative is designed to increase FDI into the country and attract long-term residents. (PWC, n.d.)

In light of these initiatives, more private firms are investing in the education sector of the UAE. The education sector of UAE ranks third in the Middle-east region in terms of private investments.

### Quality of Education in UAE

UAE's quality of education ranks among the top 20 globally. As per Global Competitiveness Index Rankings, UAE is the most competitive in the Arab world. However, Ratings in 2017-18 dropped in comparison to previous years. This is mainly due to the increase in awareness and improvement in the Education sector of other Arab countries.

Table 1 depicts the global competitiveness ranking of the education sector of the UAE. The UAE remains to be the supreme competitive country in the Arab region according to the Global Competitiveness Index, however, its ranking plunged back to 2015-16 levels in 2017-18. The main reason for this drop was the relative enhancement of other countries, emphasizing a need to enhance the change. The education sector was highlighted as a vital motorist of competitiveness.

Table 1: Global Competitiveness Index Rankings (2015, 2016, 2017)

	Change from 2016-17 to 2017-18	2017- 18	2016- 17	2015- 16
Overall	↓	17 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>
Quality of primary education	↓	16 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>

Quality of higher education	↓	12 <sup>th</sup>	10 <sup>th</sup>	12 <sup>th</sup>
Primary education enrolment, net %	↑	87 <sup>th</sup>	100 <sup>th</sup>	94 <sup>th</sup>
Secondary education enrolment, gross %		NA	71 <sup>st</sup>	67 <sup>th</sup>
Tertiary education enrolment, gross %	↑	94 <sup>th</sup>	96 <sup>th</sup>	99 <sup>th</sup>

**Source: PWC.com**

Defining the future of education to produce and motivate a generation who is aware of the importance of education in life and how to keep up with challenges in life is the main motive of the Ministry of Education (UAE). This provides the basic framework to fulfill the requirements of sustainable development and a knowledge-based economy. It stems from a strong vision by the Ministry of Education based on well-defined morals derived from the Government's vision and its strategic plans, development initiatives, and organizational structures to accomplish the national agenda indicators as part of a framework that is based on excellence and dedication. It focuses on tolerance, early childhood, gamification, continuous lifelong learning, defining the future, happiness, innovation, gender balance.

The ministry offers a lot of government and online scholarships where students are sent abroad to study in the most reputable institutions annually. The ministry also introduced the initiative "Teach for UAE" to appeal to the talented and experts from around the globe to work in the sector so students can benefit from their massive experience in the field of education.

The Ministry of Education has introduced a health database for the students of all UAE school students via Al Manhal Portal to offer them health care at every stage. In cooperation with the Ministry of Health and Community Protection, they organize field trips to schools to raise awareness and the importance of healthy lifestyles. Additionally, especially for female students, they also conduct awareness programs on gynecological disorders and diseases. A budget of 10.4 billion dirhams was approved by the Cabinet to develop the educational system of the country develop it in line with future requirements by incorporating the idea of sustainable education public and higher education sector (Education, n.d.).

The United Arab Emirates is one of the leading suppliers of educational services in the GCC region. The private education sector has progressed in UAE, with the arrival of global institutions and high demand for numerous curricula. The population diversity within the expatriate community has motivated the private sector to provide a varied range of syllabuses. The UAE ranked 12<sup>th</sup> and 16<sup>th</sup>, respectively during AY 2017-18, for the quality of higher education and training, and primary education. The growth and incorporation of e-learning curriculums have empowered the nation to be rated in the 13<sup>th</sup> position, in terms of the delivery of internet access in schools. To aid a varied expatriate community, Dubai's private school network provides

education across 16 national curriculums. Even though the British curriculum is the most favored, other major syllabuses, such as American, Indian (CBSE and ICSE), International Baccalaureate (IB), German, and French have also expanded significant grip across the industry.

One of the key factors in maintaining the education institution is staffing. Institutions must have access to the best quality staff that is well-versed in the variety of curriculums the institutions have to offer. This industry runs on the quality of people involved in them. One of the important factors for the success of these institutions is its staff, the teachers, the leaders. Hence it is extremely important to understand the challenges faced in hiring the best fit educators and come up with the solutions to mitigate those challenges.

### **Recruitment in the Education sector**

The major population of the UAE is of ex-pats (80-85%). With so many ex-pat populations, UAE has schools catering to various curriculums including Emirati, Indian, British, Canadian, Pakistani, Filipino, and many more. Recruitment in education majorly comprises of majorly teaching positions, educational leadership positions, and administration positions.

### **Become a teacher in UAE**

To become a teacher in the UAE, the applicant should have a minimum qualification of a bachelor's degree or Masters's in the necessary field. This rule is applicable for both Public and Private schools of the UAE. Other requirements include:

- ✓ a criminal clearance record/ Good conduct certificate from country of origin
- ✓ a medical fitness report from the UAE
- ✓ Educational Certificates (Original)
- ✓ If the applicant has graduated from a university that is based outside of the UAE, an education certificate must be attested from the Ministry of Foreign Affairs UAE, the country's embassy in UAE, and international cooperation.

Teaching position jobs for government schools are listed through the Ministry of Education website. The applicant is required to apply from the official portal of MOE. In the case of private schools, applicants must contact the school administration and follow the process. Once selected, to process a residency visa for the applicant the school will contact the Ministry of Education and KHDA for necessary approvals.

This process of approval is mandatory for all teaching positions. Each educational institute is required to register all its teaching staff on the regulating authorities portal. In the case of Dubai, Schools are required to register and acquire approval from the Knowledge and Human Development Authority (KHDA) while other emirates must acquire approvals from the Ministry of Education or Department of Education for each teacher they recruit.

Department of Education and Knowledge in Abu Dhabi has dedicated public service centers in its educational offices to receive teachers' applications and process appointments through schools registered in Abu Dhabi. Only once these approvals are obtained, the schools can proceed with the visa for the teacher. (Education, n.d.).

### **The Teachers' Licensing System (TLS)**

In the year 2017, the UAE announced the initial phase of the Teachers' Licensing System (TLS). TLS teaching license will be a mandatory requirement for all UAE-based educational professionals by the end of 2021. All the teachers, managers, principals, and vice-principals working across all schools in the UAE whether public or private will be required to hold a UAE teacher's license to work legally in the and private UAE. The education sector will become a licensed profession in UAE.

The structure is co-developed by the Ministry of Education (MoE), National Qualifications Authority (NQA), Department of Education and Knowledge (ADEK), Knowledge and Human Development Authority (KHDA), and Abu Dhabi Centre for Technical and Vocational Education Training (ACTVET)

To obtain this license, the applicant is required to pass two tests – One in pedagogy and the other in the subject specialization of the teacher.

If the applicant fails in certain criteria, as per the report, the system will then introduce relevant training courses that will assist the teacher in achieving the outcome. This redo test must be done within 24 months of failing the first assessment.

### **Other positions in the Education industry**

Although teacher recruitment is the highest, there are several other positions that recruiter must fill in any education industry. Teacher count constitutes around 55-60% of an educational institute. Rest 40 percent includes several other positions such as the following. The organization chart of every institution varies however, the below-listed positions are the most common ones and will be found in most of the educational institutes.

**Educational leadership.** This includes all the senior leaders of the institute. From the institute Principal to the Principal of particular phases, Assistant Principal of a particular section, Vice Principal. This may also include the Directors such as Assessment directors or Director of Curriculum.

**Clinic Team.** This recruitment includes recruitment of all the members of the clinic team – Doctors and Nurses. As per UAE requirements, every large educational institute must have a clinical team in-house.

**Admin Staff.** This includes recruitment of all kinds of Admin staff. Relatively easier recruitment, involving positions such as Accounts, secretaries, facilities departments, human resources, public relations, marketing, registration desk, etc.

**Support staff.** This includes all other positions such as office boys, office clerks, nannies, baby sitters, cleaners, and drivers. Salaries for these positions are the least.

### **Problem Statement**

In the global context, the teacher turnover in the UAE is high and most teachers have less experience than those elsewhere, as per the 2015 OECD report titled 'Better Skills, Better Jobs, Better Lives - A Strategic Approach to Education and Skills Policies in The United Arab Emirates.' (Westley, 2017).

As per new additional regulations in UAE for qualification requirements for school teachers, it is noticed that more teachers are shying away from the profession. Education institutions are finding it tougher to find teachers with good quality due to complex regulations, licensing, and qualification requirements set by regulating authorities. Teachers must have at least a bachelor's or equivalent university degree. Subject teachers on the other hand need a bachelor's degree in their area of teaching, while class teachers must mandatorily have a degree in education as per the regulation. In addition to that, the Knowledge and Human Development Authority (KHDA) has made KHDA approval mandatory for each teacher. Such approvals can be obtained only if the teacher meets the minimum education requirements. With regards to added regulations, it is certainly a challenge for educational leaders to recruit educators/teachers in their institutes that meet all the specific criteria.

The extended pandemic has made it very difficult for educational institutions to maintain roles that are dependent on the physical presence of students at the premises (for example, teaching assistants, librarians, etc.). Many education employers that we are speaking to have considered measures to decrease employment costs including, where applicable, making headcount cutbacks. Before executing headcount reductions and other methods to decrease staffing costs like salary reductions, decreasing working hours, and unpaid leave, establishments will have to consider employment laws and internal policies (Insight, 2020). In any case, such reduction in salaries and added work due to decrease in staff headcount makes it difficult to retain the current staff. Once they leave hiring replacement in lesser salaries is even harder. Pandemic has also called for the closure of borders thereby restricting overseas hire. With the majority of teachers in the UAE from outside of the country, the closure of borders has made it difficult to hire new quality teachers.

#### **Research questions:**

1. Why is it difficult to hire teachers in UAE?
2. What are the challenges faced by the recruiters while hiring educators in UAE?
3. What are possible solutions to simplify the recruitment procedures?

#### **Research Objectives**

The objectives of this study are listed as follows:

- To explore requirements to become an educator in UAE;
- To investigate what are the challenges associated with recruitment in the Education sector of the UAE;
- To analyze the most prominent challenges faced by the recruiters in the Education sector; and to recommend possible solutions to mitigate/overcome the challenges in recruitment.

#### **Significance of the study**

One of the pillars of the National Agenda in line with Vision 2021 is providing an excellent education system. One of the targets of the National Agenda is that UAE students must be the best in the world in mathematics, reading, science, and well educated in the Arabic language. (Portal, 2021). To strengthen this country's quality of education, it is extremely important to have quality educators who have extensive experience in their fields, are well qualified, and increase student learning. Teaching is considered one of the most complex jobs today. It requires a broad

knowledge of the topic, curriculum, and criteria. Additionally, it requires passion, a compassionate attitude, and a love of education; discipline and classroom management skills; and a strong desire to transform the lives of young people. With all these characteristics required, without a doubt, it is hard to find the right educator. In addition to the characteristic traits, there are set qualification requirements specifically to become a Teacher in UAE, additionally, it is extremely important to understand what are the key challenges faced while recruiting the teacher that meets all the checks required. With the current scenario and increased budget and visa restrictions due to the COVID-19 pandemic, recruiters today are over-pressured to find a suitable candidate that is qualified as per the MOE requirements and experienced in a very short period. A key significance of this study is the requirements to become and recommend ways to mitigate the challenges arising in the way of recruiting the right teacher in education institutes of the UAE.

### **Literature Review**

In recent years, the United Arab Emirates (UAE) has highlighted the importance of increasing the quality of education sector, as demonstrated by the introduction of a school inspection framework, this serves as the foundation for evaluating education institute, which is projected to nurture and support affirmative reform and performance within the institute. There is a positive and reasonably strong relationship between education institute quality assurance and the framework used to measure quality. The framework positively affects the learning skills of students, appreciation of Islamic values, and child safeguarding. Ultimately, the purpose of measuring the quality of the institute is to help ensure that all students attending have the opportunity to attain at high levels and become dynamic contributors to their society and world in general. If school leaders are to focus on quality education, they must understand the importance of hiring the right teachers and focusing on their retention.

There is continual concern about whether there will be enough qualified teachers to ensure opportunities to learn for all students. According to an article in The National news, increasing demand for educators abroad has left some institutes in the Emirates finding it difficult to fill posts, experts have said. Competitive salaries offered by schools in Australia, Asia, and the UK are thought to be partly behind the difficulty in recruiting core staff. An HR officer at UAE education provider Taaleem, Gavin Walford-Wright, reported stronger offers from abroad were one of the reasons for this issue. Schools in Asia, UK, and Australia are targeting teachers from the Middle East to fill their positions (Clarke, 2019). One of the reasons why the teaching role was exciting for the applicants was the salary it came within UAE. But with a growing concern due to schools being shut due to the current COVID-19 situation, it is difficult for the schools to offer higher salaries.

According to UAE Teacher Survey 2016, a recent study of 531 teachers, which included 24 principals showed that a whopping 73% of teachers would consider shifting their jobs immediately if they were offered higher pay. (ROGERS, 2016) Compensation offered in comparison to recent qualification requirements is very less. With mandatory teaching license requirements coming up, it is difficult to find teachers who are willing to accept the restricted salaries. Along with restriction in overseas visa issuance. Another challenge for the schools is the recruitment of fresh candidates. Most employers prefer hiring a teacher with UAE experience.

Finding experienced candidates that have exact qualification requirements and accept the restricted salaries is difficult to find.

Another most important challenge is the specific qualification requirements by the regulating authorities. "With B.Ed. becoming compulsory for homeroom/classroom teachers, it has cut back the number of future applicants in the marketplace. Strong career routes including a rich choice of expert learning and development prospects are significant attractors" reported Dr. Linda Rush, Vice-President for Professional Learning, GEMS Education and Honorary Professorial Fellow, University of Manchester, UK. Additionally, expatriate teachers with years of education experience in a definite subject every so often do not certainly contract a profession they applied for as they don't possess an equivalent subject degree. To explain, a teacher with Chemistry experience for 14yrs with good command over the subject cannot apply for the same position if she only has a bachelor's in education. As per new regulations, a specific degree in the subject (chemistry) is required for applying as a subject teacher. As of now, the KHDA necessitates all school teachers to fulfill minimum qualification requirements if they want to secure employment in private schools of Dubai. To work as teaching assistants, the minimum requirement as set by KHDA is high school completion." New developments will be further required in addition to the existing requirements set by the regulating authorities. These will apply only to new teachers, not the existing ones. The principal at Dubai British School, Mark Ford, confirmed that there is indeed an increase in competition for good teachers. "The number of international schools across the world is increasing and, as a consequence, there is increased competition for good teachers". Existing teachers also agree that the method for hiring teachers has to turn out to be very complex. A Mathematics teacher working in UAE said: "The younger generation is not very keen on taking up a teaching career. The extensive qualification and licensing requirement and lower salaries are detracting them to take up the job (Gokulan, 2015).

The expatriate population has increased multifold in the UAE. Being Expatriate employees in the Education sector, the teachers can face problems in adjusting to the national culture. The challenges may include but are not restricted to communication, decision-making techniques, accents, customs, leadership styles, etc. It is estimated that around 70% of expatriate assignments can fail. Of which, 86% of failures are reported due to wrong candidate selection or unsuccessful adjustment to the local culture.

Cross-cultural training can help a lot in the retention of the employees. It can reduce teacher turnover. Pre-departure Culture training is strongly and highly recommended in enhancing the performance of expatriate employees in UAE. (Pech, 2020). In addition to culture training, employers must look into the possibility of providing other formal or informal training to teachers for carrying out their jobs in an effective manner. As rightly said in their study by Syed Najaf Ali Shah; Naveed A. Shaikh and Imtiaz A. Pirzada, firms have understood by now that training and development is a good source of gaining a competitive advantage over their competitors. In addition to increasing the performance of new joiners, providing training also shows the employees that the organization cares about them (Syed Najaf Ali SHAH, 2018).

This year 2020 has been a very stressful year for most recruiters. According to a survey done by a US-based talent acquisition software company with 800 HR professionals on how COVID-19 has reformed the recruiting procedure, investments, and significances. The result of the survey depicts that pressure has spiked amongst the recruiters. Priorities of recruiting have



changed, from ensuring an accelerated employment process to enhancing the excellence of recruits.

Applicants of today are also questioning recruiters about the mental health benefits, COVID-19 safety protocols, and flexible working hours. Data revealed that stress for recruiters has increased by 61%, with 19% of them reporting a drastic increase in their stress level. The Mode of recruiting is also changed from face-to-face to online interviews. Some (67%) of the recruiters mentioned they switched to online interviews. Although this method brings in a lot of flexibility, it also comes with its challenges, as reported by the recruiters 37% problem occurs due to poor internet connection, 25% attributes to inappropriate attire of the candidate and 23% poor eye contact. (Maurer, 2020). The education sector was the first one to be considerably affected. As per the report from UNESCO, as of April 2020, 1,576,021,818 billion students across 188 countries were affected. Due to this, rapid implementation of E-learning was required with a primary focus on maintaining the level of teaching and learning that meets the needs of staff as well as students. (Armoed, 2021). The closure of borders has affected hiring of international teachers. On the other hand, teachers have received pay cuts which have led to some of them leaving jobs as it became difficult to survive. Finding the right teachers/educators with reduced salaries has been challenging for the recruiters.

Another point to be noted here is the hiring of fresh Graduates in a teaching position which seems to be easy but debatable. The recruitment of experienced teachers who accept the limited pay scales and have the right qualifications is difficult. With growing demand and increasing number of students, education institutes are required to look into the possibility of hiring fresh graduates in a teaching position. Teaching is one of the few career paths where the least experienced candidates face the greatest problems. Hence the question arises whether fresh graduates should be hired in teaching positions? An interesting study shows that 15% of fresh graduate teachers tend to leave their jobs within a year and 50% leave within 6 years. In their study, Shakeel Sarwar, Hassan Danyal Aslam, and Muhammad Imran Rasheed, very rightly recommend that by addressing 11 major hindrances faced by fresh educators their performance can be enhanced. These hindrances are overburden, less teaching exposure, strict evaluation, insufficient material and supplies, lack of training, student counseling problems, lack of effective communication, classroom discipline problems, least expectations of a career in teaching, difficulties in assessing students' work, and misbehavior of students. (Shakeel Sarwar, 2012).

Another key dimension will be to study what motivates the teachers to choose the career path they are in and applying those into recruitment strategies to target the right teacher for the job. Institutes must focus on providing teachers what motivates them. An interesting study by Taymour Sharif and Divya Upadhyay shows two interesting factors intrinsic and extrinsic that motivate teachers to choose the career path they are in. Intrinsic factors include: making social contributions, intrinsic career values, and shape the future of children and adolescents, and there is a direct path between intrinsic career value and choice of teaching career. Extrinsic factors include salary and social status. Adding components that enhance this motivational factor in the recruitment strategies of the institutes will help challenges that the recruiters face in the recruitment of teachers. (Taimur Sharif, 2016).

Very little has been written or studied about international teachers. As rightly pointed out in his study by Tristan Bunnell, the focus is always made on students, parents, school, and leadership teams. The overall neglect is understandable in the past considering only less number

of international teachers only 50,000 in 1988, which now has increased to 402,000. It is expected that the number will be expected to be doubled to about 780,000 in 2026. Hence it is highly vital to study what motivates teachers, strategies to recruit and retain them. (Bunnell, 2017).

The researcher used a quantitative approach for collecting data from the respondents. The objective of this quantitative research method was to gather statistical data from a cluster of individuals in an educational institute, simplify those outcomes to a larger group of individuals to explain a situation, and based on the results be formulated and analyzed. Quantitative research approaches provide comparatively certain answers to the investigation questions.

For this study, a questionnaire was designed and distributed to the individuals in education institutes that are involved in hiring. The researcher used the google form to reach out to the target respondents. Questionnaires provide a comparatively inexpensive, fast, and well-organized way of gaining large quantities of info from a big sample of individuals. Information can be composed fairly quickly as the investigator doesn't need to be present when the questionnaires are overseen. This is useful for a bigger group of people where interviews will not be possible to conduct.

The questionnaire/survey had open and closed-ended questions. It spoke about the challenges faced in the recruitment of educators in the UAE. For the closed-ended questions, participants were asked to select the right degree to which they face a particular situation/challenge in their institution while recruiting. These closed-ended questions included 5 sections of challenges.

**The first section** pertained to the planning and budgeting challenges. This is mostly analyzed the impact of budget in recruiting the right candidate. **The second section** focused on challenges concerning the qualification requirements and specifications of the position to be recruited. Here, the impact of regulations concerning mandatory qualifications for various teaching positions was analyzed. **The third section** focused on the impact of COVID-19 on teacher recruitment. This was in respect of both restrictions in overseas hiring and budget restrictions arising as an impact of the COVID-19 outbreak. **The fourth section** of the survey focused on the challenges in hiring fresh graduates in the education industry. Here, whether institutions prefer having fresh graduates was investigated. The **fifth section** focused on challenges concerning cultural adjustments. In this section of the survey, the impact of culture on turnover of the staff was examined in addition to focus on how culture may affect the hiring of expatriate staff was scrutinized. The questionnaire also had two open-ended questions, where the respondents were asked to highlight any other challenges that they might have faced while recruiting in the education sector and also recommend any specific solutions/ additional support they require to mitigate them.

### **Sampling**

Around 30 people were contacted to participate in this study. This included HR officers of various schools in the UAE in addition to the recruiters from corporate industries focusing on hiring in education institutions. It also included hiring managers who are directly involved in the recruitment of educators in their team. People who are directly/indirectly involved in education sector recruitment were contacted as they are at the ground level of the situation. All of these individuals understand the hiring procedure and are involved in the same on a day-to-day basis. An extensive study was conducted in analyzing the profile of the respondents as well to make sure the relevance of the data.

Although this is a method in small-scale studies, one of the strongest rationales for this particular method in this particular study is the quality of the responses selected. The respondent selected all education professionals who are specifically involved in the exact subject the study is about.

This research focused on an in-depth study on a smaller number of participants to do a complex analysis of data received from the participants. This is intended to study the challenges that these individuals face on a day-to-day basis while hiring new members of the team.

Results were analyzed using an excel sheet. The researcher used frequency tables to analyze the degree to which a particular challenge is faced by the recruiters of the education industry.

### **Data Interpretation and Analysis**

The questionnaire was sent to around 45 participants however, 29 participants responded. The participants are directly or indirectly involved in recruitment within the Education sectors of UAE. The questionnaire was divided into 5 categories of challenges that recruiters face while hiring in the UAE. Each of these categories had 3 questions, a total of 15 questions. Below is the summary of their response.

#### **Category 1: Challenges concerning Planning and Budgeting**

Responses demonstrate that 75% of the participants agree that the vacancy list of their institution is planned well in advance and they have a clear idea of the number of positions they need to fill in for the upcoming academic year. 25% of the participants strongly agree that their vacancy list is planned well in advance. This means that schools have a proper planning/intention structure in place. The intention process is usually carried out in December with existing staff to understand their intention for the coming Academic year starting August of the following year. This process gives the school a basic idea of expected vacancies in the following academic year, accordingly, the team can start posting adverts and carry on with the recruitment process. Most schools had this structure in place, which gave an estimated idea of their vacancies for the forthcoming year.

**Table 2: Data interpretation of Question 1 of the survey**

		<b>Q1: Are the vacancies planned and identified well in time?</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	18	75.0	75.0	75.0
	Strongly Agree	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

Regarding the unplanned vacancies, 45.8% of the respondents strongly agree that despite the planning there lot of unplanned last-minute vacancies that added pressure on the hiring team. This indicates that there are still chances of unexpected resignations and terminations at the end of the year. Another 45.8% also agreed that they face last-minute vacancies despite all the planning. 4.2% were neutral indicating they are nonaligned on that aspect, they may be facing unplanned vacancies some year and no unplanned vacancies for other years. Another 4.2% disagreed about the same, this indicates that 4.2% of the respondents do not have any

unplanned/last-minute resignations, indicating that hiring managers and recruiters were assured about planned vacancies and there was no last-minute stress to fill immediate vacancies.

**Table 3: Data interpretation of Question 2 of the survey**

		Q2: Status of unplanned vacancies			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	11	45.8	45.8	45.8
	Strongly Agree	11	45.8	45.8	91.7
	Neutral	1	4.2	4.2	95.8
	disagree	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

The third question in category one spoke about the budget restrictions for new hires, 58% of the respondents strongly agreed that there are a lot of budget restrictions with teacher pay scale which is one of the challenges for the recruiters. Some (33%) agreed that budget is one of the challenges. This indicates that Payscale assigned for each position is one of the key challenges that recruiters/hiring managers face while hiring new employees, further implying that Payscale is not competitive enough as per the market rates. The remainder of 8.3% were neutral on that aspect.

**Table 4: Data interpretation of Question 3 of the survey**

		Q3: Budget restrictions (Referring to the assigned pay scale for new hires)			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	8	33.3	33.3	33.3
	Strongly Agree	14	58.3	58.3	91.7
	Neutral	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Category 2: This category of the questionnaire focused on the challenges arising due to the position description. Here the questions referred to job specifications concerning skills, qualifications, and experience required for specific positions. Question 4 asked about the qualification requirement as one of the challenges. This referred to the qualifications requirement by regulating authorities in UAE for teacher positions. Some (37.5%) of the respondents agreed they find it challenging to recruit teachers that fit in extremely specific qualifications required by Regulating Authorities (KHDA/MOE) and organization-specific criteria for various teaching positions. (E.g.: BE for Homeroom teachers, Teacher license requirements). 33.3% of respondents strongly agreed that the extensive and specific qualification requirements from regulating authorities make it challenging to find the right fit for a teaching position. 20.8% remained neutral and 8.3% disagreed on the same. This indicates that 8.3% of the respondents do not consider the qualification requirements as a challenge in recruiting and were able to find candidates with specific qualifications as prescribed by regulating authority well in advance. This also may imply that because their vacancies are well planned and they usually do not have much teacher turnover.

**Table 5: Data interpretation of Question 4 of the survey**

Q4: Qualification requirements by regulating authorities as a challenge in recruiting					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	9	37.5	37.5	37.5
	Strongly Agree	8	33.3	33.3	70.8
	Neutral	5	20.8	20.8	91.7
	disagree	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

For question number 5 which enquired about the subject teacher qualification requirement concerning each institute as a challenge, 70.8% of respondents agreed that in their institution, subject teachers also need to have an Education degree this makes it difficult to find a suitable candidate (E.g.: Math teacher must have specifically Bachelors in Education with Math Major). 4.2% of the respondents strongly agreed, 12.5% were neutral on this aspect. The remaining 12.5% disagreed on the same indicating that they do not need subject teachers having a degree in education with a specialization in the subject they teach. This implies that they accept teachers with qualifications and experience of the subject, may not necessarily having Bachelors in Education.

**Table 6: Data interpretation of Question 5 of the survey**

Q5: Institution specific: Education degree requirement for Subject teachers.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	17	70.8	70.8	70.8
	Strongly Agree	1	4.2	4.2	75.0
	Neutral	3	12.5	12.5	87.5
	disagree	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Regarding question 6 which focused on the experience requirements of the candidates, 20.8% of the candidates agreed that they require their applicants to have experience in the same curriculum as the institution, applicants having experience in a different curriculum than the institute are unfortunately not accepted which is an added challenge while recruiting. 4.2% agreed on the same. 37.5% of the respondents were neutral on this aspect. 33% disagreed on the same and 4.2% strongly disagreed on the same.

**Table 7: Data interpretation of Question 6 of the survey**

**Q6: All candidates to have experience in the same curriculum as the institution?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	5	20.8	20.8	20.8
	Strongly Agree	1	4.2	4.2	25.0
	Neutral	9	37.5	37.5	62.5
	disagree	8	33.3	33.3	95.8
	strongly disagree	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Category 3 of the questionnaire focused on challenges in recruitment arising due to the outbreak of the COVID-19 pandemic. Question number 7 focused on visa restrictions arising due to pandemic. Due to the current pandemic, all overseas resident visa issuance is restricted by the Ministry of Labor (UAE). 62.5% of the respondents agreed that found it difficult to attract overseas candidates due to restrictions on overseas visa issuance because of the COVID-19 pandemic. Few (16.7%) strongly agreed on the same as well. Another 16.7% were neutral on that aspect. The remainder of 4.2% disagreed on that aspect, this may indicate that these institutes prefer candidates available locally to fill the positions they have in their institutes.

**Table 8: Data interpretation of Question 7 of the survey**

**Q7: Unable to attract overseas talent due to restrictions on Overseas visa issuance.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	15	62.5	62.5	62.5
	Strongly Agree	4	16.7	16.7	79.2
	Neutral	4	16.7	16.7	95.8
	disagree	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Question 8 spoke about immediate vacancies arising due to a lot of families moving back to home countries as their spouse's/family members lost jobs. Few (16.7%) of respondents agreed that they faced a lot of immediate vacancies as lots of teachers moved back to their home country on accord of job loss of their family members, these vacancies challenging to fill in a short period. Two thirds (66.7%) of respondents strongly agreed on the same. 12.5% of respondents were neutral on this aspect. The remainder of 4.2% of respondents disagreed on this indicating that they did not have any unplanned vacancies because of this specific reason.

**Table 9: Data interpretation of Question 8 of the survey**

**Q8: Challenges arising due to the rise in unplanned vacancies as families moved back to their home country because of the pandemic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	4	16.7	16.7	16.7

Strongly Agree	16	66.7	66.7	83.3
Neutral	3	12.5	12.5	95.8
strongly disagree	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Question 9 discussed budget restrictions arising as an impact of the COVID-19 pandemic on the overall business. Staff cost is one of the highest costs in any education institute’s budget. With overall business being impacted a lot of institutes were forced to reduce the budget for new hires. Due to this, Payscale assigned for the new hires was lower than the salaries of original employees who left the institute. More than half (58.3%) of the respondents agreed that they faced a lot of budget restrictions as the businesses slowed down due to COVID-19 due to which the salaries offered for new joiners were less than the resigned staff on the same position. This made it challenging to find the right candidates for the role. 8.3% strongly agreed on the same. While we had 16.7% of respondents who remained neutral. The remainder of 16.7% of respondents who disagreed on that aspect this may imply the following – either they had new joiners on the same salary scale as the previous employee or they did not have turn over that year or they were able to find recruits in limited budgets as a result of high unemployment.

**Table 10: Data interpretation of Question 9 of the survey**

**Q9: Salary assigned for the new hires is lesser than the existing staff due to the current crisis.**

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	14	58.3	58.3	58.3
Strongly Agree	2	8.3	8.3	66.7
Valid Neutral	4	16.7	16.7	83.3
disagree	4	16.7	16.7	100.0
Total	24	100.0	100.0	

Category 4 is on hiring fresh graduates in the education industry- whether institutions accept fresh graduates for educator positions and reviews of the respondents about hiring fresh graduates. Only 16.7% of the respondents agreed that their institution accepts fresh graduates. 8.3% stayed neutral on that aspect. Two thirds (66.7%) disagreed with accepting fresh graduates in their institution. Few (8.3%) stated that they strongly disagree regarding the acceptance of fresh graduates in their institutes. This indicates that only a few institutes accept fresh graduates in teaching positions, most of them want a teacher who is experienced in the role. Because teaching has been viewed as a role that requires and becomes better by experience, the scope of fresh graduates in this profession is very limited.

**Table 11: Data interpretation of Question 10 of the survey**

**Q10: Qualified Fresh Graduates are accepted into our institution.**

	Frequency	Percent	Valid Percent	Cumulative Percent
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	AGREE	4	16.7	16.7	16.7
	Neutral	2	8.3	8.3	25.0
Valid	disagree	16	66.7	66.7	91.7
	strongly disagree	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Upon enquiring about the views of respondents on hiring fresh graduates in education institutes, 54.2% of respondents agreed that although fresh graduates are not currently accepted in their institution, it will be an asset to hire and train them. Few (29%) of respondents strongly agreed on the same. This indicates that recruiters slowly are inclined towards hiring fresh graduates in teaching positions as they are easily trained and available in lower salaries. Usually, a teacher with limited or no experience will charge less salary than a teacher with 5 years of experience. 8.3% remained neutral. The remainder of 8.3% disagreed on this aspect. This indicates that the respondents prefer experienced candidates for teaching positions.

**Table 12: Data interpretation of Question 11 of the survey**

<b>Q11: Is it worth hiring and training fresh graduates?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	AGREE	13	54.2	54.2	54.2
	Strongly Agree	7	29.2	29.2	83.3
Valid	Neutral	2	8.3	8.3	91.7
	disagree	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Upon asking about the preference of hiring fresh graduates as they charge fewer salaries in question number 12, 58.3% of the respondents agreed that it will be convenient for them to hire fresh graduates as they charge less salary and are mostly looking to gain experience. Very few (16.7%) of the respondents strongly agreed that hiring fresh graduates will be more convenient for them since they accept less salary as they want to gain experience. Fresh graduates are more enthusiastic about gaining experience rather than the monetary aspect of the job. 8.3% were neutral, 12.5% disagreed and 4.2% strongly disagreed with this aspect. This may indicate that respondents believe even though fresh graduates are looking for less salary, the cost of their training in terms of money and time is still high on the institute. Hence it may not always be easy to hire fresh graduates.

**Table 13: Data interpretation of Question 12 of the survey**

<b>Q12: Will it be convenient to recruit fresh graduates as they charge less salary?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	AGREE	14	58.3	58.3	58.3
Valid	Strongly Agree	4	16.7	16.7	75.0
	Neutral	2	8.3	8.3	83.3



disagree	3	12.5	12.5	95.8
strongly disagree	1	4.2	4.2	100.0
Total	24	100.0	100.0	

In Category 5, there was a set of questions that spoke about the challenges while recruitment in the education sector concerning cultural adjustments. Question 13 inquired about the difference in the culture of their institute and the past institute of the candidate. Some (25%) of the respondents agreed that the work culture of our institute is different from the work culture of previous organizations/places recruits have worked in, hence, which becomes an important challenge while recruiting from abroad. Half strongly agreed. This indicates that respondents agree that there is a difference in the culture of work in the UAE and the culture of work in the job applicant's home country. Their response indicates that strong importance should be given to culture training as it has a huge impact on new hire's views about the institutes. Few (12.5%) remained neutral and the remainder of 12.5% disagreed that the culture of their institute is different from the institute(s) candidates may have previously worked in. This may be due to two reasons: first, they hire local candidates who are well aware of UAE culture, second, these institutes may prefer candidates from the same countries. For example, Indian Schools prefer candidates from India only hence, their entire team is from India therefore, and new joiners do not find it challenging to adjust in the school. Hence, these respondents do not consider cultural adjustment as a challenge while recruiting new employees.

**Table 14: Data interpretation of Question 13 of the survey**

Q13: Difference in work culture for recruits					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	6	25.0	25.0	25.0
	Strongly Agree	12	50.0	50.0	75.0
	Neutral	3	12.5	12.5	87.5
	disagree	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Upon enquiring about the culture as a challenge in a multicultural environment where the entire team has members from countries around the world, 25% of the respondents agreed in question 14 that cultural adjustment is not a challenge in a multicultural environment and any new hire is well accepted within the team. Few (8.3%) strongly agreed on the same. Their response indicates that having a multicultural environment does not lead to cultural adjustment problem as all of the team is from all nationalities. New members from any part of the world are well accepted if the environment itself is multicultural. Few (29.2%) of the respondents remained neutral. More than one thirds (37.5%) of respondents disagreed with culture not being a challenge even after having a multicultural team, stating that they see cultural adjustment as one of the major challenges while hiring from abroad. Their response indicates that despite having a multicultural environment, there may be chances of recruits facing cultural adjustment issues and hence, institutes must focus on the same.

**Table 15: Data interpretation of Question 14 of the survey**

<b>Q14: Cultural adjustment: A challenge in a multicultural environment</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	6	25.0	25.0	25.0
	Strongly Agree	2	8.3	8.3	33.3
	Neutral	7	29.2	29.2	62.5
	disagree	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

Question number 15 is on cultural adjustment issues considering the team from a similar background. One fourth (25%) of the respondents agreed that they do not have cultural issues as their team is of the same background as the recruits, which indicates that they recruit from the same country/cultural backgrounds. Hence new joiners do not face any problem of adjustment in the culture; 4.2% of the respondents strongly agreed on the same; 16.7% of the respondents were neutral on this aspect. While we had 45.8 respondents who disagreed and 8.3% of the respondents strongly disagree on the same, they face a lot of cultural issues despite having employees from the same cultural background. This indicates either they do not have a team from the same nationality or they do have from the same nationality still there are cultural adjustment issues. These issues may arise as a result of specific ways or procedures of doing things within the UAE that may be different from the way they perform tasks in their home country. Each country or even institute has set ways of doing some specific things that are specifically practiced in the country or institute. This could be something as simple as a way of addressing your boss in your company, ways of dressing up for work, or as complex as the marking system of the institute in UAE versus their home countries. These little things must be paid huge attention to while recruiting new candidates as they play a huge role for new hires while they are trying to adjust in a new place as cultural shock results in most new joiners leaving the institutes within the probationary period.

**Table 16: Data interpretation of Question 15 of the survey**

<b>Q15: Cultural adjustment is not a challenge when the team is from the same background</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	6	25.0	25.0	25.0
	Strongly Agree	1	4.2	4.2	29.2
	Neutral	4	16.7	16.7	45.8
	disagree	11	45.8	45.8	91.7
	strongly disagree	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

The questionnaire also included two open-ended questions. The first question inquired if the candidates faced any other challenges, apart from the ones listed in the questionnaire while recruiting in the education sector. One of the respondents stated that internal approvals for each

new hire are one of the major challenges they face while recruiting. Respondents also mentioned about restricted pay scale. Another respondent stated that one of the major challenges for them is to fill immediate vacancies, while it is a part of the job, it is difficult to fill such positions considering the restriction due to the COVID-19 pandemic. Another respondent stated that one of the challenges they face in their institute is the vast differences in compensation offered for overseas versus local candidates. One of the respondents also stated that hiring teaching staff for specialized roles such as DP Physics, DP Mathematics, DP IT is difficult and challenging.

The second open-ended question asked about their key recommendations while overcoming the challenges. One of the respondents recommended reducing the internal approvals required to make the recruitment process easier and faster. More authority should be given to employees of the schools to make hiring decisions as long as it falls under the overall budget. Another respondent stated that implementing more stringent measures with staff who decide to leave last minute is recommended. Another respondent recommended that given the recent pandemic crisis, many candidates are looking for security where they can continue to professional growth and be promoted. An organization with that structure in place is more likely to recruit and retain good staff. One of the respondents also recommended building a strong talent pool and pipeline, retention strategies to keep the key talent within the organization, and more focus on retaining staff which should minimize recruitment of new hires.

### **Synthesis**

Recruitment is challenging and critical for the success of any educational institute. Mismanaged and poor recruitment and selection can be costly and time-consuming. (Livingstone, n.d.). the recruitment must be timely, cost-effective, and of top qualities. Hence it is important to analyze each challenge that comes in the way of recruitment and effectively overcome them. In summary, this research focused on the challenges recruiters or hiring managers to face while hiring for positions in the education industry. The research questionnaire was divided into 5 categories of challenges faced while recruitment. Each of these categories had 3 questions in it. These categories were:

1. Challenges about Planning and Budgeting
2. Challenges arising due to the position description
3. Challenges arising due to out-break of COVID-19 Pandemic
4. Hiring a fresh graduate in a teaching position
5. Cultural adjustments

Next, we will summarize the research findings concerning respect to each category of challenge based on the responses of the respondents and suggest the possible solutions to overcome/mitigate the challenges.

#### **Challenges about Planning and Budgeting**

Based on the research and responses received from the participants, it was noticed that most schools have a clear picture of their staffing requirements for the following year which gives a clear idea to recruiters or hiring managers to plan the recruitment well in advance. It was also noticed that despite the planning there is a possibility of last-minute resignations/termination of existing staff which leads to immediate vacancies to fill. This is one of the challenges for

recruiters. While these vacancies may not be of higher number, but the time limit assigned to fill them becomes a challenge to recruiters. Another noticed challenge is the limited budget and salaries assigned for the teaching positions. Recruiters have found it difficult to find the right candidates that are ready to accept the limited salaries offered by the institutions.

Recommendation to control the last-minute vacancies, it may be useful to focus on retention aspect. Retention is very important in several aspects. Financially – the cost of recruiting, hiring, training the replacement is saved by retention measures that the institute takes. Another aspect is that new teachers will take time to adjust and have an impact on students learning as compared to existing teachers. (Anon., 2017). It is recommended that the team understands the reason for leaving staff and try to retain the existing teachers to avoid last-minute vacancies. While it may not always be possible, as suggested by one of the respondents, it may help to implement stringent measures to control last-minute resignation and emphasize planning the departure well in advance. As far as the budget is concerned, recommended that institutes focus and review the staff cost to assign Payscale that is fair for staff as well as the company. While it may not be possible to always increase the budget, focus can be made on benefits as well as growth and development aspects.

### **Challenges arising due to the position description**

This section represented the challenges in recruitment arising on the accord of position description that included job specifications concerning qualification and experience requirements for the new hires. As discussed earlier, teacher licensing is going to be mandatory for all teachers of UAE as per the Ministry of Education. Teachers must have bachelors in education for all homeroom teachers and subject teachers to have a degree in their subject. It was noticed that recruiters/hiring managers find it challenging to hire candidates which fulfill all qualifications requirements. Additionally, some institutions also prefer hiring candidates with experience in the same specific curriculum as the institute, which is an added filter to the candidate pool making it even shorter.

In the above scenario, it is recommended that schools can look into the possibility of assigning a budget to support the teachers licensing of its teachers. This may not mean that schools sponsor the program entirely, but even initial support as a salary loan without any interest can be implemented. Based on the budget, for such teachers who were assigned salary loans and complete 5-10 years with the institute in the future, these loans can fully be sponsored. This will work as an interesting retention strategy for the institute as well. Another recommendation will be if it is possible to recruit candidates with specific years of experience but without the education degree or license on a probationary period within which they must complete their educational recruitments, this will give recruiters and hiring managers some leverage to accept the candidates with vast experience in the subjects they teach.

### **Challenges arising due to out-break of COVID-19 Pandemic**

Most recruiters and hiring managers are unable to attract overseas candidates due to visa restrictions. Few recruiters have also faced a lot of immediate vacancies as a result of families moving back to their home countries because of the loss of the job of family members. It was also noticed that due to the impact on the overall business, institutions were forced to assign fewer salaries to new joiners than the old employees. This added a lot of pressure on recruiters.

To mitigate the above challenge, it is recommended that schools focus on hiring the candidates locally. Local hires save the cost of relocation to the company as well. Overseas hires require additional support from the institute to provide additional initial support concerning accommodation and flights. Hiring from the local market will save the cost for schools as well. One of the key recommendations in this aspect will be retention. As discussed earlier, in these testing times, retention will be one of the very good solutions to the recruitment problems faced by the recruiters and hiring managers of today.

### **Hiring a fresh graduate in a teaching position**

This category focuses on the views of respondents on hiring fresh graduates for teaching positions. It was noticed that most institutes prefer experienced teachers only. This may be because experienced teachers are considered to be more effective in increasing student learning than fresh graduates. Also, the idea that teachers do better with experience. It has been proven that teachers' performance improved dramatically with more years they spent in the organization. At some point, they are almost twice as effective as teachers with less or no experience. Teachers with experience are also said to have increased student learning in other ways that go beyond the mark sheets like decrease in absenteeism of students, increase in loyalty of students, encouraging to read more, etc. (Ladd, 2013). It was noticed that recruiters also prefer the idea of hiring fresh graduates as they may charge less.

Without a doubt, there are benefits of hiring experienced candidates in teaching positions. It is also recommended that schools can look into hiring fresh graduates as there are some benefits of hiring fresh graduates as well like cost-saving and eagerness to learn. Fresh graduates bring in the opportunity to mold a new educator to fit into the school environment which is difficult to do with experienced teachers. As most institutes around the world focus on adapting new technology to facilitate blended learning, it will be an asset to have fresh graduates as they are more adaptable to new technology. Fresh graduates are proven to be excellent in multitasking as well, they excel in bringing fresh ideas to the table (Clouds, 2020). While there are pros and cons of hiring fresh graduates and experienced teachers, it is recommended that institutes find their preferred balance that supports the institute's objectives while recruiting. Another way of hiring fresh graduates will be to hire them on an internship program and once they understand the roles well, they can be given a permanent opportunity within the team.

### **Cultural adjustments**

Cultural adjustment as a challenge while recruiting ex-pats from abroad. With the data collected, it was noticed that cultural adjustment is a challenge for the newest recruits while moving to UAE. Whether the team has a multicultural environment or people from the same country, still there is some cultural adjustment that needs to be addressed. It is important for hiring managers to understand the cultural adjustments that the recruits may have to make and prepare the new recruiters for what to expect.

Every year, there are thousands of teachers moving to UAE from around the world. Culture training is more vital in UAE than ever before. In addition to dress code and general etiquette, employees should be made aware of how to greet people in the organization should be focused on. The Sheikh Mohammed Centre for Cultural Understanding facilitates cultural training and one of their major clients is the Ministry of Educations. They cover 5 pillars of Islam

focusing majorly on Ramadan. They have different courses that can be from 2 hrs. long to 3 days long. (Duncan, 2018). It will be ideal for institutions to tie up with such organizations to provide culture training to recruits. In addition to culture training, it is recommended that new joiners should have an in-depth induction and orientation within the institute where they can understand the strategic mission vision and goals of the institute along with the code of conduct. Such training will help recruits adjust to the new environment and reduce the turnover within the probation period.

The findings from this study may foster discussions and related actions around the following:

- Planning of the vacancies for an upcoming academic year well in advance
- Developing a fair compensatory package for teachers which includes benefits and opportunities for growth and development
- Supporting teachers in Teacher licensing programs for teachers as a retention strategy
- Focus on hiring locally available talent to overcome the difficulty of hiring from abroad
- Strong focus on retention efforts by the management of educational institute to retain their existing employees
- Possibility of hiring fresh graduates
- Introducing culture training programs for new hires

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