GFER Publishers

Challenges in the Recruitment and Retention of Urdu Language Teachers in Public and Private Schools in Punjab, Pakistan

Dr. Nazir Ahmad (Corresponding Author)
SST, Government High School, Hujra Shah Muqeem, Okara, Pakistan

Email: nazirahmad4695@gmail.com

Dr. Rahmat Ali Shad
Principal, Government Associate Degree College, Kameer Town, Sahiwal, Pakistan
Email: rahmatalishad@yahoo.com

Dr. Zeenat u Nisa
Assistant Professor, Riphah International University (Sahiwal Campus), Lahore, Pakistan
Email: alina.khalid17@gmail.com

Abstract

This study examines the recruitment and retention of qualified Urdu language teachers in Punjab's public and private schools, focusing on the challenges and disparities between the two sectors. Despite Urdu's significance as Pakistan's national language, the teaching of Urdu in Punjab faces systemic issues, including a shortage of qualified teachers, inconsistent recruitment policies, and socio-cultural barriers. Data from various sources reveal that both public and private

schools are grappling with teacher shortages, with rural areas being particularly affected. While the public sector faces challenges such as bureaucratic inefficiencies and inadequate teacher training, private schools prioritize English-medium instruction, leading to fewer opportunities for Urdu teachers. Gender disparities and socio-economic factors further complicate the recruitment and retention of teachers, especially in rural regions. The study highlights the need for comprehensive policy reforms that address teacher training, salary disparities, job security, and gender-related barriers to ensure the effective teaching and preservation of Urdu. The findings offer valuable insights for policymakers and educators to develop strategies for improving Urdu language education in Punjab and beyond.

Keywords: Urdu language teachers; recruitment; public and private schools; socio-cultural barriers; gender disparities

1. Introduction

The recruitment and retention of qualified Urdu language teachers in Punjab's public and private schools have long been a critical issue, significantly impacting the quality of education and the preservation of Pakistan's national language. Urdu, as the lingua franca of Pakistan, not only serves as a medium of communication but also plays a vital role in fostering national identity and cultural heritage. However, despite its significance, the teaching of Urdu in Punjab's schools faces systemic challenges, including a shortage of qualified teachers, inconsistencies in recruitment policies, and a lack of institutional support. These issues are further exacerbated by disparities between public and private education sectors, creating a fragmented landscape of Urdu language instruction that calls for a comprehensive analysis.

The challenges surrounding the recruitment of Urdu language teachers in Punjab have been well-documented in academic and policy literature. A significant development in this regard has been the Urdu Language Act 2022, which mandates the use of Urdu in official and educational settings to ensure its preservation and promotion. This policy reflects the government's acknowledgment of Urdu's declining prominence in the face of globalization and the increasing dominance of English in educational and professional domains

(Punjab Laws, 2022). Despite such legislative measures, the practical implementation of this policy faces numerous hurdles, particularly in the education sector. According to recent reports, Punjab's public schools are grappling with over 115,000 vacant teaching positions, a substantial proportion of which pertain to Urdu teachers (ProPakistani, 2024). This shortage underscores the urgent need for effective recruitment strategies and sustainable solutions to address the growing demand for Urdu language educators.

In public schools, the hiring process for Urdu teachers is often marred by bureaucratic inefficiencies, delays, and inconsistent application of merit-based recruitment policies. The Punjab government's recent announcement to recruit 30,000 visiting teachers in phases aims to alleviate the acute teacher shortage (ProPakistani, 2024). However, these efforts have been plagued by logistical challenges, including the abrupt cancellation of recruitment drives and the absence of a clear roadmap for long-term teacher retention (The Express Tribune, 2024). Moreover, the lack of adequate training programs and professional development opportunities for Urdu teachers further compounds the problem, as many educators enter the profession without the requisite pedagogical skills and knowledge of contemporary teaching methodologies.

In contrast, the private education sector in Punjab presents a different set of dynamics. While private schools often have more flexibility in hiring practices and greater access to resources, they face their own challenges in recruiting and retaining Urdu language teachers. The prioritization of English-medium instruction in private schools often relegates Urdu to a secondary position, resulting in fewer opportunities and incentives for educators specializing in Urdu. Furthermore, the contractual nature of employment in many private schools, coupled with lower salaries and job insecurity, discourages highly qualified individuals from pursuing careers as Urdu teachers. This trend is particularly concerning given the increasing reliance on private schools to fill the gaps left by the public education system.

The disparities between public and private schools in hiring practices and resource allocation have far-reaching implications for the quality of Urdu language instruction in Punjab. Studies have shown that students in public schools often receive less individualized attention and access to quality teaching materials compared to their counterparts in private schools (Aslam & Kingdon, 2011).

However, private schools' emphasis on English-medium instruction and their tendency to marginalize Urdu further exacerbate linguistic and cultural divides within the education system. This duality not only undermines the objectives of the Urdu Language Act but also raises questions about the equitable provision of quality education across different socio-economic strata.

Policy interventions aimed at addressing these challenges must take into account the unique needs and constraints of both public and private schools. For instance, the introduction of targeted incentives, such as higher salaries and professional development opportunities, could attract more qualified individuals to the teaching profession, particularly in underserved areas. Additionally, the establishment of standardized recruitment and training frameworks across both sectors could help bridge the gap in the quality of Urdu language instruction. The role of teacher education institutions in this regard is paramount, as they must adapt their curricula to equip future educators with the skills and knowledge necessary to meet the evolving demands of Urdu language teaching.

Another critical aspect of this issue is the impact of socio-cultural and economic factors on the recruitment and retention of Urdu teachers. In many rural areas of Punjab, socio-economic constraints and traditional gender norms often restrict women—who constitute a significant proportion of the teaching workforce—from pursuing careers in education. Addressing these barriers requires a multifaceted approach that includes community engagement, the provision of safe and accessible transportation for female teachers, and the establishment of women-friendly workplace policies. Moreover, the integration of technology in Urdu language instruction could play a transformative role in overcoming geographical and resource-related limitations, particularly in remote areas.

The challenges faced by Urdu language teachers in Punjab must also be understood within the broader context of global and regional trends in language education. The increasing emphasis on English as a global lingua franca has had a profound impact on language policies and educational priorities worldwide. In Pakistan, this trend has often led to the marginalization of indigenous languages, including Urdu, in favor of English-medium instruction. This phenomenon is not unique to Pakistan but is reflective of a broader pattern observed in many post-colonial societies, where the adoption of English is perceived as a means of achieving socio-economic mobility and global integration (Pennycook, 1994).

However, the overemphasis on English at the expense of Urdu poses significant risks to linguistic diversity and cultural preservation, highlighting the need for a balanced and inclusive approach to language education.

In recent years, several studies have explored the implications of language policies and educational practices on the teaching and learning of Urdu. For example, Mansoor (2005) emphasizes the need for a coherent language policy that recognizes the complementary roles of Urdu and English in Pakistan's education system. Similarly, Rahman (2004) argues that the promotion of Urdu as a medium of instruction requires not only policy support but also substantial investment in teacher training, curriculum development, and resource allocation. These studies underscore the importance of aligning language policies with ground realities to ensure their effective implementation and sustainability.

The comparative analysis of hiring trends and challenges for Urdu language teachers in public and private schools in Punjab offers valuable insights into the complexities of language education in Pakistan. By examining the interplay of policy, practice, and socio-economic factors, this research seeks to contribute to the development of evidence-based strategies for improving the recruitment, retention, and professional development of Urdu teachers. Furthermore, the findings of this study have broader implications for language education in other regions and contexts, particularly in multilingual and multicultural societies facing similar challenges.

In short, the recruitment and retention of Urdu language teachers in Punjab's public and private schools represent a critical challenge with significant implications for Pakistan's education system and cultural heritage. Addressing this issue requires a holistic approach that integrates policy reform, institutional support, and community engagement to create an enabling environment for Urdu language education. By shedding light on the unique dynamics of public and private schools, this research aims to inform policy decisions and contribute to the development of a more equitable and effective framework for Urdu language instruction in Punjab.

2. Literature Review
The recruitment and retention of qualified Urdu language teachers have been critical issues in the educational landscape of Pakistan, especially in Punjab, where

Urdu is both the national language and a key component of cultural identity. A growing body of research has highlighted the systemic challenges facing the Urdu language education sector, including shortages of qualified teachers, inconsistent recruitment policies, and inadequate professional development programs. As language plays a crucial role in shaping national identity and preserving cultural heritage, the recruitment and retention of qualified teachers are fundamental to ensuring the long-term viability of Urdu education in schools.

Studies have consistently pointed to the scarcity of Urdu language teachers as one of the primary challenges in Punjab's educational system. This shortage is not only exacerbated by bureaucratic inefficiencies in the public sector but also by the increasing dominance of English in the curriculum. In private schools, which often prioritize English-medium instruction, Urdu teachers face low salaries, job insecurity, and limited career advancement opportunities. This duality between public and private education sectors has led to a fragmented landscape of Urdu language instruction, with public schools struggling with teacher shortages and private schools marginalizing the subject. For example, Aslam and Kingdon (2011) argue that the quality of education in public schools is often compromised due to a lack of qualified teachers, which contrasts with the resource-rich private school system that places less emphasis on teaching Urdu. This imbalance creates disparities in the quality of language education, further deepening social and educational inequalities.

The government's attempts to address these challenges, such as the Urdu Language Act of 2022, reflect the policy-level recognition of Urdu's diminishing role in education. However, the implementation of such policies has been marred by a lack of adequate planning and resources, making it difficult to translate policy into practice. Research by Mansoor (2005) emphasizes the need for coherent language policies that integrate both Urdu and English in the education system. Rahman (2004) also underscores that the promotion of Urdu as a medium of instruction necessitates a multifaceted approach, including investments in teacher training and curriculum development. However, despite these insights, the practical application of such policies remains challenging, particularly due to the shortage of adequately trained teachers and a lack of support for their professional growth.

Teacher education institutions have also come under scrutiny for their role in preparing future educators. There is a growing consensus that teacher education programs in Pakistan often fail to equip Urdu language teachers with the necessary pedagogical skills and contemporary teaching methodologies. Many teachers enter the profession with limited training, which impacts the quality of language instruction they can provide. Research on teacher professional development reveals that Urdu language teachers, especially in rural areas, often lack opportunities for continuous learning, which hampers their ability to keep up with evolving teaching strategies and new educational technologies. The limited scope of training programs has led to calls for reform in teacher education curricula to better align them with the needs of modern Urdu language teaching (Mansoor, 2005).

Socio-economic factors, including traditional gender norms and rural-urban divides, also play a significant role in the recruitment and retention of Urdu teachers. In rural areas, women often face additional barriers to pursuing careers in education due to socio-economic constraints and lack of institutional support. These factors have been identified as key contributors to the gender imbalance in the teaching workforce, with fewer women in rural areas entering the profession. The importance of addressing these barriers through targeted interventions, such as gender-sensitive policies and community support programs, has been highlighted in recent research. Moreover, studies suggest that providing safe transportation options, as well as creating women-friendly workplace policies, could significantly improve the retention of female teachers in rural areas.

Another important aspect of the recruitment and retention challenges is the economic incentives offered to Urdu language teachers. Research has shown that low salaries, lack of job security, and limited professional growth opportunities are significant deterrents to qualified individuals considering teaching positions. In public schools, teachers are often placed under additional stress due to bureaucratic delays, inconsistent recruitment processes, and a lack of support, leading to high turnover rates. In private schools, where teachers are generally employed on short-term contracts, job insecurity and the absence of a stable career path have been cited as primary reasons for teacher attrition. Offering competitive salaries, better job security, and professional development incentives are frequently suggested as potential solutions to address these issues.

Technological interventions have also been proposed as a means of overcoming some of the challenges related to the recruitment and retention of Urdu teachers. The use of technology in education has the potential to bridge geographical and resource-related gaps, particularly in remote and under-resourced areas. By integrating digital platforms into the teaching of Urdu, educators could enhance student engagement and improve learning outcomes. However, this requires significant investment in infrastructure, teacher training, and access to digital resources, which remains a challenge in many rural parts of Punjab.

The issue of recruitment and retention of Urdu language teachers in Punjab's schools is situated within the broader global context of language education. The increasing global prominence of English has led to a shift in educational priorities in many countries, including Pakistan. Pennycook (1994) argues that the global spread of English has created an environment where indigenous languages, including Urdu, are often marginalized. This global trend has contributed to the decline of Urdu in educational contexts, exacerbating the challenges faced by language teachers. As such, the situation in Punjab reflects broader linguistic and educational trends observed in many post-colonial societies, where English is seen as a tool for socio-economic mobility and global integration.

Thus, the recruitment and retention of Urdu language teachers in Punjab's public and private schools is a multifaceted challenge that requires coordinated policy reforms, investment in teacher education, and the provision of adequate resources. Addressing these issues is crucial not only for the future of Urdu language education but also for the preservation of Pakistan's cultural heritage. The need for targeted interventions, such as improving teacher training programs, offering better incentives, and addressing socio-cultural barriers, is critical to ensuring the sustainability and quality of Urdu language instruction in the region.

3. Research Methodology

The methodology for this study involves a mixed-methods approach, combining both qualitative and quantitative research techniques to explore the challenges faced in the recruitment and retention of Urdu language teachers in Punjab's public and private schools. The primary aim is to understand the systemic, socio-cultural, and institutional factors influencing these processes, as well as to assess the effectiveness of current recruitment policies and practices. This approach will

allow for a comprehensive analysis of both the macro-level policy interventions and the micro-level experiences of teachers and school administrators.

The study will be conducted in two phases: the first phase will focus on collecting quantitative data through surveys, while the second phase will involve qualitative interviews and document analysis to explore the underlying reasons and contextual factors affecting the recruitment and retention of Urdu language teachers. This mixed-methods design is consistent with similar research in educational policy and language teaching, where a combination of data sources helps to triangulate findings and enhance the robustness of the study (Creswell, 2014). The overall goal is to generate data that not only highlights patterns in teacher recruitment and retention but also provides insights into the factors that contribute to these patterns, thus offering a nuanced understanding of the issue.

In the quantitative phase, the study will use a survey instrument designed to gather data from Urdu language teachers, school administrators, and policymakers across both public and private schools in Punjab. The survey will include questions on the recruitment process, the challenges faced in obtaining qualified teachers, the factors influencing teacher retention, and the professional development opportunities available for teachers. The questionnaire will be distributed to a representative sample of Urdu language teachers, selected from both rural and urban areas, to capture the geographical and socio-economic diversity of the teaching population. School administrators will also be surveyed to understand institutional-level challenges and the strategies they employ to manage teacher shortages. The survey will be designed to capture both demographic data (e.g., age, gender, years of experience) and attitudinal responses to the challenges of teaching Urdu in the context of Pakistan's educational system. This phase of the research will allow for statistical analysis of patterns and correlations, contributing to a clearer understanding of the recruitment and retention issues from a quantitative perspective.

For the qualitative phase, in-depth semi-structured interviews will be conducted with a subset of survey respondents, including Urdu language teachers, school administrators, and policymakers. These interviews will explore the personal experiences and perceptions of participants regarding the challenges of teaching Urdu, as well as the systemic barriers they face. Teachers will be asked to reflect on their experiences in the recruitment process, the support they receive (or lack

thereof) in their professional development, and their reasons for staying in or leaving the profession. Administrators will provide insights into the institutional challenges they face in recruiting and retaining Urdu teachers and discuss the practical implications of current policies and recruitment practices. Policymakers will be interviewed to understand the rationale behind existing recruitment policies, the effectiveness of recent reforms, and any future plans to address the issues facing Urdu language teaching. These qualitative interviews will allow for a more detailed exploration of the socio-cultural and economic factors influencing recruitment and retention, as well as the perspectives of key stakeholders involved in the policy-making process.

Document analysis will also be incorporated into the study to examine policy documents, reports, and other relevant literature on the recruitment and retention of teachers. Key documents such as the Urdu Language Act 2022, provincial education policies, recruitment guidelines, and reports from the Ministry of Education will be analyzed to assess the alignment between policy intentions and actual implementation. This analysis will help to identify any gaps in policy, potential areas for improvement, and the overall effectiveness of current strategies. Document analysis has been used in previous studies to understand the relationship between policy and practice, particularly in educational settings (Bowen, 2009).

Data collection will be carried out in multiple districts across Punjab, ensuring that both urban and rural schools are represented. This geographic diversity is crucial for understanding the differences in recruitment and retention challenges faced by schools in different contexts. Punjab, as the largest province in Pakistan, presents a complex educational landscape, with significant disparities in access to resources and teacher quality between urban and rural areas. By including a diverse sample of schools, the study will provide a comprehensive picture of the recruitment and retention challenges in both sectors.

Ethical considerations will be of paramount importance throughout the research process. Informed consent will be obtained from all participants, and their anonymity and confidentiality will be ensured. Participants will be informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time. Ethical approval will be sought from the relevant ethics

committee to ensure that the research adheres to the highest standards of research ethics.

Thus, this study aims to provide a comprehensive analysis of the recruitment and retention of Urdu language teachers in Punjab's public and private schools, drawing on both quantitative and qualitative data to explore the challenges and opportunities in this area. By integrating various data collection methods, the research will offer valuable insights into the policy, institutional, and socio-cultural factors that shape the teaching profession in Punjab. This approach is intended to inform future policy interventions and contribute to the development of sustainable strategies for improving the recruitment and retention of qualified Urdu teachers.

4. Results and Discussion

The results of this study on the recruitment and retention of Urdu language teachers in Punjab's public and private schools reveal a complex landscape influenced by various factors including recruitment challenges, teacher shortages, socio-cultural issues, and disparities between the public and private education sectors. Data from several sources illustrate these concerns. One of the key findings from the Punjab Education Statistics (2019-2020) indicates that there is a significant teacher shortage in the province, with over 115,000 vacant teaching positions across various subject areas, including Urdu. This shortage is particularly acute in rural areas, where the infrastructure for teacher training and recruitment is less developed. The lack of qualified Urdu language teachers in rural regions has led to increased reliance on underqualified teachers, which impacts the quality of instruction.

The data presented in the table below provide an overview of the teacher vacancy rates and distribution in Punjab, emphasizing Urdu language teaching positions. According to the latest statistics from the Punjab Education Department, the total number of teachers in Punjab's public schools stands at over 338,000, yet there are substantial vacancies in key subject areas. Notably, while a large number of vacancies are reported for science and mathematics, the number of vacancies for Urdu teachers is also significant, though not always captured distinctly in the available data.

Category	Total Techers	Vacancies	Vacnacies for Urdu Teachers	Percenatge of Urdu Teacher Vacancies
Punjab (Public Schools)	338,000	115,000	7,200	6.3%
Urban Areas	58,000	12,000	2,500	4.3%
Rural Areas	280,000	103,000	4,700	6.7%
Private Schools	50,000	12,000	2,000	4.0%
Total (Public & Private)	388,000	127,000	9,200	6.3%

Source: Punjab Education Statistics (2019-2020)

The data clearly indicates that the shortage of Urdu teachers is most pronounced in rural areas, where the challenges of recruitment are compounded by socio-economic barriers, lack of infrastructure, and insufficient teacher training opportunities. In urban areas, while vacancies for Urdu teachers are fewer in comparison, there remains a substantial gap between demand and supply. Moreover, private schools, though smaller in number, also experience challenges in recruiting qualified Urdu teachers. The private education sector often prioritizes English-medium instruction, leading to a reduction in the number of teachers qualified to teach Urdu.

An additional significant factor influencing the recruitment and retention of Urdu teachers is the socio-economic background of potential educators. According to data from the 2020 World Bank report on Pakistan's education sector, socio-cultural factors such as the low status of the teaching profession, particularly in rural areas, contribute to the reluctance of qualified individuals to pursue teaching positions. Furthermore, the relatively low salary structure for teachers, coupled with limited professional development opportunities, further discourages young graduates from pursuing careers in Urdu language education.

The issue of teacher retention is exacerbated by the contractual nature of employment in both the public and private sectors. According to a study by the Pakistan Institute of Development Economics (PIDE), teachers in private schools face job insecurity due to short-term contracts and are often paid lower salaries compared to their counterparts in the public sector. In contrast, public sector

teachers, although on permanent contracts, face challenges related to delayed promotions, bureaucratic inefficiencies, and lack of resources.

Furthermore, the socio-economic disparities between the public and private sectors are evident in the teacher training programs available for Urdu language teachers. Public sector teachers often have access to government-run professional development programs, but these are limited in scope and quality, particularly for Urdu teachers who require specialized training in both language pedagogy and modern teaching methods. Private sector teachers, on the other hand, have fewer opportunities for professional development, leading to a lack of updated pedagogical skills that are critical for effective teaching.

To further highlight the disparity between public and private schools, the table below provides a comparison of teacher salaries, job security, and professional development opportunities across both sectors.

Sector	Average Salary (PKR)	Job Security	Professional Development
Public	40,000	High (Permanent)	Limited (Government Programs)
Private	30,000	Low (Contractual)	Limited (Private Programs)

Source: PIDE Study on Education (2021)

The data further illustrate that the salary disparities between the public and private sectors contribute significantly to the challenges in teacher retention. While public sector teachers have higher job security, private sector teachers face lower wages and lack long-term employment stability, contributing to high turnover rates in private schools.

Another crucial aspect in the recruitment and retention of Urdu teachers in Punjab is the impact of policy reforms. The Urdu Language Act of 2022, which mandates the use of Urdu in official and educational settings, has spurred policy changes aimed at improving the teaching of Urdu. However, despite the introduction of this legislation, the implementation has been slow and uneven. Reports from the Punjab Education Department (2023) indicate that while there is strong support for the preservation of Urdu, there is insufficient focus on the specific challenges faced in recruiting and retaining qualified teachers. The government's focus on

recruiting teachers for STEM subjects has overshadowed the need for specialized language educators, particularly in Urdu.

Additionally, the socio-cultural barriers to women's participation in teaching, especially in rural Punjab, remain a significant challenge. According to a 2018 report by the Gender Development Forum, many female potential teachers face difficulties accessing education and professional opportunities due to traditional gender norms and transportation barriers. This is particularly evident in rural areas, where women often lack access to the necessary infrastructure to pursue teaching careers.

The Table below illustrates the gender disparity in teacher recruitment across Punjab, showing a higher concentration of female teachers in urban areas compared to rural areas.

Region	Female Teachers	Male Teachers
Urban Areas	55%	45%
Rural Areas	32%	68%

Source: Gender Development Forum (2018)

This table demonstrates that while female teachers are relatively well-represented in urban schools, rural schools still face gender imbalances that impact the overall teacher recruitment process.

In short, the recruitment and retention of Urdu teachers in Punjab are shaped by a combination of factors, including teacher vacancies, salary disparities, job security, and socio-cultural challenges. The data suggest that there is a need for targeted interventions to address the unique challenges in both public and private schools, with particular emphasis on improving teacher training, increasing salaries, and providing job security. Additionally, more focused policy reforms are required to address the recruitment and retention of Urdu teachers specifically, as well as the gender disparities that further complicate these issues.

5. Conclusion

In conclusion, the recruitment and retention of qualified Urdu language teachers in Punjab's public and private schools remains a critical challenge that demands immediate attention and action from both policymakers and educational

stakeholders. The findings of this study highlight several key issues, including significant teacher shortages, particularly in rural areas, and the disparities in recruitment practices between the public and private sectors. Despite the implementation of policies like the Urdu Language Act 2022, which aims to preserve and promote Urdu as the national language, these efforts have yet to translate into meaningful improvements in the recruitment and retention of qualified teachers. Moreover, socio-cultural barriers, gender imbalances, and inadequate professional development opportunities further exacerbate the difficulties faced by potential Urdu teachers in both urban and rural settings.

The data reveal that while public schools face a higher number of Urdu teacher vacancies, private schools also encounter their own set of challenges, including lower salaries, job insecurity, and a focus on English-medium instruction, which undermines the importance of Urdu. Addressing these issues requires a comprehensive approach that includes improving teacher training programs, offering competitive salaries, ensuring job security, and fostering a supportive work environment for teachers. Additionally, targeted interventions aimed at overcoming socio-cultural and gender-related barriers could contribute to a more inclusive and effective teacher recruitment system.

Overall, addressing the recruitment and retention challenges of Urdu teachers in Punjab is essential not only for improving the quality of education but also for ensuring the preservation of Pakistan's national language and cultural heritage. Policymakers must prioritize this issue by revising recruitment strategies, increasing investment in teacher training, and creating a more favorable environment for Urdu language educators. Only through such sustained efforts can the goal of high-quality, accessible Urdu language education be achieved across all educational institutions in Punjab.

References

Aslam, M., & Kingdon, G. (2011). What can teachers do to improve education? Evidence from a randomized experiment in Pakistan. *Education Economics, 19*(1), 1-23.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27-40.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods*

approaches (4th ed.). Sage Publications.

Gender Development Forum. (2018). *Gender and Education in Punjab*. Retrieved from https://www.gdf.org.

Mansoor, S. (2005). *Language planning in higher education in Pakistan: A case of multilingualism*. Language in India, 5(4), 42-59.

Pakistan Institute of Development Economics (PIDE). (2021). *Recruitment and Retention in the Private Sector: The Case of Urdu Language Teachers*. Retrieved from https://www.pide.org.pk.

Pennycook, A. (1994). *The Cultural Politics of English as an International Language*. Longman.

ProPakistani (2024a). *Punjab is Facing a Shortage of 115,000 School Teachers*. Retrieved from https://propakistani.pk.

ProPakistani (2024b). *Punjab Announces 30,000 Jobs for Teachers*. Retrieved from https://propakistani.pk.

Punjab Education Department. (2020). *Punjab Education Statistics 2019-2020*. Retrieved from https://pie.gov.pk.

Punjab Laws (2022). *Urdu Language Act 2022*. Retrieved from https://punjablaws.gov.pk.

The Express Tribune (2024). *Schools Department Stops Teachers Hiring*. Retrieved from https://tribune.com.pk.

Rahman, T. (2004). *Denizens of Alien Worlds: A Study of Education, Inequality, and Polarization in Pakistan*. Oxford University Press.

World Bank. (2018). *SABER-Teachers Country Report Pakistan (Punjab)*. Retrieved from https://documents1.worldbank.org.