



Reasons for Shortage of Faculty in Higher Educational Institutions in India with Special Reference to under Graduate Colleges at Hyderabad – An Empirical Study

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ABSTRACT

Introduction: India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. In spite of this much growth India's Higher education sector, still it is suffering with shortage of faculty. **Objectives:** 1. to study the impact of different factors on availability of faculty 2. To know the perceptions of the teachers, aspiring teachers towards inadequate availability of lecturers in private degree colleges, 3. To study the initiatives taken by the universities, dept. of higher education, UGC, and govts for resolving the issue. **Methodology:** Both Primary and secondary data were used to draw the inferences of the study. Primary data was collected through circulating a structured questionnaire. Secondary data was collected from different articles, books, magazines, and websites. **Statistical Tools used:** To analyze the data, different statistical tools like simple mean, weighted average, chi-square are used **Results:** The inferences from secondary data say that the development of Higher education boosts up the development of our economy, as qualified people contribute quality production to different sectors of the economy. Though Shortage of faculty in higher education is not new to India, in recent times it became more intensified. The inferences from the primary data says that, different factors like remuneration, holidays, research facilities, easy availability of other jobs etc. influence the supply of faculty.

Keywords: Job market, shortage of faculty, meager salaries

I. INTRODUCTION

Higher Education is an indispensable sector for economic growth and development of a nation. The report of the Education Commission (1964- 66) headed by Dr. D.S. Kothari pointed out the mutual relationship between education and national development.

Any higher education institute will have five major elements. They are current students, alumni, faculty members, employers and industrial advisory board. Result or outcome of the remaining elements is completely dependent on the faculty members, as they play a crucial role in building up an educational institute, to a high reputation. Faculty members provide the knowledge and skills necessary to students, to address market needs. Letting go of skilled, professional and enthusiastic faculty members can have a huge impact on any higher education institution's reputation and in fulfilling the market needs.

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector. It needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost importance. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

The following are the core issues with which our education system is suffering.

Teaching Quality, No Proper Value Education, Poor Women's Education, Political Factors, Moral Issues, Corruption in Education, Economic Difficulties, Curriculum issues, Wrong societal outlook, Our heterogeneous education system, Financing, Privatization, Quota System, Public school workforce absenteeism, No Project Based Learning & Strategy.

Though India's education sector suffers with the above all issues the major concern is about severe shortage of faculty in the higher education institutes, which is gradually intensifying. This research paper is devoted to explore the reasons for shortage of faculty in higher education sector as well as the probable remedies to alleviate it. Shortage of faculty in higher education sector can be further sub classified into different categories like; the first kind of shortage is one of insufficient numbers of suitably-qualified faculty for both research- and teaching-focused positions. The second kind of shortage is one that many colleges and universities face in terms of their inability to hire faculty despite a desperate need for them. The third kind of faculty shortage at many universities exists due to their unwillingness to hire faculty. The fourth kind of shortage is one where institutions are actively looking for faculty, are willing and able to hire them – but the available faculty choose not to work at those institutions because of their location, poor reputation, remuneration offered to them or some other reason. According to the Human Resource Development (HRD), the country is facing a shortage of 3,00,000 professors, just because of the meager salaries being offered and faulty recruitment processes. Along with all long existing problems, COVID-19 impacted the higher education sector worst. COVID intensified the faculty shortage problem in higher education sector. Faculty those who work in private sector institutes either lost their jobs or remained unpaid for the pandemic period. Online classes and more work load suffered them a lot. Many faculty members switched to other sectors for their survival in pandemic period.

II REVIEW OF LITERATURE

1. Kothari commission Report (1966), The commission emphasized that necessary efforts should be taken to raise the economic social and professional status of teachers and to feed back talented youth into the profession
2. UR Rao Committee Report (2003), pointed out that, India had a huge shortage of teachers for engineering. For instance in 2000-01, Indian engineering institutions required Total 60,970 teachers, broken down into: 8,710 professors, 17,420 readers and 34,840 lecturers.
3. Sujata Patel (2004), there is a fundamental problem regarding the present crisis that relates to the public psyche and confidence in institutions. Crucial to this decay is the lack of recognition of the distinction in teaching and learning between undergraduate and postgraduate systems in India
4. Times of India (2009), Pay packages in academics never match with the industry, and such candid materialistic expectations go against the grain of academics.
5. Times of India (2009), Research facility is one of the best incentives for the faculty, and the academic environment too should be favourable to the teachers, so that they can come up with their own contributions.
6. Shetty, B.R. and Dr. Gujarathi, R. (2012). It can be concluded that salary is not primary but the secondary determinant of job satisfaction for faculty in today's knowledge economy
7. Raj Kumar Singh (2017), concludes that, the result of the study shows that many factors contribute towards the faculty's decision to shift from their present job. Although all the factors except research are found to be important for faculty retention, yet some factors are found to be more important than others. Factors related to working conditions, finance & salary (i.e. economic incentives) and personal/ familial factors are found to be contributing more towards job shift intention of the faculty than factors related with security, professional approach in managing the institution, infrastructural and addressing of social issues
8. National Education Policy (2020), The most important factor in the success of higher education institutions is the quality and engagement of its faculty.

III. OBJECTIVES

1. To study the impact of different factors on availability of faculty
2. To know the perceptions of the people from different walks of life towards inadequate availability of faculty in under graduate colleges,
3. To study the initiatives taken by the universities, dept. of higher education, UGC, and govt.s to resolve the issue.

IV. METHODOLOGY

Statement of the Problem:

The higher education in India particularly Under Graduation is suffering with shortage of faculty

Research Design:

Data collection: Both Primary and secondary data were used to draw the inferences of the study. Primary data was collected through circulating a structured questionnaire. Secondary data was collected from different articles, books, magazines, and websites.

Sample Size: Sample size is 100. Confidence level 95%, margin of error (+ or -) 9.60% Population proportion 60%, and finally population size Unlimited.

Statistical Tools used: To analyze the data, different statistical tools like simple mean, weighted average, and chi-square are used.

Hypothesis:

1. H₀: There is no significant relation between faculty shortage and quality of education

H₁: There is a significant relation between faculty shortage and quality of education

2. H₀: There is no significant impact of shortage of faculty on other sectors

H₁: There is a significant impact of shortage of faculty on other sectors

3. H₀: Structural changes in education sector do not bring any solution to faculty shortage problem

H₁: Structural changes in education sector will bring solution to faculty shortage problem.

Period of Study: 10 years i.e 2010-2020

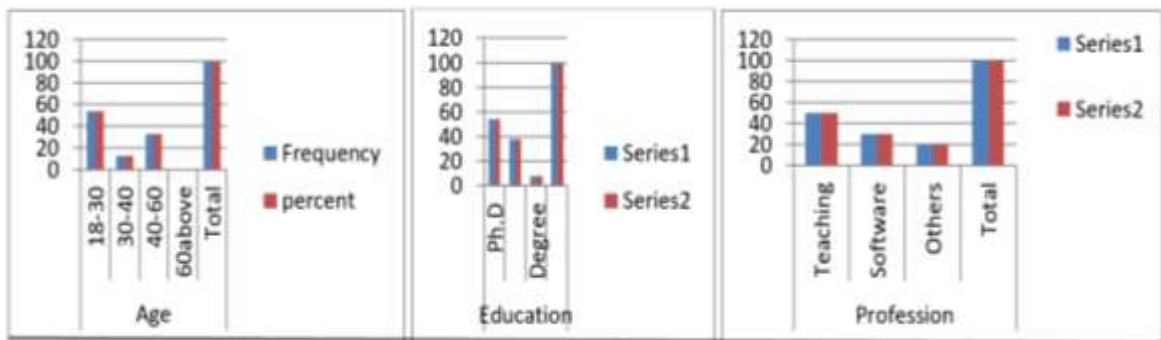
Limitations of the study: The sample collected only through a questionnaire sent through google forms. Only simple statistical tools like mean, weighted average are used.

V. RESULTS

Out of the total respondents, 42% are of the opinion that poor remuneration is the main reason for shortage of faculty in higher education. 25% are of opinion that the supply of faculty is less, hence shortage exists. 21% opined that easy availability of other jobs is attracting jobseekers. 8% opined that institutions do not show interest to recruit new faculty and they run the classes with existing few faculty alone as a cost-cutting measure. 4% opined that the younger generation is not interested to choose teaching as their profession. 96% of the respondents opined that shortage of faculty slowly dilutes the quality of education and eventually leads to the closure of few branches or departments in the colleges and universities. 88% of the respondents agreed that the impact of faculty shortage will be thereon other sectors of the economy. 84% of the respondents are of opinion that quality in students will bring interest to the younger generation to take up teaching profession. 80% of respondents are of the opinion that mismatch between education standards and job requirements are also impacting the education sector. Hypotheses for few statements were tested through chi-square and they gave the following results.

Personal Profile of the Respondents

	Age					Education				Profession			
	18-30	30-40	40-60	60above	Total	Ph.D	PG	Degree	Total	Teaching	Software	Others	Total
Frequency	54	13	33	0	100	54	38	8	100	50	30	20	100
percent	54	13	33	0	100	54	38	8	100	50	30	20	100



Analysis

From the total respondents 50% are from teaching profession, and 50% are from other professions. 54% of the respondents belong to 18-30 age group, 13% belong to 30-40 age group and 33% belong to 40-60 age group. Likewise 54% of respondents possessed Doctorate, 38% are having PG and 8% have Bachelor Degrees.

Interpretation

The respondents covered are maximum from teaching field, having possessed PhDs, who can well assess the problems of the higher education sector comparing with others.

Hypotheses Tested

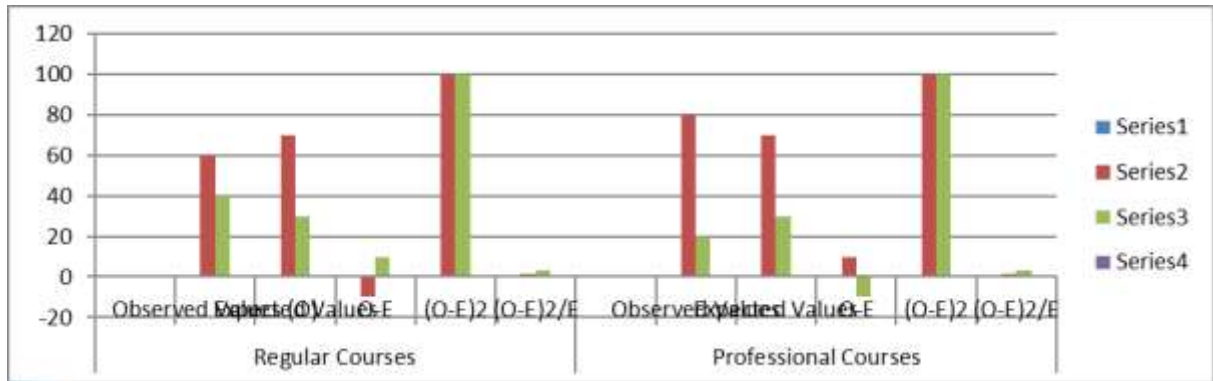
1. H_0 : There is no significant relation between faculty shortage and quality of education

H_1 : There is a significant relation between faculty shortage and quality of education

Chi Square Analysis

Regular Courses					Professional Courses					
	Observed Values (O)	Expected Values (E)	O-E	(O-E) ²	(O-E) ² /E	Observed Values	Expected Values	O-E	(O-E) ²	(O-E) ² /E
Agree	60	70	-10	100	1.43	80	70	10	100	1.43
Dis Agree	40	30	10	100	3.33	20	30	-10	100	3.33
Total										

Diagrammatic Representation of the above table



Analysis

Level of Significance is 0.05 Or 5%

Degree of freedom = (C-1) (R-1)

$$= (2-1) (2-1) = 1 \times 1 = 1$$

At 1 degree of Freedom and 5% level of significance Tabular value of $X^2 = 3.84$

Calculated $X^2 = 9.52$

As calculated Chi-Square is greater than tabular chi-square Null Hypothesis is rejected and Alternate Hypothesis is accepted.

Interpretation

Thus through Chi-Square test it is proved that there is significant relation between faculty shortage and quality of education

2. H_0 : There is no significant impact of shortage of faculty on other sectors

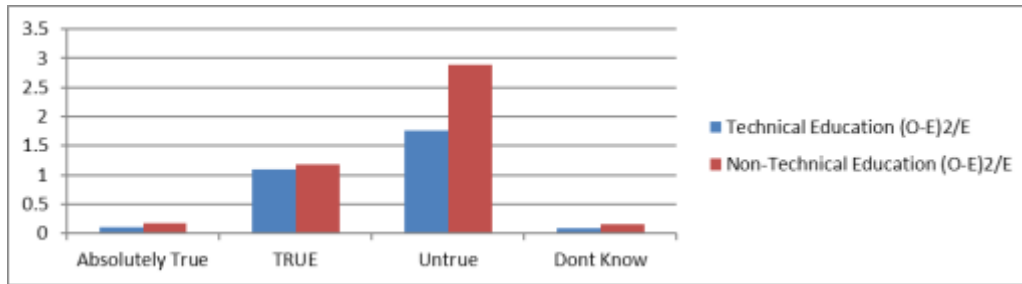
H_1 : There is a significant impact of shortage of faculty on other sectors

Chi-Square Analysis

	Technical Education					Non Technical Education				
	Observed Values	Expected Values	O-E	(O-E) ²	(O-E) ² /E	Observed Values	Expected Values	O-E	(O-E) ²	(O-E) ² /E
Absolutely True	28	29.76	-1.76	3.09	0.104	20	18.24	1.76	3.09	0.17
True	30	24.8	5.2	27.04	1.09	10	15.2	-5.2	27.04	1.18
Untrue	2	4.96	-2.96	8.76	1.77	6	3.04	2.96	8.76	2.88

Dont Know	2	2.48	-0.48	0.23	0.09	2	1.52	0.48	0.23	0.15
Total	62					38				

Diagrammatic Representation of the above table



Analysis

Level of Significance is 0.05 Or 5%

Degree of freedom = (C-1) (R-1)

$$= (2-1) (4-1) = 1 \times 3 = 3$$

At 3 degree of Freedom and 5% level of significance Tabular value of $X^2 = 7.815$

Calculated $X^2 = 8.0362$

As calculated Chi-Square is greater than tabular chi-square Null Hypothesis is rejected and Alternate Hypothesis is accepted.

Interpretation

Thus it is evident through this test; the impact of shortage of faculty is there on other sectors considerably.

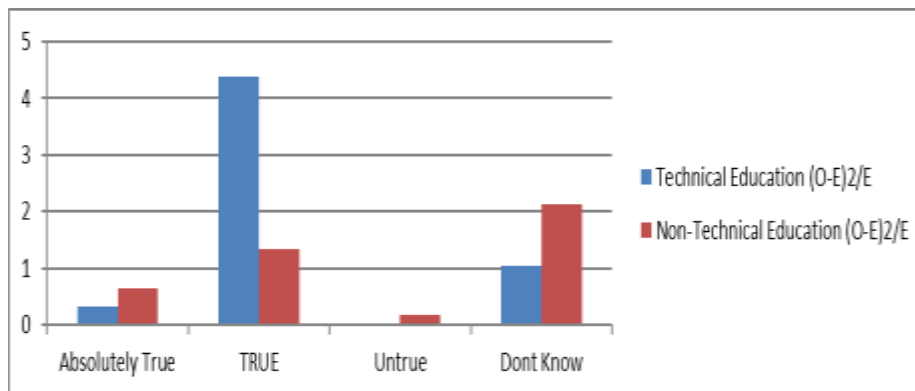
3. H_0 : Structural changes in education sector do not bring any solution to faculty shortage problem

H_1 : Structural changes in education sector will bring solution to faculty shortage problem

Chi-square Analysis

	Technical Education					Non Technical Education				
	Observed Values (O)	Expected Values (E)	O-E	(O-E)²	(O-E)²/E	Observed Values	Expected Values	O-E	(O-E)²	(O-E)²/E
Absolutely True	29	32.16	-3.16	9.99	0.31	19	15.84	3.16	9.99	0.63
True	31	26.8	4.2	17.64	4.39	9	13.2	-4.2	17.64	1.34
Untrue	6	5.36	0.64	0.41	0.01	2	2.64	-0.64	0.41	0.16
Dont Know	1	2.68	-1.68	2.82	1.05	3	1.32	1.68	2.82	2.14
Total	67					38				

Diagrammatic Representation of the above table



Analysis

Level of Significance is 0.05 Or 5%

Degree of freedom = (C-1) (R-1)

$$= (2-1) (4-1) = 1 \times 3 = 3$$

At 3 degrees of Freedom and 5% level of significance Tabular value of $X^2 = 7.815$

Calculated $X^2 = 10.03$

As calculated Chi-Square is greater than tabular chi-square Null Hypothesis is rejected and Alternate Hypothesis is accepted.

Interpretation

Thus it is evident through this test, structural changes in education sector will bring solution to faculty shortage problem

V. Conclusion

Though shortage of faculty is not new to Indian education sector, in recent times higher education sector is suffering with severe problem of shortage of faculty. This can be attributed to many things like changed job market scenario, changed work culture, comparatively less monetary benefits in teaching field, private college managements' lethargy towards recruitment of faculty, remote location of the educational institutes, no commitment of govt. towards development of higher education in terms of qualitative teachers etc. are the main reasons for shortage of faculty. Comfortable remunerations can solve the issue up to some extent. As standard education is the base for any nation, Govt. has to take proper care towards faculty recruitment in this sector.

VI. Scope for Further Research

As faculty shortage in higher education institutes is of serious concern, there is lot of scope for further researches to find out much more reasons for the issue and probable solutions to overcome the problem.

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