



A Study on the Education System Addresses the Problem of Teachers Shortage in Government Schools

¹Prof. Mehadevappa M.V, ²Nayudu Ramu

¹Head, G.V. & A.D.S.L. College of Education Ongole, Prakasam District A.P. E-mail.id: balaramkotturu100@gmail.com

²M. Ed Student G.V. & A.D.S.L. College of Education Ongole, Prakasam District A.P.

ABSTRACT

The present study has been designed to study the Education System Addresses the Problem of Teachers Shortage in Government Schools. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 100 teachers working in secondary schools. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on the Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam district. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, caste, educational qualifications, locality and type of management. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key Words: Educational System, Teachers Shortage in Govt. Schools.

Introduction:

The role of teacher is to mould the personalities of pupils and shape them to be future citizens bringing out the innate powers and hidden talents in the child. The teacher is the king pin in educational system. The teacher plays a predominant role in the perpetuation of child's intelligence and wisdom. Better teaching will result in efficient learning to bring about development in the pupil's knowledge, attitudes, skills and values and a result in the uplift of a student. Education aims to develop attitudes and aptitudes; nourish abilities and opinions; sharpen talents and skills and foster preferences and aspirations of positive value. Thus, the basic aim of education is the overall growth of an individual, which, in its turn, enhances the growth of the society. Hence, the classrooms have assumed a predominant position in achieving the aims and objectives of education. The search for evidence, finding difference in the effectiveness of school and classroom has become one of the central themes in educational research. Long held notions and assumptions about the relationship of schools' output and input are being reconsidered and reexamined.

Government is in the beginning of what is predicted to be a devastating teacher shortage. In addition to new teachers who quit within the first few years, other factors have contributed to the shortage. Due to the recession, many teachers who were set to retire stayed in their jobs, which resulted in fewer positions becoming available each year. In addition to this, the recession caused schools to cut class-size reduction programs and increase student-teacher ratios, as well as eliminate many teacher specialist positions. This meant that there were fewer new positions opening up each year, and in many areas, teachers faced layoff notices every March. This was heavily reported by the media, and for many years, the public saw that jobs in teaching were disappearing (Guthrie & Peng, 2010). They also saw a growing focus on standardized, often scripted content and curriculum and a push toward holding teachers accountable. Accountability was often measured by linking teacher practice to student achievement, which was largely assessed through student scores on standardized tests. What was once seen as a promising and creative field to enter into as a lifetime career now offered little inspiration or draw for young people. will exponentially grow over the next few years. In 2016 44% of teachers were 50 years or older and intended to retire within the next 10 years. This means that over 106,000 teaching positions will need to be filled, and California does not have the teacher pipeline to fill all of these positions. In fact, there has been a drastic reduction in the number of people entering the teaching profession each year. The Government reported that enrollment in teacher preparation programs has fallen, which is a reduction of Enrollment numbers increased slightly, yet these numbers are far below what they once were. Similarly, the number of teaching credentials that have been issued by the state dropped low. The immediate crisis is one of shortage, but the larger crisis is how this will affect the children in greatest need of quality government schools. Communities that are not in the privileged position to subsidize the costs of providing the many programs required to run a successful school, both basic and enriching, are being hit the hardest. They are the ones whose teachers leave at the highest rates and whose quality of environment and systems of support are unable to take these new and underprepared teachers and help them grow into stronger, more effective teachers so that they will become successful and stay in the profession.

Need and significance of the study:

The current teacher shortage is a crisis in many ways and for many people, but as the data illustrates, children in high-poverty communities of color are those who suffer most. This is a very real threat to social justice, as it creates a system of schooling that is inequitable. All children should be taught by highly qualified teachers; yet, shortages and “emergency” fast-track pathways to credentialing mean that not all teachers will have experience and background in pedagogy and content before they enter their first day of teaching. Since this occurs predominantly in high-poverty communities of color, these are the children who are being inequitably served, and the purpose of this historical policy study is to find solutions to this very serious threat to social justice. Our schooling system is not an equitable one, and as our country moves toward allowing greater flexibility in offering parents a choice in their children’s schooling, undermining government schools by decreasing their funding, it becomes more important than ever to reform the policies that govern education and how teachers make their way to the classroom. We must continue to look at our history and how our economic landscape has shifted to serving the needs of and protecting the market rather than our citizens, democracy, and society. This analysis is important in order to build upon and learn from both the successes and failures in policy and approach. The investigator hope in doing this work is to develop a series of recommendations, grounded in an analysis of our past and current policy. They must focus our future work in teacher education on taking a hard look at what has happened to the field and how it has come to be regarded by the rest of society, particularly young people making decisions about their careers. They must work to understand the current state of the field, then focus on ensuring equitable access to a quality education in every school and every community by grounding their work in a social justice agenda, informed by a retrospective and interpretive analysis of policy.

Objective of the study

1. To study the Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e., gender, caste, qualification, locality and management towards Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.
2. There is no significant difference among the perceptions of teachers based on their caste towards Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.
3. There is no significant difference among the perceptions of teachers based on their general qualification towards Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.
4. There is no significant difference among the perceptions of teachers based on their professional qualification towards Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.
5. There is no significant difference among the perceptions of teachers based on their locality towards Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.
6. There is no significant difference among the perceptions of teachers based on their school management towards Education System Adresses the Problem of Teachers Shortage in Government Schools in Prakasam District.

Review of Related Literature:

Richard M. Ingersoll (2023) studied on “Teacher Shortages and Turnover in Rural Schools in the US: An Organizational Analysis”. Findings: The analyses document that, contrast to urban and suburban schools, the student population and teaching force in rural schools has dramatically shrunk in recent decades, that despite this decrease in students, and demand for teachers, rural schools have faced serious difficulties filling their teaching positions, and that these teacher staffing problems are driven by high levels of preretirement teacher turnover. Moreover, the data document that teacher turnover varies greatly between different kinds of schools, is especially high in highpoverty rural schools, and is closely tied to the organizational characteristics and working conditions of rural schools. Implications: Research and reform on teacher shortages and turnover have focused on urban environments because of an assumption that schools in those settings suffer from the most serious staffing problems. This study shows that teacher shortages and teacher turnover in rural schools, while relatively neglected, have been as significant a problem as in other schools.

Darling-Hammond, Furger, Shields, and Sutcher (2016) conducted an analysis of California’s emerging teacher shortage crisis and outlined recommendations for policy and practice that the state must institute in order to address the issue. In terms of compensation, they found that in 2015, even after adjusting for the shorter work year, teachers in California made 15-30% less than college graduates in other fields. They suggested that even though individuals who choose to enter the field of teaching may be more altruistic in nature, it is imperative that the teaching profession competes with other occupations. They continued to suggest that in addition to the low wage, the high debt that many teachers enter into in order to become teachers

exacerbates the feeling that the profession is not worth the sacrifice and debt. They made the argument that in order to attract teachers, states and the federal government should make teacher education affordable and create financial incentives such as loan forgiveness and mortgage guarantees or subsidies for affordable housing, especially in cities where the cost of living has sky-rocketed in recent years, such as San Francisco and Los Angeles.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 40 statements as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Education System Addresses the Problem of Teachers Shortage in Government Schools as perceived by Teachers was 0.92 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: Overall perceptions of teachers towards Education System Addresses the Problems of Teachers Shortage in Government schools.

| N | Min. | Max. | Mean | Mean Percent | Std. Dev. |
|-----|------|------|-------|--------------|-----------|
| 100 | 40 | 120 | 76.54 | 63.79 | 7.47 |

Table 1 revealed that, teachers have moderately average perceptions towards Education System Addresses the Problems of Teachers Shortage in Government schools. The mean and mean percentages are 76.54 which is 63.79% of their total score respectively.

Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Education System Addresses the Problems of Teachers Shortage in Government schools in Prakasam District

| Variable | Category | N | Mean | Std. Dev. | t/F-value | p-value |
|----------------------------|------------|----|-------|-----------|--------------------|---------|
| Gender | Male | 50 | 74.83 | 7.85 | 2.56* | 0.01 |
| | Female | 50 | 78.25 | 6.70 | | |
| Caste | OC | 31 | 76.32 | 5.20 | 2.07 ^{NS} | 0.11 |
| | BC | 54 | 76.32 | 4.85 | | |
| | SC | 12 | 76.16 | 5.90 | | |
| | ST | 3 | 87.00 | 6.10 | | |
| General Qualification | Degree | 53 | 75.00 | 6.76 | 2.43* | 0.02 |
| | PG | 47 | 78.25 | 7.88 | | |
| Professional Qualification | B.Ed., | 85 | 76.03 | 7.06 | 2.02* | 0.04 |
| | M.Ed., | 15 | 80.13 | 9.37 | | |
| Management | Government | 40 | 79.40 | 6.20 | 4.81* | 0.01 |
| | Aided | 30 | 75.53 | 5.70 | | |
| | Private | 30 | 74.70 | 6.15 | | |
| Locality | Urban | 60 | 75.34 | 6.98 | 2.56* | 0.01 |
| | Rural | 40 | 78.95 | 7.90 | | |

There is no significant difference among the perceptions of teachers based on their caste towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District.

There is a significant difference between the perceptions of teachers based on their gender towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and female category teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their general qualification towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and PG qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their professional qualification towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and M.Ed. qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their school management towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and Government school teachers perceived high than that of the rest.

Findings of the study:

1. There is no significant difference among the perceptions of teachers based on their caste towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District.
2. There is a significant difference between the perceptions of teachers based on their gender towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and female category teachers perceived high than that of the rest.
3. There is a significant difference among the perceptions of teachers based on their general qualification towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and PG qualified teachers perceived high than that of the rest.
4. There is a significant difference among the perceptions of teachers based on their professional qualification towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and M.Ed. qualified teachers perceived high than that of the rest.
5. There is a significant difference among the perceptions of teachers based on their school management towards Education System Addresses the Problem of Teachers Shortage in Government Schools in Prakasam District and Government school teachers perceived high than that of the rest.

Suggestions:

- The state should continue to fund residency programs.
- Compensation should be increased in order to make teaching salaries competitive with other fields requiring comparable education.
- Salaries should be tied to cost of living increases within proximity to school.
- The state should provide home purchasing assistance, particularly in the form of low-cost loans, and assistance with down payments.
- The state should prioritize the allocation of sufficient funding to allow for safe and high-quality schools, including facilities and resources.
- School leadership must engage directly with teachers to find solutions to local issues within each individual site and district that teachers feel lead to frustration and burn out.
- Administrators need continued training and directives to engage in a transformative leadership style that involves the entire school community and empowers teachers to co-construct the educational environment

References:

- Arfin, D. (1986). *The use of financial aid to attract talented students to teaching: Lessons from other fields. The Elementary School Journal, 86(4), 405-423.*
- Bartell, C. A. (1995). *Shaping teacher induction policy in California. Teacher Education Quarterly, 22, 27-43.*
- Cheek, K. (2018). *The normal school. Retrieved from <https://www3.nd.edu/~rbarger/www7/normal.html>*
- Darling-Hammond, L., LaFors, J., & Snyder, J. (2001). *Educating teachers for California's future. Teacher Education Quarterly, 28(1), 9-55.*
- Feldstein, M. (1994). *American economic policy in the 1980s: A personal view. In M. Feldstein (Ed.), American economic policy in the 1980s (pp. 1-79).*
- Fowler, R. C. (2003). *The Massachusetts signing bonus program for new teachers: A model of teacher preparation worth copying? Education Policy Analysis Archives, 11(13).*
- Guthrie, J., & Peng, A. (2010). *The phony funding crisis. Education Next, 10(1), 12-19.*
- Sexton, T. A., Sheffrin, S. M., & O'Sullivan, A. (1999). *Proposition 13: Unintended effects and feasible reforms. National Tax Journal, 52(1), 99-111.*

Wagner, L., Ownby, L., & Gless, J. (1995). The California mentor teacher program in the 1980s and 1990s: A historical perspective. Education and Urban Society, 28(1), 20–39.