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QUALIFICATION STATUS OF SCHOOL TEACHERS IN INDIA- A STUDY OF THE STATE OF KERALA

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Abstract

The future of a nation at any point of time rests on the foundation being laid in the classrooms. Teachers have a big role to play in shaping the future of the nation through their approach to and performance in teaching. Quality of education occupies an important role in the job market. Quality of education in any nation depends on the quality of teachers. To some extent quality of teachers depends on educational qualifications of teachers and the knowledge acquired through education. In India, Kerala has attracted global attention for its high social development more particularly in the field of education. Thrissur district is considered as the education hub of the state of Kerala. Eighty seven percent of school teachers in Thrissur district are females. The present paper examines the qualification status of female school teachers and the extent of over qualification among them.

Keywords: Over qualification, government, aided sector, unaided sector.

JEL Classification: I.12.

1. INTRODUCTION

Education is an inevitable factor which makes a person perfect. The growth and development of any country depends on the quality of education system set for students in that country. Gaining education enhances an individual to live a respectful life in the society. Education has played a major role in the modern life to all individuals in the society. It has enabled societies to prosper both socially and economically by enabling them to develop common culture and values. It is through education that Technological advancement has been realized enabling communication and production of cost effective products and services to the society at large.

Education can be a self acquired, through reading or through experience. However, most of the people acquired education through formal educational institutions, where the teachers have a very big role. The duty of a teacher is not

confined to impart education. Teachers give of their time, their energy, their patience, and their inspiration to make their students better citizens of tomorrow. Teachers have the responsibility of directing the children and youth of the nation in the path of progress, through meaningful education. A good teacher can enlighten their students about different sources of learning and when, where and how to acquire these knowledge. Qualities of a teacher to a large extent depend on her educational qualifications and the knowledge acquired through education. Knowledge never becomes excess. A teacher having more educational qualifications beyond what is necessary for a particular post is considered as an over qualified teacher.

2. REVIEW OF LITERATURE

According to Human capital theory and some other economists (Schultz (1961), Becker (1964), and Blaug (1976)), education is assumed to be directly related to productivity. Pillai (1987) in his article on "Appraisal of Teacher Effectiveness" explains the criteria's for effective teaching and who is an effective teacher. The three criteria's are the product- what students learn, the process- what the teacher does, what the students do, the interaction between student and teacher and the third is presage- on the basis of teachers intellectual ability, college grades, personal appearance and other characteristics. Jennifer Rice⁶ (2003) said that, teacher quality is the most important school-related factor influencing student achievement. Eric A Hanushek *et. al.* (2005) adopted value added method for measuring teacher quality. They use student achievement gains to estimate teacher value-added. In his book on "Women and education", Rao (2005) analyses the role of women in teaching profession. He also stresses the importance of Women teacher in Children's development. According to him, today teachers do not command respect from the students as in the past although their emoluments have been increased considerably. Clotfelter *et. al.* (2007) studied the relation between teacher qualifications and student achievements. According to Abraham George (2014), teachers form the central component of any system of formal education. In fact, the quality of education imparted depends largely on the quality of the faculty. Hence the higher education system of the country has to ensure the availability of qualified faculty in adequate numbers.

Though there is a wide literature analysing education, teachers and related aspects no extensive analysis has done the qualification status of teachers.

3. OBJECTIVES

- To examine the qualification status and the extent of over qualification among female school teachers.
- To know the association between religion, post, management, age and qualification.

4. RELEVANCE OF THE STUDY

Teacher's efficiency is a good indicator of quality education. Teacher's efficiency is determined by the teacher qualifications. The qualifications of a teacher influence the knowledge level and also the mental satisfaction of teachers. Student community can better learn from the qualified teachers more effectively. In Kerala, females outnumbered males in all stages of teaching field. All India data also shows that the number of female teachers are increasing throughout the decades from 1950-51. So in this situation a study of female teachers is more relevant. The present study on the education status of female teachers is an effort to examine the extent of over qualification among school teachers.

5. METHODOLOGY

Thousand female school teachers from Thrissur District were randomly selected. In proportion to the sector wise (Government, Aided and Unaided sectors) number of female teachers in Thrissur District, 200 female teachers from Government, 570 teachers from Aided and 230 teachers from Unaided sectors were selected. To know the association between over qualification and related variables, chi square test is used. Sector wise over qualification is examined with the help of ANOVA. Turkey HSD test is also applied to know the multiple comparisons between three sectors.

6. KEY CONCEPT

Over qualification- Over qualification is the state of being skilled or educated beyond what is necessary for a job. It is measured in years of education.

A Lower Primary School Assistant having Post Graduate Degree is considered as 5 years over qualified. The required basic qualification for an LPSA is Pre Degree Course (PDC) +Teacher Training Course (TTC). For gaining a post graduate degree she has to spend 3 years for a Bachelor's Degree and 2 years for the Masters' Degree (3+2=5).

7. ANALYSIS

7.1. SECTOR WISE OVER QUALIFICATION

Sector wise analysis of over qualification is one of the most important dimensions of over qualification. Here the over qualified teachers includes the teachers in both categories, that is teachers who have acquired over qualification before their entry into the service and the teachers who acquired qualification during their service. Over qualification is measured in years of education. Table 1 shows that 46.4 percent teachers are over qualified. Total sector wise over qualification shows that in the unaided sector 70.87 percent teachers are overqualified. In the

Government sector it is 44 percent and the percentage of overqualified teachers is very less (37.37) in aided sector.

Teachers having only basic minimum qualification are less in the unaided sector and then in government sector and more in aided sector. It means that the extent of over qualification is severe among unaided teachers. Categorical analysis in table 1 shows that in the unaided sector, 46.96 percent teachers are overqualified by 3-5 years, 17.82 percent teachers are overqualified by 1-2 years and 6.09 percent are overqualified by more than five years. But in the aided sector, only 20.35 percent are overqualified by 3-5 years, 15.44 percent are overqualified by 1-2 years and only 1.58 percent is over qualified by more than five years. In the Government sector, it is 18 percent, 20 percent and 6 percent respectively. It shows that in terms of educational qualification the quality of teachers in the aided sector is very low compared to unaided and government sectors.

Table 1. Extent of over qualification

Sector	overqualified category				Total overqualified teachers
	0	1-2 years	3-5years	>5years	
Government	112 (56)	40 (20)	36 (18)	12 (6)	88/200 (44)
Aided	357 (62.63)	88 (15.44)	116 (20.35)	9 (1.59)	213/570 (37.37)
Unaided	67 (29.13)	41 (17.82)	108 (46.96)	14 (6.09)	163/230 (70.87)
Total	536	169	260	35	464 /1000

Source: Survey data (Figures in brackets show percentages)

H_0 : Sector and years of over qualification are independent

Pearson Chi square (6) = 101.306 with $p < 0.001$. That is, a very small probability of the observed data under the null hypothesis of no relationship. The null hypothesis is rejected, since $p < 0.05$ (in fact $p < 0.001$). This indicates that the sector and years of over qualification are associated.

Table 2. ANOVA test result showing the difference in over qualification between sectors

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	79.028	2	39.514	48.365	.000
Within Groups	814.536	997	.817		
Total	893.564	999			

The ANOVA output gives us the analysis of variance summary table. The final column in the ANOVA table 2 gives the significance of the F ratio. This is the P value. If the P value is less than or equal to α level, then we can reject H0 that all the means are equal. Here the P value is lesser than the α level, so we reject H0. That is, there is sufficient evidence to claim that some of the means may be different from each other. A multiple comparison test, Turkey HSD also applied here.

Table 3. Turkey HSD Test result showing the differences in over qualification between sectors

(I) sector	(J) sector	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
govt	aided	.131	.074	.181	-.04	.31
	unaided	-.560*	.087	.000	-.77	-.35
aided	govt	-.131	.074	.181	-.31	.04
	unaided	-.691*	.071	.000	-.86	-.53
unaided	govt	.560*	.087	.000	.35	.77
	aided	.691*	.071	.000	.53	.86

*The mean difference is significant at the 0.05 level.

H₀: There is no significant difference between the sectors in terms of over qualification (all means are equal)

The third column in the multiple comparison table 3 gives the difference between the means. The difference between the Grade Point Average of the government teachers and aided teachers is 0.131. The fourth column gives the standard error of the mean. The fifth column is the p value for the multiple comparisons. In this example, the p value for comparing the Grade Point Average of these two sectors is 0.181, meaning that it is unlikely that these means are different. Here the p value is larger than the α level of 0.05, so we fail to reject H0 that the mean Grade Point Average of the government teachers is different from the mean Grade Point Average of the aided teachers. Similar is the case of government and unaided sector. That is, the p value is larger than the α level of 0.05. But in the other sector comparisons, p value is less than the α level of 0.05. So we reject H0 in these cases. This means that there is significant difference between government & unaided and aided & unaided, sectors in terms of over qualification.

7.2. EXTENT OF OVER QUALIFICATION IN TERMS OF AGE

Age wise analysis of overqualified teachers is shown in table 4. Age and qualification are related variables. The percent of overqualified teachers are high (65.12) in below 35 category and low (33.81) in 46-56 category. In 36-45 age

category, it is 46.5 percent. In all the categories of over qualification, below 35 age category leads. The severity of over qualification is less in 46-56 category.

Table 4. Extent of over qualification in terms of age

Age	overqualified category								Total overqualified teachers	%
	0	%	1-2	%	3-5	%	above 5 yrs	%		
< or =35	83	34.87	50	21.01	92	38.66	13	5.46	155/238	65.12
36-45	222	53.75	61	14.77	113	27.36	17	4.12	191/413	46.50
46-56	231	66.19	58	16.62	55	15.76	5	1.43	118/349	33.81
Total	536	53.6	169	16.90	260	26.00	35	3.50	464/1000	46.40

Source: Survey data

H_0 : Age and years of over qualification are independent

Chi square (6) = 65.754 with $p < 0.001$. This indicates that the age and years of over qualification are associated.

This analysis shows that teachers are ready to acquire more and more qualifications only in the lower age period. Once they are got permanent in the post or settle in a job, their willingness to study more may decrease. Some of the teachers say that family and job responsibilities act as constraints in acquiring more educational qualifications.

7.3. EXTENT OF OVER QUALIFICATION IN TERMS OF POST

Educational qualifications required for different posts are different. The percentage of overqualified teachers is high in LP and UP sections. That is 57.40 percent and 68.06 percent respectively. In the high school section 43.31 percent teachers are overqualified. But in Higher secondary section, only 18.51 percent are overqualified.

Table 5. Extent of over qualification in terms of post

Post	overqualified category								Total overqualified teachers	%
	0	%	1-2	%	3-5	%	above 5 yrs	%		
LP	92	42.60	5	2.30	109	50.50	10	4.60	124/216	57.40
UP	61	31.94	17	8.90	103	53.93	10	5.23	130/191	68.06
HSA	229	56.70	124	30.70	41	10.10	10	2.50	175/404	43.31
HSST	154	81.48	23	12.17	7	3.70	5	2.65	35/189	18.51
Total	536	53.60	169	16.90	260	26.00	35	3.50	464/1000	46.40

Source: Survey data

H_0 : Post and years of over qualification are independent

Chi square $(9) = 318.364$ with $p < 0.001$. This indicates that the post and years of over qualification are associated.

Category wise analysis in table 5 shows that, in the LP section, 2.3 percent teachers are overqualified by 1-2 years, 50.50 percent are overqualified by 3-5 years and 4.6 percent are overqualified by more than five years. In LP and UP sector, large number of teachers is overqualified by 3-5 years. That is 50.50 percent and 53.93 percent respectively. In High school and Higher Secondary Section more teachers are overqualified by 1-2 years. That is 30.70 percent and 12.17 percent respectively. Over qualification level is very low among HSST teachers. That is only 2.65 percent by more than five years and 3.70 percent by 3-5 years. One important thing in this area is that, it shows a positive relation between chances of promotion and over qualification. Promotion chances are high for LP and UP teachers. There is no promotion possibility for HSST teachers. So we may conclude that the low percent of over qualification among HSST is may be because of less or no promotion chances.

7.4. EXTENT OF OVER QUALIFICATION IN TERMS OF RELIGION

Table 6 classifies religion wise classification of over qualification. Over qualification is high among Hindu community (57.2 percent) and low among Christian community (40.93 percent). In the Muslim community, 16.9 percent teachers are overqualified by 1-2 years, 25.40 percent are overqualified by 3-5 years and 5.60 percent are overqualified by more than five years.

Table 6. Extent of over qualification in terms of religion

Religion	overqualified category								Total overqualified teachers	%
	0	%	1-2	%	3-5	%	above 5 yrs	%		
Hindu	131	42.80	75	24.50	85	27.80	15	4.90	175/306	57.20
Christian	368	59.07	82	13.16	157	25.20	16	2.57	255/623	40.93
Muslim	37	52.10	12	16.90	18	25.40	4	5.60	34/71	47.90
Total	536	53.60	169	16.90	260	26.00	35	3.50	464/1000	46.40

Source: Survey data

H_0 : religion and years of over qualification are independent

Pearson Chi square $(\chi^2) = 30.512$ with $p < 0.001$. That is, a very small probability of the observed data under the null hypothesis of no relationship. The null hypothesis is rejected, since $p < 0.05$ (in fact $p < 0.001$). This indicates that the religion and years of over qualification are associated.

In the sector wise analysis of over qualification we already saw that over qualification is very less in the aided sector especially amongst Christian disciples. In the aided sector most of the schools were managed by Christian community and most of the teachers are Christians. So this association between religion and over qualification is strengthened.

7.5. EXTENT OF OVER QUALIFICATION AND LOCATION SPECIFICITIES

There is no significant relation between area of living and over qualification. Table 7 reveals that 46.31 percent of rural teachers and 46.57 percent urban teachers are overqualified. Category wise over qualification also shows this similarity. It is found that, 16 percent, 26 percent and 4.3 percent of rural teachers are overqualified by 1-2 years, 3-5 years and more than five years respectively. In the urban area the percentages are 18.57, 26 and 2 percent respectively.

Table 7. Extent of over qualification in terms of area of living

Area of living	overqualified category								Total overqualified teachers	%
	0	%	1-2	%	3-5	%	above 5 yrs	%		
Rural	349	53.70	104	16.00	169	26.00	28	4.30	301/650	46.31
Urban	187	53.43	65	18.57	91	26.00	7	2.0	163/350	46.57
Total	536	53.60	169	16.90	260	26.00	35	3.5	464/1000	46.40

Source: Survey data

H₀ : Area of living and years of over qualification are independent

Here in the chi square test the p value is .226 which is greater than 0.001. So the null hypothesis is accepted. This indicates that there is no association between area of living and over qualification.

8. CONCLUSION

The evidences submitted above clearly show that among the school teachers, over qualification and resulting under employment exists. From the analysis of over qualification, it is seen nearly half of school teachers are overqualified. Over qualification is severe among unaided school teachers, next in government and least in aided sector. This over qualification is associated with age, experience, religion, sector and designation. The over qualification prevailing in Kerala is not a problem of education system and not a problem to the student community. But for the teachers, over qualification sometimes happened to be a problem in the form of under employment and under utilisation of knowledge. It is quite challenging to carry the merits of teachers' over qualification to the student community.

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