

LACK OF QUALIFIED TEACHERS: A GLOBAL CHALLENGE FOR FUTURE KNOWLEDGE

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ABSTRACT

One of the most pressing issues facing the globe today, which has a significant impact on the quality of education and the outcomes for students, is the limited availability of qualified teachers. One of the most significant challenges that nations have when attempting to deliver education that is both equitable and inclusive is the shortage of trained teachers. The issue is made even more dire by the fact that teacher training programs are inadequate, incomes are low, and attrition rates are high, particularly in areas that are economically disadvantaged. This deficiency has an effect not just on particular classes, but also on the expansion of the economy, of social mobility, and of the overall advancement of society. In order to face this challenge head-on, it is vital to implement policies that support the recruitment and retention of competent teachers, improve working conditions for educators, and make financial expenditures in teacher education. By making these projects a priority, nations have the opportunity to enhance their educational institutions, promote learning that continues throughout one's life, and better equip the next generation to thrive in an environment that is complex.

Keywords: Teachers, Schools, Training, Qualifications, Students, Recruitment, Development.

Introduction

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute of Statistics estimates that over the next 14 years, countries would need to hire 68.8 million teachers in order to meet the demand for basic and secondary education. This constitutes a total of 24.4 million teachers working in elementary schools and 44.4 million teachers working in secondary schools [1]. There is a potential scarcity of qualified educators to support the spread of communal knowledge, which is a challenge that many countries, including South Africa and Sweden, are facing. There will be approximately 45,000 educators in Sweden who will leave their employment within the next ten years. There will be a simultaneous retirement of approximately one-third of the teachers who teach students in grades 10 and 12. It is anticipated that Sweden would face a serious shortage of 60,000 instructors by the year 2019, with more than fifty percent of the already employed special education teachers intending to retire within the next ten years. It is estimated that South Africa need between 20,000 and 30,000 new certified instructors each year, however only one-third of those instructors were actually created in 2011. Between the years 2009 and 2012, the combined efforts of the two federal departments of education resulted in a 160% increase in the number of beginning teacher education students, which went from 35,937 to 94,237. However, there is a serious shortage of teachers for the foundational phase, and there is a shortage of teachers who are very knowledgeable about crucial topics [2].

The countries of Sweden and South Africa have both said that everyone has an unrestricted right to get an education of a high level; yet, if schools do not have teachers who are qualified, it will be impossible to put this right into practice. The findings of the 2013 OECD Teaching and Learning

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International Survey (TALIS) investigate the level of satisfaction that school administrators and teachers have with the learning environments in their respective classrooms [3]. According to the findings, the most important thing to take away from the situation is that "over a third of teachers work in schools with significant staffing shortages of qualified teachers" (p. 19). It is essential for school administrators and peers to offer constructive criticism in order to increase the standards of instruction in situations when educators do not possess the proper credentials. In spite of the fact that everyone is aware of the significance of feedback, TALIS 2013 discovered that between 46 and 51 percent of teachers reported that they have never received criticism on their individual lectures from the principal or any other person in control of the school. With over seventy percent of teachers in both countries stating that they have never received any feedback, Finland and Sweden are among the countries that have the lowest rate of being provided with feedback. One other aspect in which teachers in the Nordic countries differ from their colleagues in other participating nations is the regularity with which they describe the lack of opportunities for mentoring that they have had compared to other countries. The findings indicate that there is a connection between self-efficacy and the frequency with which one engages in professional development activities (for example, once a week) [3]. On the other hand, it would appear that the Nordic countries are deficient in feedback-based professional development, which is an essential component in lowering the rate of teacher turnover. In a similar vein, educated individuals in Sweden reported the lowest levels of satisfaction with their jobs. Increasing the number of new teachers and encouraging those who are already teaching to continue their careers is something that a number of countries have recognized as being of great importance. According to Mashau et al. [4], who report on the situation from a South African perspective, the following are the attempts to increase professional development: Moreover, according to the Department of Education (2011), the Department of Education works hard to provide assistance to all educators in their efforts to further their professional development. It is made abundantly clear by the government that there is no "three-hour limit" on the length of time that a teacher can be observed. This is due to the fact that opportunities to both observe and be observed are essential to the execution of efficient professional growth.

When teachers are given the opportunity to receive constructive criticism in a "feedforward" way, their professional abilities and sense of self-efficacy are increased. On the other hand, the kind of assistance that they receive will determine whether or not things become practical. The Swedish system of preservice teacher education has developed into a full-fledged degree program in recent years. The scientific foundations of teacher education are strengthened as a result of this; yet, what theoretical frameworks are made available to teachers? As a result of the fact that all Swedish teacher students are required to take the general educational sciences courses, there is an excessive amount of descriptive and interpretive research content in these courses [5]. As opposed to collecting data that teachers can use to create predictions about and better understand how to assist children's development, researchers concentrate on the behavior that occurs in the classroom and the interactions that take place between students and teachers. In addition, educators should contribute time and effort to this endeavor; nevertheless, it should not be considered a replacement for research that investigates student learning and classroom instruction. As a result of the amount of ground research that is provided in teacher programs and the scarcity of research findings from applied studies that are aimed at improving teaching and learning, teachers are forced to fend for themselves in terms of professional development. As a consequence of this, they are required to rely on their own personal experiences as educators, learning via trial and error how to organize their classes and evaluate the developments of their students. The lack of research on actual classroom practices, which goes hand in hand with the number of studies that rely on descriptive and interpretive approaches, is one of the likely causes of the mismatch between theory and practice in education. This research is a lack of study on actual classroom practices. It is possible that this is also the reason why there has been a surge in the number of diversity consultants entering school districts to provide guidance to instructors. However, a significant number of these consultants have failed to produce convincing evidence that the remedies they propose will truly increase student accomplishment. In light of the fact that the researchers and educators do not share the same opinion regarding the significance of the program's beliefs, the educators are looking for "experts" from outside of the academic world to support their assertions.

Objectives

- To examine the causes of the teacher shortage in schools
- To research strategies to Lower High Teacher Turnover
- To research How Teacher Shortages Affect Education

Strategies to Lower High Teacher Turnover

The following are the four primary concerns that must be taken into account, regardless of whether or not educators completely quit their jobs: (Teacher Retention is the Key, 2002).

- **Salaries:** There is substantial evidence to suggest that the wage that teachers receive is a significant factor in their decision to leave the profession or look for work in a different industry. If they are paid less than the market rate or if they work for districts that pay less than average, teachers are more likely to leave the profession completely. This is especially true if they are paid less than the average. Although wage discrepancies have the biggest influence on the decision of new teachers to remain in the profession, they continue to have an influence even on educators who have been in the profession for a longer period of time. There is a significant demand for teachers who specialize in mathematics and science. People in this profession of education are especially vulnerable to wage differences when it comes to making decisions about whether or not to continue working in this field. There are enormous opportunity costs connected with continuing to teach these subjects in schools, taken into consideration the significantly higher remuneration that is offered by alternative occupations. It has been found that there is a correlation between the compensation of teachers and the success of their students. Furthermore, high incomes motivate persons who are qualified to pursue the teaching profession.
- **Working Conditions:** There is a substantial relationship between the circumstances of professional teaching and other aspects of working conditions, and the decisions that teachers make regarding whether or not to leave the profession altogether, or to leave a particular school or district more specifically. According to the findings of a national survey, the perceptions that teachers have regarding their working conditions have a significant impact on their intentions to remain in the teaching profession. There are a number of factors that contribute to the high percentage of teachers who indicate they aim to remain in the profession for as long as they possibly can. These factors include support from administration, enough resources, opportunity for teachers to have a role in school policy, and compliance with school laws. There are considerable differences between the working conditions that teachers in schools with high and low levels of wealth are subjected to when compared directly to one another. There are a number of ways in which teachers in more affluent neighborhoods have more acceptable working conditions. Some of these methods include increased student loads, smaller class sizes, and greater agency in the formulation of school policies. In order for there to be an educational experience in schools, there are a number of physical needs that need to be satisfied. These include, but are not limited to, sufficient seats, desks, and chairs; heating and cooling systems that are adjusted according to the weather; the availability of clean water for drinking and toilet breaks; and, of course, educational resources that are pertinent to the situation.
- **Teacher Preparation:** It is the job of teachers at all levels of education, including elementary, middle, and high school, to ensure that their students are adequately prepared for the classroom and to conduct themselves in a professional manner at all times. With regard to the key areas in which instructors are expected to prepare themselves, the primary areas that are expected of them are to possess the abilities and sufficient information about the subjects that they teach. There are times when pupils can be rather mischievous and behave in a manner that is not appropriate. Especially when pupils fail to pay attention in class, this can be a source of frustration for teachers. As a consequence of this, students ought to be ready to successfully deal with a wide range of difficulties and issues. Through participation in one of the several training programs that provide this particular form of education, individuals have the opportunity to gain the operational teaching talents that they require.
- **Early Career Teachers' Access to Mentors:** Increasing student achievement is the major objective of building mentorship programs. This is accomplished by retaining professors and improving the quality of instruction received by students. It is evident that teachers need to possess specific information and abilities in order to perform their professions effectively; nevertheless, they also require access to resources that can assist them in honing their ability to teach. However, there is a wide range of quality in the mentorship programs that are available to teachers. Although there were 28 states in the United States that claimed to have a mentorship program for new teachers, only ten of those states actually mandated and supported such

programs in the year 2001. Therefore, not all new teachers who participate in induction programs are eager to accept the advice of an experienced veteran who has spent time educating them. This is because training is a time-consuming process.

Causes of the Teacher Shortage in Schools

There are a number of causes that contribute to the shortage of educators, some of which are including the following: The author is Ingersoll (2003).

- **Retirement:** There are several educational institutions that employ faculty members that are significantly older than fifty years old. Due to the fact that these individuals are retiring, there will be a shortage of teachers working in classrooms. Retirement is one of the primary factors contributing to teacher shortages. The majority of teachers cease working full-time after reaching the age of sixty, leading to a shortage of teachers. Those individuals who do so might go to school on a sporadic basis or completely stop going altogether.
- **Family or Personal:** At all times, there are issues that arise in the house and within the family circle of each and every individual. When an individual's home or personal life becomes chaotic, it may have an impact on their ability to concentrate at work, and it may even drive them to give up their career completely. A significant number of educators find themselves in a position where they are compelled to leave the profession due to a variety of personal and familial concerns. The result is that there is a shortage of teachers because teachers are forced to leave their positions for a variety of reasons, including personal and family concerns that need them to take time off either temporarily or permanently.
- **To Pursue other Job:** There are always people looking for jobs that pay enough to allow them to live, and teaching is one of those professions that falls into the category of low-paying jobs that fall into that category. As a result of teachers who are underpaid in their teaching professions, they are always looking for better paying opportunities, and when they find them, they frequently resign their jobs, leaving schools with a serious shortage of skilled educators.
- **Dissatisfaction:** For instructors, working in elementary or childcare schools is almost never a satisfying experience when they are employed there. Due to the low salary and the fact that their young charges require their full attention, teachers at daycares and preschools occasionally report high rates of job discontentment. This is possible because of the combination of these two factors. The reason for the shortage of instructors is that many of them leave their jobs when they are dissatisfied with their jobs and do not take pleasure in teaching. At each and every school, it is of the utmost importance to have teachers who are content and satisfied with their career.
- **Student Discipline Problems:** Class appears to be quite noisy, and discipline becomes an issue in the majority of educational institutions. On account of the challenges they have while interacting with students and the general lack of discipline that exists within the classroom, there are some educators who may be considering leaving their positions. A principal is the person in charge of overseeing schools, and all principals and head mistresses are in agreement that it is a vital part of their jobs to ensure that there is sufficient order in the classroom. Due to the fact that many teachers are contemplating leaving their jobs as a result of the ongoing misconduct of students, there is a significant shortage of teachers due to this situation.
- **No Room for Growth in One's Career:** It is possible that educators will not always be able to find opportunities to further their careers within the educational system. It is possible that a teacher will not have any opportunities to advance in her profession if she continues to teach mathematics to fifth grade students for a number of years. Success in one's chosen industry and advancement in one's career are goals that everyone strives to achieve. It is therefore possible for educators to look for other opportunities for professional advancement if they do not believe that their current work provides any opportunities for them to do so.
- **Lack of Time for Preparation:** People are occasionally caught up in problems that are related to their personal lives, such as their families, their homes, and other aspects of their lives. People have a difficult time getting ready as a result of this. It is possible that the teaching and learning processes will be significantly impacted if ample time is not available to prepare chapter plans. Preparing the lessons that teachers are accountable for teaching in a comprehensive manner is an expectation placed on them. Due to a lack of preparation time,

they are unable to carry out their work responsibilities in an appropriate manner. As a result, they are considering leaving their professions in order to improve the learning and achievement of their students.

- **Enormous Class Numbers:** There are a number of educational institutions that recognize that class sizes of fifty students or more are regarded to be excessive. In these kinds of circumstances, teachers have a difficult time ensuring that all of their pupils acquire sufficient knowledge; there is little interaction between students and teachers; and because every student possesses a unique set of learning talents, it might be difficult to provide each student the personalized attention that they require. As a consequence of this, a significant number of educators leave the field should they believe that they are unable to enhance the learning of their students or maintain adequate classroom control.
- **Low Level of Expertise:** It is more likely that teachers will continue to work for their particular schools if they possess a solid subject-matter knowledge as well as good instructional talents. When instructors are lacking in useful information and skills, it may have a negative impact not just on their professional development but also on the academic outcomes of their pupils. A lack of resources, such as up-to-date material, has caused a significant number of educators to leave the field. This lack of resources makes it difficult for educators to respond to the questions that students have and discourages them from remaining in the sector for an extended period of time.
- **Poor Communication and Interactions with Coworkers:** In addition to doing their duties in a manner that is commensurate with the compensation they get, teachers and other staff members at schools and other educational institutions should have positive relationships with both one another and with their superiors. In situations where the terms and conditions of communication are inadequate, it becomes more challenging for individuals to visit their places of employment. As a consequence of this, educators who find themselves in this predicament look for other professional opportunities and finally leave the profession.

Recommendations

It is of the utmost importance that governments give priority to the following recommendations in order to ensure that students are assigned to teachers who are qualified, skilled, motivated, and receive enough support: A report published in 2015 titled "Global Monitoring for Education."

- **Pique the Interest of Top Instructors from All Around:** Teaching effectively to highly capable individuals who come from a variety of backgrounds-including, but not limited to, different religions, castes, creeds, races, nationalities, cultures, and socioeconomic statuses-requires the deployment of policies and practices. In order to provide assistance to children who originate from families with poor incomes, teachers in this profession need to be knowledgeable about their subjects, comfortable working and living in rural areas, and dedicated to assisting these children. At nursery school, for instance, a significant number of children come from underrepresented groups. This could contribute to an increase in accountability, particularly in countries where there is evidence of and concern regarding teacher absenteeism. This is because it entails employing instructors from within the local communities, which is a practice that is becoming increasingly common. Educators who are employed from the local community typically have greater personal and cultural ties to the communities that are served by the student bodies and parent bodies of their colleges and universities.
- **Place and keep Teachers where they're Needed:** Educators who are qualified should be aggressively sought for and hired by schools because this is the area in which there is the most need. When they are hired in places where they are most needed, teachers have the potential to make a substantial impact on the learning of their students. In light of the fact that some of the children attending these schools are not exceptionally bright and may even have difficulty with studying, it is of the utmost importance that teachers have the resources they require to assist these students in achieving their goals. It is vital that instructors make it a goal to improve their own English proficiency. This is because students who come from impoverished homes and marginalized groups frequently struggle with the English language during their education. The most effective methods for retaining teachers are to provide them with a decent place to live, additional compensation, bonuses, improved working conditions, and opportunities that will make their life better.

- **Raise the Quality of Pre- and in-Service Teacher Education:** It is imperative that policies be put into place in order to ensure that educators possess the appropriate credentials. There is a possibility that there is a shortage of appropriately qualified educators even in locations where there is an adequate quantity of teachers. All individuals who are employed in the teaching profession ought to be required to undergo appropriate training, which should include a balanced combination of theory and practice. In addition, teachers should be prepared to work with kids who come from a diverse variety of backgrounds and learning styles, who teach reading to elementary school pupils, and who use language that students are able to understand. Educators are required to participate in continual professional development training in order to obtain cutting-edge information and abilities, as well as to adapt to the ever-changing requirements of their students.

How Teacher Shortages Affect Education

Education, learning, the growth and development of students, and the functioning of schools have all been badly impacted as a result of teacher shortages. It is not enough for educators to simply make a living; they also devote their time and energy to the betterment of society as a whole, which is why they are regarded as vital characters. When it comes to the ability of schools to function and progress, there is little question that teacher shortages are a significant obstacle that causes schools to struggle. According to Bourdon, Frolich, and Michealowa (2007), many developing countries are facing a significant obstacle in terms of recruiting and funding qualified educators. This was brought about by the rapidly growing student populations and enrollment in schools in these countries.

There are a variety of strengths and weaknesses that students possess when it comes to learning; for instance, some students may have difficulty understanding abstract concepts; consequently, when there is a severe lack of teachers who possess the necessary expertise, these students will not have the opportunity to develop their learning abilities further. According to Filling in the Gaps (2003), teachers in high-need disciplines such as science, mathematics, English, and special education are required to have knowledge and talents that are both efficient and effective.

Conclusion

Education, which is a powerful instrument that must be used successfully, must be made available to all communities and areas of the nation before it can be considered effective. We are all aware that education is essential, and we are all of the opinion that the most effective method to enhance our lives is to continue our education in order to equip ourselves with the necessary information and understanding. A considerable number of people believe that the current teacher shortage is a significant hindrance to the academic and personal development of pupils. It is possible to reduce excessive teacher turnover by the implementation of measures such as increases in salaries, working conditions, teacher training, and mentorship support throughout the early years of teaching. If these four factors are in place and instructors are content with their work, they will remain in the classroom for a significant amount of time; otherwise, there will be a severe shortage of educators.

The decision to leave the industry or to not continue working as an instructor can be attributed to a number of different circumstances. Leaving the industry can be done for a variety of reasons, including not being satisfied with one's work, having issues with student discipline, not having sufficient time to prepare, having an excessive number of students in a single class, not having sufficient knowledge or abilities, having connections with coworkers that are not suitable, retiring, or other personal or family reasons. Because they are adults with degrees, educators at work should treat each other with dignity and respect. Arguing and fighting with each other is improper and can lead to unhappiness in the workplace. Reasons may be justified or unsuitable. For instance, educators should treat each other with dignity and respect. Well-qualified teachers may feel forced to leave their jobs owing to difficulties at home, in the classroom, or with personal issues, despite the fact that they have a strong interest in teaching.

In order to elevate education and effectively promote the growth and development of children, it is essential to improve teacher education both before and throughout a teacher's career. Additionally, it is essential to attract and retain outstanding educators who come from a variety of backgrounds. In the event that these recommendations are implemented in the appropriate manner, there will unquestionably be a solution to all of the problems that have been caused by the shortage of teachers. The recruitment of educators who are highly skilled, professional, and have received training is essential to the growth of educational systems, which in turn helps people, as well as society, regions, and nations as a whole.

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