

**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN,  
ERNAKULAM**



**A SURVEY ON LACK OF SUBJECT TEACHERS IN  
SCHOOLS AND ITS IMPACT ON STUDENTS**

**PRACTICAL EDU 107.1 (EDU 101) – PROJECT ON SOCIALLY/  
EDUCATIONALLY RELEVANT ISSUE**

Date of submission: 20th October, 2023

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## **DECLARATION**

I hereby declare that this work entitled “Lack of Subject Teachers in Schools and Its Impact on Students” is an original work done by me under the supervision and guidance of Dr. Smitha Jose, Assistant Professor, St Joseph College of Teacher Education For Women, Ernakulam and I have not submitted this project to any other universities for the award of any degree or diploma.

Adila Firoz

Place: St Joseph College of Teacher

Education for Women, Ernakulam

Date:20 /10/23

## **CERTIFICATE**

This is to certify that the work entitled “Lack of Subject Teachers in Schools and Its Impact on Students” submitted in the partial fulfilment of the requirements for Bachelor in Education, Mahatma Gandhi University, Kottayam is a bonafide work done by Adila Firoz under my supervision and guidance. In addition, it is certified that this work or any part of this has not been previously submitted elsewhere to adjudge any degree, diploma or other title or acknowledgement.

Place: St Joseph College of Teacher

Education for Women, Ernakulam

Date: 20 /10/23

## **ACKNOWLEDGEMENT**

I am delighted to present my work titled “LACK OF SUBJECT TEACHERS IN SCHOOLS AND ITS IMPACT ON STUDENTS” as part of the Practical work under the B. Ed curriculum. The success of this work was the blessing of many people who helped me, and I take this opportunity to thank them. Firstly, I would like to thank God Almighty for showering his grace on me for the smooth completion of this work. Any action taken during this project began with a reverence to Him.

I would like to thank Dr. Smitha Jose, Assistant Professor, St Joseph College of Teacher Education for Women, Ernakulam, for her undying support and care in guiding me through the various stages of this practical. I want to extend my gratitude to Dr. Sr. Alice Joseph, Principal, St Joseph College of Teacher Education for Women, Ernakulam, for her overview in every endeavour undertaken by us students at the college.

All the teaching and non-teaching staff at St Joseph College of Teacher Education for Women, Ernakulam have also been immensely valuable in the timely completion of this work, to all of whom I extend my sincere gratitude. My dearest parents and all my kind friends also guided and helped me in the successful completion of this work. I am grateful for them. I also thank every single individual who wholeheartedly answered the survey and paved the way for the findings.

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## INTRODUCTION

Education is a quintessential tool that imparts knowledge, skill, technique, information and enables people to know their rights and duties towards their family, society and the nation. And teachers are the flambeaux torch that enlighten students to achieve in their path of progress and their duties highlight the posts intertwining responsibility with operational efficiency. Schools are the best abodes where knowledge is circulated and enriched minds are generated with the vision of enriching posterity. As these institutions strive to foster knowledge and innovation, it is obligatory to ensure the best education to students for a better future, for which teachers play an irreplaceable role. This introduction aims to unravel the impact of lack of subject teachers on students in educational settings, shedding light on the challenges that warrant thoughtful strategies for a better and more efficient future.

Subject teachers are the ones who focus on their respective subjects of domain and help to deal with the successful implementation of the curriculum through effective exercise of their responsibility. The beneficial utilization of teaching faculty in educational institutions is a critical aspect of upbringing a resourceful generation. However, the deficiency of subject teachers in schools can result in a greater negative impact on students which is unpredictable and unfathomable as it can extend for years. With the increasing emphasis on educational excellence and the need for responsible waste disposal, educational institutions play a pivotal role in setting an example for students and the community at large. This study seeks to delve into the challenges and concerns faced by students who have faced a lack of subject teachers during their school days. The aim is to identify the key obstacles and potential solutions, ultimately contributing to more responsible practices within these institutions so that all teacher vacancies are filled and better education could be ensured for students.

Government plays a pivotal role in eradicating these flaws pertaining to deficiency of subject teachers. The officials can collaborate with the schools in a collective effort to make sure that there occurs no substitution of subject teachers with the teachers dealing with other subjects, rather, proper recruitment takes place to fill the posts with teachers of particular subjects. This

study aims to understand the specific issues faced by the students on confronting or having confronted lack of subject teachers and to propose strategies that can enhance the recruitment procedures while fostering a collective responsibility among students, teachers, government and society at large.

## **1.1 BACKGROUND OF THE STUDY**

Subject teachers in educational institutions are unparalleled assets that ensure educational excellence based on their effective discharge of duties. Although it is the era of artificial intelligence where nearly everything is replaced by technology and students can learn in their own pace using digital resources, they still cannot replace the role of teachers as facilitators and guides. After all, it is humans they are dealing with, which involves emotions and only a teacher can understand that more than anyone else.

In India, the state of Kerala, which boasts a high literacy rate and a significant number of educational institutions, the utilization of subject teachers within these establishments is of paramount importance. According to recent statistics, in 2018, 89% of low-income schools reported teaching vacancies and long-term substitutes, indicating teacher shortage. By 2022, India faced a shortage of 200,000 teachers. Inadequate teacher management practices in schools or absence of proper filling of vacancies to teacher posts pose a threat to educational system.

To address these challenges, a comprehensive survey is necessary to assess the current as well as previous state of number of subject teacher faculty in schools across Kerala. This study aims to investigate the issues faced by the students due to the lack of subject teachers, where responses were collected from the current school students and college students who faced a deficiency of teachers during their school days and the working youth. By gathering data on the percentage of students who faced this grave issue, we can identify areas that require improvement and develop strategies to improve the conditions of faculty enrichment. The findings of this study will provide valuable insights for policymakers, educators, and stakeholders interested in promoting a sustainable and beneficial educational environment in the state.

## **1.2 OVERVIEW OF THE ISSUE**

The issue of lack of subject teachers in schools presents a complex and multifaceted challenge with far-reaching implications for the educational sector as well as the health and productivity of students. The psychological impact it laid on the-once-school-students who are either college-going or working now is immense and that leaves it an alarming fact to be revealed that the issue is still encountered in the current scenario, which highlights the fact of more psychologically distressed community. The counter-strategies adopted by the institutions such as filling the vacancies with teachers who have no prowess in the subject, in fact, who belong to other subject domains make the matter all the more worse. Students may even generate aversion towards those subjects or even towards studies.

In this context, the survey on "Lack of Subject Teachers in Schools and Its Impact on Students" seeks to provide a comprehensive overview of the current state of affairs. It aims to illuminate the educational and psychological impact of shortage of subject teachers and the potential emotional as well as psychological health risks posed to students, and the importance of aligning practices with existing regulations. Furthermore, the survey delves into the critical aspects of resource optimization, where teachers who are the resource persons and facilitators of knowledge, community awareness regarding this pressing issue of teacher deficit, and participation of society including students, teachers, educational reforms and government collectively, all of which play pivotal roles in shaping the sustainability landscape within educational institutions. The study is poised to uncover innovative solutions and best practices that can not only rectify the existing challenges but also contribute to a broader change in basic assumptions toward responsible faculty management practices and absence of any vacancies in Kerala's educational sector.

## **1.3 SIGNIFICANCE OF THE STUDY**

The study on "Lack of Subject Teachers in Schools and Its Impact on Students" is imperative due to the escalating educational and regulatory issues associated with inadequate teacher faculty in educational settings in schools and the gigantic psychological impact it impregnates on students. Kerala, a region known for higher literacy rate, faces the pressing need to address the issue of vacancies to teacher posts not being timely filled, generated by educational institutions. The survey aims to unravel the intricacies of current as well as previous teacher deficit issues, shedding light on challenges that range from educational impact to psychological implications.



By understanding these challenges, the study carries profound significance in proposing effective solutions that can enhance teacher faculty as for resource optimization, ensure community awareness and participation, and foster a culture of innovation in faculty management practices in schools. Beyond regulatory implications, the findings can inform the integration of teacher and student collaborative management education into the curriculum, transforming educational institutions into beacons of sustainable practices.

#### **1.4 STATEMENT**

The study is titled “*Lack of Subject Teachers in Schools and Its Impact on Students*”.

#### **1.5 DEFINITION OF THE KEY TERM**

**Subject Teachers:** refers to an expert of particular curriculum subjects. The subject teacher might work in a basic education or in an upper secondary level, but also, in vocational and general education institutions. No one can substitute the role of subject teachers other than they themselves. The presence of quality teaching faculty ensures the educational excellence of institutions. The primary goal of teacher management is to reduce the adverse effects of shortage of teachers on the academic as well as psychological state of students. This involves implementing strategies and practices to handle faculty groups in an organized and educationally responsible manner.

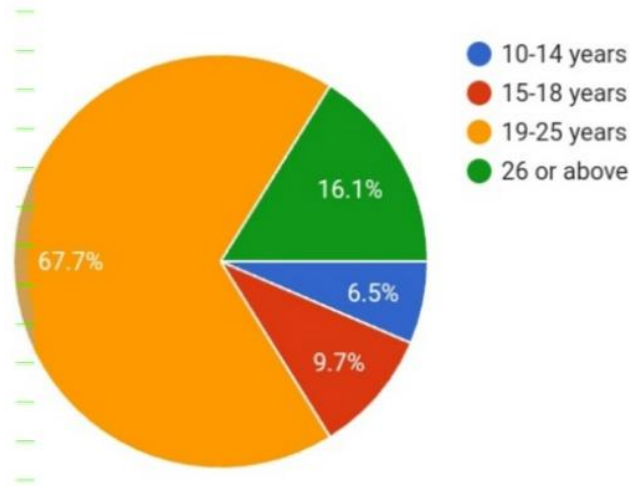
#### **1.6 OBJECTIVE**

The primary objective is to conduct a thorough examination of the current as well as previous scenario of shortage of subject teachers in educational institutions in Kerala, analyzing the situations of whether school management and parent-teacher association intervened to mete out the crisis.

The study aims to formulate practical and feasible recommendations for enhancing teacher management strategies in educational institutions, considering educational sustainability and the active involvement of the educational community in fostering a culture of responsible and enjoyable learning environment.

## 1.7 METHODOLOGY

The method adopted for the study was survey method, administering a structured questionnaire to participants from various schools in Kerala, and those who have passed out from schools; and college students and working youth who encountered issues of teacher shortage during school days, aiming to quantitatively assess their awareness, perceptions, and



experiences regarding lack of subject teachers. Utilizing online method, the survey will collect data on factors such as whether they have experienced shortage of subject teachers during school days, and whether parents or school management have interfered to discuss about the issue and the strategies to be adopted to mete out the crisis and also, the psychological impact that lack of teachers pose on students and the various strategies and counter-measures that could be thought about to eradicate this flaw, facilitating a comprehensive analysis to inform targeted recommendations for educational sustainability and uninterruptedness in imparting knowledge. The total number of samples were 62. The variable of the study was subject teachers.

Age group	No. of respondents	Percentage
10-14 years	4	6.5 %
15-18 years	6	9.7 %
19-25 years	42	67.7 %
26+ years	10	16.1 %

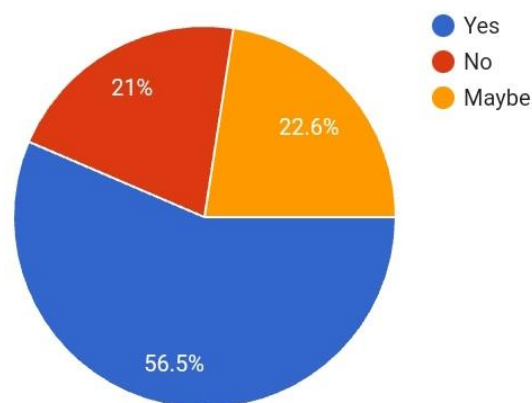
The provided demographics show the age distribution among the respondents. Here's the breakdown: 6.5 % of respondents fall within the age group of 10-14 years. The majority,

constituting 67.7%, belong to the age group of 19-25 years. 9.7 % belong to the age group of 15-18 years and 16.1 % of respondents are 26 years old or above. This information provides insights into the age composition of the survey participants.

## **1.8 ANALYSIS AND INTERPRETATION OF THE DATA COLLECTED**

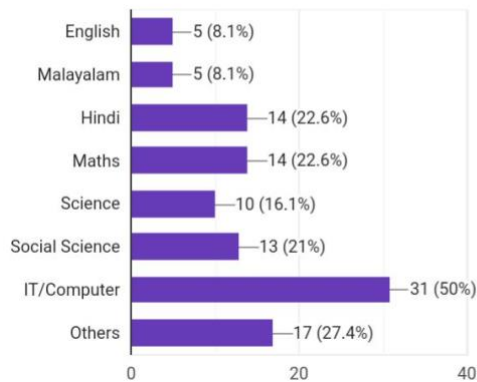
The survey on “Lack of Subject Teachers in Schools and Its Impact on Students” collected responses from a total of 30 participants. The data reveals that the majority of respondents are in the 19-25 age range, suggesting a higher representation from young adults, while the other age groups have smaller percentages. The repercussions of the shortage of subject teachers reflect on the lives of college students as well as the working youth who were once school students and confronted the lack of teaching faculty. The significant data are given below.

### **1. Have you experienced a shortage of teachers during your school years?**



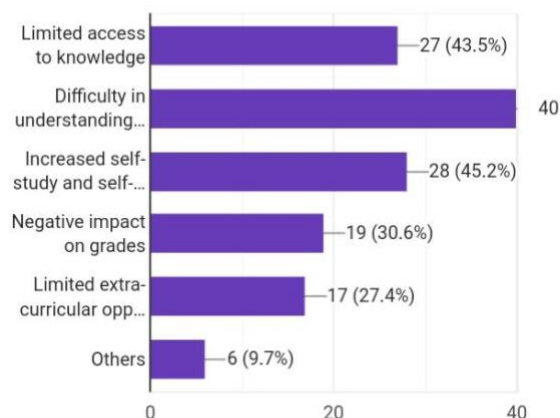
56.5% of the 62 respondents, that is, 35 of the respondents, have experienced lack of subject teachers during their school days. 22.6% of the respondents, that is, 14 of the respondents, have expressed that they may be the victims of shortage of teachers. So, a total of 49 respondents out of the total of 62 support experiencing this issue.

### **2. Please specify which subjects lacked teachers.**



The choices to this question were set in checkbox format, so that more than one option could be chosen. The survey results suggest that a notable portion of the respondents, 50% of the respondents, that is, 31 out of the 62 responses, faced a shortage of teacher dealing with the subject “Computer”. 14 each of the respondents, that is, 22.6% of the total responses, faced lack of teachers in Hindi and Maths subjects. 10 respondents, that is, 16.1% experienced shortage of Science teachers and 13 respondents, that is, 21% faced shortage of Social Science teachers. 5 respondents, that is, 8.1% each have marked their experience of having faced lack of English teachers. 17 of the total respondents, that is 27.4% of the total have experienced shortage of teachers dealing with other subjects too, maybe, Environmental Science, Value-added courses, Arts section like Music, Drawing, Drama, etc. It was reported that each respondent have chosen more than 2 option, that is, they have faced a shortage of teachers in more than two subjects which is indeed a serious issue.

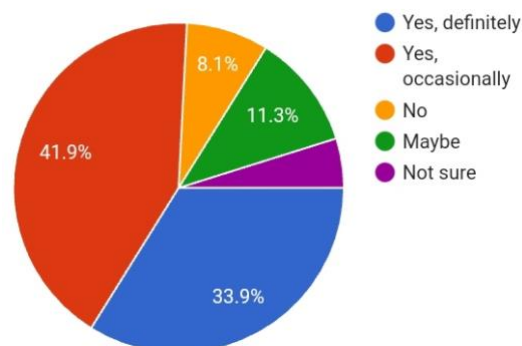
### 3. How do you think the lack of subject teachers affected your learning experience?



The choices to this question were of checkbox format so that more than one option could be chosen. The survey results suggest that 40 out of the total of 62 respondents, that is 64.5% had to deal with difficulty in understanding the subjects. 27 respondents, that is, 43.5% were

only exposed to limited accessibility to knowledge. It spans just a few years ago before the actual spurt of technology when education was solely dependent on teachers and students had nobody to rely on except them. During such scenario, it would indeed a negative influence in students' lives when they experience lack of subject teachers. 19 respondents, that is, 30.6% had to endure its negative impact on grades. 28 respondents, that is, 45.2%, have indulged in increased self-study and self-reliance to learn. Curriculum including the co-curricular activities determine the academic pursuit of students, but the extra-curricular activities contribute immensely to polishing their skillsets. Lack of subject teachers also had its aftermath on extracurricular activities, with the consequence of limited opportunities for the same, faced by 17 respondents, that is 27.4% of the total responses, due to lack of teachers as guides and facilitators. 6 of the respondents have even chosen the option 'Others' denoting that there occurred other aspects as an aftermath of this pressing issue, mainly, the growing disinterestedness towards the subject or even towards studies as they don't have a teacher to guide them in that particular paper.

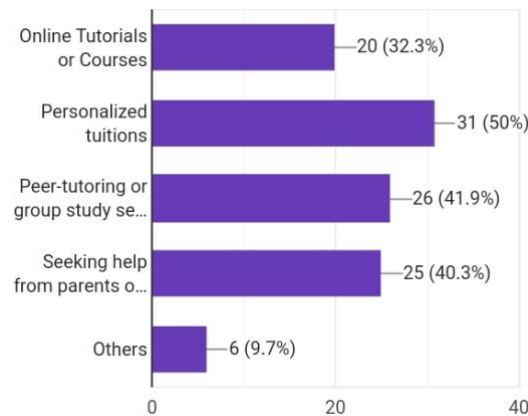
#### 4. Did the shortage of subject teachers lead to increased stress or anxiety among students? .



Apart from the negative effects that the issue of lack of subject teachers had in students' life which had its repercussions in their later part of their life, that is, higher studies or professional period, it also left an indelible mark on the psychological state of the respondents. 33.9% of the total responses, that is, 21 respondents had to undergo problems of anxiety and stress in a definite sense, which could undesirably lead to anxiety disorders that possibly surmount to psychiatric issues. Moreover, 41.9% of the total respondents, that is, 26 respondents had to endure occasional effects of psychological stress and anxiety. These issues hampering the mental health are consequential effects of the childhood trauma that were left in students during their school days for managing subjects all on their own due to lack of subject teachers, and thus feeling helpless. 11.3% of the total responses, that is, 7 respondents have expressed that they may have faced

anxiety issues. Thus, a total of 54 out of 62 respondents face anxiety and stress due to previous experiences of shortage of teachers out of which 47 respondents are sure of having gone through the traumatic circumstances and facing anxiety issues.

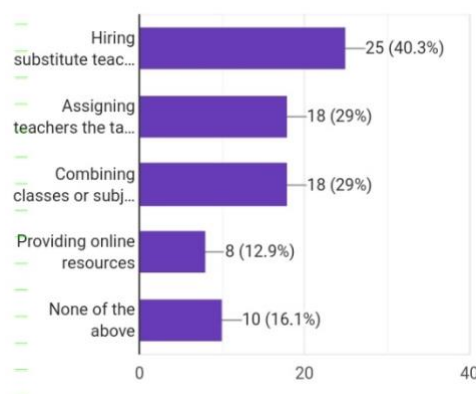
**5. Did you or your peers resort to any of the following methods to cope up with the lack of subject teachers?**



The choices to this question were of checkbox format so that more than one option could be chosen. The survey responses reveal that 50% of the total respondents, that is 31 respondents resorted to personalized tuitions to compensate the shortage of teachers. Online tutorials or courses were opted by 32.3% of the responses, that is, 20 respondents. Peer-tutoring or group study sessions were chosen by 41.9%, that is, 26 respondents.

40.3% of the total responses, that is, 25 respondents decided to seek help from parents or other beneficiaries. 6 respondents, that is 9.7%, resorted to other alternatives, preferably binge-learning or skimming chapters, etc. to cover the chapters.

**6. Did your school take any measures to address the lack of subject teachers?**



The survey responses reveal that the students who faced lack of subject teachers had their schools which resorted to alternative measures to counter the crisis. The choices to this question were of checkbox format so that more than one option could be chosen. From the responses, it appears

that 40.3% of individuals, that is, 25 respondents had a school experience where management hired substitute teachers. Meanwhile, 29% of the responses, that is, 18 respondents reported that their school assigned teachers the task to teach subjects out of their domain knowledge. 29% of the respondents, that is, 18 responses had their schools combine the subjects. When classes are combined, it would prove hectic as well as school-going students are concerned. 12.9%, that is, 8 respondents, reveal that their schools provided online resources to compensate the lack of subject teachers in their school. Yet another 10 respondents, that is, 16.1% had confronted other measures taken by the school to deliberately bridge the chasm that lack of subjects teachers led to. However, none of these could stand at par to the relevance of teachers.

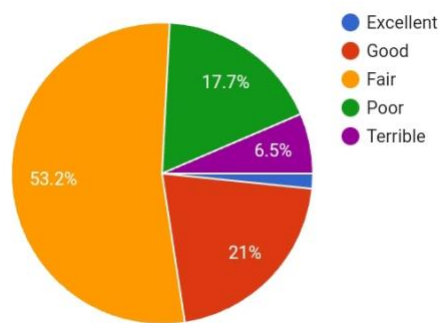
### **7. What suggestions do you have to improve the situation of a shortage of subject teachers in schools?**

The survey resulted in a myriad of recommendations and immediate action proposals suggested by respondents. From the responses collected, some of the suggestions put forth by the respondents are:-

- “Make recruitments of teachers transparent, job recruitment drives can be carried out on timely basis, salary increment.”
- “Providing financial incentives, and exploring alternative certification pathways to attract and retain qualified educators.”
- “Give good remuneration to teachers. Do not load them with clerical works, not related to teaching.”
- “Use cooperative learning.”
- “Ads on social media, publicity.”
- “Appoint teacher interns, establish part-time tutorial sessions and later develop them to full-time.”
- “Instead of sticking onto B.Ed degree or SET and NET for teaching qualification, give opportunities to others with specific subject graduates and post graduate and also based on their skillsets to teach and effectively communicate to students.”
- “Ensure that substitute teachers, who have good experience in their particular subjects are hired.”
- “Make use of the digital resources to incorporate blended teaching system where Online teachers can find a ground. Recruitment of online teachers can, to a certain extent, be a beneficial alternative to the shortage of teachers.”

- “Students should be provided with external resources from school itself.”
- “Proper recruitment of teachers should function. It is a terrible fate to see how even PSC rank holders have to wait for like eons to finally be recruited.”
- “Ample number of teachers must be recruited and they mustn’t be frequently substituted. A sudden replacement of a subject teacher affects the emotional state of students as they find themselves at a difficult point where they are compelled to cope up with the new teacher and before they establish a good rapport with the teacher, she/he is replaced by a new one.”
- “Invest in professional development opportunities for teachers to help them grow and advance in their careers.”
- “Prioritize the subject, subjects like health education are not taken seriously.”
- “Allow Teachers to Set Their Hours:- by enabling teachers to set their hours, schools can welcome back highly-experienced teachers from retirement, empower stay-at-home moms to return to teaching part-time, and connect with many other qualified professionals who have select availability.”
- “Increase the number of posts.”

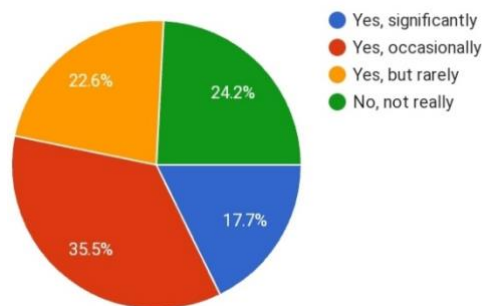
**8. How would you rate the overall learning environment in your school during the period when there was a shortage of subject teachers?**



The survey reveals that 53.2%, that is, 33 respondents reacted that the overall learning experience was fair, that means, just neutral, with the shortage of teachers. They have not opted that it is good, that means it was challenging to face a lack of teachers in schools but they had to manage. 17.7% of the responses, that is, 11 respondents have marked that the learning experience was poor. 6.5%, that is, 4 respondents have registered that it was a terrible experience. That means, a total of 15 respondents found the experience intolerable while 33 respondents had to manage irrespective of the crisis but they do not consent it as a good experience.

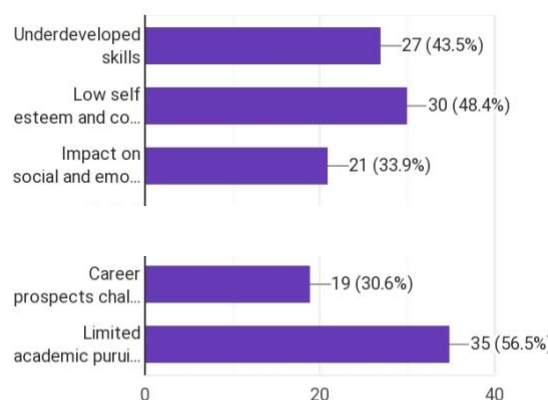


### 9. Did parents or guardians become more involved in your education due to the lack of subject teachers?



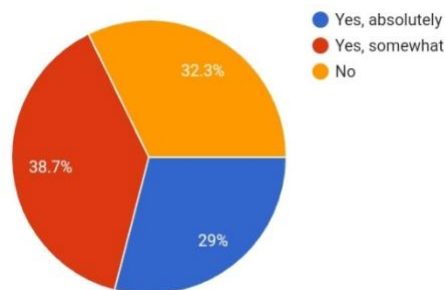
The survey signifies that only 24.2% of the respondents, that is, 15 respondents observed that parents had not involved in students' education but majority of the respondents had their parents react to the pressing issue and be involved in the education of their children due to their concerns on how the students' performance would be while facing lack of subject teachers to guide them. Mainly, 17.7% of the total responses, that is, 11 respondents have marked that there was a significant intervention of parents in their education in a deliberate attempt to compensate for the chasm left by the crisis, that is, shortage of teachers. 22.6% of the responses, that is, 14 respondents have reacted that their parents have interfered but rarely. 35.5% of the responses, that is, 22 respondents have expressed their observation of parents' occasional intervention in their studies. Thus, a total of 47 respondents had their parents intervening in their studies due to shortage of teachers.

### 10. What long-term effects can the lack of subject teachers have on students' academic and personal development?



A lot of challenges were faced by the student community due to lack of subject teachers. The choices to this question were of checkbox format, so that more than two options could be opted. The survey reveals that 56.5% of the respondents, that is, 35 respondents have marked that the issue of lack of subject teachers they had to face during school days has culminated into limited academic pursuits. 48.4%, that is, 30 respondents have marked that they had to deal with low self-esteem and confidence. 43.5%, that is 27 respondents, have expressed that the potential hazard in the educational sector due to teacher shortage resulted in underdeveloped skills among students and the experience of having faced lack of teachers during school days led to having no expert community to guide them in their curricular and co-curricular subjects and activities. Their right to undergo skill-based education got hindered there. This undesirable school-time experience has its impact on their career too. 33.9% of the respondents, that is, 21 respondents have testified through opting the choice that it has impacted their social and emotional development and that of their peers too. 30.6%, that is, 19 respondents have expressed that the career prospects are challenged due to this crisis.

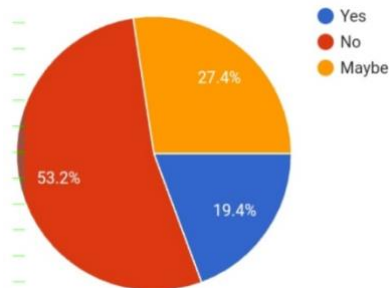
**11. Did the shortage of subject teachers affect your participation in extracurricular activities (e.g., sports, arts, club activities, etc.?)**



The survey reveals that majority has marked 'Yes' to the question whether the shortage of subject teachers has affected their participation in extracurricular activities. In that, 29%, that is, 18 respondents have expressed that there was an absolute challenge faced by them due to this crisis, which hindered their path to be involved in activities which requires teacher intervention and student-teacher interaction at its best. 38.7%, that is, 24 respondents too have conform to the question whether it affected their participation in extracurricular events. There is also an emotional side to the fact that teachers are the torch-bearers in students' life. Their motivation and encouragement is what drives each student to move forward and this is reflected in students' active involvement in activities. Otherwise, they

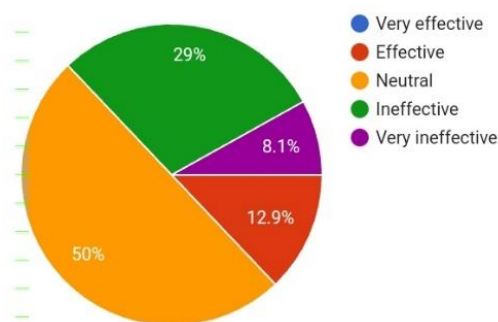
feel a sense of hopelessness to be left with no guide. Teacher is also a guide and mentor who has the ability to support students emotionally.

**12. Did your school provide additional educational support services (e.g., after-school tutoring, study groups) to compensate for the lack of subject teachers?**



The survey reveals that majority opted that schools did not provide additional educational support services like after-school tutoring, etc. to compensate for the lack of subject teachers, specifically, 53.2%, that is, 33 respondents. 27.4%, that is, 17 respondents expressed their neutral response that schools might provide or had provided alternative facilities, that too, only at times. 19.4%, that is, 12 respondents expressed that schools provided educational support services to bridge the chasm brought forth by lack of subject teachers.

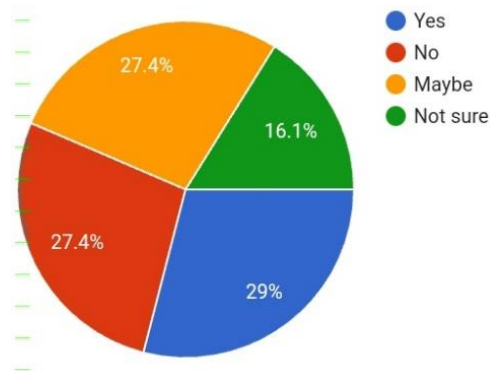
**13. How effective was the communication between students, school administration, and parents regarding the shortage of subject teachers?**



The survey results reflect that 50% of the responses, that is, 31 respondents have expressed their neutral reaction towards whether there was any communication between the school and parents and students regarding the lack of subject teachers. The ones who responded that the communication was ineffective belong to the 29%, that is, 18 respondents. 8.1%, that is 5 respondents have expressed that the communication was really ineffective, which aggravated the impact of the crisis in their lives. Only 8 respondents belonging to that 12.9% responded

that there was an effective communication between the school management and the parents of the students learning there.

**14. Did you or your peers experience any psychological stress like burnout or emotional issues as a result of the lack of subject teachers?**



29%, that is, 18 respondents expressed that the students eventually experienced emotional issues like psychological burnout due to the lack of subject teachers. 27.4%, that is, 17 respondents marked that their peers maybe bearing the brunt of emotional trauma and other psychological issues due to the crisis. That is, a total of 35 respondents conforms to the fact that students, including them and their peers, go through undesirable emotional and psychological challenges caused by the issue. 16.1%, that is, 10 respondents expressed their uncertainty regarding whether their peers might be going through the emotional rollercoaster but probability of psychological disturbances cannot be neglected. Only 27.4%, that is, 17 respondents marked that there had not been occurrences of being in emotionally downtrodden state. Rest 45 respondents are on the other side; that is, conforming to the existence of negative impacts of this crisis on their mental health.

**15. What solutions or strategies do you believe would be most effective in addressing the shortage of subject teachers in schools?**

The survey results were impressive. A lot of recommendations regarding the effective strategies which could be implemented to tackle the crisis of subject-teacher-deficit were collected through the responses. They are:-

- Student teachers or prospective teachers can be given opportunity to take classes, part-time facilities could be provided.

- Implementing competitive salaries.
- Alternative certification programs can effectively address the shortage of subject teachers in schools.
- The most effective way to resolve the problem is to appoint new teachers and apply new methods relating to that subject.
- The most effective way to resolve the problem is to appoint new teachers and apply new methods relating to that subject.
- Addressing the issue effectively to authorities.
- Make sure that there are teachers with subject knowledge.
- Government should take initiatives to fill up the vacancies for the teachers related to specific subjects.
- Punctual recruitment, ample salary, salary increment, work-friendly atmosphere, healthy environment, healthy colleagues with whom a new teacher finds stress-free to work with. ICT enabled institutions which are developed in infrastructural aspects gifts teachers job security and exposure to explore more.
- Online education.
- Offering competitive salaries and benefits packages to attract and retain teachers. The incentives can be targeted to support teachers who work in high-need areas.
- Invest in professional development opportunities for teachers to help them grow and advance in their careers.
- The passion of students towards the teaching field must be enhanced and the reasons behind the massive migration of students with commendable qualifications to other countries must be checked and addressed. When brain drain occurs in an uncontrollable fashion, it is the manpower resources of our country which would be at stake.
- Proper allocation of resources.
- Collect feedback from pupils.
- Put forward the problems due to lack of subject teachers before the court and also in social medias.
- Authority can properly check the teachers appointments,
- Provide more employment opportunities so that they can be appointed if any teachers are absent or lacking.

- Instead of sticking onto B.Ed degree or SET and NET for teaching qualification, give opportunities to others who are specific subject graduates and post graduates, or even talented students who can teach well, as part of emergency crisis management measures.
- Advanced Educational technology would help decrease the workload of teachers and substitute much of their efforts. Teaching recruitments must be done properly.

## **1.9 MAJOR FINDINGS**

1. 56.5% of the 62 respondents, that is, 35 of the respondents, have experienced lack of subject teachers during their school days. 22.6% of the respondents, that is, 14 of the respondents, have expressed that they may be the victims of shortage of teachers. So, a total of 49 respondents out of the total of 62 support experiencing this issue.
2. 50%, that is, 31 respondents who faced lack of IT teachers / Computer instructors. There was significant number of responses to conform the experience of lack of teachers of other subjects too, specifically, the language papers.
3. The impacts that shortage of subject teachers had on students were limited access to knowledge, difficulty in understanding subjects, increased self-reliance and self-study, negative impact on grades, limited extra-curricular activities etc.
4. 87.1%, that is, 54 out of 62 respondents face anxiety and stress due to previous experiences of shortage of teachers out of which 47 respondents are sure of having gone through the traumatic circumstances and facing anxiety issues.
5. 50%, that is, 31 respondents expressed that they and their peers resorted to personalized tuitions, online tutorials, peer-tutoring sessions, etc. in order to bridge the gap made by the lack of subject teachers.
6. The schools were exercising measures like combining subject duties to compensate the lack of subject teachers but in a way, loading the burden on existing employees.
7. 24.2%, that is, 15 respondents found the learning experience in schools intolerable while 53.2%, that is, 33 respondents had to manage irrespective of the crisis of lack of subject teachers but they do not consent it as a good experience.
8. 75.8%, that is, 47 respondents had their parents intervening in their studies due to shortage of teachers.
9. Some of the negative impacts that the students had to undergo were the underdeveloped skills, low self-esteem and confidence, impact on the social and emotional development, limited academic pursuits and challenged career prospects.

10. 29%, that is, 18 respondents have expressed that there was an absolute challenge faced by them due to this crisis, which hindered their path to be involved in activities which requires teacher intervention and student-teacher interaction at its best. 38.7%, that is, 24 respondents too have conform to the question whether it affected their participation in extracurricular events.
11. 53.2%, that is, 33 respondents opted that schools did not provide additional educational support services like after-school tutoring, etc. to compensate for the lack of subject teachers.
12. The ones who responded that the communication was ineffective belong to the 29%, that is, 18 respondents. 8.1%, that is 5 respondents have expressed that the communication was really ineffective, which aggravated the impact of the crisis in their lives.

### **1.10 EDUCATIONAL IMPLICATIONS OF THE STUDY**

The Study on “Lack of Subject Teachers in Schools and Its Impact on Students” have several educational implications:

1. **Collaborative Efforts:** The high percentage of respondents (56.5%), that is, 35 out of 62 experienced lack of subject teachers during their school days. 22.6% of the respondents, that is, 14 of the respondents, have expressed that they may be the victims of shortage of teachers. This reveals that there ought to be collaborative efforts to ensure that this crisis is meted out.
2. **Proper Communication between School Management, Parents and Students:** 29%, that is, 18 respondents expressed that the communication between school management and parents and students regarding the issue of teacher deficit was ineffective and 8.1%, that is 5 respondents have expressed that the communication was really ineffective, which aggravated the impact of the crisis in their lives. So, there ought to be a proper information conveyance.
3. **Prioritize Students' Mental Health:** The survey reveals that 87.1%, that is, 54 out of 62 respondents face anxiety and stress due to previous experiences of shortage of teachers out of which 47 respondents are sure of having gone through the traumatic circumstances and facing anxiety issues. Therefore, it is quintessential to place the mental health of the students at the top of the priority list.
4. **Active Recruitment Drives:** Many responses consisted of suggestions referring to the necessity to facilitate proper, punctual and reliable recruitment procedures to be on the run.

When even PSC rank holders find it hard to make it to their vocation, it would be disheartening for job seekers to cling onto their pursuits of attaining the job.

**5. Talented Students as Teachers:** India has the history of having implemented the practice of hiring talented students as teachers after imparting them specialized training in the schemes of Lok Jumbish and Shiksha Karmi Project. But it happens to be lacking in the regular implementation basis. Taking in talented students for teachers can compensate for the lack of subject teachers to a certain extent. Still, recruitments to fill the vacancies to the teaching posts should be done in a speedy manner so that the qualified teachers can take the place..

**6. Collaboration with Local Authorities:** The programme called Sarva Shiksha Abhiyan or SSA goes very well with this concept of local authority collaboration. The local management systems and nongovernmental groups and agencies can contribute to ensure that there are ample number of teachers in the school in that locality. Likewise, if all such agencies work hand-in-hand in determining the status of schools in their domains, the crisis could be meted out.

**7. Pleasurable Learning Experience:** 24.2%, that is, 15 respondents found the learning experience in schools intolerable while 53.2%, that is, 33 respondents had to manage irrespective of the crisis of lack of subject teachers but they do not consent it as a good experience. So, it is a duty of teachers to ensure that learning is an enjoyable exercise for students, not a monotonous venture which they would eventually hate.

Thus, the educational implications of the study highlight the importance of collaborative efforts in education sector, proper communication between parents, school management and students, prioritizing students' mental health, conducting active recruitment drives, appointing talented students as teachers, collaboration with local authorities, transforming learning into a pleasurable experience. By addressing these implications, educational institutions can contribute significantly to promoting sustainable teacher-student interactions and management.

## **1.11 CONCLUSION**

In conclusion, the survey on “Lack of Subject Teachers in Schools and Its Impact on Students” has provided valuable insights into the prevalence of lack of subject teachers in



schools and its negative influence on students, the repercussions of which extend to their college days or professional era too, both academically, professionally and psychologically. The findings reveal a mix of positive practices and areas for improvement within the educational institution's teacher management framework. The survey indicates that there is a notable commitment to be included in retaining teachers and ensuring that lack of subject teachers does not occur. However, 56.5% of the 62 respondents, that is, 35 of the respondents, have experienced lack of subject teachers during their school days. 22.6% of the respondents, that is, 14 of the respondents, have expressed that they may be the victims of shortage of teachers. So, a total of 49 respondents out of the total of 62 support experiencing this issue. This reveals that there ought to be collaborative efforts to ensure that this crisis is meted out. 29%, that is, 18 respondents expressed that the communication between school management and parents and students regarding the issue of teacher deficit was ineffective and 8.1%, that is 5 respondents have expressed that the communication was really ineffective, which aggravated the impact of the crisis in their lives. This suggests an opportunity for educational institutions to bolster their efforts to communicate openly about the issues faced.

Suggestions referring to the necessity to facilitate proper, punctual and reliable recruitment procedures to be on the run are quite informing as they indeed are the need of the hour. 29%, that is, 18 respondents have expressed that there was an absolute challenge faced by them due to this crisis, which hindered their path to be involved in activities which requires teacher intervention and student-teacher interaction at its best. 38.7%, that is, 24 respondents too have conform to the question whether it affected their participation in extracurricular events. So, teacher recruitment, especially the particular subject teachers, is mandatory to ensure that the students' rights they are entitled to are not overlooked, for instance, the extra-curricular activities.

The survey reveals that 87.1%, that is, 54 out of 62 respondents face anxiety and stress due to previous experiences of shortage of teachers out of which 47 respondents are sure of having gone through the traumatic circumstances and facing anxiety issues. The mental health of students must be considered and a humanitarian angle is what anyone should observe through. Otherwise, a whole generation would be affected so bad. 50%, that is, 31 respondents expressed that they and their peers resorted to personalized tuitions, online tutorials, peer-tutoring sessions, etc. In order to bridge the gap made by the lack of subject teachers. Students relying

on external tuitions and to be in search of them, is quite disheartening, considering how burdened they feel in the face of shortage of subject teachers.

24.2%, that is, 15 respondents found the learning experience in schools intolerable while 53.2%, that is, 33 respondents had to manage irrespective of the crisis of lack of subject teachers but they do not consent it as a good experience. So, it is a duty of teachers to ensure that learning is an enjoyable exercise for students, not a monotonous venture which they would eventually hate.

The conclusion drawn from the findings suggests a comprehensive approach to improve the quantity and quality of teachers in educational institutions. This involves a combination of enhancing recruitment drives, fostering community engagement, and integrating parents, government and local nongovernmental agency participation into the formal active education scenario and incorporating blended learning system and other novel teaching and learning strategies and laying emphasis on teaching skills rather than clerical job of preparing statistics. By addressing these aspects, educational institutions in Kerala can not only enhance their internal teacher student management practices but also contribute significantly to creating educationally responsible and sustainable communities.

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## **1.13 APPENDIX**

### **SOCIAL SURVEY**

## **Lack of Subject Teachers in Schools and Its Impact on Students QUESTIONNAIRE**

**1. Have you experienced a shortage of subject teachers during your school years?**

- Yes
- No
- Maybe

**2. Please specify which subjects lacked teachers**

- English
- Malayalam
- Hindi
- Maths
- Science
- Social Science
- IT
- Others

**3. How do you think the lack of subject teachers affected your learning experience?**

- Limited access to knowledge
- Difficulty in understanding subjects
- Increased self-reliance and self-study
- Negative impact on grades
- Limited extra-curricular activities
- Others

**4. Did the shortage of subject teachers lead to increased stress or anxiety among students?**

- Yes, definitely
- Yes, occasionally
- No
- Maybe
- Not sure

**5. Did you or your peers resort to any of the following methods to cope up with the lack of subject teachers?**

- Online tutorials or courses
- Personalized tuitions
- Peer-tutoring or group study sessions
- Seeking help from parents or others
- Others

**6. Did your school take any measures to address the lack of subject teachers?**

- Hiring substitute teachers
- Assigning teachers the task to teach subjects out of their domain knowledge
- Combining classes or subjects
- Providing online resources
- None of the above

**7. What suggestions do you have to improve the situation of a shortage of subject teachers in schools? \_\_\_\_\_**

**8. How would you rate the overall learning environment in your school during the period when there was a shortage of subject teachers?**

- Excellent
- Good
- Fair
- Poor
- Terrible

**9. Did parents or guardians become more involved in your education due to the lack of subject teachers?**

- Yes, significantly
- Yes, occasionally
- Yes, but rarely
- No, not really

**10. What long-term effects can the lack of subject teachers have on students' academic and personal development?**

- Underdeveloped skills
- Low self-esteem and confidence
- Impact on Social and Emotional Development
- Limited academic pursuits
- Career prospects challenged

**11. Did the shortage of subject teachers affect your participation in extracurricular activities (e.g., sports, arts, club activities, etc.)?**

- Yes, absolutely
- Yes, somewhat
- No

**12. Did your school provide additional educational support services (e.g., after-school tutoring, study groups) to compensate for the lack of subject teachers?**

- Yes
- No
- Maybe

**13. How effective was the communication between students, school administration, and parents regarding the shortage of subject teachers?**

- Very effective
- Effective
- Neutral
- Ineffective
- Very ineffective

**14. Did you or your peers experience any psychological stress like burnout or emotional issues as a result of the lack of subject teachers?**

- Yes
- No
- Maybe
- Not sure

**15. What solutions or strategies do you believe would be most effective in addressing the shortage of subject teachers in schools? \_\_\_\_\_**