

Causes and Consequences of Over-schooling among Teachers in Educational Institutions in Kebbi State, Nigeria: Policy Considerations for Educational Managers

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Abstract. This study investigated the causes and consequences of over-schooling among teachers in educational institutions in Kebbi State. This study adopted the descriptive survey design, conducted ex-post facto. The study purposely selected 84 educational institutions using stratified random sampling to cut across public and private primary, secondary and tertiary institutions in Kebbi State. A sample of 84 Educational Managers and 168 Teachers were selected using deliberate and simple random sampling techniques respectively. A self-designed and validated instrument with reliability index of 0.84 using Crombach Alpha was used to generate data for the study. A four point Likert Scale with criterion Mean of 2.50 was used across the items for decision. Three null hypotheses were tested using independent t-test at 0.05 alpha level. The study found that over schooling among teachers in educational institutions in Kebbi State of Nigeria was caused by phasing out of Grade II Teachers Certificate, excessive turnout of graduate teachers and proliferation by private schools with poor remuneration. It was also found that the consequences of over schooling among teachers include low morale and low productivity. It was recommended that Grade II Teachers Certificate be reinstated to adjust the disequilibrium and a satisfactory Teachers Salary Structure (TSS) be implemented in both public and private schools.

Keywords: Over-schooling, Educational Institutions, Teachers, Policy, Productivity.

1. Introduction

There is no denying the fact that teaching is the mother of all professions as no profession could come into existence without some kind of teaching and learning either formally or informally. The growth of nations globally depends on the quality of manpower produced by the teachers at various levels of education. That is why Fafunwa (2004) posits that no nation shall rise above the quality of its teachers. This assertion was re-affirmed and re-echoed by UNESCO (2006) which categorically stated that no state of art infrastructure or adequate funding would ensure success in the school system when teachers fail at delivery level.

For teachers to discharge their professional duties effectively they must be happy, satisfied and proud of their job at whatever level of education they are teaching. In this regard, Owoye (2007) maintained that teachers are the primary actors in the business of education and must be treated well if improved performance and high productivity are to be attained all levels of education. But this is not the case in Nigeria as evidenced by the numerous industrial strikes that have been carried out by universities and other tertiary institution teachers to register their grievances on the way and manner the government has been treating them. The case of teacher neglect appears to be worse at primary and secondary school levels which are supposed to provide quality basic education to the Nigerian child.

2. Statement of Problem

One of the nagging problems that have cropped into the teaching profession and have persistently been causing dissatisfaction among teachers is the issues of over-schooling. This is a situation where teachers feel that the school where they are teaching is below the institution where they ought to be teaching by virtue of their educational qualifications and professional attainment. The situation of over-schooling in Kebbi State was brought to fore in a study conducted by Manga (2016) when he used stratified and simple random sampling techniques to get the opinion of 150 teachers teaching at primary, secondary, college of education, level on their preference as to which school level they prefer to teach. Using a structured questionnaire, it was found that 95% of primary school teachers with Nigeria Certificate in Education (NCE) preferred to teach in secondary schools; 90% of teachers with Bachelor of Education (B.Ed.) degree teaching in secondary schools prefer to teach at College of Education; while 83% of lecturers with M.Ed and Ph.D degrees teaching in Colleges of Education preferred to teach in University. On the average 87% of the teachers believe that they were over-qualified or over-schooled at the school where they are teaching and would prefer to migrate to the next higher educational institution than the one they are currently engaged in order to be satisfied. There is no doubt that job dissatisfaction could lower the morale of teachers with serious implications in their job performance. This paper therefore attempts to investigate the causes and consequences of over-schooling among teachers

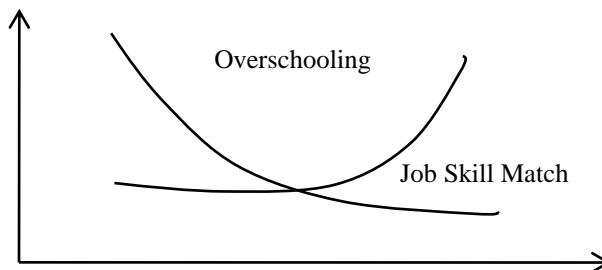
in educational institutions in Kebbi State, Nigeria.

3. Review of Related Literature

The word over-schooling has various meaning to various people. From the perspective of job placement, VanderMeer & Glebbeck (2011) viewed over-schooling as a situation where many workers have jobs which are below their qualifications. In this case teachers with qualifications that are higher than the requirement for teaching at the school they are engaged may be deemed to have over-schooled. This conception is supported by Etuk, Akpan and Etuk (2012) who viewed over-schooling as a condition whereby somebody occupies a job position which is lower in rank than what is expected of that individual based on his/her educational qualifications and training. This according to them suggests that there is an optimum job level for each level of education and those labeled over-schooled work below their optimum level.

The theoretical consideration for this paper is based on Garry Beckers (1964) human capital model in Udoh, Joseph and Amajuoyi (2014; 129), which postulates that individuals would continue to invest in education up to the point where the marginal returns to education are equivalent to marginal cost. This means that the single most influential determinant for measuring over-schooling is the ease with which the workers can be matched to jobs and that if there is a disequilibrium, those workers operating on jobs that are below their skills can be said to have over-schooled as depicted in figure 1.

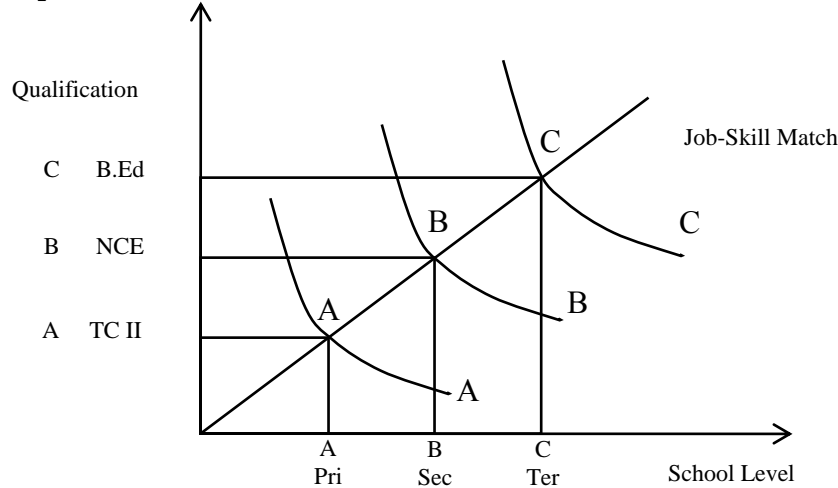
Figure 1: Human Capital Model



Source: Udoh, Joseph & Amajuoyi (2014; 129) adopted.

Thus they implies that an increase in educational qualification will lead to upward shift in the level of schooling where the teacher is expected to teach in order to correctly match his job skills and adjust the equilibrium as depicted in figure 2.

Figure 2: Equilibrium of Job-Skill Match Model



Key: A = Primary school
 B = Secondary School
 C = Tertiary school

Figure 2 shows that the ideal job skill match for teaching in primary schools is the Grade II Teachers Certificate which is an ordinary ('O' Level) qualification that the holders will feel contented at the lowest level of teaching. An increase in qualification from Grade II to NCE which is an Advanced ('A' Level) qualification could lead to an upward shift of teaching position from primary to secondary school for proper job-skill match and equilibrium. Likewise an increase in qualification to B.Ed degree should lead to an upward shift from teaching in secondary school to teaching in tertiary institutions. M.Ed and Ph.D degree holders are expected to find their equilibrium in the Universities.

The issue of over-schooling is somewhat controversial to some extent. To the average person, no one could possibly over-school, based on the notion that no knowledge acquired is a waste, more so considering the fact that learning is a continuum (Udoh, Joseph & Amajuoyi, 2014). However, over-schooling is a reality that is rapidly engulfing the teaching profession. The phenomenon of over-schooling was brought to the attention of researchers by

Freeman (2006) cited in McGuiness (2006), when he noted that excess qualified workforce has to settle for job that are far below their educational qualifications.

The causes of over-schooling in teacher education have historical, economic and political antecedents. Manga (2001) pointed out that the phasing out of Grade II Teachers Certificate as the entry qualification into teaching at the primary school and replacing it with NCE has created a disequilibrium in which NCE teachers feel that they are degraded and over-schooled to teach in primary schools, which formally were handled properly by teachers with Grade II certificates. Other causes include the fact that bulk of employment of teachers by the Ministry of Education and Primary School Board is done at the lower cadre of teaching (Rumberger, 2007); undue preference for white collar jobs rather than blue collar technical occupations (Spence, 2003); a mismatch between school curriculum in higher teacher education and curricular needs at primary and secondary school levels (Becker, 2004); proliferation of private schools that employ low level teacher manpower to cut costs (Hartlog, 2000);

establishment of more private tertiary institutions and universities without industries to absorb the graduants produced (Leuven & Oestrbeck, 2011); excessive turn out of graduate teachers in the face of limited vacancies for appointment into Civil Service (Halaby, 2004) and corrupt practices in recruitment of teachers in Nigeria (Spence, 2003). All these has compelled teachers with higher qualifications to accept teaching jobs at primary and secondary schools with low pay, that is not commensurate with their qualification, which makes the teachers to be over-schooled.

The consequences of over-schooling are diverse. According to Verdugo & Verdugo (2009), the higher knowledge acquired or possessed by teachers who are over-schooled is partially considered by them as wasted as it cannot be fully applied at the lower levels of teaching jobs, more so as knowledge decays with the passage of time. The skills acquired by over-schooled teachers in the areas of research, supervision and other complex teaching skills are wasted as they cannot be applied at lower levels of teaching (Allens & Vannervelda, 2001), the number spent on over-schooling are economically wasted as they could have been used to establish solid and profitable businesses for wealth creation (Green & McIntosh, 2007); the financial resources spent on over-schooling are wasted due to lower returns to investment based on poor remuneration at the lower levels of teaching in primary and secondary schools (Chevallier & Lindley, 2009); over-schooling results in high job mortality as over-schooled teachers are constantly looking for greener pastures and are eager to dump the work at the slightest opportunity (Madumere & Obike, 2000); over-schooling lowers productivity due to low morale and high job dissatisfaction by the teachers (Akpan, Asuro & Udofia, 2013); over-schooling leads to inability to save due to poor income for investment (Freeman, 2006); and over-schooling leads to increase in crimes in society (Colon, Johnson & Ng, 2000). These positions are further examined empirically in this study particularly as it applies to teachers teaching at various school levels in Kebbi State of Nigeria.

4. Objectives of the Study

The objectives of this study are as follows:

- To find out the causes of over-schooling among teachers in educational institutions in Kebbi State, Nigeria.
- To find out the consequences of over-schooling among teachers in educational institutions in Kebbi State, Nigeria.

5. Hypotheses

Ho₁: There is no significant difference between the mean responses of school managers and teachers on the causes of over-schooling among teachers in educational institutions in Kebbi State, Nigeria.

Ho₂: There is no significant difference between the mean responses of school managers on the consequences of scores of over-schooling among teachers in educational institutions in Kebbi State, Nigeria.

6. Research Methodology

This study adopted a descriptive survey design. The population of this study was drawn from 40 public and private primary schools; 40 public and private secondary schools; and 4 tertiary institutions selected by deliberate and stratified random sampling techniques. Purposive sampling was used in drawing the sample of 84 school managers comprising of Headmasters, Principals and Provosts of tertiary institutions. Simple random sampling technique was used to sample teachers in primary and secondary schools as well as lecturers in tertiary institutions (1 male and 1 female) from each of the educational institutions to get 168 participants. A self-designed structured instrument titled; Causes and Consequences of Over-schooling among Teachers Questionnaire (CCOTQ) was used to collect data. The instrument was duly validated and a reliability index of 0.84 was obtained using Crombatch Alpha. The hypotheses were tested using independent and t-test at 0.05 alpha level. The instrument was based on four Likert scale with criterion mean of 2.50 for decision. Weighted mean were used to determine the weight of the response for teachers and school managers for each items. Trained research assistants were

used to collect data. All the copies of the instrument were returned and used for the analysis.

7. Data Analysis and Result

The two hypotheses raised for the study were analyzed and tested sequentially.

Hypotheses One

Ho₁: There is no significant difference between the mean responses of school managers and teachers in the causes of over-schooling among teachers in educational institutions in Kebbi State, Nigeria.

Table 1: Weighted Means and t-test of the responses of School Managers and Teachers on the Causes of Over-schooling among Teachers in Kebbi State, Nigeria

S/N	Causes of Over-schooling among Teachers	Means(\bar{x})		t-value	Remarks
		Managers	Teachers		
1	Phasing out of Grade II certificate	3.8	3.7	0.98	NS
2	Bulk of teacher employment at lower levels	2.4	2.5	1.51	NS
3	Undue preference for white collar jobs	3.6	3.5	1.02	NS
4	Mismatch between curriculum and school needs	3.1	3.1	1.05	NS
5	Proliferation of private schools with low pay	3.2	3.2	1.07	NS
6	More private schools without industries	2.8	2.8	1.10	NS
7	Excessive turn out of graduates teachers yearly	3.9	3.8	0.95	NS
8	Corrupt practices in employment of teachers	2.3	2.3	1.65	NS
Average t-cal				1.17	

$N_1 = 84$; $N_2 = 168$; $df = 250$; NS = Not Significant; $t\text{-crit} = 1.96$; Average $t\text{-cal} = 1.17$

Table 1 indicates no significant difference in the mean responses of the school managers and teachers in all the identified causes of over-schooling among teachers in educational institutions in Kebbi State of Nigeria with average t-value of 1.17 is less than the critical t-value of 1.96. The null hypotheses was therefore accepted.

Hypotheses Two

Ho₂: There is no significant difference between the mean responses of school managers and teachers on the consequences of over-schooling among teachers in educational institutions in Kebbi State, Nigeria.

Table 2: Weighted Means and t-test of the responses of School Managers and Teachers on the Consequences of Over-schooling among Teachers in Kebbi State, Nigeria.

S/N	Consequences of Over-schooling among Teachers	Means(\bar{x})		t-value	Remarks
		Managers	Teachers		
1	Knowledge acquired is wasted	3.4	3.3	1.12	NS
2	Skills acquired are wasted	2.9	1.0	2.23	S
3	Years spent are wasted	3.8	1.9	2.00	S
4	Finances resources are wasted	2.7	2.5	1.20	NS
5	Over-schooling results in high job mortality	3.0	1.04	3.53	S
6	Over-schooling lowers teacher productivity	3.5	2.0	3.17	S
7	Over-schooling leads to poor savings	3.2	3.0	1.84	NS
8	Over-schooling contributes to crimes in society	2.5	1.0	2.90	S
Average t-cal				2.25	

$N_1 = 84$; $N_2 = 168$; $df = 230$; $t\text{-crit} = 1.96$; Average $t\text{-cal} = 2.25$; S = Significant, NS = Not Significant;

Table 2 reveals a significant difference in the mean responses of school managers and teachers on the consequences of over-schooling among teachers in educational institutions in Kebbi State, Nigeria. The t-values in five of the eight identified items are greater than the critical t-value of 1.96. Besides, the average t-value of 2.25 is also greater than the critical t-value of 1.96 at 0.05 level of significance which means that the null hypothesis is rejected.

8. Discussion of Findings

Data analysis in hypothesis one revealed no significant difference in the mean responses of school managers and teachers on the causes of over-schooling among teachers in Kebbi State, Nigeria. The null hypothesis tested was therefore accepted. Both school managers and teachers agreed that the bulk employment of teachers is at the lower levels and that proliferation of private schools with low remuneration as well as excessive turnout of graduate teachers in the face of limited vacancies for employment has contributed to causing over-schooling. This finding agrees with Harlog (2000), and Manga (2001) who noted that phasing of Grade II Teachers Certificate as minimum teaching qualification particularly at the primary school level was an error that created disequilibrium at the primary school level of teaching in Nigeria. Teachers with NCE in Kebbi State feel over qualified to teach at the primary school despite the provision of the National Policy on Education (FRN, 2013). Presently, untrained teachers with West African School Certificate (WASC) and National Examination Council (NECO) which are ordinary level qualifications are employed to teach in Kebbi State while trained Grade II Teachers certificate holders have been phased out of teaching at that primary school. This is a critical policy error that needs to be rectified by returning Grade II Teachers Certificate as the only acceptable ordinary level qualification for teaching in primary schools in Nigeria.

The result of testing of hypothesis two indicated a significant difference in the mean responses of school managers and teachers regarding the consequences of over-schooling among teachers in Kebbi State, Nigeria. This led to the rejection of the hypothesis. Most of the calculated t-values were greater than the t-critical. This study agrees with Verdigo and Verdigo (2009) who noted that teachers experience a sense of being over-schooled when the higher knowledge they acquire or passes cannot be satisfactorily applied at lower levels of teaching. It agrees with Chevellier and Lindley (2009) who posited that over-schooling makes the affected teachers to regrettably feel that the financial resources they

invested in over-schooling are wasted due to low returns to investment resulting from poor salary remuneration at the lower levels of teaching. The study however disagrees with Allens & Vandervelda (2001) who noted that skills acquired by over-schooled teachers are wasted as skills that are mastered virtually remain for life especially if the teachers at the lower levels are motivated to continue to participate in research activities, attendance of workshops and professional conferences. The study is in agreement with the views of school managers who felt that over-schooled teachers tend to have high job mortality, lower productivity, and poor capacity for saving and investment. Their views which were above the mean 3.0 are supported by Madumere and Obike (2000), Akpan, Asuro and Udofia (2013) and Freeman (2006). The school managers and teachers were not in agreement that years spent on over-schooling are wasted and the extent to which teachers over-schooling contribute to crimes in society. Teachers in Kebbi State are very rarely involved in criminal activities and they do not consider the years spent on over-schooling as waste as they have high hopes that their qualification provides them with a permanent possibility to get higher teaching appointment in future.

9. Conclusion

Based on the findings of this study, the following conclusions were drawn:

Over-schooling among teachers in Kebbi State of Nigeria is a real phenomenon that is partly caused by phasing out of Grade II Teachers certificate for teaching in primary schools; bulk of teacher employment being at a lower level; proliferation of private schools with low pay packages; and excessive turnout of graduate teachers with limited vacancies to absorb them.

The consequences of over-schooling among teachers in Kebbi State of Nigeria is the feeling that the knowledge, skills, years and financial resources invested on over-schooling are wasted due to poor remuneration at the lower levels of teaching. Also, over-schooling leads to high job mortality, low productivity, and poor savings.

10. Policy Consideration for Educational Managers

Policy makers at the Federal and State Ministries of Education, National Commission for Colleges of Education, National Universities Commission and Nigerian Teachers Institute should work towards a policy to re-introduce Grade II Teachers Certificate so as to re-position the equilibrium of teacher job placement from the ordinary level to Ph.D. the quality of Grade II Teachers programme if re-introduced should be enhanced for effective service deliver at the primary school level as was the case before they were phased out.

Government at both Federal, State and Local levels should work out and implement fully, the Teachers Salary Structure (TSS) for Grade II teachers who will be in Primary schools as well as NCE and B.Ed. teachers who are teaching in primary and secondary schools so as to ensure that the pay package is comparable to what obtains in other Civil Service establishments.

Private schools should be compelled by law to adjust their pay packages to be in line with approved Teachers Salary Structure (TSS) to be instituted in Public schools. The State Ministry of Education, Secondary School Management Board and Primary School Management Board should liaise to ensure compliance to enhanced pay packages by private schools.

Admission into Colleges of Education should be limited to candidates with Grade II Teachers Certificates only. Faculties of Education in Universities should be strictly admit only candidates with Grade II Teachers Certificate through Unified Tertiary Matriculation Examination (UTME) while direct entry for education courses should only be opened to NCE holders. School certificate holders of NECO and WASC who wish to study education should go through 2 years pivotal teacher training and obtain a Grade II Certificate before applying for NCE or Degree in Education programs. This will necessitate the re-establishment of Pivotal Teachers Colleges and the return of Grade II Teachers Colleges to serve

as equivalent of Senior Secondary Schools in Nigeria.

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