

**A STUDY ON INTERNATIONAL MIGRATION OF  
SCHOOL TEACHERS FROM INDIA**

*Dissertation submitted to the Jawaharlal Nehru University  
in partial fulfillment of the requirements for the award of the degree of*

**MASTER OF PHILOSOPHY**

by

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20<sup>th</sup> July, 2009

**DECLARATION**

I, Rashmi Sharma, declare that this dissertation entitled "**A study on International Migration of School Teachers from India**", submitted by me in partial fulfilment of the requirements for the award of the degree of Master of Philosophy of Jawaharlal Nehru University, is my bonafide work. I further declare that the dissertation has not been submitted for any other degree of this university or any other university.

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**CERTIFICATE**

We recommend that this dissertation be placed before the examiners for evaluation.

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# *Chapter 1*

## CHAPTER 1: INTRODUCTION

### 1.1. International Migration of the Highly-Skilled

Although migration is not a new phenomenon and its origin dates centuries back, in the present era of increasing 'globalisation', increase in the dimension of migration and the changing profile of people migrating after the liberalisation usher, has raised concerns among the governments, policymakers and researchers. Among the various issues of international migration one major area of emphasis has been on the highly-skilled workers, also called the knowledge workers (Khadria, 1999). This is in the light of the Human capital theory<sup>1</sup> that established the contribution of skilled people in the development of a nation. Given the importance of human capital in the growth process (Lucas, 1988): a substantial outflow of knowledge workers (brain drain) might seriously hamper the development of source countries affected by it. Moreover, within the skilled workers there are serious concerns regarding those in the social sectors like health and education as these are the basic areas for the development of a country, casting a direct impact on the quality of human capital a country possesses, while affecting the overall well-being of a nation<sup>2</sup>. In Amartya Sen's perspective also, changes in spheres such as education and health can be at least as important in the expansion of freedoms and are important not only for the reason of a nation's growth and development but they are also source of human freedoms (Sen, 1999)<sup>3</sup>.

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<sup>1</sup> Theory of 'human capital' (Becker, 1964) emphasised, that the effective use of physical capital itself is dependent on the availability of efficient human capital. It established the role of people in a country's growth. This contribution was originally highlighted due to the failure of traditional theories of development (in which inputs were defined as homogeneous labour and capital) to explain more than about one-half of the total increase in economic output as compared to the increase in the input during a given growth period. In early work of Robert Solow (1957) the "residual" of unexplained growth was ascribed to technological change, but later this general term was broken down to include improvements in the quality of capital (Denison 1962; Griliches and Jorgensen, 1966) and the investment in human beings (Schultz 1962).

<sup>2</sup> It is axiomatic that countries that have been able to accelerate the human capital formation i.e. "develop the capability of generating knowledge, carrying out research and applying that knowledge to the well-being of their people are the countries in the forefront of development today" (UGC, 1997). Most of the poor countries could not make ample investment in their human beings. As a consequence, economic and social backwardness is, therefore, still one of the most persisting features of these countries (Hla Myint, 1954). As a result, the developing countries which are already struggling with their constraints of lack of progress in human capital formation are dragged even far behind through the migration of highly skilled people to the developed countries leading them into the vicious circle of under-development.

<sup>3</sup> Sen (1999) states that education and health can be seen to be valuable to the freedom of a person in at least five distinct ways: Intrinsic importance of being educated, Instrumental personal role in help him or her to do many things-other than just being educated, Instrumental social roles by facilitating public discussion of social needs and encourage informed collective demands, Instrumental process roles as the process of schooling can have benefits even aside from its explicitly aimed objectives like reducing

A large number of studies and researches that have been on the impacts, trends and issues of migration, try to establish that migration is purely beneficial for the developing countries, while there are other studies that clearly point out as to how international migration of highly skilled labour leads to outflow of human capital from the developing countries to the developed countries. Initially termed as 'brain-drain', it has serious implications for the sending country. It is a loss of financial investment in education system, a social loss of skills of trained personnel (human capital) and the loss of catalysts of necessary political change in the exodus of young unemployed graduates (Khadria, 2006).

The rising flow of highly skilled people to the developed nations of the world is induced as a result of causes originating in both the source and the destination country. On one hand, the rising desire to migrate among the migrants due to various push and pull factors, i.e. migration of skilled people from developing countries towards the developed countries is due to the inequalities between the developed and the developing countries. It takes place due to the disparities between them, economic disparities (differential wages) being one of them. Higher living standards, better infrastructure and work atmosphere, social mobility, etc., are continuous sources of attraction (pull factors) for the skilled people towards the developed countries. Moreover, lack of financial opportunities, social problems and political insecurities, under-developed infrastructure and instability in the source countries are major contributing factors. On the other hand, this migration is instigated by the rising demand for such highly skilled persons and people with expertise in the destination countries, caused by their demographic position viz. above Stage III of the Demographic Transition Model<sup>4</sup> and the increasing skilled labour bias in their immigration policies (Beine, Docquier & Schiff, 2007). Most of the developed countries in West and in Europe are facing severe shortage of labour. As a result,

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the incidence of child labour and Empowerment and distributive roles as greater literacy and educational achievements of disadvantaged groups can either enhance their ability to resist oppression, to organise politically, and to get a fair deal.

<sup>4</sup> The Demographic Transition Model (DTM) represents the process of transformation of countries from high birth rates and high death rates to low birth rates and low death rates as part of the economic development of a country from a pre-industrial to an industrialized economy. It involves four stages. In stage one, pre-industrial society, death rates and birth rates are high and roughly in balance. In stage two, that of a developing country, the death rates drop rapidly due to improvements in food supply and sanitation, which increase life spans and reduce disease. In stage three, birth rates fall due to access to contraception, increases in wages, urbanization, a reduction in subsistence agriculture and other social changes. During stage four, there are both low birth rates and low death rates. Birth rates may drop to well below replacement level as has happened in countries like Germany, Italy, and Japan, leading to a shrinking population, a threat to many industries that rely on population growth.

immigration policies of destination countries have been structured to attract highly skilled labour to fill these shortages. In view of the rising outflow of highly skilled labour from the developing countries, which are already struggling to boost their economies, this is a serious cause of concern.

The issue of international migration has rarely been addressed in a balanced manner as the movement of highly-skilled people is towards the developed countries that are also implicitly controlling and dominating the multilateral institutions like WTO, World Bank, I.L.O. etc. As a result, international agreements and laws are skewed in the favour of these developed nations. We can observe this after analytically examining the case of various agreements like GATS, TRIPs, etc. Also, although movement of capital has been made freer under GATT, human mobility is still controlled and monitored to a large extent through various national laws and acts. The existing inequality that exists between the developed and the developing countries leads to the outflow of human capital from the developing countries. Ironically, the lack of development of the developing countries is the main cause of brain-drain, and conversely it is the brain-drain itself which slows down the development process of the developing countries. In short, the outmigration of highly skilled people which occurs due to the inequality between the developed and the developing countries finally aggravates this inequality.

The general perception of India being a labour surplus country and hence not affected by the migration of human resources is contradicted by the mounting shortage of skilled people faced by the industry in various sectors<sup>5</sup>. Docquier and Marfouk (2004), Khadria (2004) show that the emigration rate for those with a tertiary education as a whole is 4 percent in India, but the rate for graduates of particular institution like the elite Indian Institutes of Technology ranged from 20 to 30 percent in the 1980s and 1990s. Such high rates of skilled outmigration from developing countries imply a net transfer of human capital and scarce resources (in the form of the cost of educating these workers) from low- to high-income countries (UNCTAD 2007, World Bank 2006). Similar data are found regarding doctors, while Indian health sector is facing shortage of doctors and nurses.<sup>6</sup> Therefore, on observing the prevalent shortage of skilled labour in Indian labour markets we cannot

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<sup>5</sup> For details refer to *The New York Times*, 'Skill Gap hurts Technology Boom in India', at <http://www.nytimes.com/2006/10/17/world/asia/17india.html> accessed on 09-11-2008.

<sup>6</sup>For details refer to *Times of India*, 'India short of 6 lakh doctors', at <http://timesofindia.indiatimes.com/articleshow/2921262.cms> accessed on 09-11-2008.

completely accept that brain-drain has now been converted into brain-bank or brain-circulation. However, we cannot ignore the positive impacts of the Indian diaspora, which has contributed in their own manner in the technological progress of the country while also lobbying for India in their respective destination countries, so it can be said to have mixed effects.

## **1.2 Background of the Study**

### **1.2.1 International Migration of Teachers – A World View**

Academicians and educators have migrated since the time when the ancient Greeks first tutored the Romans. Also, thousands of years ago, Indian saints and seers (people with knowledge of philosophy) travelled to various parts of the world to spread their knowledge to countries like Cambodia, Vietnam, China, Sri Lanka and Indonesia (Aggarwal, 2001). But with the advent of globalisation this migration has become very significant. The increasing dimension of teacher migration can be understood by analysing the shift in migration patterns from people with 'specific' skills to those with 'generic' skills (Khadria, 2001). Teachers form one of the most important category of highly skilled labour, possessing generic skills, hence teacher migration is emerging as an area of concern among the developing countries that have been facing net loss of teachers to the developed countries. Although teacher loss has become a major issue in many countries across the world, the increasing international migration of skilled professional teachers is aggravating this situation, particularly for small and less developed countries who are trying to maintain their national schooling systems in order to reach the goals of Universal Primary Education by 2015 and facing teacher shortages at various levels. Although the supply of teachers is also short in the developed countries, but they are able to fill this gap by attracting and recruiting teachers from other less developed countries.<sup>7</sup>

There have been a number of studies on migration of highly skilled persons like scientists, doctors, engineers, IT related personnel, nurses, etc., but the area of international migration of teachers has not been researched significantly. Until recently, when the pressure on the governments of the Commonwealth nations of teacher shortage and the gaining recognition and understanding of the importance of the issue of teacher migration from less developed to more developed countries, led

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<sup>7</sup> For details refer to Commonwealth Secretariat, 2006.

the Commonwealth Secretariat commission a study published in September 2003, called *Teaching at Risk: Teacher Mobility and Loss in Commonwealth Member States* (Commonwealth Secretariat, 2003). It was conducted by Kimberly Ochs at the University of Oxford Centre for Comparative and International Studies in Education. The study contributed to the international understanding of the teaching profession and the global challenge of teacher loss and migration. It observes: "Teacher loss is a global phenomenon which is impacting on both industrial and developing nations in the Commonwealth" (Commonwealth Secretariat, 2003, p.5). It shows how teacher loss and teacher mobility are linked to each other and are aspects of increasing international migration. It also proposes that there are five main forms of teacher loss:

- Teacher recruitment/loss to industrialised nations/developed countries<sup>8</sup>.
- Teacher recruitment to developing (often neighbouring) countries<sup>9</sup>.
- Teachers 'drifting' to other countries where they go to obtain qualifications and may decide to stay<sup>10</sup>.
- Career change associated with teacher disaffection<sup>11</sup>.
- Teacher attrition, due to retirement or death<sup>12</sup> (sometimes related to HIV/AIDS).

These categories of teacher loss reflect the particular concerns of Commonwealth member states about teacher loss due to (aggressive) recruiting of teachers by other countries. The study comprehensively discusses and analyses the

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<sup>8</sup> Developed countries, primarily the United Kingdom, Canada, Australia and the United States, are actively recruiting teachers from the developing world to meet their own needs for teachers. Teacher disaffection, low compensation and job status, and frustrating working environments such as large classroom size, limited resources, student behavioural problems, and unpleasant working environments have pushed teachers out of the profession or to other countries to seek greater job satisfaction. Among other reasons, teachers have sought better remuneration, and opportunities to gain different experiences in living in another country, or to pursue further education.

<sup>9</sup> Within the Commonwealth, and particularly in small states, there is a longstanding tradition of migration to neighbouring nations. There are still countries in the Commonwealth that rely on expatriate teachers to teach in their schools.

<sup>10</sup> 'Drifting' is the process by which teachers leave their countries to go to other countries and stay, even if the original intent had been to return 'home'. For example, an aspiring teacher may go to a neighbouring country to receive training and decide not to return 'home' for professional or personal reasons, or situations of unrest at 'home'.

<sup>11</sup> In many countries today, teachers are losing their higher status and the prestige that teachers once enjoyed is diminishing. In general, teaching is a profession with limited long-term career possibilities, declining working conditions and low salaries.

<sup>12</sup> It refers to inevitable teacher loss due to retirement, or death, sometimes linked to HIV/AIDS which is having a significant impact on all human resource issues in some Commonwealth member states. As the report will discuss, and our results confirmed, HIV/AIDS is having a very significant impact on the supply of teachers.

various reasons as to why teachers wish to migrate. It states that personal ambitions to improve their financial standing, travel, gain experience and learn from elsewhere are among the major reasons for teacher migration. However, when expectations were not met, compensation was not fully understood, and conditions were worse than anticipated, teachers became disaffected in their new environments.

This study proved a milestone and provided background for the development of the Commonwealth Teacher Recruitment Protocol (2004) signed by 23 member nations. "The protocol presents a 'code of conduct' which outlines the rights and responsibilities of recruiting and source countries, as well as recruited teachers. While recognising the benefits of well managed teacher exchanges, it stresses that recruitment can also harm a national education system by taking away its best asset: trained teachers" (UNESCO, 2006). The protocol presents the vast disparity observed on examining the achievement of Education Millennium Development Goals (MDGs) and EFA targets of "Achieving Universal Primary Education by 2015", where it is clear that while some industrialised members have been able to provide primary education to all others will certainly not achieve UPE by 2015 or for many years after that. The existing disparity between the developed and less developed countries justifies the objection and concern over migration of teachers from latter to the former.

At the Commonwealth Consultation held at London in January 2005 regarding the issue of teacher migration it was observed that:

"The migration of highly skilled workers from poorer to richer countries is not a new phenomenon, nor is intraregional migration. However the phenomenon is growing in importance as teacher shortages in general are affecting more OECD countries, whilst in poorer countries, human resource depletion creates an even greater challenge in meeting Education For All (EFA) goals" (Commonwealth Secretariat, 2005, p.3).

A record of this consultation, published by the Commonwealth Secretariat in 2005 as *Report of a Consultation on the Recruitment and Migration of the Highly Skilled (Nurses and Teachers)*, emphasised the increasing complexity of international migration, and the variety of manners in which teachers may be "recruited" for teaching in a country other than the one in which they obtained their qualifications. It says: "The migration of teachers and nurses extends well beyond the ministries of education and health and into the realms of finance, labour,

economics and international trade” (Commonwealth Secretariat, 2005, p.3). Objections have also been raised on the method of recruiting as in many cases the recruitment of teachers in mid-term left the schools teacher-less in the source countries.

“A substantial number of teachers are on the move and national governments attempting to cope with a shortfall in the supply of teachers in their own country are relying on recruitment from outside their national boundaries heavily. Teacher shortage leads to international recruitment of teachers from other countries. But the problem of shortage of really reliable information makes it difficult to determine just what is happening. The governments are either not recording the inflows or they are reluctant to provide the numbers of immigrant teachers. The large scale teacher migration prevalent today is being used by countries to fulfil teacher shortages” (Laming, 2007). This solution which is being preferred by the developed countries in the short-term, as they can hire skilled teachers who are immediately available and who have the right qualifications to fill existing places, is inappropriate as a long-term solution and is a symptom of poor social and economic planning. Recruitment of teachers through private or government-sponsored agencies forms a part of the use of skilled migration programs to recruit teachers and other professionals. World over thirty countries (17 developed) have immigration policies promoting the selection of skilled migrants, likely to attract individual teachers making it hard to accurately gauge the number of teachers on the move or their reasons for relocating. Many teachers also arrive as graduate students who then opt to remain for personal reasons. The ILO reports that the number of persons studying abroad had doubled since the late 1980s and notes a strong connection between studying abroad and permanent migration. These graduate students are sometimes already experienced teachers who intend to upgrade their qualifications, but a lot of students change to education or add a degree in education after their arrival to qualify for residency under the skilled migration program (Laming, 2007).

The source countries that have experienced net loss of educators have expressed concerns regarding teacher migration on various grounds. In part, the concerns are financial as teacher training is often heavily subsidized, so governments are aggrieved to be paying to train people who subsequently teach in other countries. Also, there is fear that international teacher mobility will leave developing countries with insufficient personnel to run their own education systems. While discussing the



impact of international teacher mobility on the education systems of two neighbouring countries. South Africa and Botswana. Appleton, Sives, and Morgan. (2006) mention: "The significance of international teacher mobility for developing country education systems lies less in its quantitative effects in terms of numbers of trained teachers and more in its qualitative effects in terms of the kind of teachers who move". The finding denotes that migrating teachers are among the best and migration drains the source country of its best teachers.

On the issue of migration of Fiji teachers Voigt-Graf (2003) remarked that migration of teachers – both internationally by way of emigration and internally within country – may adversely affect the quality of education in Fiji having limited human resource capacity. The emigration of highly skilled workers who are endowed with high levels of human capital such as teachers, the largest professional group of migrants, has led to the filling of vacancies by less experienced and junior teachers and has led to falling educational standards. The rural schools find it particularly difficult to recruit and keep qualified and experienced personnel resulting in the drain of some of the best human resources from the rural areas. For the Fiji Island Education Commission and its Education Ministry both the quality and quantity of its teachers are serious concerns. Among the total professional emigrants from Fiji almost 1/3rd are primary and secondary teachers and the cost of teacher migration from Fiji is around F\$ 4.1 million and the long-term cost gets aggravated as a majority of migrating teachers are senior teachers. The high turnover of teaching staff and the emigration of considerable numbers of teachers are widely considered to have adversely affected educational standards in Fiji.

In small island states like Jamaica, there is loss of relatively large numbers of teachers in just one recruitment exercise, what appears to have been a relatively 'disorganized' organized process. It has caused a number of difficulties including the disruption of schools because of the recruitment of teachers during the school year, the recruitment of experienced senior teachers who have been replaced by newly qualified teachers, and concerns about the treatment of the migrated teachers while working abroad. The situation can be summed up as follows: "The mass retirement of experienced teachers, primarily in Canada, Australia and the US, is fuelling demand for teacher recruitment" (Commonwealth Secretariat, 2003, p.29).

A study on teacher migration from South Africa, *To greener pastures: Transnational teacher migration from South Africa* (Manik, 2007), discusses that

although research has been done on migration in health and science there is dearth of literature on teacher migration. The study reveals two cohorts of teachers leaving South Africa to pursue socio-economic and career opportunities abroad that are both experienced and novice (inexperienced). The major reasons for teachers leaving SA are career dissatisfaction, financial and travel incentives, job related conditions and global experience. It showed that financial imperative was a major factor for the migration of experienced teachers who were heads of the households and a majority of the migrant teachers were females. The study revealed that migrant teachers varied in their biographical profiles, levels of resilience in UK, socio-cultural experiences and duration of their stay abroad. It identified three types of transnational teachers: Goal achievers (who exited SA on a temporary basis to achieve financial goals), Lifestyle emigrants (exited SA for a better quality of life in a foreign country, spent a trial period in UK before embarking on family emigration) and Transients (had no intention of permanently settling in either the UK or SA and have willingness to migrate to other countries). The study also pointed the conflicting experiences met by the migrant teachers in the schools and society of UK. Poor student discipline, loneliness and climate led to a stream of return migration, but within a year re-migration was being considered. Hence, the study indicates the dominance of push factors in the case of teacher migration from SA.

The issue of teacher migration was also emphasised at the United Nations General Assembly held on 18<sup>th</sup> May 2006 where the Report: *International Migration and Development* highlighted that migration of teachers, both in the Commonwealth and more broadly, is not an isolated phenomenon and it needs to be understood in the wider context of increasing international migration, and particularly the migration of high skill professionals. It states that international migration is not a new phenomenon, but that its prevalence has fluctuated over history and that towards the end of the twentieth century there was a resurgence of migration ushering in a “new era of mobility”. One characteristic of the “new era of mobility” is that it includes a greater proportion than previously of high skill professionals – including, particularly, health workers and teachers (United Nations, 2006, p.13). Here it is also to be noted that teachers who come in the ‘generic skill’ category are influenced by this change in the migration patterns through the immigration and visa norms.

A pilot study conducted by the education section of the Commonwealth Secretariat including Australia, Canada, England, India, Jamaica, Mauritius, Northern

Ireland, South Africa and Sri Lanka, titled *The Recognition of Teacher Qualifications and Professional Registration Status across Commonwealth Member States (2006)* observes: "The migration of highly skilled workers, including teachers, is a global phenomenon that is unlikely to slow down in the near future and that needs to be managed to maximise its benefits and minimise its costs" (Commonwealth Secretariat, 2006, p.4).

### **1.2.2 International Migration of Teachers from India**

India has been a major player in international migration as it's been a major source country for the highly skilled labour which has traditionally varied from scientists, engineers, doctors, nurses and IT professionals. Academicians (teachers and researchers) have emerged as a major category among the highly skilled emigrants in the past decade. Owing to the growing demand for Indian teachers in many developed countries Indian teachers are being constantly attracted towards them due to various differentials between India and the destination countries. In India Together ([www.indiatogether.org](http://www.indiatogether.org)) an article called "Disturbing teacher migration tremors – December 2003"<sup>13</sup> discusses the "swelling migration" of Indian teachers, particularly to Australia, New Zealand, the United States and Britain "powered by an acute shortage of teachers" in those countries. It is observed that it tends to be the better teachers who are likely to emigrate. The article remarked that "the outward bound diaspora of Indian teachers reflects the fundamental transformation of the global labour market in recent years" and it offers the thought that if the World Trade Organisation frees up cross border trade in services, "India may become the world's largest supplier of trained school teachers for developed countries." It enunciated that this may result in mass migration of the best and brightest teachers from schools in particular which may well be in the offing. Another reason is that the institutions of higher education in West, particularly in the US and Britain, are more than satisfied with the quality and performance of large number of Indian academics hired by them so the school managements and local governments in the English-speaking nations which are experiencing an acute shortage of teachers are targeting to replicate the experience of their colleges and universities.

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<sup>13</sup> For details refer to *India Together*, 'Disturbing Teacher Migration Tremors', at <http://www.indiatogether.org/2003/dec/edu-migrate.htm> accessed on 23-09-2008.

Although one difficulty in tracing this is that there is absence of accurate statistics of the increasing migration of teachers, but it is estimated that in the past few years hundreds of Indian teachers have been recruited by American and British schools and more are planning to wing their way abroad. Satish Y. Deodhar, assistant professor at IIM, Ahmedabad noted in his paper, *Managing Trade in Educational Services: Issues in India's response to WTO Negotiations in 2002*, that "already about 10,000 secondary school teachers are working outside the country, and increasingly there is a growing demand for Indian teachers, especially in mathematics, sciences and English."

For Indian teachers migrating to the developed countries the economic opportunity is a great motive. As the annual remuneration package of a school teacher (with three years experience) in even the most highly rated English medium CISCE and CBSE schools averages a modest Rs.80, 000 – 100, 000; Indian teachers who have been neglected for long are seeing this as a good opportunity.<sup>14</sup> Many teachers don't take their families, at least initially, and often share accommodation with colleagues from India enabling considerable savings, far in excess of anything possible back home. Inevitably government officials, who tend to under and devalue teachers on home turf and do precious little to improve their pay and service conditions apart from the 6<sup>th</sup> pay commission, take a dim view of their heading for greener pastures. "It's not the number of teachers leaving that poses a problem but the fact that we will lose our better faculty, particularly from quality government schools as in private English medium schools 80-85 percent of teachers are women who are unlikely to apply for jobs abroad as they are second income earners with families to look after. Most applicants for teaching jobs abroad are teachers from good quality government schools," says Marmar Mukhopadhyay, joint director of the Delhi-based National University of Educational Planning and Administration (NUEPA). "When teachers leave their jobs and emigrate, it could take as long as six months to replace them, during which period their students are adversely affected."

Even though, the demand for Indian teachers abroad is not an entirely new phenomenon. In the 1960s sizeable contingents of them particularly from Kerala and Tamilnadu, went to countries such as South Africa, Nigeria, Tanzania, Ethiopia and

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<sup>14</sup> For details refer to *Education in India*, 'What are the implications of India's teachers going off to UK and USA to teacher in schools there?', at <http://prayatna.typepad.com/education/2004/07/what-are-the-im.html>, accessed on 31-08-2008.

to South-east Asian countries to teach in schools and colleges. Following the Indian diaspora, job opportunities also multiplied in Indian schools overseas as the number of CBSE schools outside the country is estimated at over 100 with the largest concentration in West Asia.<sup>15</sup> However the concern is based on the rise in the volume and nature of teacher migration from India. Indian teachers have been recruited through various modes like recruitment agencies, district education boards, education departments and universities, directly by schools and online. The destination countries cover a wide range of countries from developed countries of west like the UK, Canada, Australia, USA; Gulf countries like Kuwait, UAE, Sharjah, Qatar; to Asian countries like Singapore, Malaysia, Maldives and others.

### **1.2.2 (a) Migration of Indian teachers to USA**

In 1997, of a total 224,707 sciences and engineering faculty in the USA, 21,545 were foreign-born from major places of origin, and the largest numbers from a single country (6,876) were from India (Khadria, 2001). The new wave of academic migration is being powered by an acute shortage of teachers in western countries, especially the United States and Britain. A significant number of school teachers have been recruited to teach in American schools by various modes of recruitment. This is due to acute shortage of maths, science and English teachers as native teachers migrate to lucrative jobs in other sectors of the economy and due to retirement of existing teachers. According to the report of the National Commission on Teaching and America's Future, there is a chronic teacher retention crisis in the USA with as many as 1/3<sup>rd</sup> of them quitting the profession after just three years on the job and 1/2 quitting after five years. The report entitled No Dream Denied: A Pledge to America's Children says that more than 250,000 American teachers opt out of classrooms every year in favour of other jobs and professions. Currently teachers leaving for reasons other than retirement in the USA outnumber those retiring by about 3:1.<sup>16</sup>

Now-a-days there are a large number of advertisements for job vacancies in newspapers by recruiters and employers seeking teachers from India. In the past decade a large number of recruitment agencies have come up, who are engaged in

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<sup>15</sup> For details refer to *India Together*, 'Disturbing Teacher Migration Tremors', at <http://www.indiatogether.org> 2003 dec edu-migrate.htm accessed on 23-09-2008.

<sup>16</sup> For details refer to Barber, R. 2003. *Report to The National Education Association on Trends in Foreign Teacher Recruitment*.

the field of recruiting Indian teachers for overseas jobs in response to the soaring demand for teachers in the developed countries that are facing acute shortage of teachers and resort to employing them from other countries. There are more than 100 private teacher recruitment agencies in the UK and around 70 in the USA. There is no national co-ordination and the immigration indicator systems are not designed to record their activities.

Jason Lyons, Houston-based vice president of USA Employment, a firm which recruits teachers from India for USA schools reported to Economic Weekly that they have placed more than 100 teachers from India in schools in ten states in the USA since 2002 and expect steady growth in India recruitment operations over the next few years (India Together, 2003). The greatest demand is for math, special education and science teachers. However, they also reportedly placed some outstanding elementary and English teachers from India in USA schools. Among other things, salary is what attracts Indian teachers towards USA as most school jobs pay near or about US \$35,000 (Rs.16 lakh) per year, offered by American and British local governments (with private schools offering better pay and perks) which is much higher than the native earnings.

### **1.2.2 (b) Migration of Indian teachers to the UK**

In the case of the UK also, there are as many as 7000 vacancies according to government officials and the National Union of Teachers predicts the national figure is as high as 40,000. Also the salaries for teachers in the UK are the biggest draw. An Indian teacher in Britain will start at £17,000 a year with a potential to draw as much as £27,000 once he or she has qualified in the UK, and or worked for a number of years. Typically, the school boards contact recruitment agencies which in turn advertise the vacancies in India for qualified candidates. After the applicants are vetted, school officials either come to India or interview potential candidates over phone, or in some cases through video-conferencing, before employing them.

### **1.2.2 (c) Migration of Indian teachers to other countries**

Apart from the USA and the UK there is rising demand for Indian teachers in the Middle East, indeed even in China for 30,000 teachers to teach English. Also this trend is not only limited for the developed countries. Faced with an acute shortage of teachers, Bhutan's education ministry is now attracting tutors from neighbouring

India with special packages and allowances. The Himalayan kingdom is running short of mathematics and physics teachers. Last year, the education ministry began providing 20 percent of the basic salary as "scarcity allowance" to Indians working in the country. The allowance was clubbed with the 30 percent contract allowance that is paid to Indian teachers over and above the basic salary.<sup>17</sup> There is also great demand for Indian teachers in the Gulf countries like Saudi Arabia and Oman. The most attractive prospect for job seekers in the Gulf is that working there provides the opportunity to save a major part of one's salary with tax-free income and free housing. Except for food, telephone and recreation, most other expenses of daily living are provided in addition to the salary. Many of these countries have been giving a high priority to education and setting up schools.

Indian teachers have been popular in various parts of the world, particularly in Africa and the developing countries of Asia. Thousands of Indian school teachers taught in Nigeria, Uganda and South Africa till a change in governmental policies and xenophobic outbreaks forced them to leave. However, demand still exists in a few countries like Zambia. In the Gulf region too, Indian teachers are in demand. Scouting for willing candidates are agencies in the private and public sector.

Educational Consultants India Limited, a public sector unit, recruits teachers as and when vacancies arise as a result of agreements between governments. "We go about it through ads and education fairs, but we have the added credibility of being a government institution," says Ajit Kumar Motwani, director (technical) of Educational Consultants, which sends more than 400 teachers abroad every year. "Our focus is on Asian and African countries." Besides their grasp of English, Motwani gives two more reasons for the global preference for Indian teachers. "Indians are adaptable to the curriculum," he says. Not to forget their respect for local traditions, one of the reasons why Gulf countries prefer Indian teachers, since they don't cause culture shocks the way teachers from the west might. "They are value for money," adds Motwani.

Writing in *The Economic Times*<sup>18</sup>, Arun Maira director of the well-regarded USA-based Boston Consulting Group says that "a study of demographic trends

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<sup>17</sup> For details refer to *Overseas Indians*, 'Bhutan lures Indian Teachers', at [www.overseasindian.in](http://www.overseasindian.in) 2006 aug news 15d3.shtml accessed on 31-08-2008.

<sup>18</sup> For details refer to *Social Edge-Sustainability*, Arun Maira's articles in Indian national newspaper, 'Infusing the ideas of inclusion and sustainability into India's mainstream psyche', at <http://www.socialedge.org> blogs sagar-gubbi topics Sustainability accessed on 20-11-08.

indicates that the projected manpower shortages in developed nations will attenuate the already evident deficit of trained teachers". Ironically the schools in immigrating countries are not seeing this problem from a long-term perspective of generating supply of teachers by removing the "teaching penalty" that exists for the teachers, but they are recruiting teachers from other countries. As a result of this, the developing countries that are already having a tough time while trying to revive their weak education systems are deemed to see even more difficult times in future. Till the time teachers who are neglected and uncared for by the authorities in their own countries are attracted by teaching and other jobs in the developed countries that pay them better than what they get in the source country, they will continue to migrate. The perceived benefits from migrating like the additional salaries, technological advancement of the work environment attract highly skilled people. As for the source countries, this migration being highly controlled and selective as a result of the immigration policies, they are bound to lose their most important assets in the form of skilled human capital which form the foundation of a growing knowledge economy to the benefit of the developed countries who are able to pay higher salaries due to their economical and political position.

### **1.2.3 Growing Shortage of Teachers Worldwide**

In recent years an increasing number of studies have expressed concern about the ongoing and prospective teacher shortages in many countries (Ingersoll, 2001; Barber, 2003; DISE, NIEPA, 2006; UNESCO, 2006; Laming, 2007; Degazon-Johnson, R. 2007a; Degazon-Johnson, R. 2007b and Villiers, R. and Degazon-Johnson, R. 2007). These shortages have been the topic of headlines of many newspapers and magazines and hence an often pondered over issue. Moreover, some studies claim that severe shortages currently exist and there is a gap between the quality of current teachers and the quality needed to ensure effective instruction making teacher shortages a major source of concern for educational authorities.

As per *National Center for Education Statistics: Predicting the Need for Newly Hired Teachers in the U.S. to 2008-09*, in the USA 2.4 million teachers will be needed in the next 11 years because of teacher turnover, retirement, and rising student enrolment. The projection jumps as high as 2.7 million when researchers



factor in nationwide class size reduction efforts<sup>19</sup>. In the UK, conservative estimates indicate a shortage of 2,500 teachers for London schools, and possibly up to 40,000 nationally. In 2005 the Australian Education Union anticipated that there will be a national shortfall of 5000 teachers. So in three industrialised countries a total of nearly 2.5 million teachers will be needed by 2009. Yet, Sir John Daniels of the Commonwealth of Learning stated at a recent Education Ministers meeting that some 10 million teachers are needed in Africa if it is even to attempt to meet the 2015 goals of Education for All (EFA) (Villiers and Degazon-Johnson, 2007). In a Consultation on the Recruitment and Migration of the Highly Skilled hosted recently by the Commonwealth Secretariat in 2005, Van der Schaaf of the world-wide association of teachers organisations, Education International, said that in industrialised countries the demographic trends of ageing populations are coinciding with limited inflows of young teachers. Over the next decade, up to 40% of teachers in industrialised countries will retire. Van der Schaaf holds that the industrialised countries have the means to address this impending shortfall, but have planned poorly and are now buying their human resources from overseas (Villiers and Degazon-Johnson, 2007).

It is widely reported that teacher “shortages” are becoming more prevalent in many countries around the world, as much in industrialised as developing countries. At the same time there has been a recruitment of school teachers in large numbers by the OECD countries facing shortage of teachers. The reason often cited for countries (both industrialised and developing) needing to resort to international recruitment of teachers to maintain their schooling systems is that their own human resource planning – especially in respect to teacher supply and demand – is poor. Also, in the developed countries the shortage can be majorly attributed to the rising teacher turnover comprising of retirement and attrition and other reasons of teacher dissatisfaction (Ingersoll, 2001). A significant factor contributing to teacher shortages in the developed countries is the age profile of the current teacher stock. Many countries have reported that the expected number of retirements out of the teaching force over the next decade will seriously aggravate the shortage of teachers.

The Commonwealth document, *Teaching at Risk- Teacher Mobility and Loss in Commonwealth Member States* (Commonwealth Secretariat, 2003, pp.17–21),

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<sup>19</sup> For details refer to National Education Association (NEA), USA, *National Teacher Shortage*, at <https://hems.nea.org/teachershortage/03shortagefactsheet.html> accessed on 07-09-2008.

reports the condition of four countries namely Australia, Canada, Jamaica and England as follows:

**Australia:** There is great concern about the retirement of teachers. Today the average age of an Australian teacher is 43 and it is projected that the nation faces a potential loss of 30000 teachers in the next decade.

**Canada:** Similar to Australia, Canada is particularly concerned about the demographics of the 'baby boom' generation and the retirement of teachers. For example, Ontario anticipates that it will need 3000 secondary school mathematics and science teachers in the next ten years to replace those expected to retire. It expects to hire 9000 – 10000 teachers per year for the next seven years.

**Jamaica:** The majority of teachers are over 30, and 46.5% are over 40 years of age, indicating that the issue of retirement will become a concern in the very near future.

**England:** As of 22 May 2002, there were 4480 vacancies for nursery, primary secondary and special schools in England. Conservative estimates state a shortage of 2500 teachers for London schools, and possibly up to 40000 nationally. It is anticipated that there will be a shortage of teachers with experience in the UK since 60 per cent of current teachers are over 40. The current rate of retirement and premature retirement in the UK is 6100 per year, which is expected to rise to over 14000 per year within five years.

In the developing countries there is huge shortage of teachers<sup>20</sup> which has arisen as a result of a rapidly increasing youth population and swift increases in the proportion of children attending school (rise in enrolment rates), which has resulted in serious difficulties in recruiting and financing qualified teachers (Bourdon, Frolich & Michaelowa 2007). The rapid population growth is resulting in a rapidly growing need for educational facilities. They have also to meet the challenges of EFA. In many countries, the literacy rate is 60–80%, and as low as 30% in some French speaking African countries. For these countries achieving 100% literacy by 2015 is a big challenge, with or without adequate planning. Often, developing countries have an unpredictable and unstable environment and lack the financial means.

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<sup>20</sup> For details please refer to *The Hindu*, 'Do something about the critical shortage of qualified teachers', at <http://www.hinduonnet.com/2008/09/01/stories/2008090159761300.htm> accessed on 09-11-2008. and *Times of India*, 'India faces drought of Teachers', at [http://timesofindia.indiatimes.com/India/India\\_faces\\_a\\_drought\\_of\\_teachers\\_rssarticleshow\\_3199178.cms](http://timesofindia.indiatimes.com/India/India_faces_a_drought_of_teachers_rssarticleshow_3199178.cms) accessed on 09-11-2008.

In some Commonwealth countries a high incidence of HIV/AIDS has far reaching impact on the education system of these countries. Inevitable teacher loss is incurred due to retirement, or death, sometimes linked to HIV/AIDS which is having a significant impact on all human resource issues in some Commonwealth member states. The report *Teaching at Risk- Teacher Mobility and Loss in Commonwealth Member States* (Commonwealth Secretariat, 2003, pp.8, 24–25), discusses and confirms the significant impact of HIV/AIDS on the supply of teachers. In Swaziland alone, nearly four times as many teachers were lost due to death or retirement than due to career change, and this is thought to be explained by HIV/AIDS. Zambia's largest cause of teacher loss is due to death, which is most likely strongly associated with HIV/AIDS. According to UNAIDS, as of 2001, the adult HIV infection rate is 21.5% and there are an estimated 570,000 current living orphans who have lost their mother or father or both parents to AIDS and who were alive and under the age of 15 at the end of 2001.

More importantly, in both the developed and the developing countries teaching is not an attractive profession,<sup>21</sup> both economically and socially. As a result, adequate quantity and quality of people are not attracted towards the teaching profession, leading to increasing shortage of well-qualified teachers (Ingersoll, 2001). The present unattractiveness of the teaching profession leaves it as a last resort for a large number of merit holders working disheartened and demotivated. The few who are good and interested in this field can't meet both the existing and the growing needs of the education sector. Moreover, it's the work that is attracting fewer and fewer new entrants into its ranks and at the same time it is losing teachers at a higher rate than other occupations (Arab, 2005). Normally one could expect that attrition due to retirement could be replaced by the supply of newly qualified teachers, but many countries appear to be experiencing difficulties about attracting sufficient new entrants for the profession to meet the looming shortages. And retaining qualified teachers in the system is a widespread problem. Hence, the decreasing attractiveness of the teaching profession for new entrants and the problems of teacher turnover as a result of attrition, migration and retirement have led to shortage of teachers among both the developed and developing countries. One

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<sup>21</sup> For details refer to *The Economic Times*, 'Teaching has become an unattractive profession', at [http://economictimes.indiatimes.com/Features/The\\_Sunday\\_ET\\_Back\\_to\\_the\\_class\\_Teaching\\_has\\_become\\_an\\_unattractive\\_profession\\_articleshow\\_2929791.cms](http://economictimes.indiatimes.com/Features/The_Sunday_ET_Back_to_the_class_Teaching_has_become_an_unattractive_profession_articleshow_2929791.cms) accessed on 25-06-2008.

major cause of this being the lack of human resource planning and management in the education sector. This has not only resulted in under-staffed schools but has also forced the schools to lower the qualifications and skills for the job to fill the positions in the present situation of imbalance between demand and supply of teachers.

#### **1.2.4 Shortage of Teachers in India**

Indian education system is at a very crucial stage as it is facing problems of quality and quantity. There is lack of educational resources, both human and infrastructural. If we need to raise the quality of our education system in order to meet international standards, we need to attract and retain more qualified and dedicated teachers in the education system, as they are the most important factor determining quality of education at all stages. Hence, there is a need to cater to the academic faculties both at the quantitative and the qualitative levels.

At the time when India is striving to meet its goals of Education For All (EFA), the Millennium Development Goals (MDGs) and the constitutional commitment of Universal Elementary Education (UEE) giving right to education to all the children between 6-14 years, it is facing looming teacher shortages at various levels of education. While the percentage increase in enrolment from 1993 to 2003 has been 26.15 at primary, 37.49 at upper primary, 43.21 at high school level and 28.73 at secondary school level, the percentage increase in the number of teachers has not kept pace with the increase in enrolment or the percentage increase in the number of schools. The implications of this trend are worrisome as the major brunt of teacher shortages is being faced in rural, remote and tribal areas (NCERT, 2005).

In the current context, the issue of providing adequate numbers of teachers in a rapidly expanding school system and in a situation of fiscal deficits (especially in the states) have led to the introduction of different kinds of teachers. The social status of the school teacher is also rapidly eroding and the teacher is blamed for almost all the ills of a dysfunctional government school system. There is shortage of teachers in many areas like Mangalore, Patna, Bengal, Delhi which has been appearing from time to time in newspapers and magazines. As a result schools are under staffed and a large percentage of schools operate till date with a single teacher to cater to all the students as mentioned above. While the government schools are facing shortage of qualified teachers, both in the urban and the rural areas, this phenomenon is not only

restricted to them. This problem is also faced by good private schools in urban areas and recruitment and retention of qualified teachers is a big one big challenge. According to a survey conducted by National Institute of Education Planning and Administration (DISE, NIEPA, 2006), now renamed as National University Education Planning and Administration, even after so many years of implementation of Operation Blackboard which aimed at providing a second teacher to all one-teacher schools in many states the number of teachers has not increased and the strength per classroom remains just as high. While there has been an overall improvement in the pupil-teacher ratio (PTR), the performance of a few states is a cause of concern. Overall, 27.74% of schools in Bihar have a single teacher handling around 100 students, followed by Uttar Pradesh (24.2%) and Jharkhand (11%). There are 137,704 single-teacher schools in the country; 96.02% of these are located in rural areas, and most are government schools. "One can easily imagine the classroom conditions where the PTR is 76:1 at the elementary level. Many schools have a single teacher and single classrooms, which further deteriorates the situation within the classroom," says the report. However, schools in rural areas have fewer teachers than in urban areas. As many as 33% of schools -- that's 342,000 -- that impart elementary education did not have female teachers despite the fact that Operation Blackboard has a provision for providing a large number of female teachers. The NCERT 2005 Position paper also reiterates that the ratio of teachers to students is much below the required norm in many areas, and there is often an oversupply of teachers in many urban schools. Recent estimates point out that of all primary schools 17.51 per cent (1,11,635) of schools have only one teacher. 96 per cent of single-teacher schools are located in rural areas (DISE, NIEPA, 2006). This further implies that teachers do not have the time and the energy to do all that is necessary to keep all the children in school and learning. In addition, State Governments have relaxed norms for both the number of teachers per group and lowered the eligibility qualifications, adding to their de-professionalisation.<sup>22</sup> In this situation where there is shortage of teaching faculty in India at various levels

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<sup>22</sup> The number of teachers has steadily increased from 16,16,000 in 1990 to 18,96,000 in 2001 at the primary level and from 10,73,000 in 1990 to 13,26,000 in 2001 at the upper-primary level. Out of this 2,59,099 are Para teachers (or contract teachers) with primary schools accounting for 67.94 per cent of Para teachers in the country as a whole. (For details refer to NCERT, 2005, pp. 7)

emigration of highly qualified teachers from India is a cause of concern which needs immediate attention.

### 1.3 Need for the Study

As it is being recognised that migration is a human right and we can't restrict or curtail this right of any human being. The focus then turns towards studying, controlling and working on the causes and process of migration. International recruitment of doctors and nurses from developing countries is perhaps the most widely discussed case (Stillwell et al., 2004), as also the case of IT professionals. International movements of teachers have not been subject to the same level of scholarly interest, but have provoked passionate international debate amongst policymakers nonetheless. With the emigration of the highly skilled teachers, on one hand the source country is deprived of its human capital as a result of emigration and on the other hand the possibility of the erosion of the base for further development can't be neglected. In the education system, which forms the base of development of a country, teachers are the most important input. A teacher is the fulcrum around which the education system revolves (NCERT, 2005). They are the most important factor determining and influencing student achievement and the quality of education that is imparted to the youth. The Commonwealth study *Teaching at Risk- Teacher Mobility and Loss in Commonwealth Member States* (Commonwealth Secretariat, 2003, p.7), observed: "The link between effectiveness in education and the quality of teachers is undisputed<sup>23</sup>. Teachers play a pivotal role in the education system in any

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<sup>23</sup> Various studies have confirmed the relationship between the teachers' qualifications, quality of education and student achievement. Darling-Hammond (1999) concludes that policy investments in the quality of teachers are related to improvements in student performance. It states that teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes. It stands to reason that student learning should be enhanced by the efforts of teachers who are more knowledgeable in their field and are skillful at teaching it to others. Changes in course taking, curriculum content, testing, or textbooks make little difference if teachers do not know how to use these tools well and how to diagnose their students' learning needs (Darling-Hammond, 1997). Research indicates that the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status. Studies of teacher effects at the classroom level using the Tennessee Value-Added Assessment System and a similar data base in Dallas, Texas, found differential teacher effectiveness a strong determinant of differences in student learning, far outweighing the effects of differences in class size and heterogeneity (Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997). The large-scale hiring of unqualified teachers is likely offset any achievement gains that could be realized by smaller class sizes. Students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence (Sanders & Rivers, 1996). Ferguson (1991) also finds that teacher qualifications play a crucial role in student achievement.

country, but the role of the teacher is even more relevant in developing countries and in areas where the educational environment is challenged and learning resources are limited". The link between the quality of teachers and the teaching outcome is well established.

The importance of teacher qualifications for the quality of teaching is also observed by its impact on the enrolment and drop-out rates. Mehrotra and Buckland (2001) observed: "Effective reduction of teacher costs ....achieved through ....lowering the average qualification and experience level of the teaching force by bringing in large numbers of unqualified or less qualified teachers, or by supplementing teaching capacity with teacher aides and community volunteers, in the interests of meeting enrolment targets, or in responding to community pressure, expansion of access has involved strategies that could pose a threat to quality. Where the quality of educational provision has deteriorated seriously, enrolment levels have tended to decline, demonstrating the inextricable relationship between quality and access." Hence, the role of teachers in the education system is far reaching and multi-faceted from maintaining the quality of education to providing access to education which makes teachers the most important input in the education system.

India is the nation with the second largest diaspora and is among the leading countries that supply highly skilled workers in the international labour market to the developed countries. However, while there have been studies on the migration of highly skilled persons from India like scientists, doctors (Shaffi et al., 2007), engineers, IT related personnel (Xiang, 2002), nurses (Thomas, 2006) (Khadria, 2002), etc., the area of teacher migration has not been researched significantly, both for the global trends in general, and for India in particular. There has been a significant rise in emigration of teachers from India to different parts of the world, especially to the English speaking countries like the USA, the UK, Australia and other Asian and African countries. A simple search on Google or any other search engine regarding news and advertisements for teaching jobs and the rise in the operation of teacher recruiting agencies in India establish the rising foreign recruitment of Indian teachers. Considering the present situation of the Indian education system and the difficulties faced by it, this movement needs to be studied. This outflow of academic fraternity is at all the levels of education system: primary, secondary, university teachers and researchers. On one hand, there is shortage of qualified school teachers in various states in India and the government has employed

para-teachers and many schools function with less than adequate number of qualified teachers. on the other hand, many universities and premier higher education institutes like IITs are short of teachers. Khadria (2005) estimated that by 2006/7 India will need 38,957 PhDs to man academic positions, but only 12,772 would have earned their doctorates. For almost 350,000 students who make it to the engineering schools every year, barely 350 go on to earn a PhD in technology in the country. Despite India's so called technological prowess, the country lacks sufficient technical teachers. With future teachers being wooed by the developed host countries, they reap the benefits (Khadria, 2005). Observing the above conditions it becomes necessary to study the trend and pattern of teacher migration from India and also to recognise its possible causes. Since India is a rapidly growing knowledge economy, lack of well-qualified teachers needs to be handled immediately and effectively, in order to stop the erosion of the base of a quality education system and hence of development.

Although there has been furore regarding the shortage of skilled teachers both at school and university levels in India but, concrete studies and researches have not been undertaken to shed light on the outflow of teachers, both from the profession and from the country. Hence, there lies a great need to conduct focused studies on teacher migration to assess its dimension and extent as a first step, to further study its implications for the existing teacher shortage in India. The focus of the present study is on the international migration of school teachers from India. It aims to study the reasons, process and experiences of migrant Indian teachers abroad. The study is even more necessitated due to the lack of adequate literature and data on international migration of teachers. One of the greatest obstacles for effective research and policy-making is the absence of hard evidence on the scale of international teacher movements. Even countries like Jamaica and South Africa who lose a large number of teachers don't keep records of how many teachers emigrate due to international recruitment. Almost same is the condition for most of the other countries like India, Canada, and Australia. Only in UK the information on work permits given to the teachers come as data. But in this case also, a study found out that an equal number of teachers can work without the work permits.

This highlights the lacuna of primary data on international migration of teachers. The present study also aims at collecting first-hand data on teacher migration from India. Hence, it is designed to collect and analyse primary data in



absence of adequate theoretical and empirical framework. After discussing the issue of international migration of teachers both worldwide and from India, followed by the research design, the study focuses on analysis and interpretation of the data collected and finally analyses the findings in the light of the available literature and researches in the conclusion.

#### **1.4 Significance of the Present Study**

Indian education system has been striving to overcome its shortcomings at various stages from primary, secondary to the level of higher education. A number of acts and programmes have been launched in order to provide access to out-of-school children and to increase the enrolment rates, but the drop-out rates have risen greatly. In order to fulfil the Millennium Development Goals (MDGs) we need to overcome the obstacles in providing access and excellence in education. Shortage of well-qualified teachers is one of the major issues to be overcome in order to reach our educational goals. It is widespread in various parts of the country and its proportion also varies from one region to the other. The supply of well-qualified teachers has not matched their demand. The crisis is especially more alarming in the case of many rural and under-developed areas like Doara in West Bengal, Bihar and many other states. There are particular areas in which teachers don't want to work resorting to transfers, quitting job or the profession. These areas are facing a great shortage of teachers. However, even big cities like Delhi, Calcutta are not relieved. Contrary to the initial trend and belief according to which only government schools faced the shortage and teacher turnover, now even good reputation public schools are facing hardships in recruiting well-qualified teachers. The turnover of teachers also adds to this problem. There has been a growing trend of 'body buying'<sup>24</sup> among schools for 'well-qualified teachers', in which the elite public schools and international schools lure best teachers from each other by offering corporate salaries in some cases. The main reason for all this is the imbalance between the supply and demand of well-qualified teachers. Due to the falling attractiveness of the teaching profession in comparison to other corporate high-paying jobs youth are not entering this field.

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<sup>24</sup> The term is used in the context of attracting well-qualified school teachers by public schools in India and is similar to the term 'body-shopping' used in the context of recruitment of high skill migrants by the developed countries from the developing countries.

Various surveys, news headlines and magazine articles have highlighted the issue of teacher shortage in India.

Since this shortage is prevalent the world over, the method resorted to by the countries facing shortage of teachers is to recruit teachers from outside the country. Therefore, the issue of teacher supply and demand leads us to the issues of global recruitment and teacher migration. There are indicators that a substantial number of teachers are on the move and it is clear that national governments attempting to cope with a shortfall in the supply of teachers in their own country are relying on recruitment outside their national boundaries more and more heavily (Laming, 2007).

National or regional shortages of teachers or teachers in particular disciplines will not necessarily have a serious impact on the overall well-being of the education sector in developed nations that have the ability to recruit and/or retrain personnel locally, but the impact for less-developed nations may be very serious (Laming, 2007). Where teachers have been trained at public expense and where their skills and expertise cannot easily be replaced their loss may represent a major impediment to the achievement of the Millennium goal of universal primary education, let alone the provision of secondary education. The consequences of these shortages are far reaching as lower levels of education are inextricably linked to poverty, but it can be argued that less-developed nations actually get less return for their education-dollars than developed nations (O'Neill, 1995). Thoughtless and unregulated recruitment of teachers from less-developed by developed nations may represent a form of exploitation that is unsustainable in the long term. However, the situation has a number of positive aspects as well. The International Labour Organisation (Ratteree, 2006) suggests that migration from large developing nations may in fact be beneficial as it can stimulate growth and provide opportunities in the local labour market. But, in the light of the present needs of the Indian education system the international migration of teachers from India is an example of brain drain as when our own schools are facing shortage of well-qualified teachers, emigration of qualified teachers is bound to worsen the situation, considering the unwillingness of fresh students to enter this profession. This study aims to bring to light the outflow of teachers from India which is rising due to stagnant conditions in our country and the dearth of teachers in the developed countries which have been recruiting teachers at a large scale from India including the USA, the UK, Australia, Malaysia, Singapore while also other Asian and African countries like Maldives, Qatar, Kuwait, UAE and

Nigeria. It pertains to highlight the area of international teacher migration from India while trying to highlight the causes of migration, method of migration, condition of migrant teachers and their feedback on the whole issue. It reiterates the importance of well-qualified teachers for an effective and progressive education system while also stating causes of rising shortage of teachers in India and world over.

# *Chapter 2*

## **2. RESEARCH METHODOLOGY**

### **2.1. Statement of the Problem**

The title of the study is "A Study on International Migration of School Teachers from India". The study aims at preparing the academic and socio-economic profile of the Indian school teachers who have migrated and are teaching outside India. It aims to investigate the reasons for their migration and the destination countries they are migrating to.

As it has been discussed in the previous chapters that since there is a growing shortage of teachers world over, including both developed and the developing countries, many countries are resorting to recruitment of teachers from other countries to fill their gaps in teacher supply. The country they recruit teachers from also feel the shortage and they are recruiting teachers from other countries and so on. In this whole cycle the worst impact is on the developing or poor countries which are already having inadequately low quality and quantity of teaching staff. India is also facing severe shortage of school teachers and it is facing difficulties in fulfilling its educational goals such as UEE and EFA. At such a time, the rise in recruitment of well-qualified teachers by other countries needs to be explored. So, the present study aims to investigate the issue of international migration of school teachers from India.

### **2.2. Research Questions**

There are various instances of Indian teachers migrating from India to more developed countries as well as some neighbouring and gulf countries. Coupled with the rising shortage of teachers in India, both in quantitative terms and qualitative terms raises the following questions:

1. With the increasing shortage of teachers worldwide an increasing number of teachers are migrating. This mobility is projected to be of the best minds in the field. Can this scenario be called Brain- Drain of teachers?
2. If teaching isn't a financially attractive career in the Indian context, will this result in a flight of better teachers to other countries and a dearth of good teachers in India overtime?
3. What are the causes of emigration of Indian teachers from India to other countries?
4. Which are the destination countries to which the Indian teachers are migrating?

5. What is the academic and socio-economic profile of teachers migrating from India?
6. What is the process of recruiting teachers migrating out of India?
7. What is the work environment faced by migrant teachers in the destination country?
8. What are the salary differentials between India and the destination countries and are they significant to attract the Indian teachers?
9. What are the experiences of migrant teachers and is the impact of migration on personal and professional lives of migrating teachers positive or negative?

### **2.3. Objectives of the Study**

The objectives of the study are:

1. To prepare the personal-social profile of Indian teachers teaching outside India.
2. To study the academic and professional profile of the migrant teachers from India.
3. To find out the destination countries and investigate the causes of migration of teachers from India.
4. To study and evaluate the process of migration and the modes of recruitment of the migrant teachers from India.
5. To analyse the work environment and conditions faced by migrant teachers from India in the destination countries.
6. To compare the teaching salary differentials between India and the destination countries and to analyse the current economic condition of migrant teachers from India.
7. To study the experiences, future plans and feedback of migrant teachers from India teaching outside India.

### **2.4. Design of the Study**

Research design gives an insight into the structure on which the study is based. It sets the framework for the whole research work. The development of a suitable design is a part of planning and clarifying the research problem and conducting the analysis. The present chapter gives an insight into the fundamental structure on which the study is based. It has description regarding the problem: objectives, sample and the tools used. Thus, it provides an outline of what the study is all about. The design

helps a researcher to formulate an outlook. It places the various components in a logical sequence and makes them more meaningful. The design involves the construction of the tool, the selection of the sample and collecting of data. It also includes the analysis interpretations and evaluation of data. Thus research design guides the investigator in all the activities and links them together into a unified whole.

In this chapter, an outline of the method used in conducting the present research, population, sample, tools used, the procedure adopted for the collection of data along with the procedure adopted for data analysis employed are given.

### **2.5. Method of the study**

The present study is basically an exploratory and analytical research. An exploratory research seeks to find answers to questions through the analysis of variable relationships. What factors seem to be associated with certain occurrences, outcomes, conditions or, types of behaviours? Because, it is often impracticable or unethical to arrange occurrences, an analysis of past events or of already existing conditions may be the only feasible way to study causation. This type of research is usually referred to as *ex post-facto* or causal comparative research or when correlation analysis is used, as correlation research. Because the events or conditions have already occurred, the researcher merely selects the relevant variables for and analysis of their relationships.

### **2.6. Population**

In the field of research, the term 'population' refers to the totality of items or individuals constituting a given group about which the information is desired. Since the present study on migrant Indian teachers who are teaching outside the country in other nations, therefore, all the school teachers who are of Indian origin and are teaching outside India in foreign countries shall form the population for the study.

### **2.7. Sample**

Sampling is an "act or process of selecting a limited number of observations, cases or individuals" from an aggregate or totality, i.e. from the population on the basis of which a judgement or inference about the aggregate is made. 'Sample' therefore, is a fraction (sometimes large enough but sometimes quite small) of the population, and

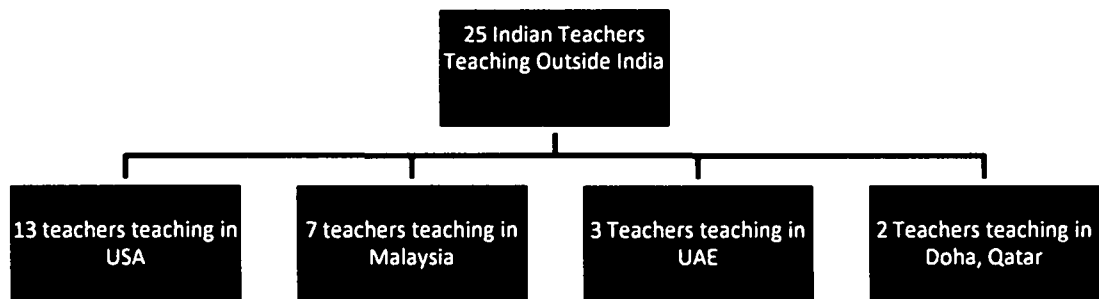
most often assumed to be the representative of the total population. In the present study from the population of school teachers of Indian origin who are teaching abroad, which is very large, a very small number of school teachers (only 25) from high school (in USA) and senior-secondary schools (in Qatar, UAE and Malaysia) have been traced and included in the sample (A list of schools included in the survey is given in Appendix – II). The break-up of the sample is: 13 teachers teaching in USA, 7 teachers teaching in Malaysia, 3 teachers teaching in UAE and 2 teachers teaching in (Doha) Qatar.

The research studies school teachers of Indian origin who are currently teaching outside India. The present sample comprises of school teachers of Indian origin who are currently teaching outside India in four countries: USA, Malaysia, UAE and Qatar. The sample of teachers has been selected through a form of purposive sampling, namely snowball sampling. This method has been used due to the absence of database of any kind on the Indian migrant teacher population. The sample was approached in two ways:

- (i) The school authorities and educational organisations operating in various nations were contacted and after explaining the objectives and content of the study, the authorities granted permission to conduct the study in their organisation. Also, email ids and details of the teachers in their institution were also provided. Further, the concerned teachers were contacted on their e-mail ids and after their consent the questionnaires were e-mailed to them for filling-up.
- (ii) In the second method, the school websites were searched for the e-mail ids of the principals, head of the departments and faculty, who were later on contacted on their e-mail addresses. Through e-mail correspondence their identities and nationalities were confirmed and on confirmation and consent the questionnaires were e-mailed for filling-up.

Although some teachers were contacted directly through personal networks, there was a significant role of cross-referencing and chain-networking. The sample structure can be depicted as follows:





## 2.8. Tools and Techniques

Data sources are primarily qualitative in order to indicate the complex nature of migrant thinking and decision-making. Participants were ensured of the confidentiality and anonymity of their responses. The tools for survey are as follows: -

### 2.8.1. Questionnaire

A detailed semi-structured questionnaire having both open-ended and closed-ended questions is used for the study. The questionnaire was sent to the sample teachers through e-mail and the responses in the form of filled questionnaires were received from e-mail. Since the investigator did not come across any standardized test for the purpose of the study, she developed a questionnaire (the questionnaire is given in Appendix-I).

A questionnaire is used when factual information is desired. A questionnaire is a data gathering instrument through which respondents answer questions or respond to statements in writing. It is used when the aim is at getting specific information on a variety of topics and sub-topics. Thus, there is usually, no total score computed by combining the questionnaire responses as questionnaires may be either the closed form or open form. The closed form questionnaire is restricted type in which the respondent has to mark his/her choice, write 'yes' or 'no'. Give the order o preference or any such short response on various items in the questionnaire e.g. multiple choice questions. The open from questionnaire or the unrestricted type call for free response in the respondents own words eg. an essay type question.

### **2.8.1 (a) Development of Questionnaire**

Data collection is an integral part of research. Selection of the tool is thus very important as a judiciously chosen tool can help in analyzing and interpreting correctly. If appropriate tools are not used, the investigator may be misled and the efforts of the investigator would go waste and he would not be able to achieve the objectives of the study. As mentioned earlier, the investigator developed the tools keeping in view the objectives of the study.

The study focuses on various aspects of teacher migration from India which are covered in the questionnaire like:

- (i) Socio-economic profile of migrant teachers
- (ii) Academic profile (teaching qualifications, teaching subjects) of migrant teachers
- (iii) Causes of migration
- (iv) Mode of recruitment
- (v) Recruiting agencies and institutions
- (vi) Process of migration
- (vii) Problems in migration
- (viii) Working conditions (salary, peer group interaction) in the destination country
- (ix) Status of Job in destination country
- (x) Views of migrant teachers on teacher migration

The tool was developed in simple language. The investigator framed total of 45 questions and the questionnaire was divided into eight sections. The questionnaire comprised of closed as well as open ended questions.

**Closed-ended Questions:** Considering the time constraint, most of the questions are closed-ended questions. The close-ended questions were of the following categories:-

- 'Yes' or 'No' type.
- A few items also required to 'Check' an item from a list of suggested responses.
- Rating scale questions (rating aspects over a scale of 1 to 5).
- Few questions required ranking of the given choices.

**Open-ended Questions:** Certain open-ended questions were also included for deeper understanding. The answers to these questions could be brief or detailed depending on

the respondent as there was no problem of space, the questionnaires being filled on soft copies on computers. These questions were specially used in order to let the respondents express their views and thoughts and to bring out any hidden feelings of experiences.

Due to the nature of the study in which the teachers to be studied were all outside India, there wasn't much scope of a proper pilot study, as the respondents expressed lack of time. Therefore the questionnaires were circulated to a few initial respondents more than once in order to cross-check the structure of the questionnaire and the need of modification (addition and removal) of questions. With the feedback of the respondent teachers the questionnaire was edited and was then circulated and e-mailed to rest of the respondents.

### **2.8.2. Other Tools**

Other tools that have been used for the study are as follows:-

- (i) For other primary data the research uses the available reports, surveys, position papers, official documents of both Indian and other foreign governments and various reports and surveys conducted by international multilateral and bilateral organisations, in order to obtain the statistics on the migration of teachers from India.
- (ii) Also, as secondary data the study draws upon results and findings of published working papers, studies and research conducted by various universities and departments such as department of education, economics, geographical studies, documentaries, books, magazines and journals.
- (iii) For current trends and issues the study has selectively and extensively drawn from various reputed websites on education, websites of established organisations, recruitment agencies, leading newspapers and magazines and international forums and research organisations.

### **2.9 Administration of the Questionnaire**

The principals of the schools were contacted and after receiving their permissions the questionnaires were also e-mailed to them, if asked. The questionnaires have been e-mailed to the respondents on their consent, after explaining to them the objectives and intentions of the study. Also, references of the supervisor had to be given in some cases for assurance of the confidentiality and genuine nature of the

study. In some cases due to the school policy (especially in the case of US respondents) complete information about the researcher and the university she is placed at had to be provided. as a norm.

Later on the respondents after filling the questionnaire e-mailed it back to the researcher. As the questionnaire was not personally administered, sometimes there was need of certain clarifications from the respondents. some questions were not answered and so repeated correspondence had to be done to complete the responses.

### **2.10 Analysis and Interpretation of Data**

The data has been analyzed qualitatively. For analyzing the questionnaire, the percentages of the number of 'yes' and other responses for individual questions, were calculated. then they were interpreted.

Scoring of the questionnaire: Responses of the teachers have been counted and categorized for each question. Also for yes and no questions percentage have been calculated on the basis of the 'Yes' response i.e. they were counted and percentages calculated for each question.

### **2.11 Delimitation**

The present study has certain limitations. The scope of the study was limited and it is a time bound study. Hence, the sample was very small considering the time constraints. Accordingly, the conclusions of this survey shall be interpreted with caution. Also, the study focused on the Senior Secondary school teachers (the High School teachers in the USA) only and the covers only four destination countries: USA, Malaysia, UAE and Qatar.

# *Chapter 3*

### 3. DATA ANALYSIS AND INTERPRETATION

All data need proper analysis and interpretation. Howsoever valid, reliable and adequate the data may be, they serve no worthwhile purpose unless systematically tabulated and scientifically analyzed and interpreted. Analysis involves breaking up of complex facts into simpler facts and putting them in new arrangement for the purpose of interpretation. The processes and products of analysis provide the basis for interpretation.

The present study is mainly qualitative. Some quantitative and statistical measures have been used for drawing conclusions. The data gathered from the sample of the study has been organized, tabulated and graphically presented for the purpose of analysis. The study had seven objectives which are pertaining to the factors being studied regarding the migrant teachers teaching in senior secondary schools.

The first objective was to prepare the personal-social profile of Indian teachers teaching outside India. Figures 1 to 7 show this in terms of percentages along with absolute numbers.

The second objective was to study the academic and professional profile of the migrant teachers from India. Towards this, Figures 8 to 20 show the percentage and number of teachers by their educational qualifications and professional experiences.

The third objective was to find out the destination countries and investigate the causes of migration of teachers from India. For this, Figures 21 to 31 show the responses of the migrant teachers from India about the various causes and motivations which led them to migrate and the destination countries they migrated to.

The fourth objective was to study and evaluate the process of migration and modes of recruitment of the migrant teachers from India. To analyse this, Figures 32 to 37 show the responses of teachers to the questions regarding the various modes of recruitment and their usefulness.

The fifth objective was to analyse the work environment and conditions faced by migrant teachers from India in the destination countries. Towards this, Figures 38 to 51 show the responses of migrant teachers to the questions assessing the work conditions and atmosphere faced by the migrant teachers in the destination countries.

The sixth objective was to compare the teaching salary differentials between India and the destination countries and to analyse the current economic condition of migrant teachers from India. Towards this, Figures 52 to 56 depicts the information on salary and other financial aspects of the migrant teachers before and after migrating to the destination countries.

The seventh objective was to study the experiences, future plans and feedback of migrant teachers from India teaching outside India. For this, Figures 57 to 68 depict the responses of the migrant Indian teachers to the questions regarding their future plans, their experiences and feedback on the issue of international migration of teachers from India.

## **Analysis**

We collected primary data on responses of the migrant teachers of Indian origin teaching outside India in senior secondary schools and studied various aspects of their life, migration journey and experiences with the help of a questionnaire (given in Appendix). The sample we studied consists of 25 migrant teachers of Indian origin teaching in senior secondary schools (high schools in USA) outside India. The break-up of the sample is: 13 teachers teaching in USA, 7 teachers teaching in Malaysia, 3 teachers teaching in UAE and 2 teachers teaching in (Doha) Qatar. Due to a very small size of the sample a comparative study of the countries has not been done. However, substantial differences observed during the process of analysis have been stated and discussed wherever applicable. The responses of all the teachers have been analysed, organised and presented along with interpretation, as per the requirements of the objectives of the study, which are presented as under:-

### **3.1 Analysis for Objective No. 1 : To prepare the personal-social profile of Indian teachers teaching outside India.**

To study the personal-social profile of Indian teachers teaching outside India their characteristics like age, sex, marital status, social category (caste), and nationality have been studied. The results of the study which relate to the total sample of 25 migrant teachers teaching outside India are presented in Figures 1 to 7 as follows:-

## Age Distribution of Migrant Teachers (in years)

(in numbers, and percentages)

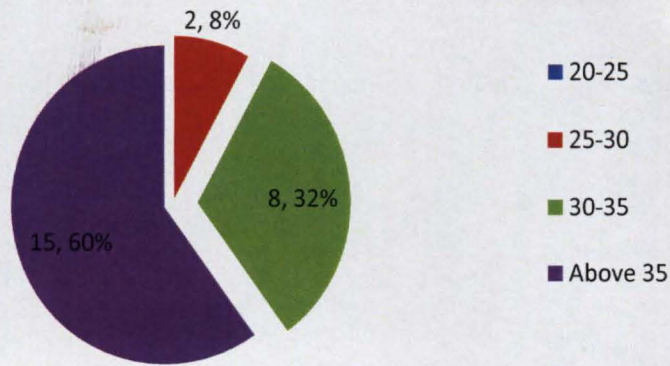
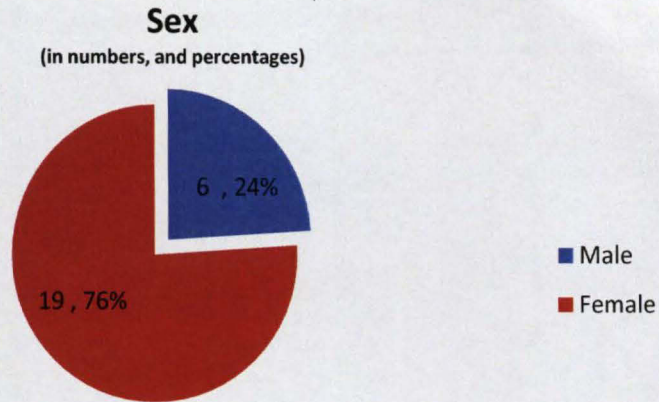


Figure 1: Pie diagram representing age-wise distribution of Indians teachers teaching outside India

Figure 1 depicts the age composition of the Indian migrant teachers teaching outside India. The data show that out of the total sample of 25 of the present study, the largest share of teachers are above 35 years of age standing at 60% (15) and the second highest percentage of teachers are in the age group of 30-35 years with 32% (8) teachers. The third group falls in the age range of 25-30 with only 8% (2) teachers in this group while none of the migrant teachers teaching abroad are in the age group of 20-25 years. Hence the data highlights that majority of the migrant teachers from India are above 30 years of age, moreover a large number of them are above 35 years of age indicating that the migrant teachers from India are not in a very young age but are experienced people. So, this brings out the fact that experienced teachers are migrating from India draining the Indian system of their valuable experienced teachers/labour i.e. human capital. Now let us study the gender composition of the migrant teachers from India.





**Figure 2: Pie diagram representing gender composition of Indian teachers teaching abroad**

Figure 2 represents gender composition of the migrant teachers from India teaching abroad. The data show that out of the total sample of 25, 76% (19) are female and 24% (6) are male. The figure shows a predominance of women among the Indian teachers who have migrated from India. It signifies that the number of female teachers is more than three times the number of male teachers. This finding supports the popular notion that teaching is a female dominated profession. Although quiet a lot female teachers have moved for work some female teachers have moved to join their husband's abroad (especially in Malaysia). There are also females teachers who migrated first and their families either joined them abroad or stay in India only. However, all the male teachers have migrated for work and career.

On further analysis we find that the male teachers have migrated to USA only and none of the male teachers are teaching in other countries (Malaysia, UAE and Qatar). Hence, only female teachers have migrated to teach in non-USA countries in the present sample among whom a substantial number of female teachers have migrated to join their husbands, which indicated that migration of husband has triggered the migration of female teachers in non-USA countries to some extent.

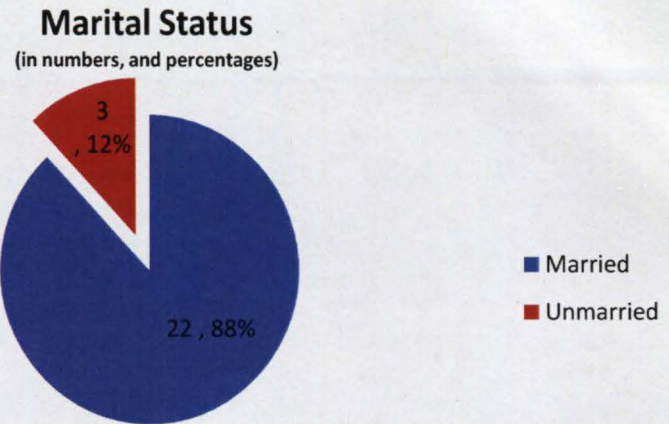


Figure 3: Pie diagram depicting marital status of migrant teachers

Figure 3 depicts the marital status of the migrant teachers from India teaching abroad. The figure shows that out of the sample of 25 teachers, a high percentage of 88% (22) teachers are married whereas 12% (3) teachers are unmarried. Hence, on the whole majority of them are married. This fact may also be related to the fact that majority of them are above 30 years of age as given in Figure 1 confirming the fact of the migrant teachers being in a mature stage of life having dependents, hence having a greater responsibility for earning (in comparison to unmarried people). Further, this might be high due to the migration of female teachers to join their husband's abroad.

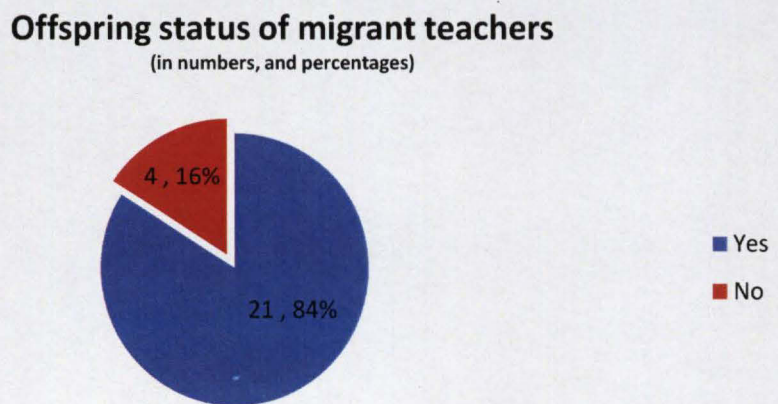


Figure 4: Pie diagram depicting the offspring status of migrant teachers

Figure 4 depicts the proportion of migrant Indian teachers teaching outside India who have children and those who don't have children. The data show that out of the total sample of 25, 84% (21) teachers are having children whereas 16% (4) of them do not have children. Therefore it highlights that a majority of teachers are having family and

responsibilities on them of their children. This aspect also comes into effect when we analyse the future plans of the migrant teachers, where some migrant teachers mention the role of children's education and career in their decisions. Hence, we observe that since majority of the migrant teachers have children, their career and future plans are not independently carved but consider the settlement of their children.

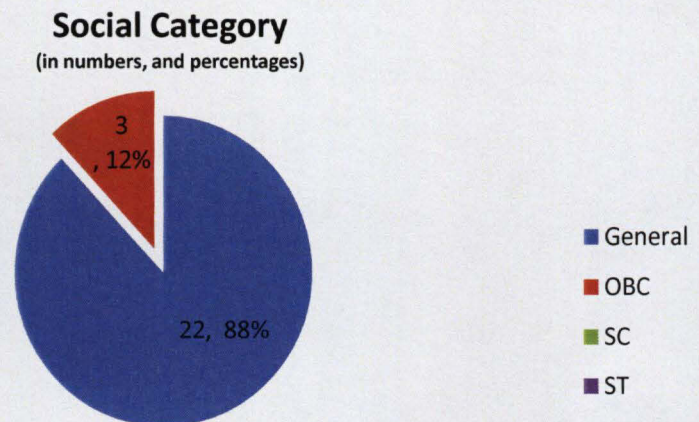


Figure 5: Pie diagram depicting social categories of migrant teachers

Figure 5 depicts the social categories (the castes recognised in the Indian reservation system) to which the migrant teachers from India belong. It shows that out of the sample of 25, 88% (22) teachers belong to general category and only 12% (3) teachers belong to the category of OBC, while none of the teachers fall in the category of SCs and STs. It shows that a majority of the teachers migrating from India are from higher social castes falling only in General and OBC categories, while none are in the category of SCs and STs which are considered one of the most socially deprived categories. This reveals that the teachers availing the opportunity of international migration are mainly from the higher social categories.

### Birth States of Migrant Teachers from India

(in numbers, and percentages)

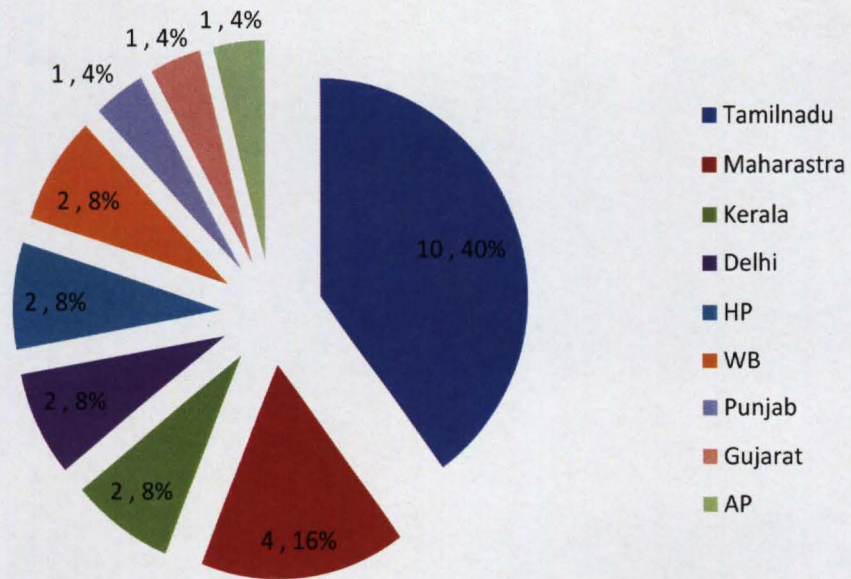


Figure 6: Pie diagram depicting Birth States of Migrant Teachers from India

Figure 6 depicts the distribution of birth states of migrant teachers from India teaching abroad. It shows that with the highest share of 40% (10) teachers being born there, Tamilnadu sends just little less than  $\frac{1}{2}$  of all teachers while Maharashtra sending 16% (4) teachers. Four states Delhi, Kerala, Himachal Pradesh (HP) and West Bengal (WB) come at third position with 8% (2) teachers being born in each of the states and the fourth position is shared by Punjab, Gujarat and Andhra Pradesh (AP) with 4% (1) teachers being born in each of the states. Hence, we note that although the movement of teachers is not located to any particular region of India, Tamilnadu is the state sending a large number of teachers abroad.

### Current nationalities of migrant teachers

(in numbers, and percentages)

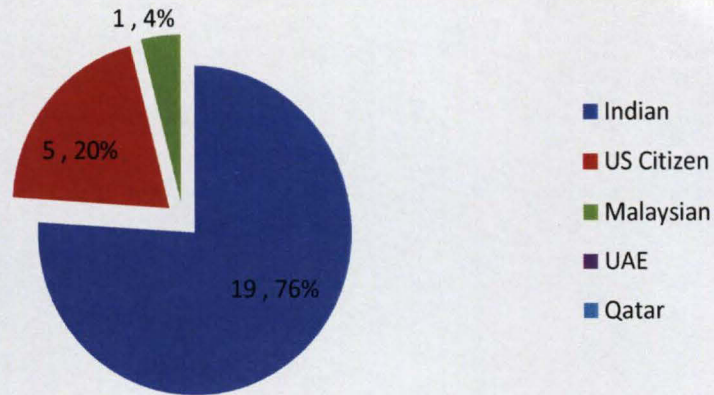


Figure 7: Pie diagram depicts the composition of current citizenships of the migrant Indian teachers

Figure 7 depicts the current nationalities of Indians teaching abroad. It shows that out of the total sample of 25 teachers of Indian origin, 76% (19) teachers hold Indian nationality, whereas 20% (5) are now US citizens and 4% (1) hold Malaysian citizenship which she got on marrying a Malaysian citizen. Most of the teachers are staying abroad for work and not as a citizen. It also highlights that none of the teachers in UAE and Qatar have become the citizen of these countries, which might be one factor of their low representation in the sample, but it's also indicated later in the analysis when the teachers in UAE and Qatar state their desire to teach abroad for a few years and return to their family in India, so they don't state the desire of becoming a citizen there.

### 3.2 Analysis for Objective No. 2 : To study the academic and professional profile of the migrant teachers from India.

To study the academic and professional profile of Indian teachers teaching abroad various characteristics like educational qualifications, formal teaching qualifications, experience before migrating, and subject area of specialisation have been studied. The results of the study are presented in Figure 8 to 20 as follows:-

## Undergraduate Courses

(in numbers, and percentages)

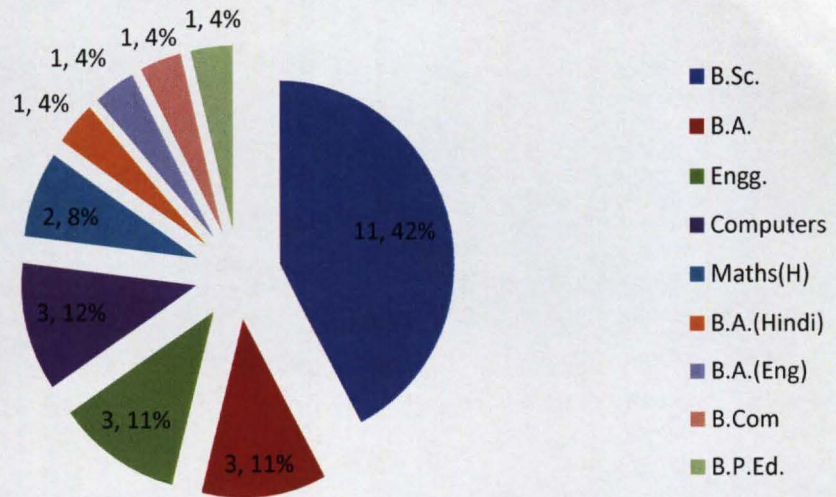


Figure 8: Pie diagram representing undergraduate educational qualifications held by migrant Indian teachers

Figure 8 depicts the undergraduate educational qualifications of migrant teachers from India teaching abroad. In the undergraduate course it shows that out of 25, 42% (11) teachers have done B.Sc. making it the largest category. Secondly, 12% (3) teachers each have done Engineering and B.A. while 8% (2) teachers each have done B.Sc. (Computers) and Maths (Hons.). Finally, 4% (1) teachers each have done B.P.Ed., B.A. (Hindi), B.A. (English) and B.Com. in their undergraduate courses. The above data show heavy inclination towards science and technological courses. This further strengthens the view stated in the introduction (chapter 1) that there is demand for science and maths teachers in the international market owing to their shortage in the developed countries, which triggers a cycle of migration leading to outflow of teachers from the developing countries.

### Post graduate Courses (in numbers, and percentages)

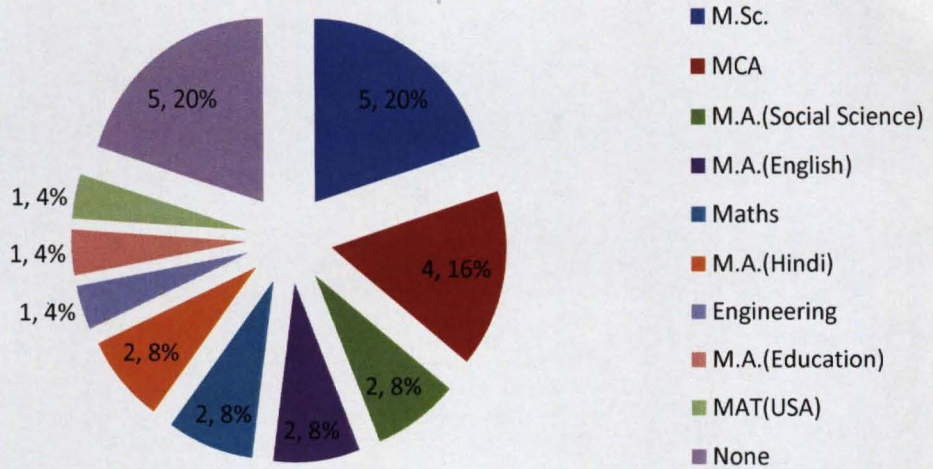


Figure 9: Pie diagram depicting Post graduate educational qualifications held by migrant teachers from India

Figure 9 represents the Post-graduate educational qualifications held by migrant Indian teachers teaching abroad. It shows that out of the sample of 25, 20% (5) teachers have done M.Sc.; 16% (4) teachers have done MCA and 8% (2) teachers have done M.A. in Social Sciences, M.A. (English), M.A. (Hindi) and Post-graduation in Maths, while 4% (1) teachers each have done Masters in engineering, M.A. (Education)+ M.Ed. and MAT (USA). However, it is to be pointed that 20% (5) teachers who are teaching abroad have not done post graduation. While analysing the post graduation courses also a heavy representation of the science, computers and language courses is observed.

### M.Phil/P.hD Qualifications

(in numbers, and percentages)

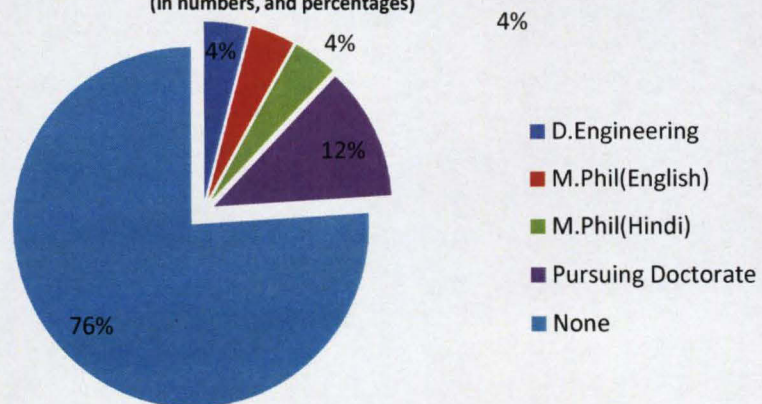


Figure 10: Pie diagram depicting M.Phil/P.hD qualifications held by migrant teachers from India

Figure 10 represents the M.Phil/P.hD. qualifications held by the migrant Indian teachers. The data show that 4% (1) teachers each have done M.Phil in English and Hindi. 4% (1) teachers have done Doctorate in Engineering whereas 12% (3) teachers are presently pursuing their doctorate. However, a majority of teachers i.e. 76% (19) do not have M.Phil/P.hD. qualification they are only having a graduate, post graduate or a teaching qualification. Also, while the teachers having M.Phil/P.hD. have acquired them in India before migrating while the teachers pursuing their doctorates are doing it in the destination country and they have also stated the importance of professional and career development in their migration.

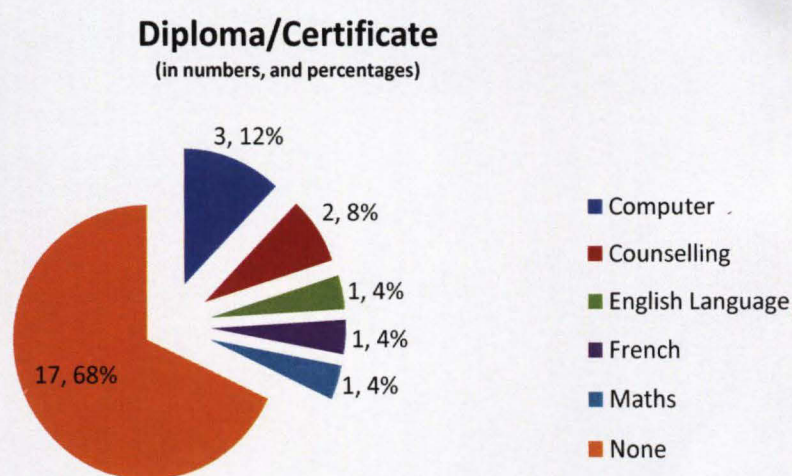


Figure 11: Diploma/Certificates held by migrant teachers from India

Figure 11 depicts the categories of diploma courses done by migrant teachers from India. It shows that 12% (3) teachers have done Diploma in computers, 8% (2) teachers have done diploma in counselling, 4% (1) teachers each have done diploma in English, French and Maths while 68% (17) teachers have not done any kind of diploma. The important point to note is that many teachers majority of the teachers who have a diploma have acquired it in India only and the diploma have helped them in getting a job in the destination country as is the case with the teachers who has done the French language certificate and another teacher who has done a diploma in computers.

The analysis of educational qualifications in Figure 8 to 11 highlights the heavy representation of science, computers, language and mathematical courses. It is clear that the Indian teachers are in high demand in the science, maths and computers which describes the migration of teachers in these fields to various developed and



neighbouring countries. We need to compare it with the subjects in which India is having shortage of teachers as there is growing demand of Indian teachers in science and technological subjects.

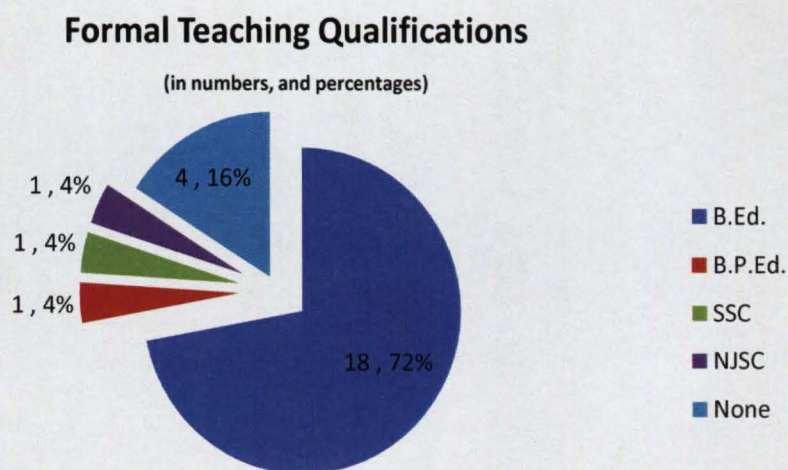


Figure 12: Pie diagram depicting Formal Teaching qualifications held by migrant teachers from India

Figure 12 represents the formal teaching qualifications held by Indians teachers teaching abroad. It shows that out of the total sample of 25, 72% (18) teachers have done B.Ed. which is the largest category and 4% (1) teachers have done B.P.Ed. Also, 4% (1) teachers each have done Secondary School Certificate (SSC) and New Jersey State Certification (NJSC) which are American teaching qualifications. However, it also brings out the fact that 16% (4) migrant teachers teaching outside India do not possess any formal teaching qualification. Hence, the data show that majority of teachers have done B.Ed. as majority of them were teaching in India before migrating and have teaching experience in India (discussed later in detail).

### Qualifying year of Teaching Qualification

(in numbers, and percentages)

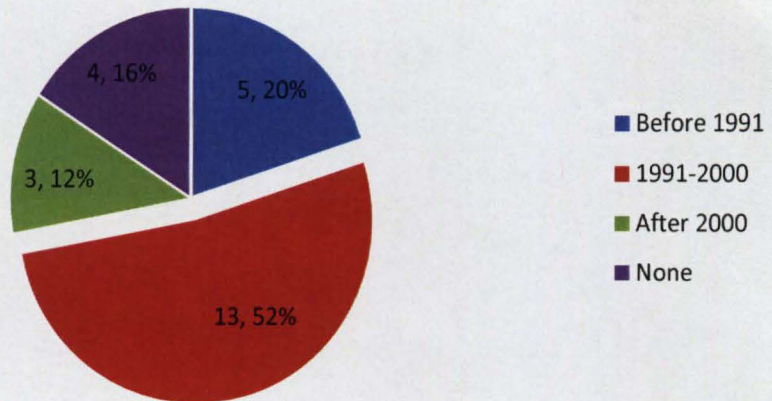


Figure 13: Pie diagram depicting the years when migrant Indian teachers gained Formal Teaching Qualification

Figure 13 depicts the qualifying years of formal teaching qualifications by the migrant teachers. It shows that out of 25, 52% (13) teachers have qualified the teaching degree from 1991-2000, 20% (5) teachers have qualified the teaching degree before 1991 while 12% (3) teachers have qualified the teaching qualification after the year 2000. However, 16% (4) teachers have not qualified any formal teaching qualification. So, the figure highlights that the maximum teaching qualifications have been gained by the migrant teachers from 1991 to 2000.

### Duration of Teaching Qualification

(in numbers, and percentages)

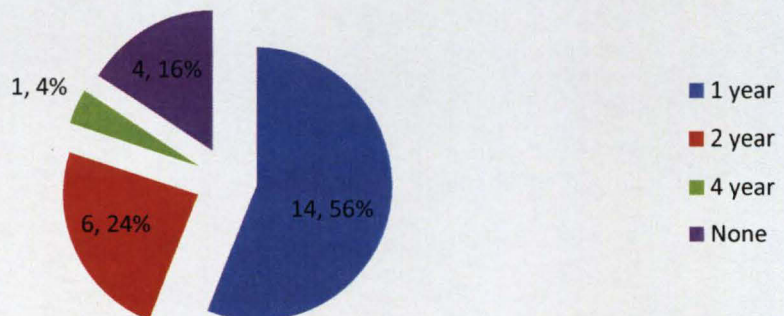


Figure 14: Duration of the Teaching Qualification

Figure 14 depicts the duration of the teaching qualifications gained by the migrant teachers. It shows that out of the sample of 25, 56% (14) migrant teachers have done

B.Ed. having duration of 1 year, 24% (6) migrant teachers have done B.Ed. having duration of 2 years and 4% (1) teachers have done the teaching qualification of 4 years which she has qualified in USA. The number of teachers which have no teaching qualifications remains at 16% (4). So, the figure highlights that majority of teachers have done a B.Ed. degree having a duration of 1 year, which is the most highly recognised teaching qualification of teacher education in India at present.

### Country of Teaching Qualification

(in numbers, and percentages)

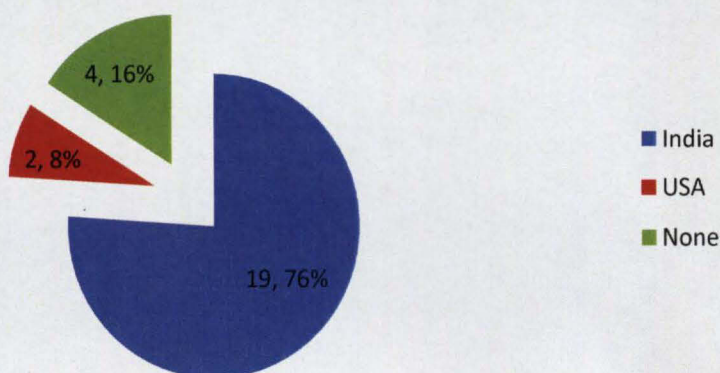


Figure 15: Pie diagram depicting the countries where teaching qualifications have been acquired by the migrant teachers

Figure 15 depicts the countries where the migrant teachers acquired their teaching qualifications. It shows that out of the sample of 25 migrant teachers, 76% (19) have acquired the teaching qualification in India only whereas only 8% (2) have acquired their teaching qualification outside India in USA (these teaching qualifications are SSC and NJSC depicted in figure 12). While 16% (4) teachers as discussed are not having any formal teaching qualification neither in India nor outside India.

### Government Grants/Scholarships

(in numbers, and percentages)

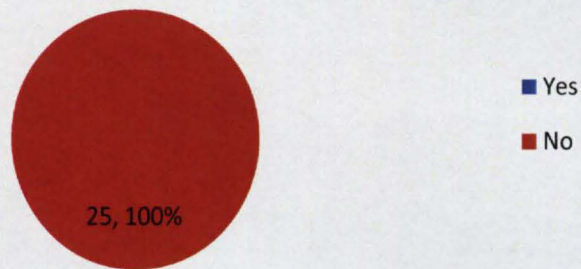


Figure 16: Pie diagram representing migrant teachers who have received any government grant/scholarship for pursuing education

Figure 16 depicts the proportion of migrant teachers who have or have not taken any government grant/scholarship for pursuing education. The figure points that none of the migrant teachers have taken any government grant/scholarship as out the total sample of 25, 100% (25) teachers have not taken any government grant/scholarship. So, it shows that none of the migrant teachers have taken any direct government grant/scholarship for their education. Hence, we don't see any direct government funding for the education the migrant teachers and hence as is mentioned in the case of IT professionals and engineers migration from India, migrant teachers from India have not taken any grant/scholarship to complete their education before migrating.

### Job-Position held before migrating

(in numbers, and percentages)

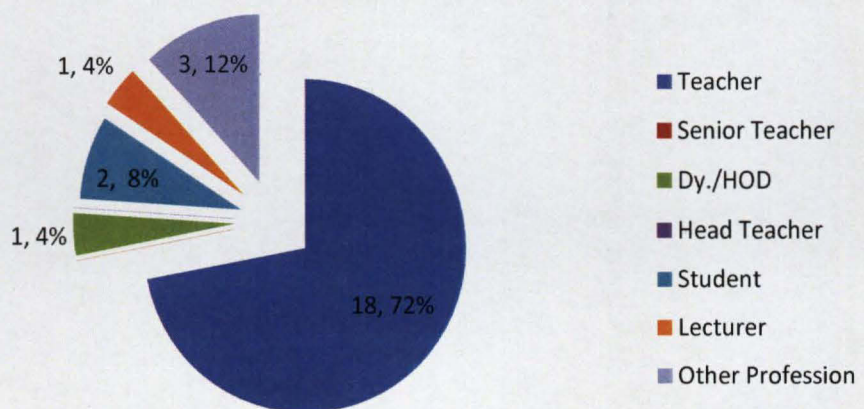


Figure 17: Pie diagram depicting the Job-position held by the migrant teachers before migrating

Figure 17 depicts the job-positions held by the migrant teachers before migrating from India. The figure shows that out of the total sample of 25, 72% (18) were holding the position of a teacher already and 4% (1) teachers were holding the position of a teacher already and 4% (1) teachers were holding the position of Head of

Department (HOD). While none of the teachers were Senior teacher or Head teacher, 4% (1) teachers each were working as a lecturer and 8% (2) teachers were studying. 12% (3) migrant teachers were in professions other than teaching. Hence, a total of 20% (5) teachers were not teaching in India. So, it highlights that even non-teachers have migrated and are now teaching outside India. The migrants who were not teaching in India said that they have taken up teaching as they find it satisfying and attractive. Also, we notice the movement of students from India who further take teaching as a profession.

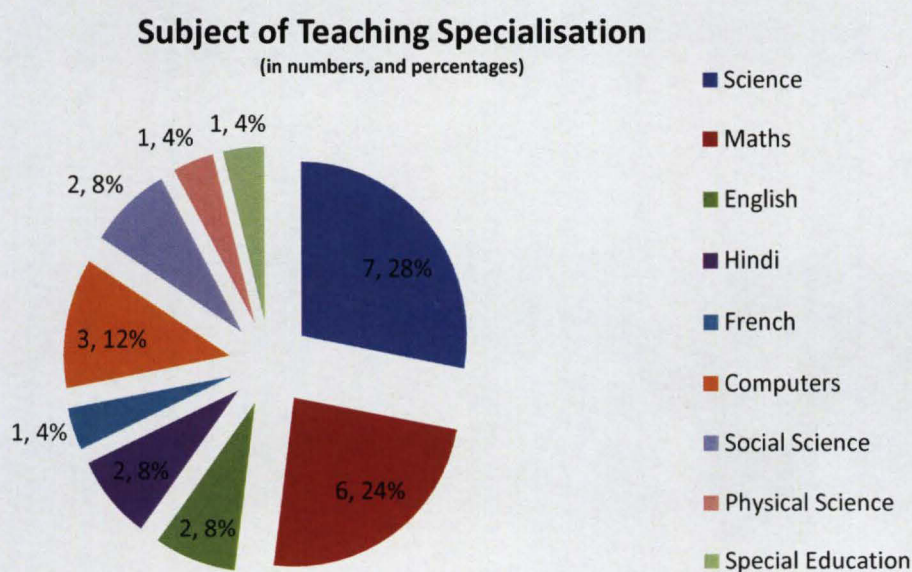


Figure 18: Pie diagram representing subject specialisations of the migrant teaching outside India

Figure 18 represents the subject specialisations of the migrant teachers from India. It shows that out of the sample of 25, 28% (7) teachers specialise in teaching science [12% (3) teachers specialise in Physics and Biology each and 4% (1) teachers specialise in Chemistry]. 24% (6) teachers specialise in Mathematics. A total of 20% (5) teachers specialise in language subjects with 8% (2) teachers specialising in Hindi, 8% (2) teachers specialising in English and 4% (1) teachers specialising in French. 12% (3) teachers specialise in teaching Computers and 8% (2) teachers specialise in teaching Social Science. 4% (1) teachers specialise in Physical science and Special education. So, the data clearly shows the predominance of science, maths, language and computer subjects among the migrant teachers along with the wide range of subjects in which they specialise.

## Whether Teaching the specialisation subject in India

(in numbers, and percentages)

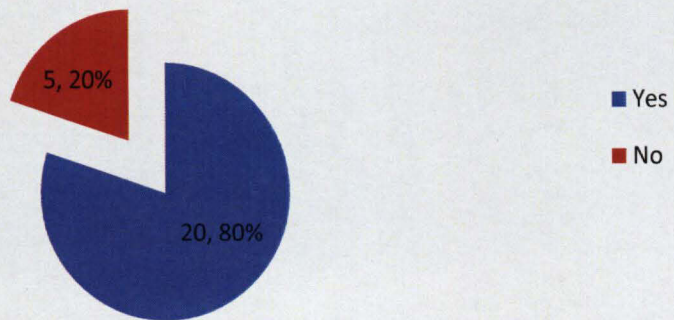


Figure 19: Pie diagram depicting the number of teachers teaching their mentioned subject specialisations before migrating from India

Figure 19 depicts the number and proportion of teachers who were teaching their specialisations in India before migrating. It shows that out of the sample of 25, 80% (20) teachers were teaching their specialisations in India, it includes the teacher who was teaching as a lecturer in India. 20% (5) migrants were not teaching their specialisation subjects in India which is also the number of people who were not teaching in India but are currently teaching outside India. Hence, all the teachers teaching in India were teaching the same subject in India as in the destination country (discussed later in detail).

## Teaching experience before migrating

(in numbers, and percentages)

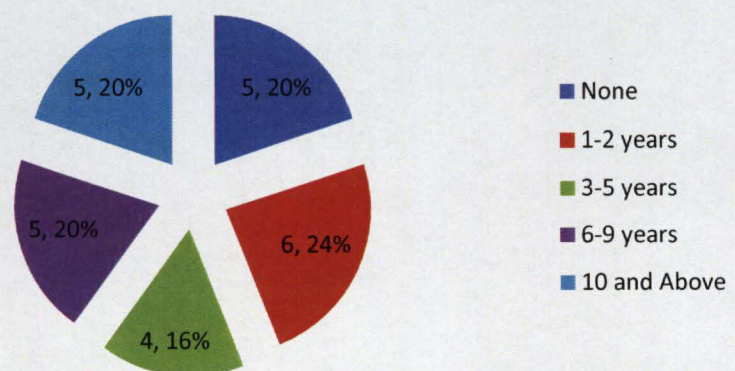


Figure 20: Pie diagram depicting the teaching experience of migrant teachers before migrating from India

Figure 20 depicts the teaching experience of migrant teachers before migrating from India. It shows that out of 25, 20% (5) teachers had a teaching experience of more than 10 years and above before migrating. 20% (5) teachers had a teaching experience of 6-9 years, 16% (4) teachers had a teaching experience of 3-5 years and 24% (6) teachers had a teaching experience of 1-2 years. Further, 20% (5) teachers had no

teaching experience before migrating from India. It indicates that 56% teachers had a teaching experience of at least 3-5 years before migrating indicating the high representation of experienced teachers among the teachers migrating from India with some teachers having a teaching experience of more than 10 years.

### 3.3 Analysis for Objective No. 3 : To find out the destination countries and investigate the causes of migration of teachers from India.

To find out the destination countries of the migrant teachers from India and study the causes of their migration, aspects like their reasons to migrate, the countries they have taught in, the frequency of their migration, the relative importance of popular reasons for migration. The analysis of the results has been presented in Figures 21 to 31 as follows:-

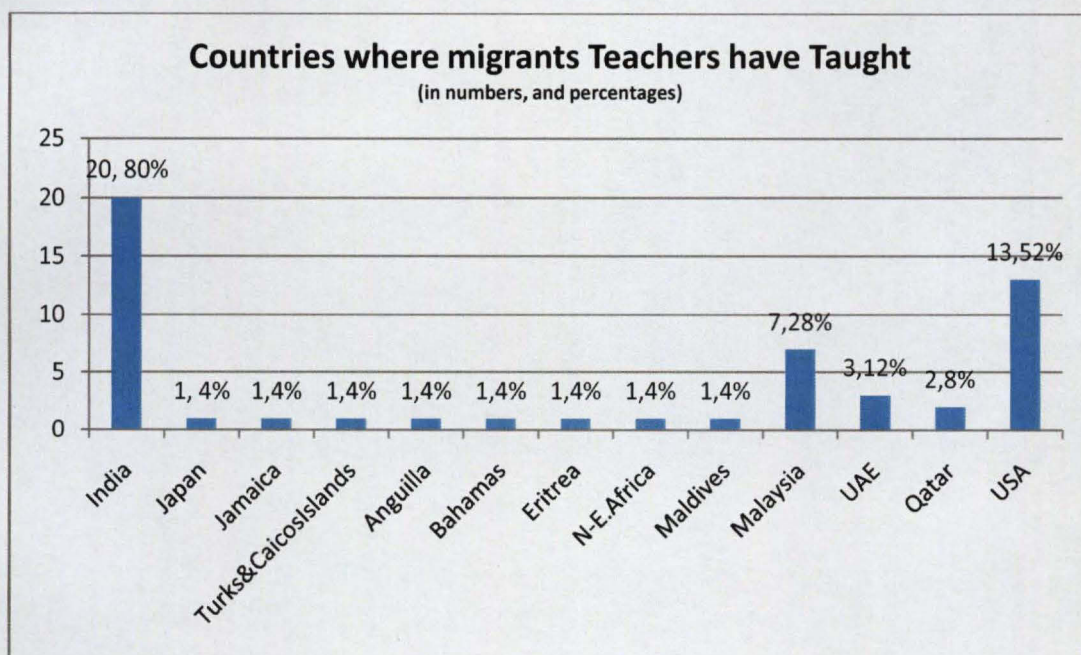
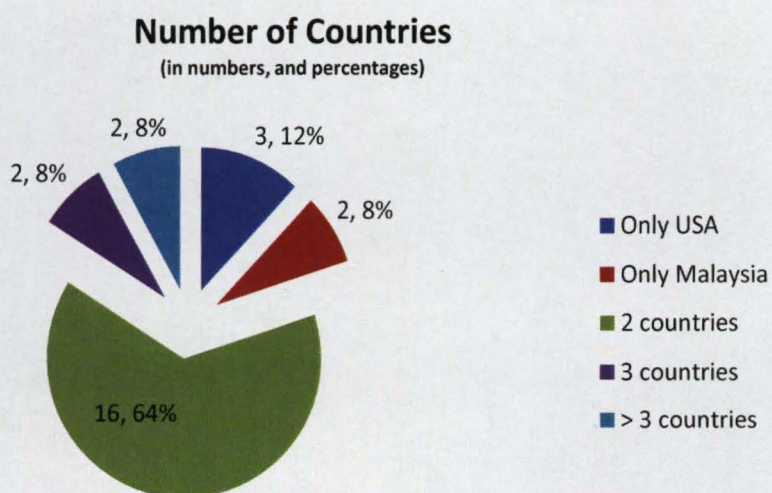


Figure 21: Bar diagram depicting the various countries where the Indian migrant teachers have taught

Figure 21 depicts the various countries where Indian migrant teachers have taught. The figure represents 13 countries in all where the migrant teachers have taught during their life. It shows that out of the present sample of 25, 80% (20) teachers have taught in India as a first country to start with. 4% (1) teachers have taught in Japan, Jamaica, Turks & Caicos Islands, Anguilla, Bahamas, Eritrea, N-E Africa and Maldives each. These are the countries where these teachers have taught in past. Regarding the countries where the teachers are presently teaching the figure shows

that 28% (7) teachers are teaching in Malaysia, 12% (3) teachers are teaching in UAE and 8% (2) teachers have taught in Qatar. The largest category in the present sample is of the teachers who are teaching in USA i.e. 52% (13) teachers. So, the details of the countries where the migrant teachers have taught highlight that they have worked in various regions like North America, Africa, East Asia, South East Asia and Arabic countries.



**Figure 22: Pie diagram depicting the number of countries in which the migrant teachers have taught**

Figure 22 depicts the distribution of the number of countries in which the migrant teachers have worked. It shows that out of the total sample of 25, 64% (16) teachers have taught in 2 countries, 8% (2) teachers have taught 3 countries and 8% (2) teachers have taught in more than 3 countries. The data show that 12% (3) teachers have taught only in USA while 8% (2) teachers have taught only in Malaysia. Hence, a majority of migrant teachers do not resort to multiple migrations as most of them have limited to only 1 or 2 migrations.



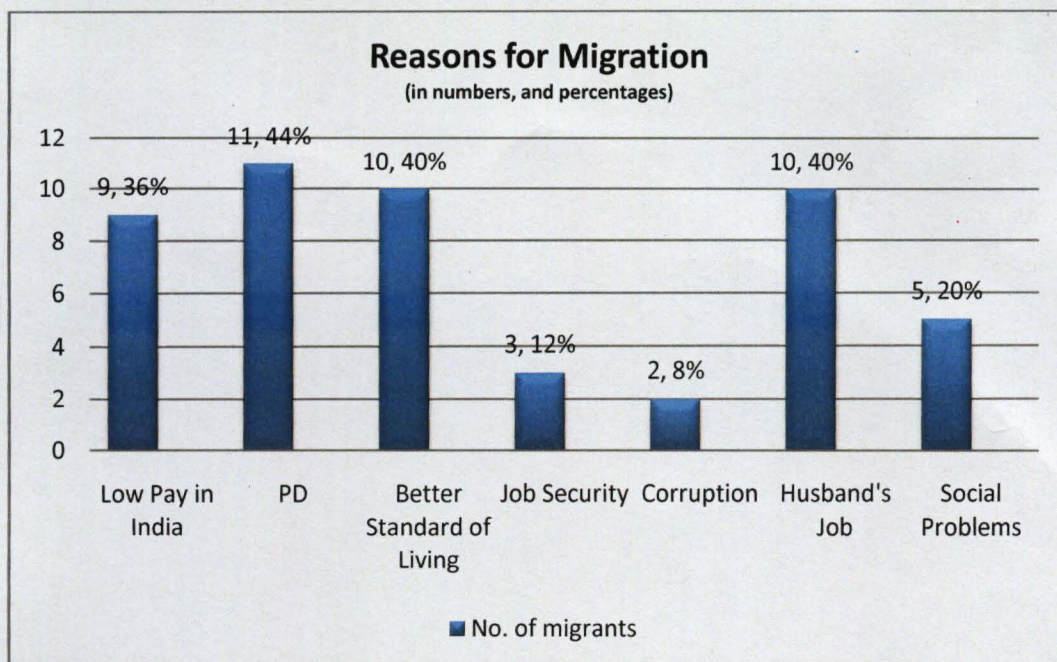


Figure 23: Bar diagram depicting the reasons given by the migrants teaching outside India for migrating

Figure 23 represents the various reasons given by the migrants teaching outside India for migrating. The bar diagram shows the number of migrants who have cited a particular reason for their migration. The responses don't form a total of 100% as the migrants have given more than one reason for their migration. Each bar shows the number of migrants who have given that particular reason for their migration.

The figure shows that 36% (9) migrants have migrated due to low pay in India for better economic opportunities. 44% (11) teachers have migrated for professional development. 40% (10) migrants said they have migrated for a better standard of living abroad, 12% (3) teachers say they have migrated due to insecure jobs in India to have better job security. 8% (2) teachers said that they have migrated due to corruption they faced in the Indian system. 40% (10) migrants said that one of the reasons of their migration was due to their husband's job i.e. as a result of their partner's foreign posting. An important point to note is that the majority of teachers who stated husband's foreign job as a cause of migration i.e. 36% (9) are in Malaysia and UAE, while only 4% (1) are in USA. 20% (5) teachers said that they have migrated due to the social problems in India.

So, on the whole the migrants gave a mixed response from economic, career related issues to family issues, low salary, job insecurity, social problems and corruption in India but the predominance of the view of better economic opportunities and professional development abroad along with family issues are dominant among

the causes given by the migrants teaching outside India. Hence, the study supports the existence of push-pull process to induce migration.

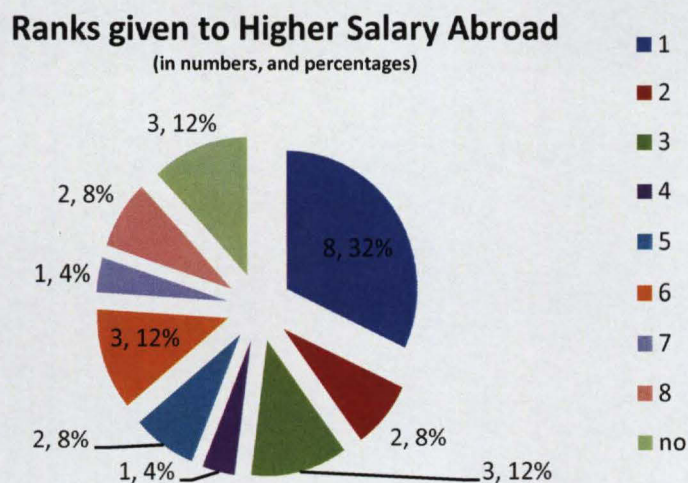


Figure 24: Pie diagram depicting the ranking of Higher Salary abroad as a cause of migration

Figure 24 depicts the ranking given by migrant teachers to the opportunity of a higher salary abroad as a cause of migration. The data show that 32% (8) teachers gave it 1<sup>st</sup> rank, 12% (3) teachers ranked it 3<sup>rd</sup> and 6<sup>th</sup>. 8% (2) teachers ranked it 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup>. 4% (1) teachers ranked it 4<sup>th</sup> and 7<sup>th</sup> as a cause of migration. Also, 12% (3) teachers stated that it is not a cause of their migration. Hence, 56% (14) teachers ranked it among top four causes of their migration while 32% (8) teachers ranked it among last four reasons of their migration and 12% (3) teachers have not stated it as a cause for their migration, making it the third strongest cause of their migration.

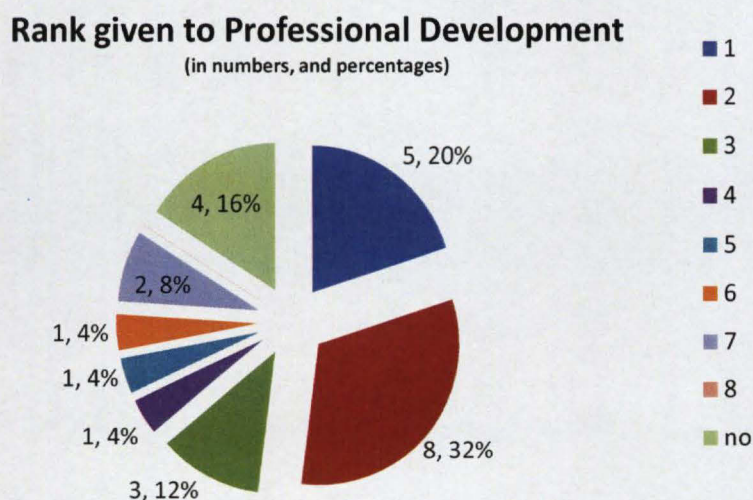


Figure 25: Pie diagram depicting the ranking given to Professional development as a cause of migration

Figure 25 depicts the ranking given to opportunity for professional development as a cause for migration. The data show that 20% (5) teachers ranked it as 1<sup>st</sup> among their

reasons of migration, 32% (8) ranked it 2<sup>nd</sup> and 12% (3) teachers each ranked it as 3<sup>rd</sup>. 4% (1) teachers ranked it as 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>. 8% (2) teachers ranked it as 7<sup>th</sup> and 16% (4) teachers said that it is not a cause of their migration from India. Hence, 68% (17) teachers ranked it among top four causes of their migration while 16% (4) teachers ranked it among last four causes of migration and 16% (4) teachers have not stated it as cause of their migration, making it the strongest cause of their migration.

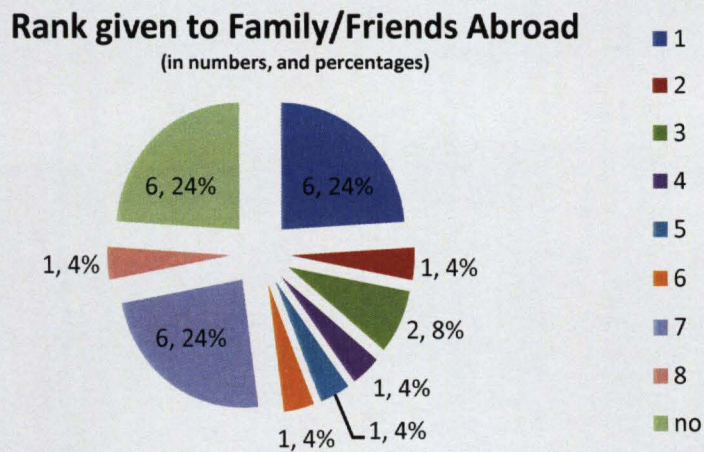


Figure 26: Pie diagram depicting the ranking given to Family/Friends abroad as a cause of migration

Figure 26 depicts the ranking given by migrant teachers to Family/friends being abroad as a cause for migration. The data show that 24% (6) teachers ranked it 1<sup>st</sup> as a cause of their migration. 4% (1) teachers ranked it 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup> 6<sup>th</sup> and 8<sup>th</sup>. 8% (2) teachers ranked it 3<sup>rd</sup> and 24% (6) teachers ranked it 7<sup>th</sup>. Also, 24% (6) teachers said that it is not a cause of their migration from India. Hence, 40% (10) teachers ranked it in top four causes of their migration while 36% (9) teachers ranked it in last four causes of their migration and 24% (6) teachers have not stated it as a cause of their migration, making it the fifth ranked cause of migration of teachers from India.



Figure 27: Pie diagram depicting the ranking given to Travel Abroad as a cause of migration

Figure 27 depicts the ranking given by migrant teachers to the opportunity of travel abroad as a cause of migration. The data show that 20% (5) teachers ranked it as 2<sup>nd</sup> and 5<sup>th</sup>. 4% (1) teachers ranked it as 3<sup>rd</sup>. 8% (2) teachers ranked it as 4<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. 16% (4) teachers ranked it as 5<sup>th</sup>. Also, 16% (4) teachers said that it was not a reason of their migration and none of the teachers ranked it as 1<sup>st</sup>. Hence, 32% (8) teachers ranked it among top four causes of their migration while 52% (13) teachers ranked it among last four causes of their migration and 16% (4) teachers have not stated it as a cause of their migration, making it the sixth ranked cause of migration of teachers from India.

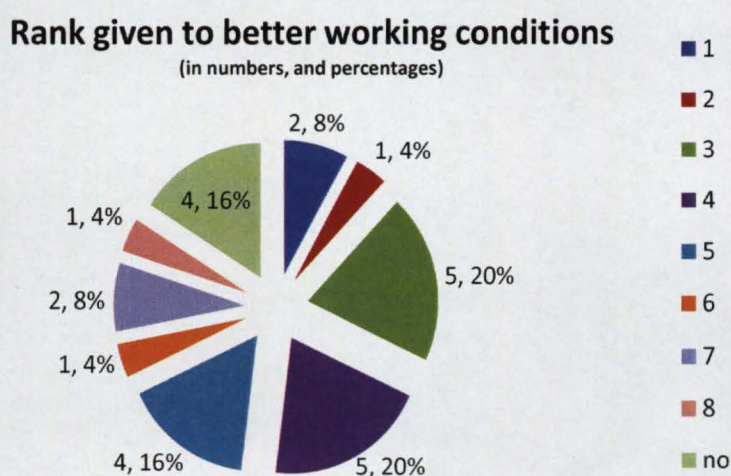


Figure 28: Pie diagram depicting the rankings given to Better Working Conditions as a cause of migration

Figure 28 depicts the ranking given to better working conditions abroad as a cause of their migration by the migrant teachers from India. The data show that 8% (2) teachers ranked it as 1<sup>st</sup> and 7<sup>th</sup> as a cause of their migration. 4% (1) teachers ranked them as 2<sup>nd</sup>, 6<sup>th</sup> and 8<sup>th</sup>. 20% (5) teachers ranked it as 3<sup>rd</sup> and 4<sup>th</sup>. 16% (4) teachers ranked it as 5<sup>th</sup> and 16% (4) teachers said that it was not a cause of their migration. Hence, 52% (13) teachers ranked it among top four causes of their migration while 32% (8) teachers ranked it among last four causes and 16% (4) teachers have not stated it as a cause of their migration, making it the fourth ranked cause of migration of teachers from India.

### Rank given to Health, Education

(in numbers, and percentages)

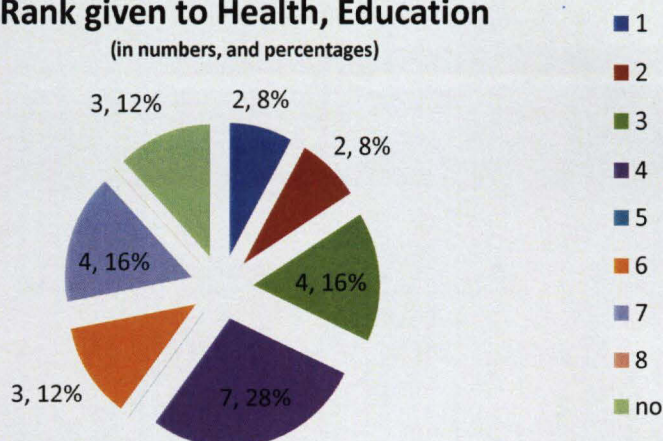


Figure 29: Pie diagram depicting the ranking given to Health & Education as a cause of migration

Figure 29 depicts the ranking given to health and education facilities as a cause of migration. The data show that 8% (2) teachers ranked it as 1<sup>st</sup> and 2<sup>nd</sup>. 16% (4) teachers ranked it as 3<sup>rd</sup> and 7<sup>th</sup>. 28% (7) teachers ranked it as 4<sup>th</sup> and 12% (3) teachers ranked it as 6<sup>th</sup> and the same number said that it is not a reason of their migration. Hence, 60% (15) teachers ranked it among top four causes of migration while 28% (7) teachers ranked it among last four causes of migration and 12% (3) teachers have not stated it as cause of their migration, making it as the second strongest cause of their migration of teachers from India.

### Rank given to Safer Environment Abroad

(in numbers, and percentages)

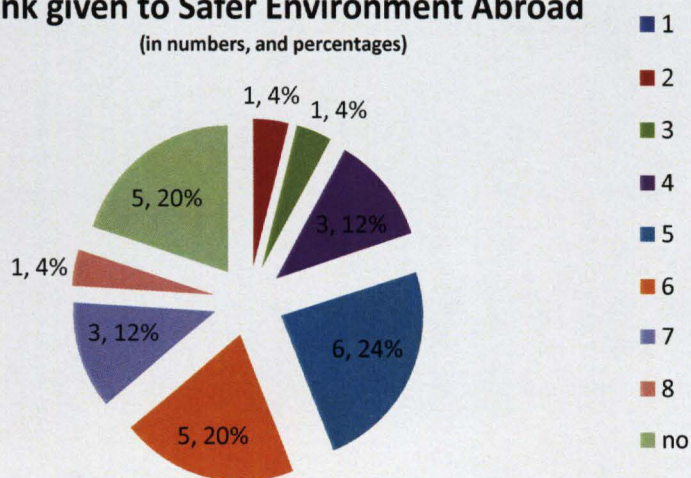
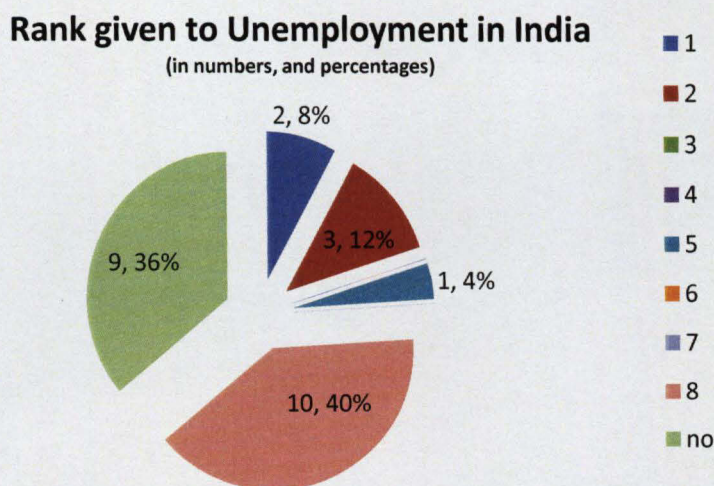


Figure 30: Pie diagram depicting the rankings given to Safer Environment Abroad as a cause of migration

Figure 30 depicts the ranking given by migrant teachers to safer environment abroad as a cause of migration. The data show that 4% (1) teachers ranked it 2<sup>nd</sup>, 3<sup>rd</sup> and 8<sup>th</sup> as a cause of their migration. 12% (3) teachers ranked it as 4<sup>th</sup> and 7<sup>th</sup>. 24% (6) teachers ranked it as 5<sup>th</sup> and 20% (5) teachers ranked it as 6<sup>th</sup>. Also, 20% teachers said that it is not a reason for their migration. Hence, 20% (5) teachers ranked it among top

four causes of their migration while 60% (15) teachers ranked it among last four causes of their migration and 20% (5) teachers have not stated it as a cause of their migration, making it seventh ranked cause of migration of teachers from India.



**Figure 31: Pie diagram depicting the rankings given to Unemployment in India as a cause of migration**

Figure 31 depicts the ranking given by the migrant teachers to unemployment in India as a cause of migration. The data show that 8% (2) migrant teachers ranked it 1<sup>st</sup> as a cause of their migration. 12% (3) teachers ranked it as 2<sup>nd</sup> and 4% (1) teachers ranked it as 5<sup>th</sup>. 40% (10) teachers ranked it as 8<sup>th</sup> and 36% (9) teachers said that it is not a reason of their migration. Hence, 20% (5) teachers ranked it among top four causes of migration while 44% (11) teachers ranked it among last four causes of their migration and 36% (9) teachers have not stated it as a cause of their migration, making it the eighth ranked cause of migration of teachers from India.

### **3.4 Analysis for Objective No. 4 : To study and evaluate the process of migration and the modes of recruitment of the migrant teachers from India.**

To study this objective, aspects like the year of arrival in the destination country, the entry requirements, type of recruitment institutions, the type of information and the relevance of information provided by the recruiting institutions have been studied. The results of the study have been presented in the Figures 32 to 37 as follows:-

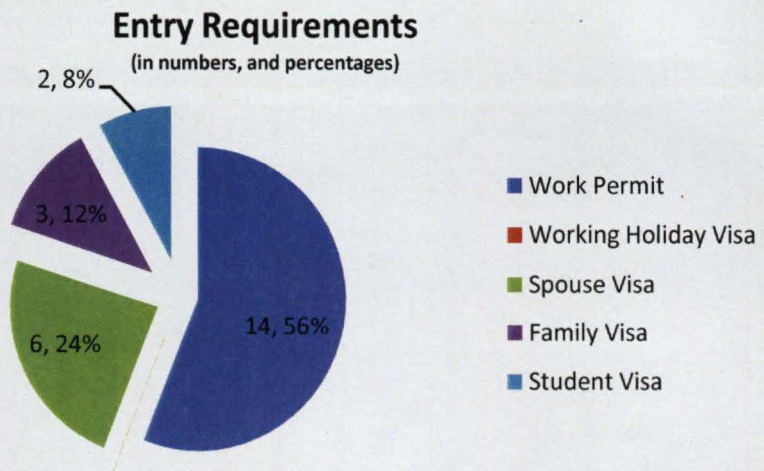


Figure 32: Pie diagram depicting the entry requirements met by the migrant teachers

Figure 32 depicts the entry requirements that the migrant teachers met for migrating to the destination country. It shows that out of the sample of 25, 56% (14) teachers migrated on work permit. 24% (6) teachers migrated on a spouse visa and all of them are in teaching in Malaysia (all female teachers). 12% (3) teachers migrated on family visa (all female teachers), 8% (2) teachers are in UAE and 4% (1) teachers are in USA. 8% (2) teachers migrated initially on student visa. So, the largest category of migrant teachers migrated through a work permit hence showing that a majority of them had the main purpose of job for migration. However, many of them migrated through family or spouse visa initially but some have now converted to work visa for their stay in the destination country. Also, as discussed while discussing the causes of migration, majority of the teachers who migrated via spouse and family majority of teachers who migrated on spouse and family visa are teaching in Malaysia and UAE (all female teachers) while almost all the teachers who migrated to USA went via work permit. Hence, we observe that the teachers migrating to USA and Qatar have migrated for work while the teachers migrating to Malaysia and UAE have either migrated to join their family or utilised it for their migration in getting a family visa.

## Immigration Problems

(in numbers, and percentages)

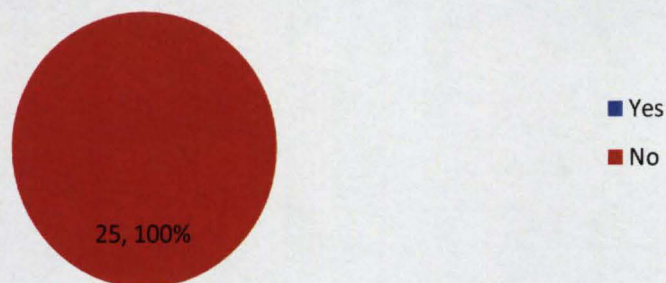


Figure 33: Pie diagram depicting the Immigration problems faced by the migrant teachers from India

Figure 33 depicts the responses of migrant teachers on the issue if they faced any problem in Immigration in the destination countries. The pie diagram reveals that 100% (25) teachers said that they did not face any problem in immigration to the destination countries. It is a great revelation as lot of concerns are raised regarding the immigration problems that are involved in the migration process like visa, clearances and other related issues but the results of the present study indicate that the migrant teachers faced none of the immigration problems, however a few of them did mention about facing adjustment problems in the destination country but none of them faced any problems in immigration.

## Year of Arrival in Destination Country

(in numbers, and percentages)

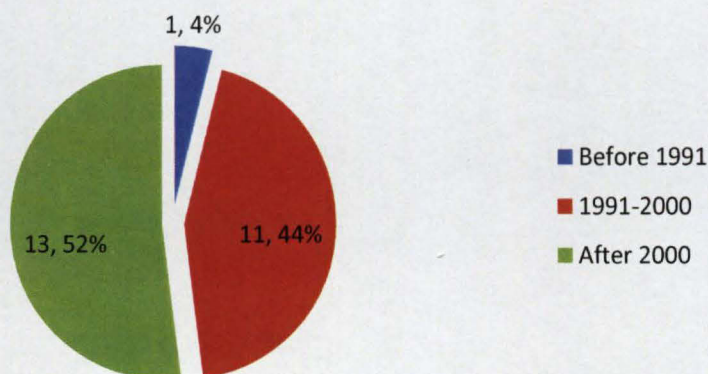


Figure 34: Pie diagram depicting the year of arrival in the destination countries of migrant teachers

Figure 34 depicts the year of migration of the migrant teachers to the destination countries. It shows that out of the sample of 25, only 4% (1) teachers arrived in the destination country before 1991. The data show that majority of the teachers have



migrated recently after liberalisation usher as 44% (13) teachers have arrived in the destination country during 1991 to 2000 and 52% (13) teachers arrived in their destination countries after 2000. Hence, the data reveals that the migration of teachers from India has increased after 1991 and majority of the migrant teachers have migrated after 2000. This is an indication of the rise in the migration of teachers abroad. Although academicians have from time to time pondered on emigration of engineers, doctors and others, there has not discussed the rising trend of teacher migration from India in the past decade while the present study confirms the emergence of this movement. It shows that we have only 4% teachers who migrated before 1990, and the rest 96% migrants teaching outside India migrated after 1991. Also the number of teachers who migrated after 2000 i.e. 52% is more than the number of teachers who migrated during 1991-2000 i.e. 44%, further establishing a significant increase in teacher migration from India after 2000.

### Recruitment Institutions

(in numbers, and percentages)

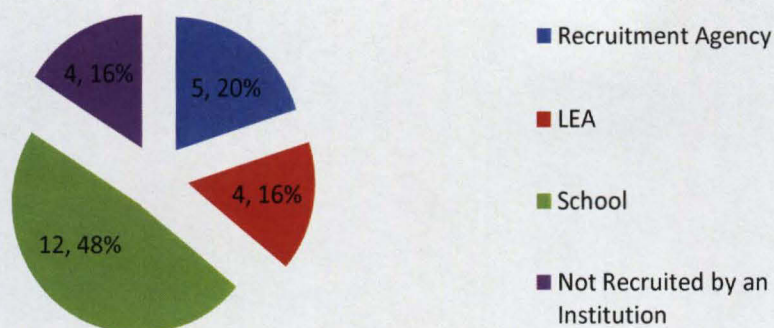


Figure 35: Pie diagram depicting the recruitment institutions that recruited the migrant teachers

Figure 35 depicts the various recruitment institutions that recruited the teachers to work in the destination country. It shows that out of the sample of 25, 48% (12) teachers have been recruited by the schools, 20% (5) teachers have been recruited by the recruitment agencies and 16% (4) teachers have been recruited by the Local Education Authorities (district authorities). However, 16% (4) teachers have not been recruited to teach by any institution as one of them migrated due to husband's job and later on started teaching being a teacher in India, second got the job by personal contact in a school and two teachers migrated initially as students and later on started teaching. Hence, the data highlights that the major recruiting institutions for migrant teachers are schools, recruitment agencies and the foreign local education authorities.

## Information Provided by the Recruiting Agencies

(in numbers, and percentages)

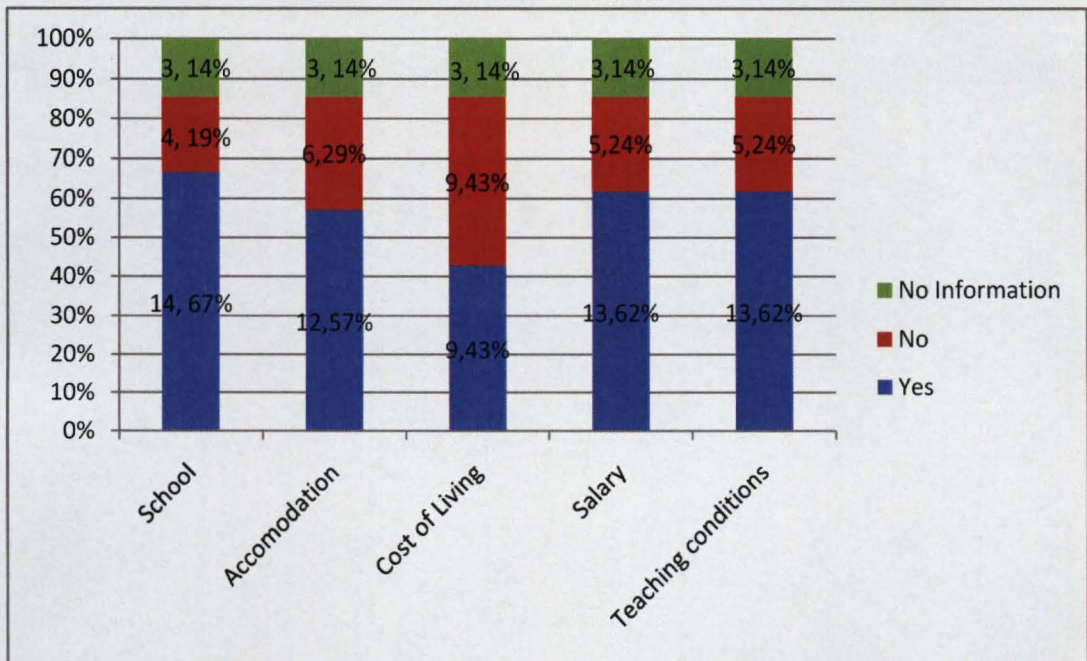


Figure 36: Stacked Bar chart depicting the percentages of teachers who have been given information on School, Accommodation, Salary, Cost of Living and Teaching Conditions

Figure 36 depicts the stacked bar chart representing the percentages of teachers who have been given the information regarding various working aspects before migrating and those who have not been given the information. The figure shows that out of the 84% (21) teachers who have been recruited by the recruiting institutions to work as teachers, 67% (14) teachers have been given information regarding the school, 19% (4) teachers have not been given information regarding the school. Secondly, 57% (12) teachers have been given information regarding accommodation, 29% (6) teachers have not been given information regarding the accommodation. Thirdly, 43% (9) teachers have been given information regarding cost of living, 43% (9) teachers have not been given information regarding cost of living. Fourthly, 62% (13) teachers have been given information regarding salary and teaching conditions, 24% (5) teachers have not been given information regarding salary and teaching conditions. Also, there are 14% (3) teachers in all the categories who have not been given any information by the recruiting schools in Malaysia. So, the data reveals that a majority of teachers have been given information regarding school, accommodation, salary and teaching conditions but not provided information regarding cost of living.

### Rating of Information Provided

(in numbers, and percentages)

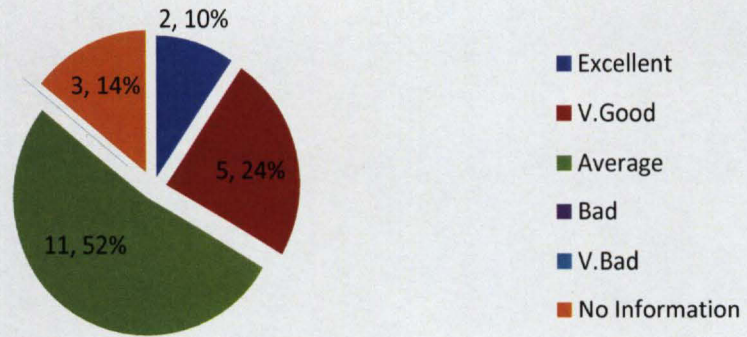


Figure 37: Pie diagram depicting the rating given by migrant teachers to the information provided by the recruiting institutions

Figure 37 depicts the rating given by the migrant teachers to the information provided by the recruiting institutions. It shows that out of the 84% (21) teachers who have been recruited by an institution, 10% (2) teachers rated the information provided as excellent, 24% (5) teachers rated the information as very good, 52% (11) teachers rated the information as average. Also, none of the teachers rated the information as bad and very bad. Finally, 14% (3) teachers have not been provided any kind of information and these teachers have been recruited by schools in Malaysia. Hence, most of the teachers rated the information provided as average or good while none of the teachers rated the information as bad or very bad indicating that the kind of information provided by the recruiting institutions was satisfactory.

### 3.5 Analysis for Objective No. 5 : To analyse the work environment and conditions faced by the migrant teachers from India in the destination countries.

To study the work environment and conditions faced by the migrant teachers various aspects like current position at job, subject of teaching, type of school, requirement of any qualifying examination, status of a permanent/substitute teacher, duration of contract with the school, orientation programmes provided and the quality of the programmes have been analysed. The results are presented in Figures 38 to 51 as follows:-

### Current Job Position

(in numbers, and percentages)

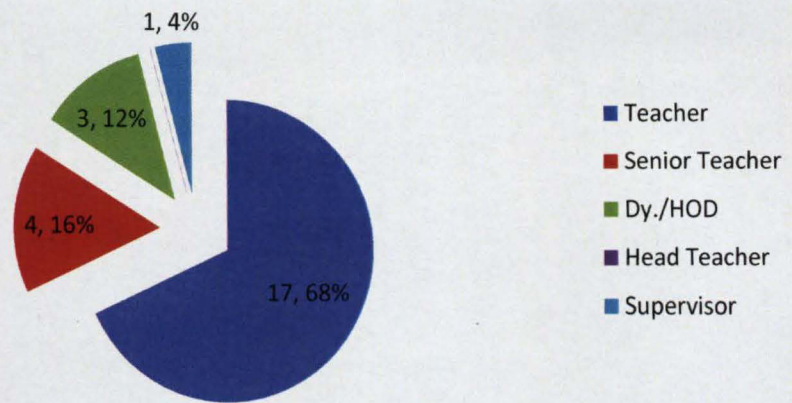


Figure 38: Pie diagram depicting the current job position held by the migrant teachers in the schools of the destination countries

Figure 38 depicts the current job position held by Indian migrant teachers in the schools of the destination countries. The figures shows that 68% (17) teachers are working as teachers only in the destination countries, 16% (4) teachers are working as senior teachers, 12% (3) teachers are working as the Head of the Department (HOD) and 4% (1) teachers are working as supervisor in the destination country schools. None of the teachers are working as a Head teacher. The data reveals that maximum numbers of teachers are working as a teacher only. However, a small number of teachers have been promoted to become senior teachers, head of the department and supervisor aggregating to around 32% (8) teachers, but a majority of them are working as teachers only. One reason stated by some of the teachers was also that there was no such teacher classification followed in the USA schools only teacher and head of the department, so most of them are to be working as teachers only.

### Current Teaching Subject

(in numbers, and percentages)

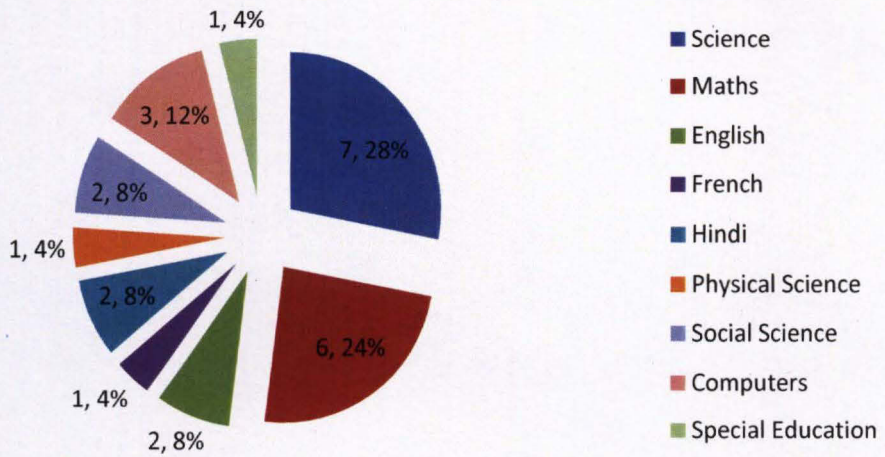
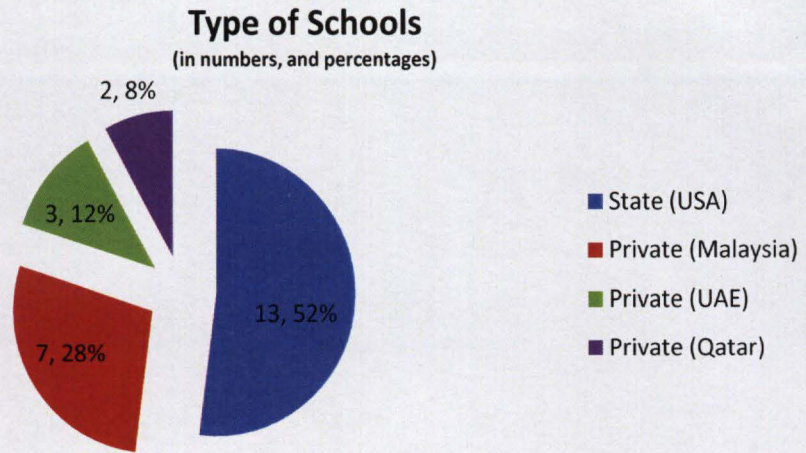


Figure 39: Pie diagram depicting the teaching subjects Indian migrant teachers are teaching in the destination countries

Figure 39 depicts the current teaching subjects the migrant teachers from India are teaching in the destination countries. It shows that out of the sample of 25, the highest share is of science teachers i.e. 28% (7) [12% (3) teachers specialise in Physics and Biology each and 4% (1) teachers specialise in Chemistry]. 24% (6) teachers are teaching maths. The next share is represented by the language teachers divided into 8% (2) English teachers, 8% (2) Hindi teachers and 4% (1) French language teachers, making the share of language teachers to be 20% (5) in total. 12% (3) teachers are teaching computers presently and 8% (2) teachers are teaching social science. 4% (1) teachers each are teaching physical science and special education. Hence, the analysis of the subjects the migrant teachers are teaching abroad indicates dominant representation of science, maths, language and computers subjects followed by social sciences, physical science and special education. So, we can say that the data represents the dominance of science and maths and languages as teaching subjects among the Indian migrant teachers teaching abroad. An important point to note is that Figure 39 is same as Figure 18 indicating that all the migrant teachers who were teaching in India are teaching the same subjects in the destination country.



**Figure 40: Pie diagram representing the type of schools in which the Indian migrant teachers are working abroad**

Figure 40 depicts the sample representation of the type of schools India migrant teachers are working in presently, being state owned schools or private owned schools. The data represents that out of the sample of 25, 52% (13) teachers are working in state owned schools and in total 48% (12) teachers are working in private owned schools. 28% (7) teachers are working in private owned schools in Malaysia, 12% (3) teachers are working in private owned schools in UAE and 8% (2) teachers are working in private owned schools in Qatar. Further analysis shows that the teachers working in state schools are all working in USA, while the teachers working in private owned schools are working in non-USA countries. This data point towards the recruitment of Indian teachers in USA in state schools (the large scale state owned schools in USA) while the recruitment of Indian teachers in private schools in non-USA countries which is a very clear demarcation as to the recruitment patterns.

## Qualifying Exam before starting Teaching Abroad

(in numbers, and percentages)

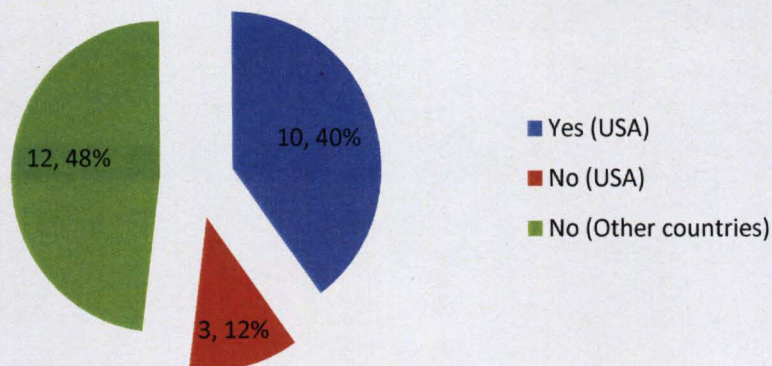


Figure 41: Pie diagram depicting the qualifying examinations given by the migrant teachers before commencing teaching in the destination country

Figure 41 represents the status of migrant teachers regarding the pre-condition of a qualifying examination imposed on the migrant teachers before starting teaching in the destination countries. The data show that a majority of 60% (5) teachers have not given any qualifying examination as a pre-condition to teaching in the destination country and 40% (10) teachers have given a qualifying examination before starting teaching abroad. Further the data point out that among the teachers who have not given the qualifying examination, a majority of teachers i.e. 48% (12) teachers are those who are teaching in countries other than USA while only 12% (3) teachers are teaching in USA. Moreover, all the teachers who have given the qualifying examination are teaching in USA. So, it highlights the pre-condition of a qualifying exam before teaching is strong in USA while it's not there in other countries.

### Number of years stayed in the Destination country

(in numbers, and percentages)

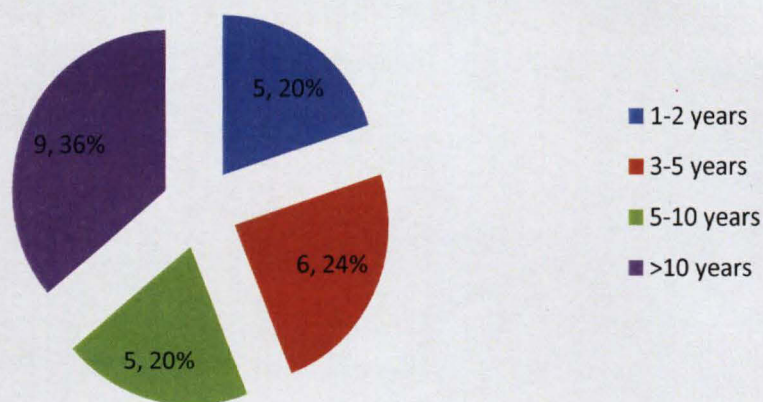


Figure 42: Pie diagram depicting the number of years the migrant teachers from India have stayed in the destination country

Figure 42 depicts the number of years spent by the migrant teachers in the destination country. The data show that 20% (5) teachers have been staying in the destination country from 1-2 years, 24% (6) teachers have been staying from 3-5 years, 20% (5) teachers have been staying for 5-10 years and 36% (9) teachers have been staying in the destination country for more than 10 years. Hence, a majority of the teachers have been staying in the destination country for more than 5 years and the highest numbers of teachers have been staying in the destination country for more than 10 years.

### Status of Job

(in numbers, and percentages)

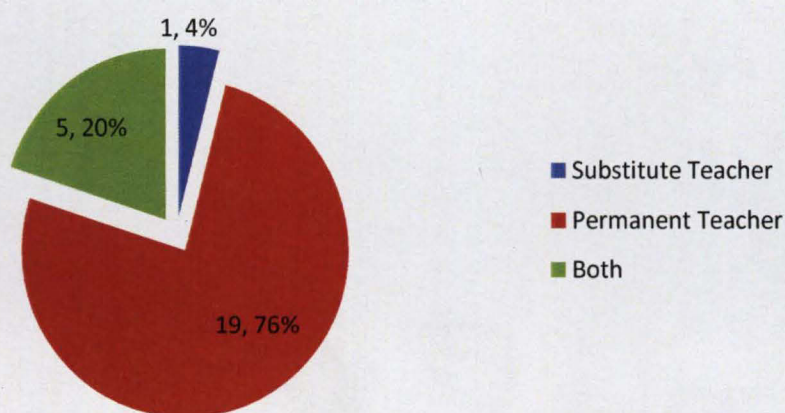


Figure 43: Pie diagram depicting the job status of the teachers in their schools

Figure 43 depicts the job status of the migrant teachers i.e. whether they have worked as a substitute teacher, a permanent teacher or have worked as both (initially as a substitute and presently converted into a permanent teacher). The data show that majority teachers i.e. 76% (19) teachers have worked as a permanent teacher. 20% (5) teachers have initially worked as a substitute teacher and now they are working as a



permanent teacher. 4% (1) teachers are still working as substitute teachers. This shows that 96% (24) teachers are presently working as a permanent teacher and only 4% (1) teachers are presently working as substitute teachers indicating that almost all the teachers are working as permanent teachers in the destination countries at present.

### Duration of Teaching Contracts

(in numbers, and percentages)

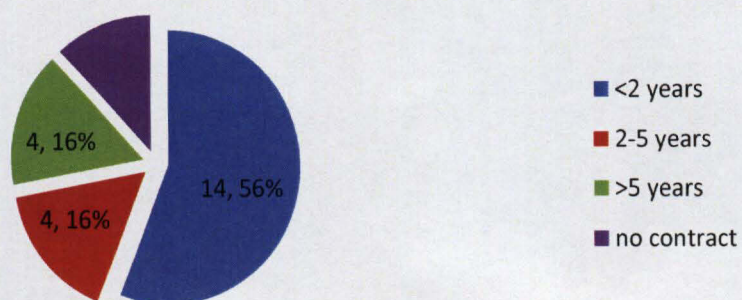


Figure 44: Pie diagram depicting the duration of contracts the migrant teachers are working in with the destination country schools

Figure 44 depicts the duration of the teaching contracts on which the migrant teachers from India are recruited in at the destination countries. The data show that 56% (14) teachers are working on contracts having duration of less than 2 years, 16% (4) teachers are working on 2-5 year contracts and 16% (4) teachers are working on contracts having duration of more than 5 years. It further shows that 12% (3) teachers are not working on contract basis i.e. they have no contracts signed regarding the duration of their work. So, the data indicates that a majority of 56% teachers are working on short duration contracts ranging only upto 2 years at present and only 32% teachers are working on contracts having duration of more than 2 years. Hence, most of the contracts are short duration contracts and not long term contracts.

### Orientation Training

(in numbers, and percentages)

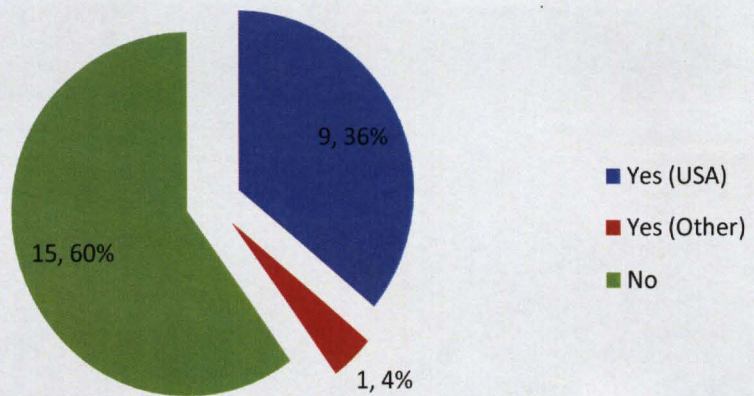


Figure 45: Pie diagram depicting the proportion of migrant teachers who received orientation before starting teaching in the destination country schools

Figure 45 depicts the proportion of migrant teachers who received an orientation before started working in the school in the destination country. The data show that 60% (15) teachers have not received an orientation before starting teaching and a total of 40% (10) teachers received an orientation before starting working in the schools abroad including 36% (9) teachers of USA and only 4% (1) teachers from other countries. Hence, we find that a majority of migrant teachers have not been given orientation before working in the schools. However, a higher proportion of teachers migrating to USA have been given orientation as compared to teachers teaching in other countries.

### Orientation Imparting Agency

(in numbers, and percentages)

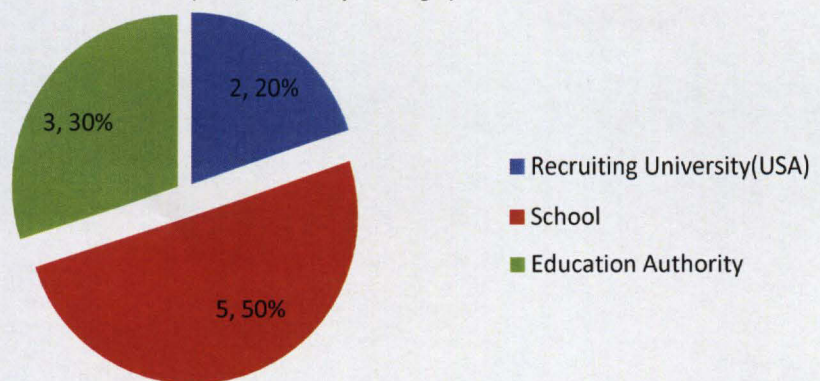


Figure 46: Pie diagram depicting the orientation imparting agency to the migrant teachers

Figure 46 depicts the various agencies imparting orientation to the migrant teachers before starting working in destination countries. The data show that out of the 40% (10) teachers who have been given orientation, 50% (5) teachers have been given

orientation by the schools in which they are teaching. 30% (3) teachers have been given orientation by the state education authorities (district authorities in USA) and 20% (2) teachers have been given orientation by the recruiting university. So, we find that majorly the orientation is provided by the schools in which the teachers teach.

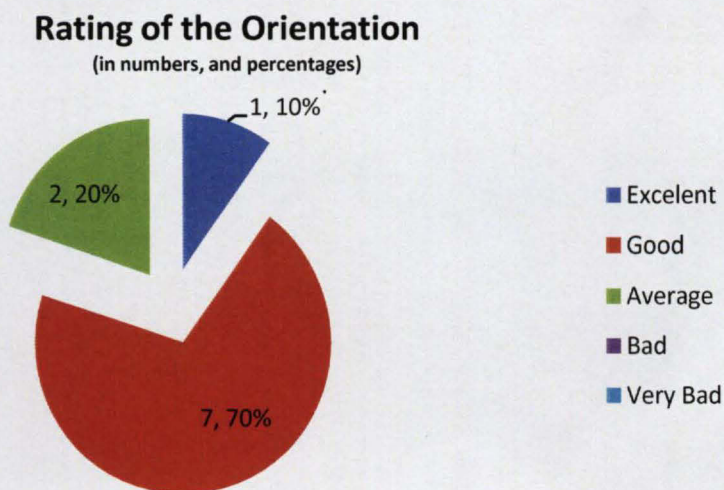


Figure 47: Pie diagram depicting the rating given by the migrant teachers to the orientation given before starting working

Figure 47 depicts the rating given to the quality of the orientation programme provided to the migrant teachers before starting teaching in the schools. The data show that out of the 40% (10) teachers, who received orientation, 70% (7) teachers rated the orientation as good, 20% (2) teachers rated the orientation as average and 10% (1) teachers rated the orientation as excellent. None of the teachers who received the orientation rated it as bad or very bad. Hence, the orientation programmes have been rated to be average and above average by the migrant teachers indicating that the preparation given to them before starting teaching in the schools was somewhat useful to them in their job.

### Rating given to Relationship with colleagues

(in numbers, and percentages)

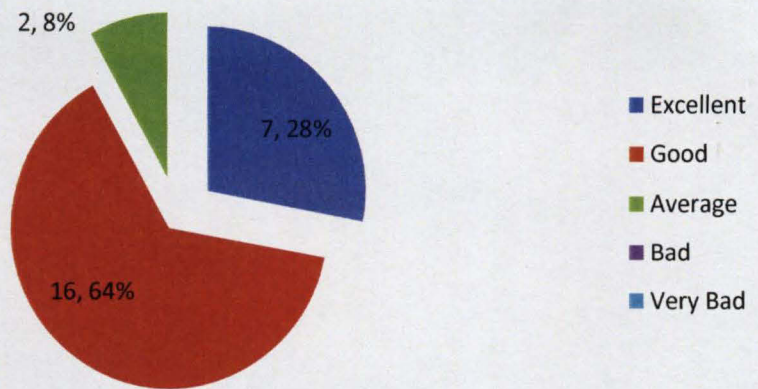


Figure 48: Pie diagram depicting the rating given by migrant teachers to the relationship with their colleagues

Figure 48 depicts the rating given by the migrant teachers to the relationship they share with their colleagues in the school. The data show that 64% (16) teachers rated the relationship as good, 28% (7) teachers rated the relationship as excellent and 8% (2) teachers rated the relationship as average. None of the teachers rated the relationship with their colleagues in school as bad or very bad. Hence, the data reveals that Indian migrant teachers share a good relationship with their colleagues in the schools and none of them mentioned any work politics or any instances of racial discrimination. They expressed a good working atmosphere in the schools with the colleagues.

### Professional Development Programmes

(in numbers, and percentages)

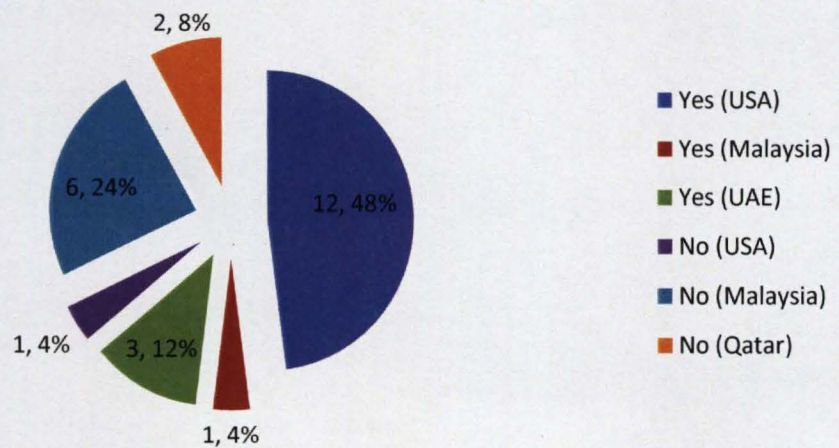
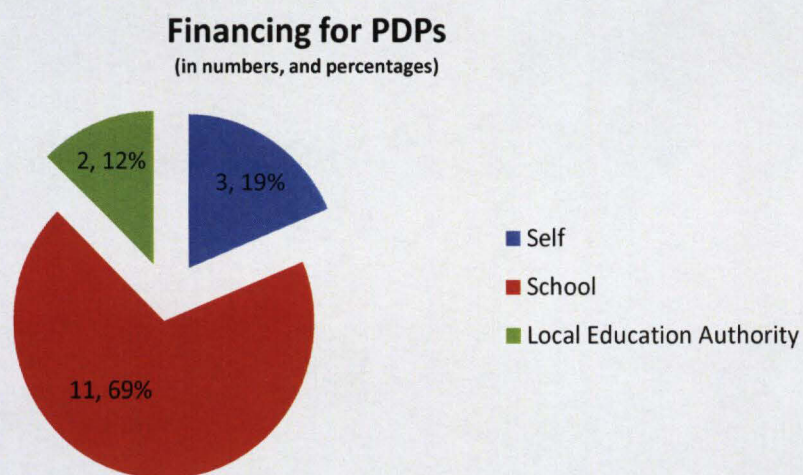


Figure 49: Pie diagram depicting the Professional Development Programmes undertaken by the migrant teachers in the destination country

Figure 49 depicts the Professional Development Programmes (PDP) that have been attended by the migrant teachers while teaching in the destination countries. The data show that out of the total sample of 25, 48% (12) teachers in USA have undertaken a PDP whereas 4% (1) teachers in USA have not undertaken a PDP. 4% (1) teachers in Malaysia have undertaken a PDP while 24% (6) teachers in Malaysia have not undertaken a PDP. 12% (3) teachers in UAE i.e. all the teachers from UAE in the sample have undertaken a PDP and 8% (2) teachers in Qatar i.e. all the teachers from Qatar have not undertaken a PDP. We can observe that there are country-wise differences in attending the PDPs. While almost all the teachers in USA and UAE have undergone a PDP, almost no teacher (except 1 in case of Malaysia) has undertaken a PDP in Malaysia and Qatar. Hence, the data show that a total of 64% (16) teachers have undertaken a PDP and an aggregate of 36% (9) teachers have not undertaken any PDP while teaching in the destination country.



**Figure 50: Pie diagram depicting the financing of the Professional Development Programmes (PDPs) attended by the migrant Indian teachers while working in the destination countries**

Figure 50 depicts the financing pattern of the Professional Development Programmes (PDPs) attended by the migrant Indian teachers while teaching abroad. The data show that out of the 64% (16) teachers that have undertaken the PDPs, for 69% (11) teachers the school paid for the PDP, 19% (3) teachers paid themselves for their PDP and for 12% (2) teachers the Local education authority paid for the PDP. Further, an important point to note is that as majority of migrant teachers who have undertaken PDPs are from USA (Figure 49), all the teachers who have undertaken PDPs in USA have been financed either by the school or the local education authority and they have not paid for it themselves but the teachers who have undertaken the PDPs in other

countries paid for it themselves. So, we find that while all the teachers have been paid by the school for their PDP in USA, the teachers in other countries paid for their PDPs themselves.

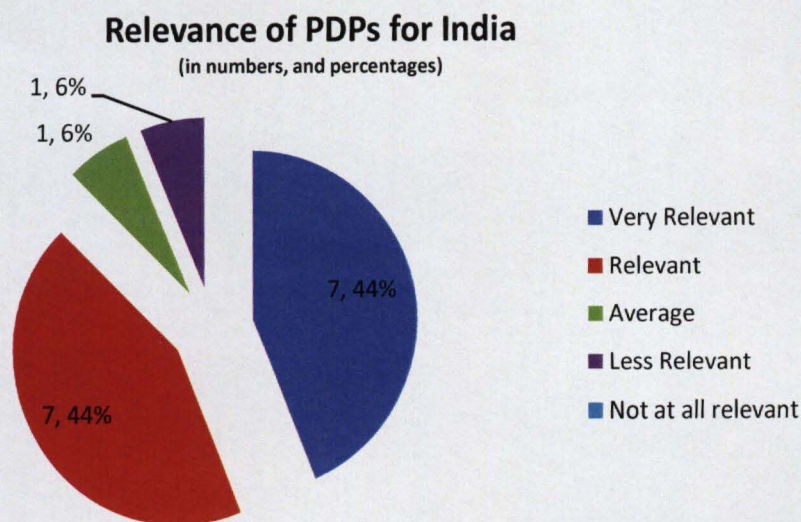


Figure 51: Pie diagram depicting the rating given by the migrant teachers regarding the relevance of the PDPs for India

Figure 51 depicts the rating given by migrant teachers to the Professional Development Programmes (PDPs) undertaken by them regarding their relevance for India. The data show that out of 64% (16) teachers who have undertaken the PDPs, 44% (7) teachers rated it as very relevant and relevant each and 6% (1) teachers rated the PDPs as average and less relevant each, while none of the teachers rated the PDPs as not at all relevant. It points that almost 88% (14) teachers found the PDPs to be relevant for India and none of them considered the PDPs as not relevant for India.

### **3.6 Analysis for Objective No. 6 : To compare the teaching salary differentials between India and the destination countries and to analyse the current economic condition of migrant teachers from India.**

To study the salary differentials and the current economic condition of migrant teachers various aspects like the salary before migration, salary on migration, current salary, other income sources, etc. have been analysed. The results are presented in Figures 52 to 56 as follows:-

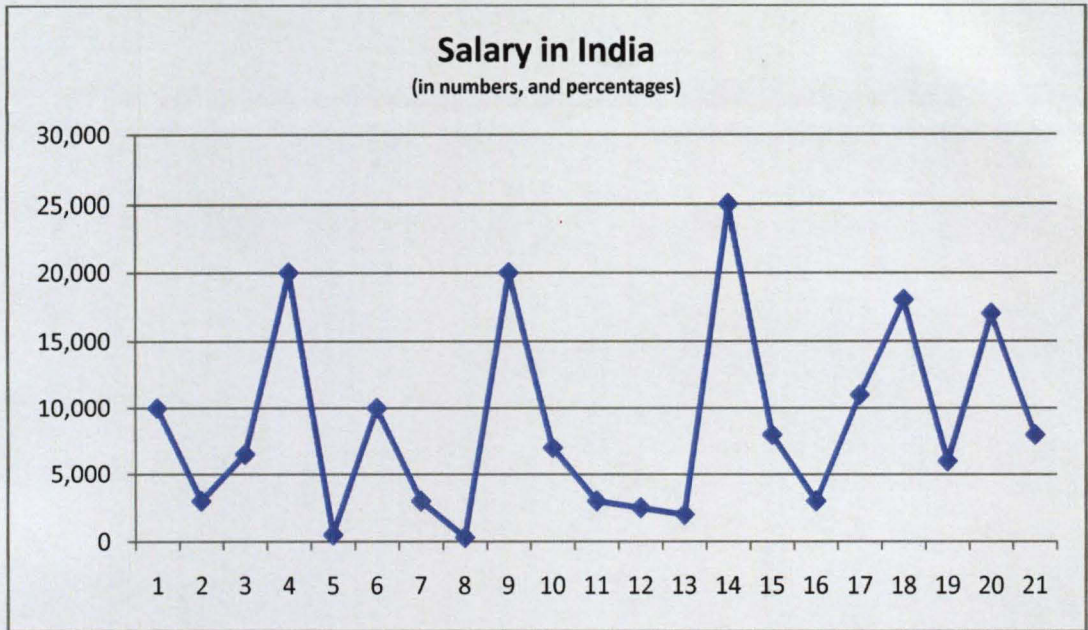


Figure 52: Line diagram depicting the net monthly salary earned by the migrant teachers in India before migrating to the destination country

Figure 52 depicts the net monthly salaries earned by the migrant teachers in India before migrating to the destination countries. The line-graph shows that the range of the net monthly salaries earned by migrant teachers in India is from Rs. 300 to Rs. 25,000 i.e. the minimum monthly salary received by migrant teachers in India before migrating was Rs. 300 and the maximum monthly salary was Rs. 25,000. The average monthly salary earned by the migrant teachers before migrating to the destination countries amounts to be Rs. 8,752. Now let us compare the net monthly salaries earned by the migrants in India to the net monthly salaries earned by them on starting teaching in the destination countries.

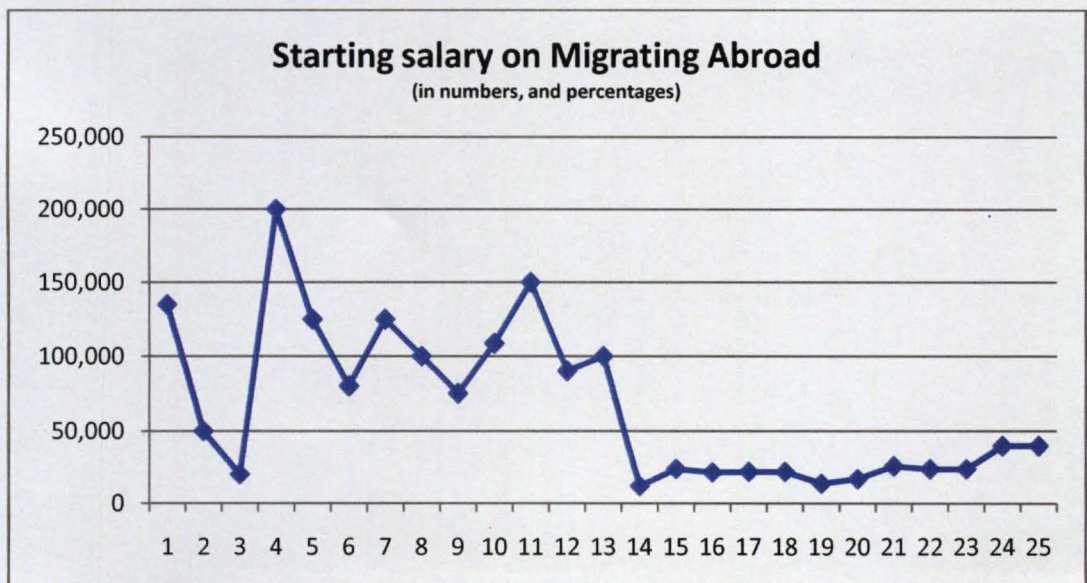


Figure 53: Line graph representing the net monthly salaries earned by migrant teachers on starting teaching in the destination n country

Figure 53 depicts the net monthly salary (in INR) received by the migrant Indians on starting teaching in the destination country. The data show that the range of the monthly salary earned by the migrant teachers on starting working in the destination country is from Rs. 13,750 to Rs. 2,00,000. But the results are significantly different when we compare the net salary earned by the migrant teachers from India teaching in USA and in other Asian and Middle-East countries. The range of the net monthly salary earned by the migrant teachers when they started teaching in USA is from Rs. 20,000 to Rs. 2,00,000 while the range for other countries is from Rs. 13,750 to Rs. 40,000. The data reveals that there is significant difference between the salary earned by the migrant teachers in USA and migrant teachers in other countries. If we compare the range of salary earned by the migrant teachers before migrating, which is Rs. 300 to Rs. 25,000; with the range of starting monthly salary earned by the migrant teachers, which is Rs.13,750 to Rs. 2,00,000 we find that there is great salary differential between the two salaries. Clearly the salaries earned after migrating to the destination countries are more than 8-10 times more than the salaries earned in India which forms a great incentive for such mobility.

Further the average net monthly salary earned by the migrant teachers on starting teaching in the destination countries is Rs. 65,805. However, there is a significant difference between the average starting salary earned by the migrant teachers in USA and in other Asian and Middle-East countries. The average starting monthly salary earned by the migrant teaching in USA is Rs. 1,04,521 while the average starting monthly salary earned by the migrant teachers earning in other countries is Rs. 23,862. Hence, the data highlights the joining salary of teachers migrating to USA is about 5 times more than the joining salary of teachers migrating to Asian and Middle-East countries. If we compare the average salary earned by the migrant teachers in India, which is Rs. 8,752 with the average starting monthly salary earned by the migrant teachers, which is Rs. 65,805 we find that the latter is 7-8 times more than the former. So, we can observe that there is a clear economic advantage for the migrant teachers by migrating to the destination countries, which is even greater in a country like USA.

Now let us analyse the results for the current net monthly salaries earned by the migrant teachers.



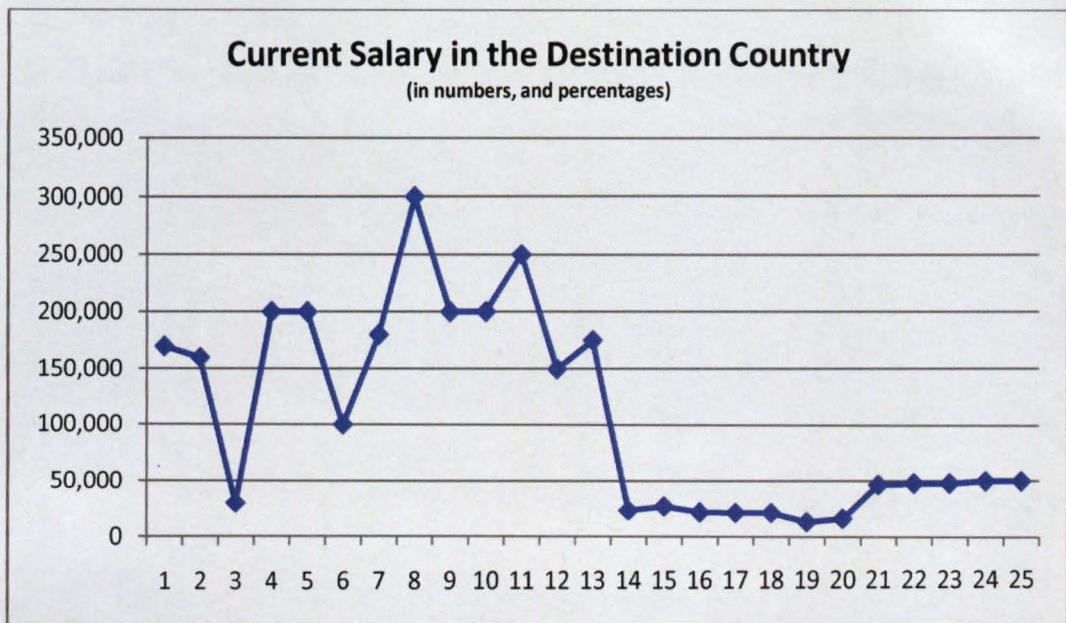


Figure 54: Line graph depicting the current net monthly salaries earned (in INR) by the migrant Indian teachers in the destination countries

Figure 54 represents the current net monthly salaries (in INR) earned by the migrant Indian teachers in the destination countries. The data show that the range of the net monthly salaries currently earned by the migrant teachers in the destination countries is from Rs.13,750 to Rs. 3,00,000. But the results are significantly different when we calculate the range separately for the migrants of USA only and the migrants of other Asian and Middle-East countries. The range of salary currently earned by the migrants in USA is from Rs. 30,000 to Rs. 3,00,000 while the range of current salary being earned by the migrant teachers in other countries is from Rs. 13,750 to 50,000. Hence, we can see that not only the increment in the salary is high among the migrant teachers in USA but they are also earning much higher salaries than the migrant teachers in the other Asian and Middle-East countries.

The average monthly salary currently earned by the migrant teachers is Rs. 1,08,264. But the results are significantly different when we compare the average monthly salaries earned by the migrant teachers in USA with the salaries earned by the migrant teachers in other countries. The current average monthly salary earned by the migrant teachers in USA is Rs. 1,78,076 while the average monthly salary earned by the migrant teachers in other countries is Rs. 32,635 making the difference very high. So, the data highlights the difference between the salaries earned by the migrant teachers in USA and other countries pointing that the migrant teachers in USA are earning more than 5 times the salaries earned by the migrant teachers in other countries.

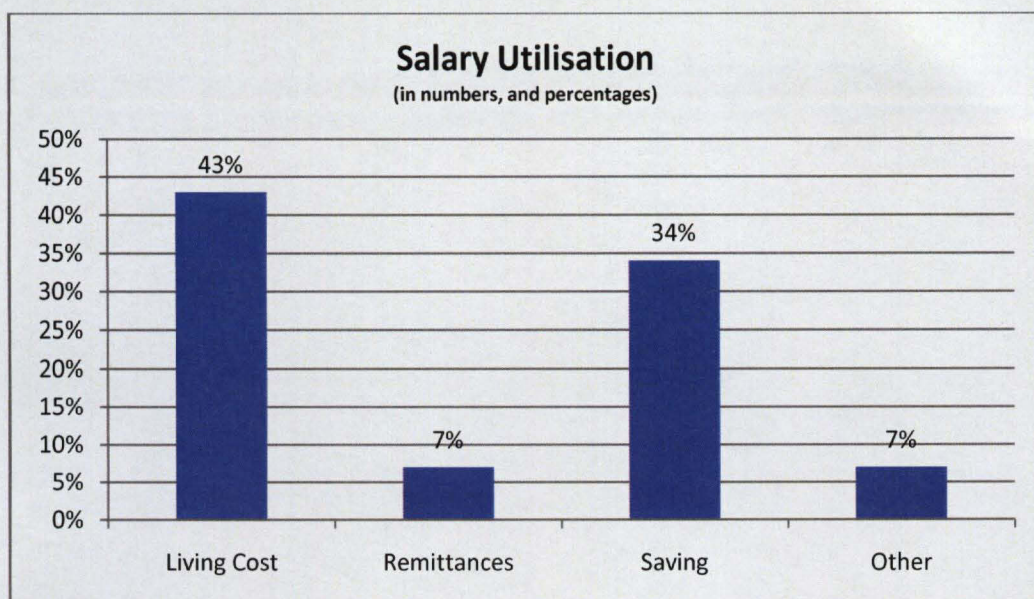


Figure 55: Bar graph representing the average utilisation of the salary earned by the migrant teachers teaching abroad

Figure 55 depicts the utilisation of the salary earned by the migrant teachers for various uses like meeting living costs, remittances, saving, etc. The data show that on average 43% of salary is spent on meeting the living costs of the migrants, 7% of the salary is sent as remittances to the source country (India), 34% of the salary is saved and 7% of the salary is used for other miscellaneous purposes. As these are the average figures the total doesn't come to be 100%. The data show that major share of the salary is devoted to living costs and saving.

Let us now compare the range of the various uses of the salary. The range of spending on living cost is 0 to 100%, range of remittances is 5 to 20%, range of savings is 2 to 100% and range of other expenses is 0 to 100%.

### Other Source of Income

(in numbers, and percentages)

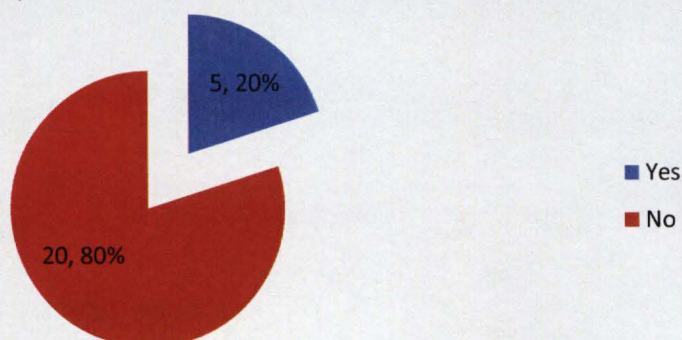


Figure 56: Pie diagram depicting the proportion of Indian migrant teachers having other source of income except teaching

Figure 56 depicts the proportion of migrant teachers having a source of income other than teaching in the destination country. The data show that 80% (20) teachers have no other source of income other than the salary from teaching in the destination country while 20% (5) teachers have another source of income apart from teaching like part-time tuition, other part-time work and pension. So, the data reveals that a majority of the migrant teachers in the destination countries do not have any second source of income and only earn the teaching salary however, a few also earn by part-time jobs and tuitions.

### 3.7 Analysis for Objective No. 7 : To study the experiences, future plans and feedback of migrant teachers from India teaching outside India.

For analysing the experiences, future plans, and feedback of the migrant teachers various aspects like experiences of migrant teachers in the destination country, their future plans returning to India or staying abroad and their views regarding the issue of international migration. Figures 57 to 68 have been prepared which depict the responses of the migrant Indian teachers to various questions regarding their future plans, their experiences and feedback on the whole issue of migration of teachers from India.

#### Plan to return to India after completion of the Contract

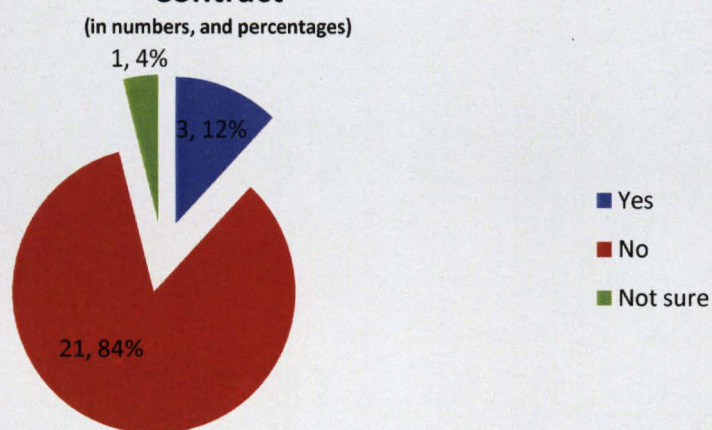


Figure 57: Pie diagram depicting the Future plans of the migrant teachers to return to India or stay abroad after completion of the current contract

Figure 57 depicts the future plans of the migrant teachers to return to India or stay abroad after the completion of the current contract signed with the schools of the destination country. The data show that 80% (20) teachers do not plan to return to

India after the completion of the current contract, only 16% (4) teachers plan to return to India after the completion of the current contract and 4% (1) teachers said that they are indecisive about coming back to India or staying abroad. Hence, the data highlights the fact that while a majority of the migrant teachers do not wish to return back to India in recent future only a few wish to return to India after completing this teaching contract.

### Plan after Completion of the Current Teaching Contract

(in numbers, and percentages)

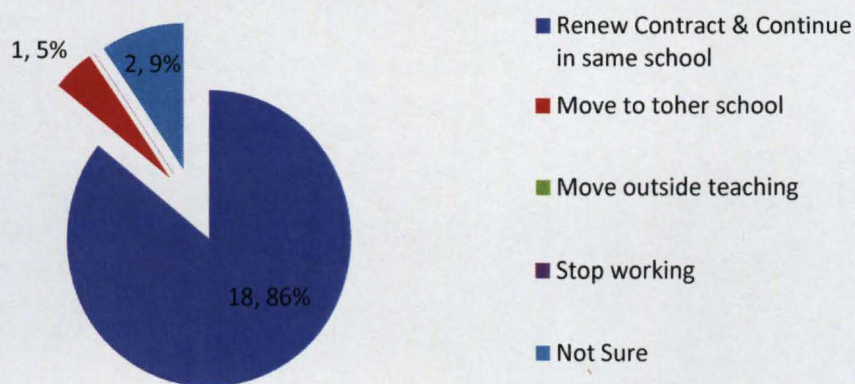


Figure 58: Pie diagram depicting the Plan of the Migrant teachers after completion of the Teaching contract with the School

Figure 58 depicts the future plans of the migrant teachers who will not return after the completion of the current teaching contract. The data show that out of the 84% (21) migrant teachers who said that they will not return to India after the completion of the contract (represented as a total in Figure 57), 86% (18) teachers said they will renew the contact and continue teaching in the same school. 9% (2) teachers who don't plan to return to India after the completion of the contract said that they are not sure of their future actions and 5% (1) teachers said that they will move to some other school after the completion of the contact in the destination country. Hence, we find that a majority of the migrant teachers who won't return to India after the completion of the current teaching contract plan to renew the contract and continue in the same school.

### Plan to Stay Permanently Abroad

(in numbers, and percentages)

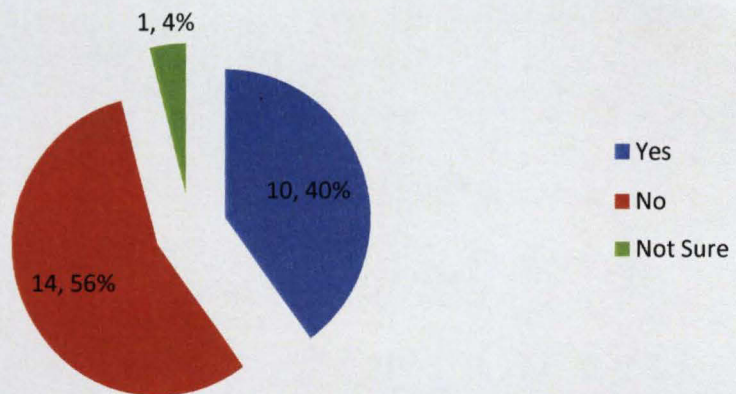


Figure 59: Pie diagram depicting the proportion of migrant teachers from India who plan to stay abroad permanently

Figure 59 depicts the future plans of the migrant teachers regarding staying abroad permanently. The data reveals that 56% (14) teachers don't want to stay abroad permanently while 40% (10) teachers want to stay abroad permanently. 4% (1) teachers said they are not sure about the decision. So, the data highlights the fact that although a majority of Indian migrant teachers don't plan to return to India after completion of the current contract (84% [21] teachers as per Figure 57), a majority of teachers don't want to stay permanently abroad (56% [14] teachers as per Figure 59). However, it's important to note that a large proportion of migrant teachers want to stay abroad permanently (40% [10] as per Figure 59).

### Reasons for Staying Abroad Permanently

(in numbers, and percentages)

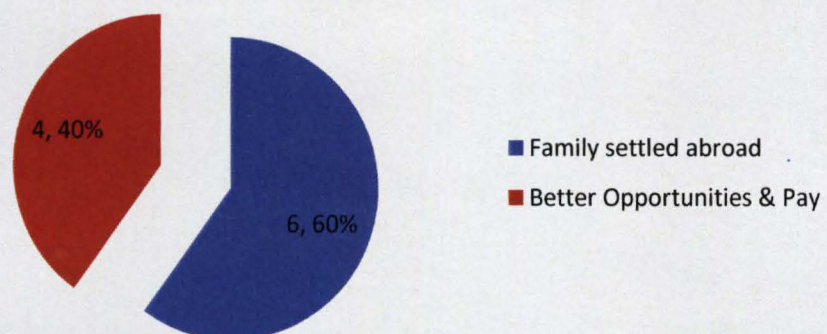


Figure 60: Pie diagram depicting the reasons stated by the migrant teachers for staying abroad permanently

Figure 60 depicts the reasons given by Indian migrant teachers teaching abroad for staying abroad permanently. The data show that out of the 40% (10) teachers who said that they plan to stay abroad permanently, 60% (6) teachers said they want to stay

abroad permanently because their family and children are settled there. 40% (4) teachers said that they want to stay abroad permanently because of better opportunities and pay in the destination countries. So, we can see that only two main reasons have been given by the migrant teachers for staying abroad permanently out of which the top most reason was of a well settled family in the destination country and the second being of better opportunities and pay which is one of the most popular reason of migration as stated in various migration theories stating reasons of migration. Now let us examine the reasons given by the migrant teachers who don't want to stay abroad permanently abroad for their return.

### Reasons for Not staying Abroad Permanently

(in numbers, and percentages)

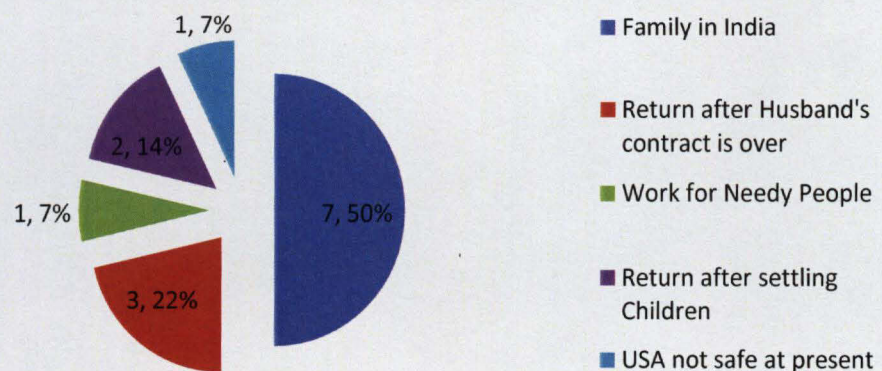


Figure 61: Pie diagram depicting the reasons stated by the migrant teachers for not staying abroad permanently

Figure 61 depicts the reasons given by the Indian migrant teachers for not staying abroad permanently. The data show that out of the 56% (14) teachers from the sample, who don't plan to stay abroad permanently, 50% (7) teachers said that they want to return because their family is in India and they want to come back to them. 22% (3) teachers stated that they will return to India after their husband's job contract is over. 14% (2) teachers stated that they will return to India after settling their children abroad. 7% (1) teachers said they will return to India as the destination country (USA) is not anymore safe to work and 7% (1) teachers said that they want to return in order to work for the needy people in India. So, we can see that almost half of the teachers who don't want to stay abroad permanently want to return because of their family while others also want to return to their home country but after settling their children abroad. Further, we can also notice reasons such as safety concerns of

the migrants, although very meagrely represented in a small sample, emerging as a cause of return to the source country.

On the whole after examining the reasons for staying permanently abroad or not we can notice the dominant role played by two main factors: Firstly, the role of family settlement and placement in such decisions and second, the role of economic opportunities.

### Duration of further stay in the Destination Country

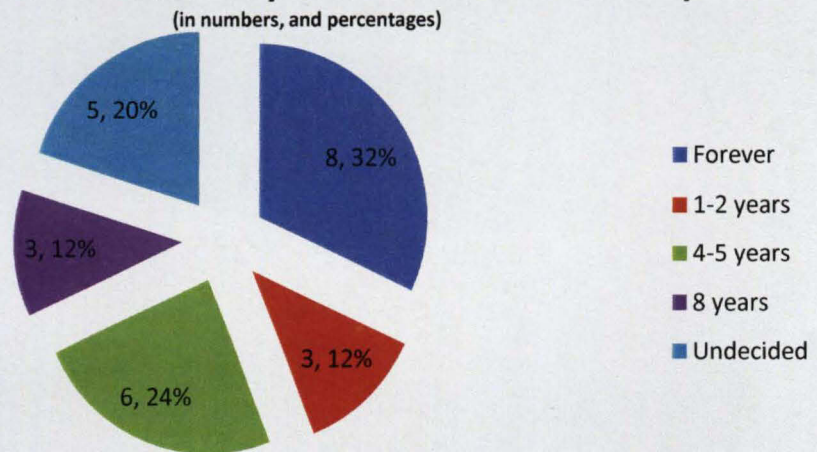


Figure 62: Pie diagram depicting the duration of further stay in the destination country stated by the migrant teachers

Figure 62 depicts the duration of further stay in the destination country as stated by the migrant teachers. The data show that out of the sample of 25, 32% (8) teachers said that they plan to stay in the destination country forever, 24% (6) teachers said that they plan to stay in the destination country for 4-5 years and 12% (3) teachers said that they want to stay in the destination country for 1-2 years and 8 years each. 20% (5) teachers said that they are not sure as to for what duration they want to stay in the destination country.

Further, we can note that although in Figure 59, ten teachers said that they want to stay abroad permanently only 8 said that they want to stay in the destination country forever which indicates the possibility of moving to another country after the current destination country. Figure 62 also highlights that among the teachers who plan to return to India after some years, the maximum number of teachers want to stay in the destination country for about 4-5 years followed by an equal number of teachers who want to stay in the destination country for 1-2 years and 8 years each.

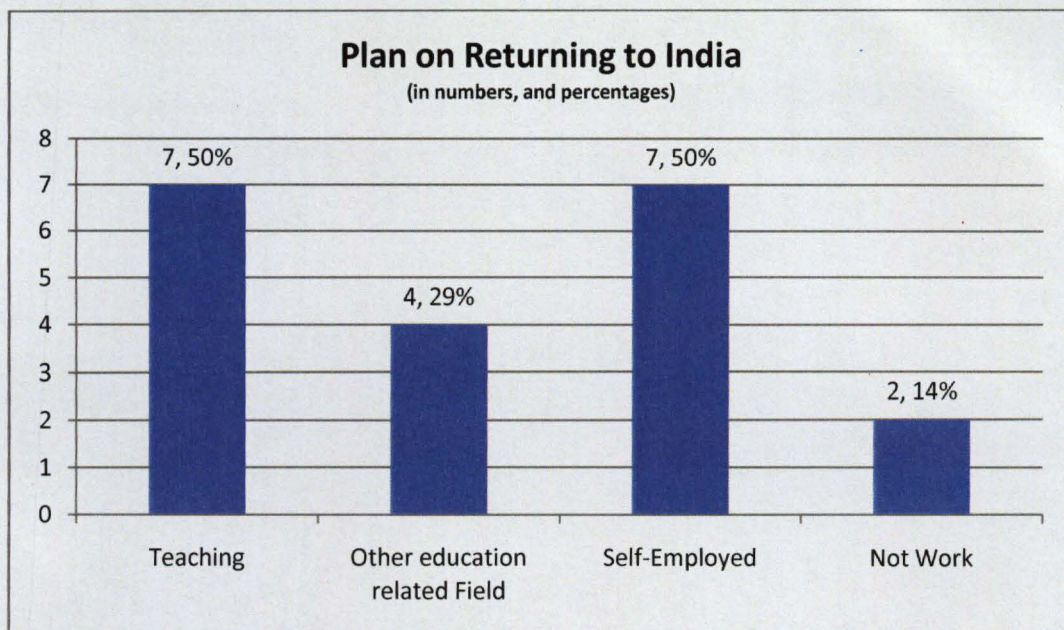


Figure 63: Bar graph representing the plan of the migrant teachers after returning to India

Figure 63 represents the plan of the migrant teachers on returning to India. The data show that out of 56% (14) migrant teachers who want to return to India (as per Figure 59), 50% (7) teachers said that they would like to teach after returning to India, 29% (4) teachers said they would like to work in any other education related field, 50% (7) teachers said they would like to be self-employed after returning to India and 14% (2) teachers said that they would not like to work after returning to India. The total doesn't come to be 100% as a few teachers stated that they would like to explore the above options i.e. they would like to either teach, or work in education related field or be self-employed.

### Recommend Teaching in the Destination Country

(in numbers, and percentages)

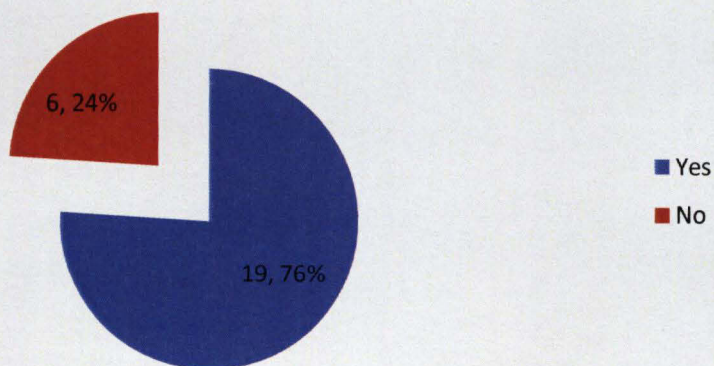


Figure 64: Pie diagram depicting the responses of migrant teachers as to recommending teaching in the destination country



Figure 64 depicts the responses of the migrant teachers on recommending teaching in the destination country to the Indian teachers. The data show that 76% (19) migrant teachers recommend teaching in the destination country for teachers in India and 24% (6) teachers don't recommend teaching in the destination country to the teachers in India. So, the data clearly shows that a majority of migrant teachers recommend teaching in the destination country to their peer teachers in India.

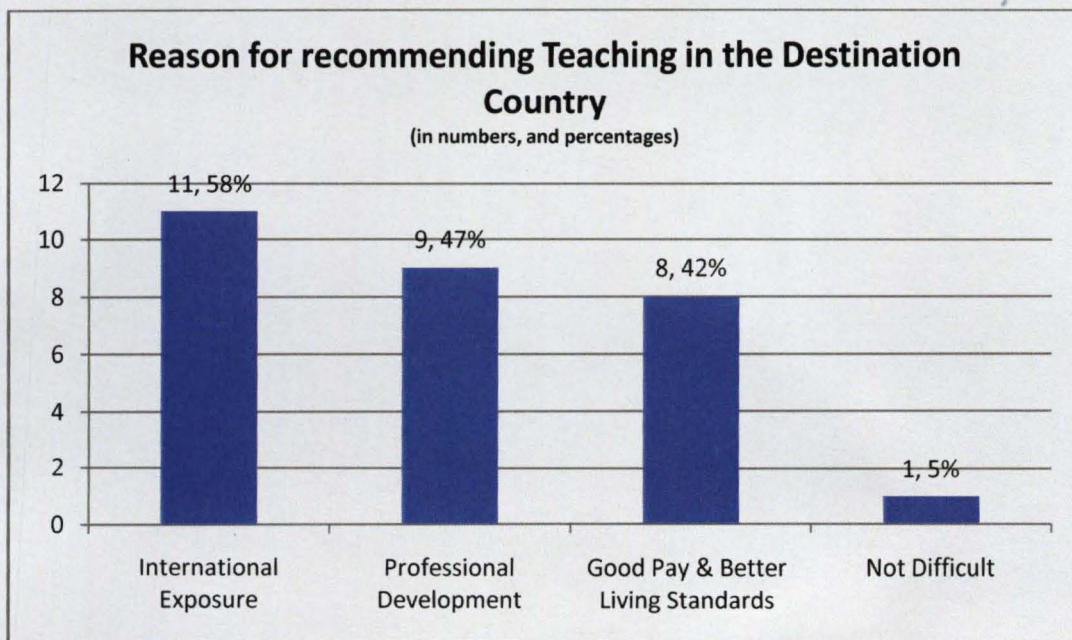


Figure 65: Bar diagram depicting the reasons given by the migrant teachers for recommending teaching in the destination country

Figure 65 depicting the reasons given by the migrant teachers for recommending teaching in the destination country to the teachers in India. The data show that out of the 76% (19) teachers in the sample who recommend teaching in the destination country to the Indian teachers, 58% (11) teachers recommend it because of the international exposure gained by the teachers, 47% (9) teachers recommend teaching abroad because of opportunities for professional development, 42% (8) teachers recommend it because of good pay and better living standards in the destination countries and 5% (1) teacher recommend it because it is not difficult (the point to note is that the teacher mentioning teaching not difficult are teaching in UAE while the teachers in USA found teaching quiet challenging). Hence, the data reveals that migrant teachers recommend teaching in the destination countries because of international exposure, professional development and for better economic and living standards.

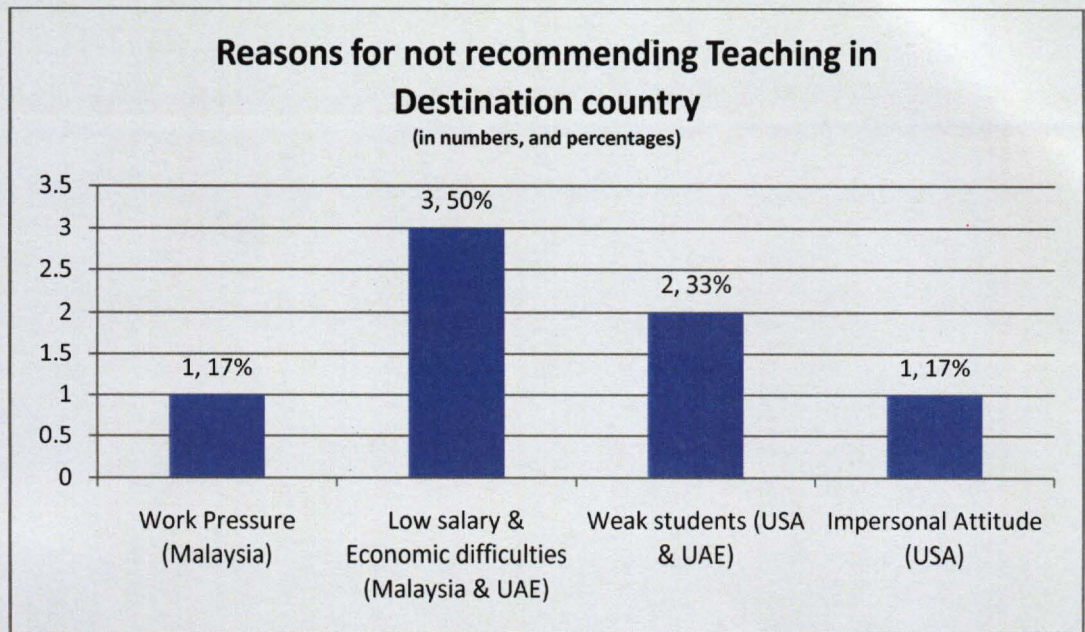
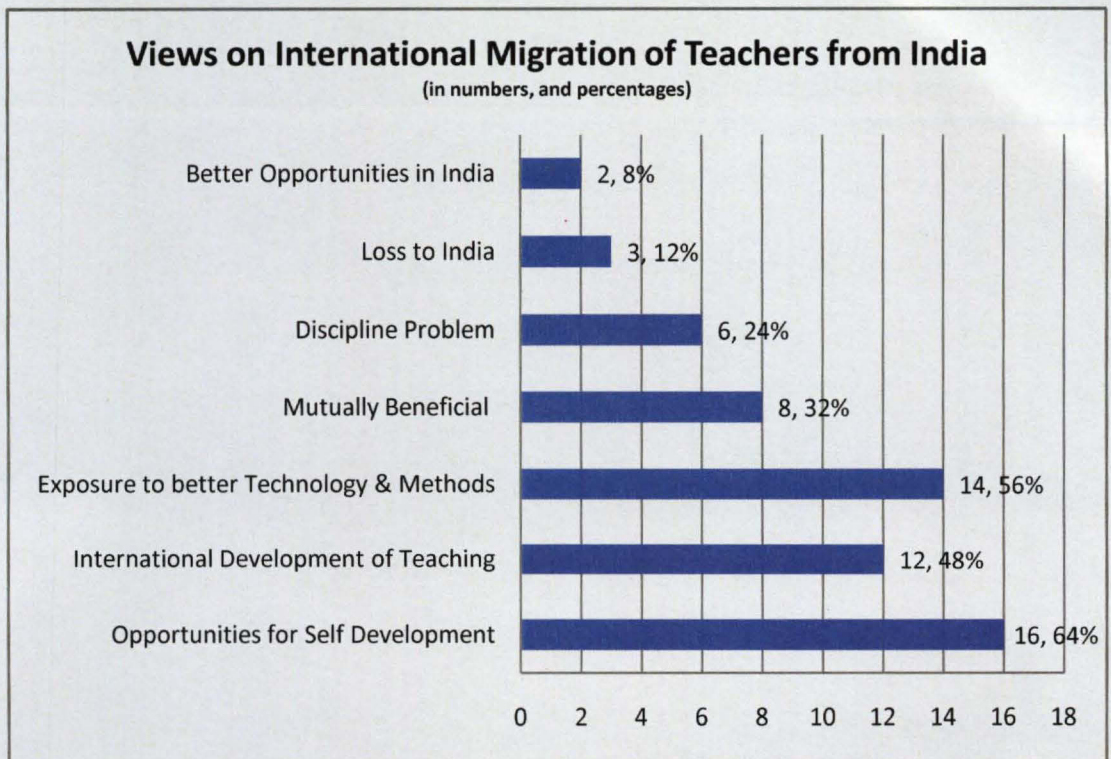


Figure 66: Bar diagram depicting the reasons for not recommending Teaching in the destination countries

Figure 66 depicts the reasons stated by the migrant teachers due to which they will not recommend teaching in the destination country to the Indian teachers. The responses of the teachers have been analysed country-wise due to the specificity of the causes to regions. The total of the responses doesn't total to a 100% due to the teachers stating more than one reason. The data show that out of the 24% (6) teachers who don't recommend teaching to the Indian teachers in the destination country, 17% (1) teachers in Malaysia don't recommend it because of work pressure, while work pressure is also admitted by the teachers in USA but they feel its contributing to their professional development. 50% (3) teachers in Malaysia and UAE don't recommend it because of low salary and economic difficulties. The teachers stated that the salary is not enough in comparison to the cost of living. 33% (2) teachers in USA and UAE don't recommend it because of weak students in the destination country. 17% (1) teachers in USA don't recommend it because of the impersonal attitude in the schools. Hence, we observe that due to specific reasons teachers don't recommend teaching in the destination countries. However, the number of teachers who don't recommend teaching in the destination countries is smaller compared to the number of teachers who recommend it.

Now let us analyse the views of the migrant teachers on international migration of teachers. The teachers have stated various pros and cons of international migration based on their experiences in the following figure.



**Figure 67: Bar diagram depicting the views of migrant teachers on International Migration of Teachers from India**

Figure 67 depicts the views of the Indian migrant teachers on international migration of teachers from India. The data show that migrant teachers view international migration of teachers as a big opportunity for self-development with 64% (16) teachers stating it as a major outcome of international migration, 56% (14) teachers state that international migration of teachers bring exposure to better technology and teaching methods of the other countries and 48% (12) teachers view it as leading to international development of teaching profession. 32% (8) teachers said that international migration of teachers is mutually beneficial for both the countries i.e. the destination country and the source country. 8% (2) teachers said that there are better opportunities in India at present and another 12% (3) teachers said that international migration of teachers from India shall lead to a loss for the country. 24% (6) teachers stated that there are discipline problems in the destination country schools. Hence, we can conclude that a majority of teachers have a positive view of international migration of teachers from India as it leads to better exposure, professional development, access to better technology and methods, and is mutually beneficial to both the countries. However, there are migrant teachers who hold a negative view of international migration of teachers from India due to disciplinary problems in the

foreign schools, loss of good teachers to India and a few that there are improving opportunities in India as compared to some of the destination countries.

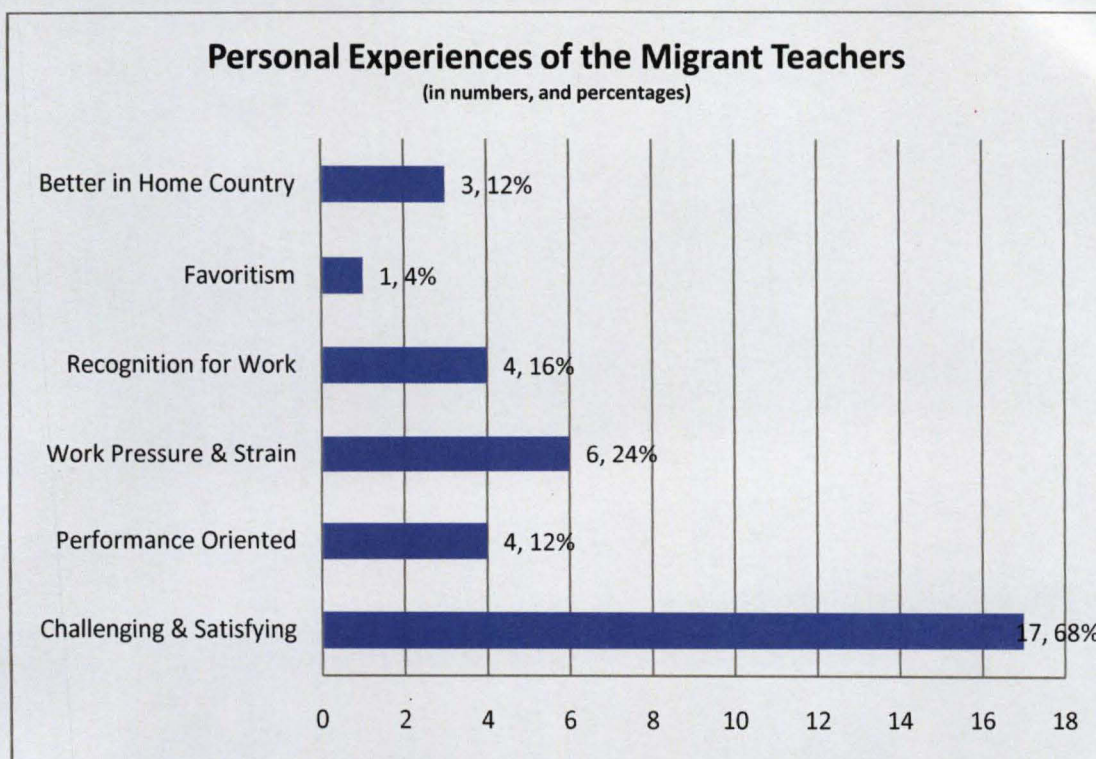


Figure 68: Bar diagram representing the personal experiences of the migrant teachers from India

Figure 68 depicts the personal experiences of the migrant teachers from India. As per the responses 68% (17) teachers described the experience as challenging and satisfying. 12% (3) teachers stated that the teaching in the destination country schools was performance oriented and 16% (4) teachers further said that there is recognition for work in the schools which has been mentioned as a satisfying feature especially in USA schools. However, 24% (6) teachers stated that they experienced work pressure and strain due to excessive competition and disciplinary problems. 4% (1) teachers also complained about favouritism and biased management decisions. 24% (6) teachers explicitly mentioned that teaching in India is better than their destination country (both USA and others).

Hence, after analysing the responses of the migrant teachers on their experiences of teaching in schools abroad we can conclude that a majority of teachers find it as a satisfying experience which is challenging and also provides ample scope for professional and self development, international exposure and state-of-the-art technology giving a boost to the migrant teacher's career while also providing better economic opportunities and a better standard of living in the destination country.

However, the responses of the migrant teachers also highlight the difficulties faced by them related to discipline, management and work pressure. Due to these problems many of the migrants mentioned that they would not like to work in the destination country forever and would return to India. Also, in the context of migrant teachers who are teaching in Asian and other developing countries the teachers are not much satisfied with the economic benefits apart from Qatar, and they mentioned that with the implementation of the recommendations of Sixth Central Pay Commission in India, it would be better to teach in India which now has better opportunities. Although majority teachers do not wish to stay abroad permanently but most of them do not plan to return to India in near future. They want to extend their contracts and continue teaching abroad or teach in some other country. This might be due to better economic and professional opportunities in the destination country also many teachers plan to stay abroad until they settle their children or for other family reasons. In the present study a majority of teachers favour and recommend migration of Indian teachers due to its benefits for the migrant teacher and consider it a satisfying experience.

# *Chapter 4*

## 4. FINDINGS AND CONCLUSIONS

### 4.1. MAJOR FINDINGS OF THE SURVEY

The major findings of the study can be summarised as follows:-

- I. The results for the personal social profile of the migrants teachers teaching outside India are as follows: -

**Age Composition-** The data show that out of the total sample of 25 migrant teachers teaching outside India, 60% (15) teachers are above 35 years of age. 32% (8) teachers are in the age group of 30-35 years and 8% (2) teachers are in the range of 25-30 years. None of them are below the age of 25 years. Hence most of the migrant teachers from India are above 30 years of age, with a majority of them above 35 years of age.

**Gender Composition-** Majority of the migrant teachers from India are female i.e. 76% (19) and 24% (6) teachers are male. Hence, we observe the predominance of female teachers among the migrant teachers. Also, the number of female migrant teachers is three times the number of male migrant teachers.

**Marital Status-** A majority of migrant teachers from India are married i.e. 88% (22) and 12% (3) teachers are unmarried. Hence, on the whole majority of the migrant teachers are married.

**Offspring Status-** A majority of teachers are having children i.e. 84% (21) and 16% (4) of them do not have children. This highlights that a majority of teachers are having family and hence in a mature stage of life where career and earning is important due to family responsibilities.

**Social Category-** A majority of the migrant teachers from India belong to general category i.e. 88% (22). Only 12% (3) teachers belong to the OBC category and none of the teachers fall in the category SCs and STs. Hence we find that a majority of the teachers migrating from India are from higher social castes falling only in the category of General and OBC, while none are in the category of SCs and STs which are considered one of the most socially deprived categories.

**Birth State-** The state of Tamilnadu sends just little less than ½ of all teachers with 40% (10) teachers born there, 16% (4) teachers born in Maharashtra. 8% (2)

teachers each were born in Delhi, Kerala, Himachal Pradesh and West Bengal and 4% (1) teachers each were born in Punjab, Gujarat and Andhra Pradesh.

**Nationality-** Among the sample of migrant teachers of Indian origin, 76% (19) teachers hold Indian nationality, 20% (5) are now US citizens and 4% (1) hold Malaysian citizenship. It also highlights that none of the teachers in UAE and Qatar have become the citizen of these countries.

**II.** The findings regarding the academic and professional profile of the migrant teachers from India are as follows:-

**Undergraduate qualifications-** 42% (11) teachers have done B.Sc. making it the largest category. Secondly, 12% (3) teachers each have done Engineering and B.A. while 8% (2) teachers each have done B.Sc. (Computers) and Maths (Hons.). Also, 4% (1) teachers each have done B.P.Ed., B.A. (Hindi), B.A. (English) and B.Com. in their undergraduate courses. There is heavy inclination towards science and technological courses.

**Post-graduate qualifications-** 20% (5) migrant teachers have done M.Sc.: 16% (4) have done MCA and 8% (2) teachers each have done M.A. in Social Sciences, M.A. (English), M.A. (Hindi) and Post-graduation in Maths. 4% (1) teachers each have done Masters in engineering, M.A. (Education)+ M.Ed. and MAT (USA). However, 20% (5) migrant teachers have not done post graduation. Here also a heavy representation of the science courses, computers and language subjects is observed.

**M.Phil/P.hD.-** 4% (1) teachers each have done M.Phil in English and Hindi and 4% (1) teachers have done D. Engineering (mechanical). 12% (3) teachers are presently pursuing doctorate. However, a large number of 76% (19) teachers do not have such qualifications.

**Other Diplomas-** 12% (3) teachers have done Diploma in computers, 8% (2) teachers have done diploma in counselling, 4% (1) teachers each have done diploma in English, French and Maths while 68% (17) teachers have not done any kind of diploma. Therefore we can observe heavy representation of science, computers, language and mathematical courses. It is clear that the Indian teachers are in high



demand in the science, maths and computers which describes the migration of teachers in these fields to various developed and neighbouring countries.

**Formal teaching qualifications-** 72% (18) migrant teachers from India have done B.Ed. making it the largest category and 4% (1) teachers have done B.P.Ed. Also, 4% (1) teachers each have done Secondary School Certificate (SSC) and New Jersey State Certification (NJSC) which are American teaching qualifications. However it also brings out the fact that 16% (4) migrant teachers teaching outside India do not possess any formal teaching qualification.

**Year of Qualifying Teaching Qualification-** 52% (13) migrant teachers from India qualified the teaching degree during 1991-2000. 20% (5) teachers qualified the teaching degree before 1991 while 12% (3) teachers each qualified the teaching qualification after the year 2000. However, 16% (4) teachers have not qualified any formal teaching qualification. So, the figure highlights that the maximum teaching qualifications have been gained by the migrant teachers from 1991 to 2000.

**Duration of Teaching Qualification-** A majority of 56% (14) migrant teachers have done B.Ed. having duration of 1 year, 24% (6) teachers have done B.Ed. having duration of 2 years and 4% (1) teachers have done the teaching qualification of 4 years in USA. The number of teachers which have no teaching qualifications remains at 16% (4).

**Country of Teaching Qualification-** A majority of teachers i.e. 76% (19) acquired the formal teaching qualification in India only whereas only 8% (2) acquired the formal teaching qualification outside India in USA. 16% (4) teachers are not having any formal teaching qualification neither in India nor outside India.

**Government Grants/Scholarships-** None of the migrant teachers have taken any government grant/scholarship i.e. 100% (25) teachers have not taken any government grant/scholarship for their education.

**Job-position before Migrating-** Majority of the migrant teachers i.e. 72% (18) were holding the position of a teacher before migrating abroad. 4% (1) teachers were Head of Department (HOD). 4% (1) teachers each were holding the position of a lecturer and 8% (2) teachers were students in India. 12% (3) migrant teachers were in professions other than teaching. Hence, a total of 20% (5) teachers were not teaching in India.

**Subject specialisation-** 28% (7) teachers specialise in science [12% (3) teachers specialise in Physics and Biology each and 4% (1) teachers specialise in Chemistry]. 24% (6) teachers specialise in Mathematics. A total of 20% (5) teachers specialise in language subjects divided in 8% (2) in English, 8% (2) in Hindi and 4% (10) in French. 12% (3) teachers specialise in teaching Computers and 8% (2) teachers specialise in teaching Social Science. 4% (1) teachers specialise in Physical science and Special education each. Hence, there is predominance of science, maths, language and computer subjects among the migrant teachers.

Further, all the teachers who were teaching in India i.e. 80% (20) were teaching their specialisation subject in India before migrating, including a teacher working as a lecturer in India, and 20% (5) migrants were not teaching their specialisations in India, which is same as the number of people who were not teaching in India but are currently teaching outside India.

**Teaching Experience before migrating-** 20% (5) teachers had a teaching experience of 10 years and above before migrating, 20% (5) teachers has a teaching experience of 6-9 years, 16% (4) teachers had a teaching experience of 3-5 years and 24% (6) teachers had a teaching experience of 1-2 years. Further, 20% (5) teachers had no teaching experience before migrating from India. It indicates that 56% teachers had a teaching experience of at least 3-5 years before migrating.

**III.** The findings of the study regarding the countries of migration and the causes of migration of teachers from India are as follows:-

**Countries where migrant teachers taught-** There are 13 countries in all where the migrant teachers in the sample have taught during their life. In past 80% (20) teachers have taught in India as a first country to start with. 4% (1) teachers have taught in Japan, Jamaica, Turks & Caicos Islands, Anguilla, Bahamas, Eritrea, N-E Africa and Maldives each. Presently 28% (7) teachers are teaching in Malaysia, 12% (3) teachers are teaching in UAE while 8% (2) teachers are teaching in Qatar. The largest category in the present sample is of the teachers who are teaching in USA i.e. 52% (13) teachers. Hence, the migrant teachers have worked in various regions like North America, Africa, East Asia, South East Asia and Arabic countries.

Further, we find that 64% (16) teachers have taught in 2 countries. 8% (2) teachers have taught 3 countries and 8% (2) teachers have taught in more than 3 countries. Also, the data show that 12% (3) teachers have taught only in USA while 8% (2) teachers have taught only in Malaysia. So, majority of migrant teachers have not resorted to multiple migrations and most of them are limited to only 1 or 2 migrations.

**Reasons stated by migrant teachers for Migration-** 36% (9) migrants migrated due to low pay in India for better economic opportunities. 44% (11) teachers migrated for professional development. 40% (10) migrants said they migrated for a better standard of living abroad. 12% (3) teachers said they have migrated due to insecure jobs in India to have better job security. 8% (2) teachers said that they have migrated due to corruption. 40% (10) migrants said that one of the reasons of their migration was due to their husband's job i.e. as a result of their partner's. 20% (5) teachers said that they have migrated due to the social problems in India. So, the predominance of better economic opportunities, professional development and family issues projects them as the top rated causes of migration.

As per the ranks given by migrant teachers, the causes of migration in order of their preference are stated as follows:- Professional development, Health & Education, Higher Salary, Better working conditions, Family/friends Abroad, Opportunity for Travel Abroad, Safer Environment Abroad and Unemployment in India. More than 50% teachers ranked Professional development, Health & Education, Higher Salary and Better working conditions abroad among top four causes of their migration and more than 50% teachers ranked Family/friends Abroad, Opportunity of Travel abroad, Safer Environment Abroad and Unemployment in India among the last four causes of their migration.

- IV. The findings of the study regarding the process of migration and the modes of recruitment of the migrant teachers from India are as follows:-

**Entry requirements-** 56% (14) teachers have migrated on work permit, 24% (6) teachers migrated on a spouse visa (all female teachers), 12% (3) teachers migrated on family visa (all female teachers) and 8% (2) teachers migrated initially on student visa. So, the largest category of migrant teachers migrated through a

work permit hence showing that a majority of them had the main purpose of job for migration. Also, all the teachers who migrated on spouse visa are in Malaysia. However, many of them migrated through family or spouse visa initially but some have now converted to work visa for their stay in the destination country.

**Immigration Problems-** 100% (25) teachers said that they have not faced any problem in immigration to the destination countries. However, a few of them did mention about facing adjustment problems in the destination country but none of them have faced any problems in immigration.

**Year of arrival in the destination country-** Only 4% (1) teachers arrived in the destination country before 1991 while a majority of teachers migrated recently after liberalisation usher. It shows that 44% (13) teachers arrived in the destination country during 1991 to 2000 and 52% (13) teachers arrived in their destination countries after 2000. Hence, we can say that migration of teachers from India has increased after 1991 and majority of them have migrated after 2000, indicating a rise in the migration of teachers from India.

**Number of years spent in the Destination country-** 20% (5) teachers have been staying in the destination country from 1-2 years, 24% (6) teachers have been staying from 3-5 years, 20% (5) teachers have been staying for 5-10 years and 36% (9) teachers have been staying in the destination country for more than 10 years. Hence, a majority of the teachers have been staying in the destination country for more than 5 years and the highest numbers of teachers have been staying in the destination country for more than 10 years.

**Recruiting Institutions-** 48% (12) teachers have been recruited by the schools, 20% (5) teachers have been recruited by recruitment agencies and 16% (4) teachers have been recruited by Local Education Authorities (district authorities). However, 16% (4) teachers have not been recruited to teach and they moved for other reasons like husband's job, personal contact in the school and two migrated for studying. They later shifted to teaching finding it attractive. Hence, the data highlights that the major recruiting institutions for migrant teachers are schools, recruitment agencies and the foreign local education authorities.

**Information given by Recruiting Institutions-** Among the 84% (21) teachers recruited by an institution, more than 50% teachers have been given information

about the school, the teaching salary and conditions and accommodation. Also, majority of the migrant teachers have not been given information about the cost of living in the destination countries, which is important information in order to calculate the real salary. Further 14% (3) teachers who were recruited by the schools in Malaysia have not been given any information.

**Rating of Information Provided by Recruiting Institutions-** Among the 84% (21) teachers recruited by the recruiting institutions, 10% (2) teachers rated the information provided as excellent, 24% (5) teachers rated the information as very good, 52% (11) teachers rated the information as average. Also, none of the teachers rated the information as bad and very bad. Finally, 14% (3) teachers have not been provided any kind of information by the recruiting institutions. Hence, most of the teachers rated the information provided as average or good while none rated it as bad or very bad indicating that the kind of information provided was satisfactory.

- V. The findings of the study regarding the work environment and conditions faced by migrant teachers from India in the destination country are as follows:-

**Current job position in Destination country-** 68% (17) teachers are working as teachers only, 16% (4) teachers are working as senior teachers, 12% (3) teachers are working as the Head of the Department and 4% (1) teachers are working as supervisor in the destination country schools. The data reveals that maximum numbers of teachers are working as a teacher only. However, a small number of teachers have been promoted to become senior teachers, head of the department and supervisor aggregating to around 32% (8) teachers, but a majority of them are working as teachers only.

**Teaching subjects in Destination countries-** Highest share is of science at 28% (7) teachers and 24% (6) teachers are teaching maths. 20% (5) teachers are teaching language subjects divided into 8% (2) English teachers, 8% (2) Hindi teachers and 4% (1) French language teachers. 12% (3) teachers are teaching computers, 8% (2) teachers are teaching social science and 4% (1) teachers each are teaching physical science and special education. Hence, there is a dominant

representation of science, maths, language and computers subjects followed by social sciences, physical science and special education.

**Type of schools-** 52% (13) teachers are working in state owned schools and in total 48% (12) teachers are working in private owned schools. All the teachers working in state schools are in USA, while the teachers working in private owned schools are working in non-USA countries. This data points towards the recruitment of Indian teachers in USA in state schools while the recruitment of Indian teachers in private schools in non-USA countries.

**Qualifying Examination-** Majority of 60% (5) teachers have not given any qualifying examination as a pre-condition to teaching in the destination country while 40% (10) teachers gave it. Further, majority teachers who have not given a qualifying examination i.e. 48% (12) teachers are teaching in countries other than USA while only 12% (3) teachers are teaching in USA have not given it. Also, all the teachers who have given a qualifying examination are teaching in USA highlighting a strong pre-condition of a qualifying exam before teaching in USA while not in other countries.

**Job status-** A majority of teachers i.e. 76% (19) teachers are working as a permanent teacher. 20% (5) teachers have initially worked as substitute teacher and now they are working as a permanent teacher. 4% (1) teachers are still working as substitute teachers. This shows that 96% (24) teachers are presently working as a permanent teacher and only 4% (1) teachers are presently working as substitute teachers indicating that almost all the teachers are working as permanent teachers in the destination countries at present.

**Duration of the teaching contracts-** 56% (14) teachers are working on contracts having duration of less than 2 years, 16% (4) teachers are working on 2-5 year contracts and 16% (4) teachers are working on contracts having duration of more than 5 years. It further shows that 12% (3) have no contracts signed regarding the duration of their work. So, the data indicates that a majority of 56% teachers are working on short duration contracts ranging only upto 2 years and only 32% teachers are working on contracts having duration of more than 2 years. Hence, most of the contracts are short duration contracts.

**Orientation Programme-** 60% (15) teachers have not received an orientation before starting teaching and a total of 40% (10) teachers received an orientation before starting working in the schools abroad including 36% (9) teachers of USA and only 4% (1) teachers from other countries. Hence, a majority of migrant teachers have not been given orientation before working in the schools however a higher proportion of teachers migrating to USA have been given orientation as compared to teachers teaching in other countries.

**Orientation imparting agencies-** Among the 40% (10) teachers who have been given orientation, 50% (5) teachers have been given orientation by the schools. 30% (3) teachers have been given orientation by the state education authorities (district authorities in USA) and 20% (2) teachers have been given orientation by the recruiting university. So, we find that majorly the orientation is provided by the schools in which the teachers teach.

**Rating of Orientation Programme-** Among the 40% (10) teachers, who have received orientation, 70% (7) teachers rated the orientation as good, 20% (2) teachers rated the orientation as average and 10% (1) teachers rated the orientation as excellent. None of the teachers rated it as bad or very bad. Hence, the orientation programmes were rated to be average and above average by the migrant teachers indicating that the preparation given to them before starting teaching in the schools has been useful to them.

**Rating of relationship with colleagues-** 64% (16) teachers rated the relationship with their colleagues in the destination countries as good, 28% (7) teachers rated the relationship as excellent and 8% (2) teachers rated the relationship as average. None of the teachers rated the relationship with their colleagues in school as bad or very bad. Hence, Indian migrant teachers share a good relationship with their colleagues in the schools in destination countries.

**Professional Development Programmes (PDP) -** 48% (12) teachers in USA have undertaken a PDP whereas 4% (1) teachers in USA have not undertaken a PDP. 4% (1) teachers in Malaysia have undertaken a PDP while 24% (6) teachers in Malaysia have not undertaken a PDP. 12% (3) i.e. all the teachers from UAE have undertaken a PDP and 8% (2) teachers i.e. all teachers from Qatar have not undertaken a PDP. Hence, there are country-wise differences in attending PDPs.

While almost all the teachers in USA and UAE have undergone a PDP, almost no teacher (except 1 in case of Malaysia) has undertaken a PDP in Malaysia and Qatar. Hence, the data show that a total of 64% (16) teachers have undertaken a PDP and an aggregate of 36% (9) teachers have not undertaken any PDP while teaching in the destination country.

**Financing of PDPs** - Among the 64% (16) teachers who have undertaken PDPs, for 69% (11) teachers the school paid for the PDP, 19% (3) teachers paid themselves for their PDP and for 12% (2) teachers the Local education authority paid for the PDP. All the teachers who have undertaken PDPs in USA have been financed either by the school or the local education authority but the teachers who have undertaken PDPs in other countries paid for it themselves.

**Rating of PDPs regarding their relevance for India-** Among 64% (16) teachers who have undertaken the PDPs, 44% (7) teachers rated it as very relevant and relevant each and 6% (1) teachers rated the PDPs as average and less relevant each, while none of the teachers rated the PDPs as not at all relevant. Hence, a majority of 88% (14) teachers found the PDPs to be relevant for India and none of them considered the PDPs as not relevant for India.

- VI. The findings of the study regarding the teaching salary differentials between India and the destination countries and the current economic condition of the migrants teachers from India are as follows:-

**Salaries of migrant teachers in India before migrating-** The range of the net monthly salaries earned by migrant teachers in India is from Rs. 300 to Rs. 25,000 and the average monthly salary earned by the migrant teachers before migrating to the destination countries amounts to be Rs. 8,752.

**Starting Teaching Salary (in INR) in Destination country-** The range of the monthly salary earned by the migrant teachers on starting working in the destination country is from Rs. 13,750 to Rs. 2,00,000. But the results are significantly different when we compare the salary for USA and other Asian and Middle-East countries. The range of the starting net monthly salary earned by the migrant teachers in USA is from Rs. 20,000 to Rs. 2,00,000 while the range for other countries is from Rs. 13,750 to Rs. 40,000. Further, if we compare the range of salary earned by the



migrant teachers before migrating, which is Rs. 300 to Rs. 25,000; with the range of starting monthly salary earned by the migrant teachers, which is Rs.13,750 to Rs. 2,00,000 we find that the salaries earned after migrating to the destination countries are more than 8-10 times higher than the salaries earned in India which forms a great incentive for such mobility.

Further the average net monthly salary earned by the migrant teachers on starting teaching in the destination countries is Rs. 65,805. However, there is a significant difference between the average starting salary earned by the migrant teachers in USA and in other Asian and Middle-East countries. The average starting monthly salary earned by the migrant teaching in USA is Rs. 1,04,521 while the average starting monthly salary earned by the migrant teachers earning in other countries is Rs. 23,862. Hence, the data highlights the joining salary of teachers migrating to USA is about 5 times more than the joining salary of teachers migrating to Asian and Middle-East countries. If we compare the average salary earned by the migrant teachers in India, which is Rs. 8,752 with the average starting monthly salary earned by the migrant teachers, which is Rs. 65,805 we find that the latter is 7-8 times more than the former.

**Current net monthly salaries (in INR) of migrant teachers in Destination countries-** The range of the net monthly salaries currently earned by the migrant teachers in the destination countries is from Rs.13,750 to Rs. 3,00,000. But the results are significantly different when we calculate the range separately for the migrants of USA only and the migrants of other Asian and Middle-East countries. The range of salary currently earned by the migrants in USA is from Rs. 30,000 to Rs. 3,00,000 while the range of current salary being earned by the migrant teachers in other countries is from Rs. 13,750 to 50,000. Hence, we can see that not only the increment in the salary is high among the migrant teachers in USA but they are also earning much higher salaries than the migrant teachers in the other Asian and Middle-East countries.

The average monthly salary currently earned by the migrant teachers is Rs. 1,08,264. But the results are significantly different when we compare the average monthly salaries earned by the migrant teachers in USA with the salaries earned by the migrant teachers in other countries. The current average monthly salary earned by the migrant teachers in USA is Rs. 1,78,076 while the average monthly salary

earned by the migrant teachers in other countries is Rs. 32,635 making the difference very high. So, the migrant teachers in USA are earning more than 5 times the salaries earned by the migrant teachers in other countries.

**Utilisation of salary earned by migrant teachers-** On average 43% of salary is spent on meeting the living costs of the migrants, 7% of salary is sent as remittances to the source country (India), 34% of salary is saved and 7% of salary is used for other miscellaneous purposes. Major share of the salary is devoted to living costs and savings. The range of spending on living cost is 0 to 100%, range of remittances is 5 to 20%, range of savings is 2 to 100% and range of other expenses is 0 to 100%.

**Other Source of Income-** 80% (20) teachers have no other source of income other than the salary from teaching in the destination country while 20% (5) teachers have another source of income like part-time tuition, other part-time work and pension. Hence, a majority of migrant teachers do not have any second source of income and only earn the teaching salary.

**VII.** The findings of the study about the experiences, future plans and feedback of the migrant teachers from India are as follows:-

**Future plans of migrant teachers after completion of current contract-** 80% (20) teachers do not plan to return to India after the completion of the current contract, only 16% (4) teachers plan to return to India after the completion of the current contract and 4% (1) teachers said that they are indecisive about coming back to India or staying abroad. Hence, while a majority of the migrant teachers do not wish to return back to India in recent future only a few wish to return to India after completing this teaching contract.

**Future plans of migrant teachers who will not return after the completion of current teaching contract-** Out of the 84% (21) migrant teachers who said that they will not return to India after the completion of the contract, 86% (18) teachers said they will renew the contract and continue teaching in the same school, 9% (2) teachers who don't plan to return to India after the completion of the contract said that they are not sure of their future actions and 5% (1) teachers said that they will move to some other school after the completion of the contract in the destination

country. Hence, a majority of migrant teachers who won't return to India after the completion of the current teaching contract plan to renew the contract and continue in the same school.

**Future plans of the migrant teachers regarding staying abroad permanently-** 56% (14) teachers don't want to stay abroad permanently while 40% (10) teachers want to stay abroad permanently. 4% (1) teachers said they are not sure about the decision. So, the data highlights the fact that although a majority of Indian migrant teachers don't plan to return to India after completion of the current contract, a majority of teachers don't want to stay permanently abroad. However, a large proportion of migrant teachers want to stay abroad permanently.

**Reasons for staying abroad permanently-** Among the 40% (10) teachers who said that they plan to stay abroad permanently, 60% (6) teachers said they want to stay abroad permanently because their family and children are settled there. 40% (4) teachers said that they want to stay abroad permanently because of better opportunities and pay in the destination countries. So, only two main reasons were given by the migrant teachers for staying abroad permanently out of which the top most reason was of a well settled family in the destination country and the second being of better opportunities and pay which is one of the most popular reason of migration as stated in various migration theories.

**Reasons for not staying abroad permanently-** Among the 56% (14) teachers from the sample, who don't plan to stay abroad permanently, 50% (7) teachers said that they want to return because their family is in India. 22% (3) teachers stated that they will return to India after their husband's job contract is over. 14% (2) teachers stated that they will return to India after settling their children abroad. 7% (1) teachers said they will return to India as the destination country (USA) is not anymore safe to work and 7% (1) teachers said that they want to return in order to work for the needy people in India. So, almost half of the teachers who don't want to stay abroad permanently want to return because of their family while others also want to return to their home country but after settling their children abroad. Further, we can also notice reasons such as safety concerns of the migrants, although very meagrely represented in a small sample, emerging as a cause of return to the source country.

**Duration of further stay in Destination country-** 32% (8) teachers said that they plan to stay in the destination country forever, 24% (6) teachers said that they plan to stay in the destination country for 4-5 years and 12% (3) teachers said that they want to stay in the destination country for 1-2 years and 8 years each. 20% (5) teachers said that they are not sure as to for what duration they want to stay in the destination country.

**Plan of migrant teachers on returning to India-** Among the 56% (14) migrant teachers who want to return to India, 50% (7) teachers would like to teach after returning to India, 29% (4) teachers would like to work in any other education related field, 50% (7) teachers would like to be self-employed after returning to India and 14% (2) teachers would not like to work after returning to India. A few teachers stated that they would like to explore the above options i.e. they would like to either teach, or work in education related field or be self-employed.

**Recommending teaching in Destination country to Indian teachers-** 76% (19) migrant teachers recommend teaching in the destination country for teachers in India and 24% (6) teachers don't recommend teaching in the destination country to the teachers in India. So, the data clearly shows that a majority of migrant teachers recommend teaching in the destination country to their peer teachers in India.

**Reasons for recommending teaching in Destination country to teachers in India-** Among the 76% (19) teachers who recommend teaching in the destination country to the Indian teachers, 58% (11) teachers recommend it because of the international exposure gained by the teachers, 47% (9) teachers recommend teaching abroad because of opportunities for professional development, 42% (8) teachers recommend it because of good pay and better living standards in the destination countries and 5% (1) teacher recommend it because it is not difficult. Hence, migrant teachers recommend teaching in the destination countries because of international exposure, professional development and for better economic and living standards.

**Reasons for not recommending teaching in Destination country to Indian teachers-** Among the 24% (6) teachers who don't recommend teaching to the Indian teachers in the destination country, 17% (1) teachers in Malaysia don't recommend it because of work pressure, while work pressure is also admitted by the

teachers in USA but they feel its contributing to their professional development. 50% (3) teachers in Malaysia and UAE don't recommend it because of low salary and economic difficulties. The teachers stated that the salary is not enough in comparison to the cost of living. 33% (2) teachers in USA and UAE don't recommend it because of weak students in the destination country. 17% (1) teachers in USA don't recommend it because of the impersonal attitude in the schools. Hence, we can observe that due to specific reasons teachers don't recommend teaching in the destination countries. However, the number of teachers who don't recommend teaching in the destination countries is smaller compared to the number of teachers who recommend it.

**Views of Indian migrant teachers on international migration of teachers from India-** Majority of the migrant teachers view international migration of teachers as a big opportunity for self-development with 64% (16) teachers stating it as a major outcome of international migration. 56% (14) teachers state that international migration of teachers bring exposure to better technology and teaching methods of the other countries and 48% (12) teachers view it as leading to international development of teaching profession. 32% (8) teachers said that international migration of teachers is mutually beneficial for both the countries i.e. the destination country and the source country. 8% (2) teachers said that there are better opportunities in India at present and another 12% (3) teachers said that international migration of teachers from India shall lead to a loss for the country. 24% (6) teachers stated that there are discipline problems in the destination country schools. Hence, a majority of teachers have a positive view of international migration of teachers from India.

**Personal experiences of migrant teachers from India-** 68% (17) teachers described the experience as challenging and satisfying. 12% (3) teachers stated that the teaching in the destination country schools was performance oriented and 16% (4) teachers further said that there is recognition for work in the schools which has been mentioned as a satisfying feature especially in USA schools. However, 24% (6) teachers stated that they experienced work pressure and strain due to excessive competition and disciplinary problems. 4% (1) teachers also complained about favouritism and biased management decisions and 24% (6) teachers explicitly

mentioned that teaching in India is better than their destination country (both USA and others).

## 4.2. CONCLUSION

The migration of Indian teachers is on a rise mainly due to the shortage of teachers in the developed countries, which are recruiting teachers to fill these gaps by the teachers in the developing countries. As stated in neo-classical economic theory of migration (Sjaastad 1962<sup>1</sup>; Todaro 1969<sup>2</sup>) that, 'International migration is related to the global supply and demand for labour. Nations with scarce labour supply and high demand will have high wages that pull immigrants in from nations with a surplus of labour'. India has increasingly participated in sending teachers for about two decades, precisely after 1991. However, since 2000 the volume has increased significantly. Although the Indian academicians have often raised the issue of migration of highly-skilled labour from India and its impact on India as a developing country, teacher migration has not been studied adequately till now. This has happened because of two causes: first, the assumption of insignificant volume of teacher migration and second, due to the neglect of quality issue in the Indian education sector in general and neglect of the school teachers in particular.

The present study is aimed at highlighting the migration of school teachers from India, focusing on collecting primary data from migrants of Indian origin teaching outside India. The migrating teachers are experienced ones as also observed in the case of migration of teachers from South Africa (Manik, 2007) and Fiji (Voigt-Graf, 2003). Also, a majority of migrant teachers from India are females which confirms the popular belief that school teaching is a female dominated profession. The high representation of females among the teacher migrants has also been observed in a study on South African teacher migration titled *To greener pastures: Transnational teacher migration from South Africa* (Manik, 2007). In accordance, the study

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<sup>1</sup> At the micro-level, neo-classical migration theory views migrants as individual, rational actors, who decide to move on the basis of a cost-benefit calculation. Assuming free choice and full access to information, they are expected to go where they can be the most productive, that is, are able to earn the highest wages. This capacity obviously depends on the specific skills a person possesses and the specific structure of labour markets.

<sup>2</sup> At the macro level neo-classical economic theory explains migration by geographical differences in the supply and demand for labour. The resulting differentials in wages cause workers to move from low-wage, labour-surplus regions to high-wage, labour scarce regions. Migration will cause labour to become less scarce at the destination and scarcer at the sending end.

discovers that there are more female migrant teachers than male migrant teachers, highlighting the female participation in international migration. However, this may be profession specific as such a high representation of females is uncommon among professionals migrating in other high-skill professions. Hence, the present study doesn't support the traditional view stated by Ravenstein<sup>3</sup> (1889) and Everett Lee<sup>4</sup> (1966) that gender impacts the mobility. However, the study furthers the finding of the theory of migration given by Everett Lee<sup>5</sup> (1966) where he states that personal factors such as a person's education can facilitate or retard migration, as all the migrant teachers are highly qualified and experienced. Another important finding of Ravenstein's theory which is supported in the present study is that migration differential of social class influences a person's mobility as we find that majority of the teachers are above 30 years and they belong to general category and none of the migrants are from SC/STs which is considered a socially deprived category in India.

Indian teachers are migrating to various countries of the world. Some countries are top destinations like USA because of better economic and living opportunities available there. Further, opportunities for professional development, a big leap in career and access to international exposure also work as pull factors for Indian teachers to migrate. Similar to the causes of migration of the other high-skilled labour from India like doctors, engineers and IT professionals Indian teachers have also migrated for better economic opportunities, better standard of living, health and education. However, one major cause that has been pointed is of professional development and learning better technology and teaching methods from the destination countries. A number of Indian teachers especially females have also migrated for family reasons which has facilitated their migration abroad in many

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<sup>3</sup> Ernest Ravenstein is widely regarded as the earliest migration theorist. He used census data from England and Wales to develop his "Laws of Migration" (1889), in which he concluded that migration was governed by a "push-pull" process; that is, unfavourable conditions in one place (oppressive laws, heavy taxation, etc.) "push" people out, and favourable conditions in an external location "pull" them out. Ravenstein's laws stated that the primary cause for migration was better external economic opportunities; the volume of migration decreases as distance increases; migration occurs in stages instead of one long move; population movements are bilateral; and migration differentials (e.g., gender, social class, age) influence a person's mobility.

<sup>4</sup> Everett Lee reformulated Ravenstein's theory to give more emphasis to internal (or push) factors. Lee also outlined the impact that intervening obstacles have on the migration process. He argued that variables such as distance, physical and political barriers, and having dependents can impede or even prevent migration. He pointed out that the migration process is selective because differentials such as age, gender, and social class affect how persons respond to push-pull factors, and these conditions also shape their ability to overcome intervening obstacles.

<sup>5</sup> Everett Lee advocated the role of personal factors such as a person's education, knowledge of a potential receiver population, family ties, and the like in facilitating or retarding migration.

cases. Among the push factors teacher migration has been triggered by low pay in India, social problems and corruption faced by migrant teachers in India. The lack of opportunities in India and the salary differential also work as a push factor for migrant teachers. Similar causes for teacher migration have been revealed in the context of South Africa, Fiji and various Commonwealth countries (Commonwealth Secretariat, 2003<sup>6</sup>) where economic opportunities, personal development and gaining experience have been cited as the most important causes for teacher migration.

Hence, the study supports Ravenstein's Laws of Migration (1889) in which he states that migration occurs as a result of a push-pull process as economic and professional motive is very clear among the causes of migration of Indian teachers. However, the study doesn't support the clause that migration decreases with distance as in a highly globalised world distance does not play an important role as we can see there are more teachers migrating for work to USA than to other nearby countries. Hence, in this case the role of better opportunity is higher as compared to distance.

The migrant teachers from India have not faced any immigration or visa related problem and they were well informed and prepared by the recruiting agencies for their job in the destination country. But, this aspect was missing in the Malaysian context where the teachers have been recruited by the schools and also the teachers have migrated on a spouse visa and not work permit. However, this aspect was very much taken care by the recruiting institutions in USA as we see here the recruiting institutions are state schools and authorities. So, it is a kind of structured migration<sup>7</sup> to fill in gaps in demand and supply.

The teachers migrating to USA have to give a qualifying examination while there is no qualifying examination in other Asian and Middle-East (Gulf) countries. The migrant teachers from India are satisfied and happy in their jobs and none of the

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<sup>6</sup> The study inquired into the causes of teacher migration from a number of Commonwealth countries and brought to light several causes as to why teachers wish to migrate including personal ambitions to improve their financial standing, travel, gain experience, and learn from elsewhere.

<sup>7</sup> Structuration Approach given by Goss and Lindquist (1995) incorporates individuals, structural and institutional (structuration) elements while explaining the migration of professionals. It argued that both private capital and the state are engaged in active recruitment to fill labour needs, and that there are important individual and organizational agents who not only provide the employment opportunities that motivate migration, but also directly recruit workers and exert indirect control over recruitment by setting qualifications for employment.



teachers reported any kind of exploitation or cheating which has been mentioned in the study on migration of SA teachers (Manik, 2007) and also stated in the study of Commonwealth countries. *Teaching at Risk – Teacher Mobility and Loss in Commonwealth Member States* (Commonwealth Secretariat, 2003). Also, the migrant teachers have been taking measures for their professional development and career enhancement by attending Professional Development Programmes (PDPs) and even mention the relevance of the PDPs in Indian education system.

The migrant teachers have been receiving much higher salaries in the destination country as compared to Indian teaching salary. The rise in the salary in the destination country has been significant enough to attract non-teachers to migrate for teaching jobs. The migrant teachers have been spending on their living expenses, remitting back home and they have also been saving substantially. A clear demarcation was noticed between the experiences of teachers migrating to USA and to other Asian and Middle-East countries. The teachers in USA were better placed and had far better economic and professional opportunities. However, most of the teachers who have migrated were getting better salary in the destination country.

A majority of teachers are satisfied with their jobs and migration experience. They feel that teaching in the destination country has been challenging and has provided them a lot of opportunities. However, there is a divide among the migrant teachers who want to stay abroad and return to India. The migrant teachers who have their families settled abroad want to stay there permanently while the teachers whose families are in India want to come back after working abroad for some time. There are also teachers who expressed the desire to return to India after settling their children. The decision to stay abroad or return was largely decided considering family situations. Also, the presence of better opportunities in a destination country like USA has been a big factor for staying abroad permanently. The migrating teachers did realise that such migration is a loss to the sending country (India) as it is losing experienced and qualified teachers having good educational and professional qualifications, but the teachers were mainly influenced by their individual situations and experiences. Also, the impact of the push and pull factors contribute a great deal to their migration especially in the present time when such migration is being facilitated by the recruiting institutions in the destination countries.

Hence, we can clearly notice the push and pull factors operating in the migration of the Indian teachers like other high-skilled migration instigated by labour shortage in the developed countries and the lack of opportunities for school teachers in India. Through out-migration of teachers a country loses not only its human capital but also its future developmental base which it needs as a developing country. Teachers are an important component of migration outflows from India and the shortage of quality teachers in the Indian education system makes them even more valuable. Indian teachers are migrating for better economic, professional and social opportunities and for a better life on the whole. There are also female teachers migrating for family reasons. But the most important factor is the economic and professional opportunities. However, with the implementation of the Sixth Central Pay Commission in India, which has raised the salary levels of Indian teachers substantially, some of the migrant teachers who are not receiving a very high salary in the destination country do feel that there are opportunities in the Indian education system. But the situation is completely different for the teachers in countries like the USA where their salaries are very high as compared to what they were earning in India. Also, there are other benefits which the teachers mentioned. The study indicates that changes should be made in the Indian education system to make it attractive and satisfying for the teachers so that the push factors are reduced. The teachers are not only migrating from the urban areas but also from the rural areas which are already facing shortage of teachers both in quality and quantity, which demands extra emphasis on rural areas where the teachers are paid very low which forces them to migrate either to other areas or out of the country.

However, the present situation where Indian teachers are migrating for better opportunities can also be mutually beneficial to all i.e. the sending country and the destination country and the migrant, given it is managed in a manner that the experience and learning of migrant teachers are utilised in India, leading to improvement of the Indian education system. This aspect has also been highlighted by the migrant teachers in the present study. In this direction some teacher exchange programmes have been initiated by the Indian government, in co-operation with the developed countries. Unites States-India Educational Foundation (USIEF)<sup>8</sup> is

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<sup>8</sup> USIEF was established under a bilateral agreement on educational exchange between India and the USA on February 2, 1950. On July 4, 2008, United States Ambassador David C. Mulford and Foreign Secretary, Shiv Shankar Menon signed a historic new Fulbright agreement, making them equal partners

operating various scholarships and exchange programmes for students, teachers, researchers and professionals from the USA and India. It provides opportunities for Indian secondary school teachers to directly exchange positions with teachers in the USA for about one semester under the Fulbright Teacher Exchange Program. Another annual teacher exchange programme is also being operated by the Asia Education Foundation (AEF) supported by Australian Education International (AEI) India and Australia-India Council (AIC) through the Australian High Commission<sup>9</sup>. A large number of Indian teachers are migrating in large numbers to the UK, Gulf countries and neighbouring Asian countries also.

Although the present study didn't find any such instance, there are several instances of discrimination, exploitation and ill-treatment of migrants in various forms like lower salaries, harder working conditions and providing misleading information which have been reported in newspapers and e-journals<sup>10</sup>. There is a need to regulate the process and recruitment agencies in order to monitor any ill-treatment or exploitation of the migrating teachers. There have been instances when teachers had to face problems due to short validity duration of visa leading to threats of deportation<sup>11</sup>. A challenging yet important task is to maintain a proper database and research framework for managing teacher migration to the best interests of the Indian migrants and the country, as a starting point, which shall help in understanding and working on the problems and issues of teacher migration and helping to make the best of teacher migration from India. The present study has tried to be a starting point in this direction.

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and thereby strengthening educational exchanges between India and the United States. (Details can also be accessed at <http://www.usief.org.in/index.aspx>).

<sup>9</sup> For details on the programme refer to *Australian High Commission, India* website, 'Australia's skills-based Teaching attracts Indian School Teachers', available at [http://www.india.embassy.gov.au/ndli/PA\\_19\\_2004.html](http://www.india.embassy.gov.au/ndli/PA_19_2004.html) accessed as on 16-12-2008.

<sup>10</sup> For further information on ill-treatment and exploitation of Indian migrant teachers please refer to Rediff.com, 'Malaysia: Two harassed Indian teachers to return home', at <http://www.rediff.com/news/2008/jan/08abuse.htm> accessed on 1-03-2009; and *The Hindu*, 'U.K. schools a nightmare for Indian teachers', at <http://www.hindu.com/2002/03/30/stories/2002033001841200.htm> accessed on 28-02-2009.

<sup>11</sup> In the USA, some teachers faced deportation threat as the recruiting university Florida Atlantic University (FAU) had given them incorrect short-term-visas that did not allow for extension requests. Finally, the U.S. State Department extended the visa when the case was pursued. For the intervening period the Indian teachers were out of the classrooms on unpaid administrative leave because they could not legally work or receive pay without the current visa. For details please refer to *TCPALM.COM*, 'Students, faculty happy to have Indian teachers back in St. Lucie County', at <http://www.tcpalm.com/news/2008/feb/28/no-headline---28findia/> accessed on 26-02-2009.

As mentioned earlier in Chapter 3, the scope of the study was limited and it is a time bound study, hence the sample was very small. Accordingly, the conclusions of this survey should be interpreted with caution. Also, the present study focused on the Senior Secondary school teachers (High School teachers in the USA) only and covered only four destination countries: USA, Malaysia, UAE and Qatar, while there are a number of other countries as well to which Indian teachers are migrating that could not be covered due to the time constraint.

### **4.3. AREAS FOR FURTHER STUDY**

During the process of carrying out the study, and while analysing and interpreting the findings a number of areas occurred to us in which thorough and more exhaustive studies could be undertaken. Since there has not been any substantive study on the international migration of teachers from India and the present study has been undertaken on a very small sample, a similar study needs to be conducted on a larger scale with a larger sample in order to be able to generalise the results of this study.

Further research ought to be undertaken to assess the impact of teacher migration from India on the Indian education system. Such a study is needed to examine if migration of Indian teachers is affecting the shortage of teachers in India, both qualitatively and quantitatively. The link between the shortage of teachers in India and out-migration of Indian teachers might be explored. Assessment of these aspects shall provide the justification as to whether the out-migration of Indian teachers leads to brain drain or not. An examination of return migration of the migrant teachers may be undertaken to analyse the reasons and to evaluate how these teachers contribute to the Indian schools where they teach after coming back to India. It will be useful in assessing if the migration of teachers from India is contributing to the Indian education system by benefitting from the experience of the returned teachers.

Since there are regional imbalances in the condition of educational provision in India, a study might be undertaken for locating the specific regions from which Indian teachers are migrating to locate the reasons for outflow from particular regions. It would help us examine how more out migration from the rural areas could lead to deterioration in the conditions of education in those areas and thereby widen the regional differences.

Indian teachers are migrating to a number of countries world over and are not restricted to any specific region. However, some countries might fall in the category of more preferred destinations as compared to others. A study comparing the system, process and experiences of teachers migrating from India to different countries may be undertaken. In particular, a comparison of India and one or a group of destination countries could help in doing the "Strengths-Weaknesses-Opportunities-Threats" Analysis (SWOT Analysis) of the Indian education system in comparison with the destination countries.

Since, the present study depicts wide disparities between the salaries that the Indian teachers get in India and what they get in the destination countries, a comparative study focusing on the economic analysis of the salary and financial conditions of the migrant teachers in destination countries vis-a-vis the teachers teaching in India ought to be conducted.

The present study showed high representation of women among migrant teachers from India. A large scale study could be undertaken to find out the gender composition of the migrant teachers from India and to analyse if migrating to the destination country would break the gender stereotypes about the roles and positions of men and women in society.

In the light of various instances of exploitation and ill-treatment of the migrant teachers and the problems faced by them, the working conditions and atmosphere faced by the migrant teachers ought to be investigated in depth. Also, an examination of the psychological impact and pressures emerging from migration of teachers from India, with special reference to the cultural differences and the disciplinary problems (for example in the schools of USA), may be undertaken.

Finally, there is a need to investigate if there were specific schools, public or private, from which Indian teachers migrated predominantly. A study could be undertaken to analyse the role of "Organisational Climate"<sup>12</sup> in teacher migration and

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<sup>12</sup> Organisational Climate has been defined by Moran and Volkwein (1992) as, "A relatively enduring characteristic of an organization which distinguishes it from other organization. It (a) embodies members' collective perceptions about their organization with respect to such dimensions as autonomy, trust, cohesiveness, support, recognition, innovation and fairness; (b) produced by member interaction; (c) serves as a basis for interpreting the situation; (d) reflects the prevalent norms and attitudes of the organization's culture; and(e) acts as a source of influence for shaping behavior.". A number of studies support the links between organizational climate and many other factors such as employee retention, job satisfaction, well-being, and readiness for creativity, innovation and change.

to find out the reasons thereof. In this context, as Ingersoll (2001) has already observed regarding the teacher shortage and mobility in the USA, the rising shortage of teachers there is caused more by high rates of teacher turnover as compared to demographic reasons of growth in school going population. Such a study shall try to examine the applicability of this finding in India and to what extent.

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# *Appendices*

**Appendix – I: Questionnaire for Indian Teachers working Overseas**

This questionnaire is part of M.Phil research by Ms. Rashmi Sharma, Zakir Husain Centre for Educational Studies, School of Social Sciences, Jawaharlal Nehru University, India. It will feed into my research for reaching conclusions regarding international migration of teachers from India. Your information will be kept confidential and anonymous. I am working under the supervision of Professor Binod Khadria, Professor of Economics, Zakir Husain Centre for Educational Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi, India. Thank you for participating in the research.

Name: Ms/Mr \_\_\_\_\_

Name of School: \_\_\_\_\_

Country of work: \_\_\_\_\_

**Section One. Personal Details**

1. What is your age?

- 20 - 25 Years
- 25 - 30 Years
- 30 - 35 Years
- Above 35

2. What is your sex?

- Male [1]
- Female [2]

3. Are you married?

- Yes [1]
- No [2]

4. Do you have any children?

- Yes [1]
- No [2]

5. Which category do you belong to?

- General [1]
- SC [2]
- ST [3]
- OBC [4]
- Any other (specify) [5]  .....

6. What is your country and state/city of birth? .....

7. What is your nationality? .....

**Section Two. Qualifications and Experience**

8. What are your educational qualifications? Please give details.

[1] Undergraduate Degree \_\_\_\_\_

[2] Post-Grad Diploma Masters Degree \_\_\_\_\_

[3] M.Phil/P.h.D. etc. \_\_\_\_\_

[4] Any other Diploma/Training \_\_\_\_\_

9. Do you have any formal teaching qualifications?

- Yes [1]
- No [2] If No, Go to Question 12

If yes, what is your teaching qualification called (in full)? ..... (e.g. B.Ed/B.El.Ed., etc.)

10a. In which year did you qualify it? Y Y Y Y  
\_\_\_\_\_

10b. What was the duration of the course? ..... Years

10c. Where did you receive these teacher qualifications?

- India [1]
- Other country [2] Please specify.....

11. Did you receive any Government grants/ scholarships or Loan to fund this training?

- Yes [1]  Please specify.....(Scholarship or Loan)
- No [2]

11a. If yes, What was the Funding Body? .....

11b. Please state the amount of scholarship/loan in Rupees (per annum) ..... Rupees

11c. How much of this loan have you repaid? ..... Rupees

12. What was your position in India before migrating?

Teacher [1]

Senior

Deputy/ H.O.D

Head

Other [5]

Teacher [2]

Head [3]

Teacher [4]

Please specify.....

13a. Do you specialise in teaching a particular subject?

Yes [1]

No [2]

13b. If yes, please mention your specialisation subject: .....

13c. Were you teaching the same subject in India?

Yes [1]

No [2]

If yes, to which class.....

If No, Please give details.....

14. How long have you worked as a teacher before going abroad? ..... Years

**Section Three. Migrating to Destination Country**

15. Why did you migrate? Please Explain.

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16. In which other countries (including your home country) have you worked as a teacher and when (year and duration)?

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17. Why did you choose to work in this country? Please rank in order of importance from 1 to 9.

- Higher salary .....  
Opportunity for travel.....  
Professional Development.....  
Family friends overseas .....  
Unemployment in country of origin .....  
Better working conditions .....  
Safer environment (crime free, etc).....  
Better social services (health, education) .....  
Other (please give details) .....

18. Date of Arrival in this country                      M M                      Y Y Y Y

19. Who recruited you to work in this country?

Recruitment [1]  
Agency

Local Education [2]  
Authority

School [3]

Other [4] Please give  
details.....

20. Did you receive information from those who recruited you about the following before you arrived in this country: (Please tick as appropriate)

a) The school you will be teaching in

Yes [1]

No [2]

b) Accommodation

c) The cost of living

d) Salary level

e) Teaching Conditions

21. How would you rate the information you were given about the experience of teaching in this country before arrival in the country?

Excellent [1]

Very Good [2]

Average [3]

Bad [4]

Very Bad [5]

22. Did you face any problem relating to Immigration?

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23. Which of the following entry requirements did you have?
- Work Permit [1]
- Working Holiday Visa [2]
- Spouse Entry Clearance [3]
- Family Visa [4]
- Any other [5]  Please mention.....

**Section Four. Conditions of Employment**

24. What is your current position?
- Teacher [1]
- Senior Teacher [2]
- Deputy/ H.O.D Head [3]
- Head Teacher [4]
- Other [5] Please specify.....

25. Which subject are you teaching and to which Grade Class? .....

26. Are you working in a State school or a Private school?
- State School [1]
- Private School [2]

27. Did you give any Qualifying examination before starting working there as a teacher?
- Yes [1]
- No [2]

If yes, please give details.....

28. Do you work, or have you worked, as a Substitute Teacher, in a Permanent Post or both?
- Substitute Teacher [1]
- Permanent Post [2]
- Both [3]  Explain.....

29. What is the duration of your contract?
- Less than 1Yr [1]
- 1-2 Yrs [2]
- 2-3Yrs [3]
- 3-4Yrs [4]
- More [5]

- 30a. Did you receive an orientation before starting work in a school in this country?
- Yes [1]
- No [2] If No Go to Question 31

30b. If yes, who provided it? .....

- 30c. Please rate the orientation you received.
- Excellent [1]
- Very Good [2]
- Average [3]
- Bad [4]
- Very Bad [5]

1. How would you describe your working relationships with colleagues in foreign schools?
- Excellent [1]
- Very Good [2]
- Average [3]
- Bad [4]
- Very Bad [5]

**Section Five. Professional Development**

- 32a. Have you undertaken any professional development since you have been working in this country?
- Yes [1]
- No [2] If No, Go to Section 6

- 32b. If yes, who has paid for this professional development?
- Yourself [1]
- Your School [2]
- Local Education Authority [3]
- Other [4] (specify).....

- 32c. Did you receive leave for the course or was it on-the-job?
- Yes [1]
- No [2]

Please explain.....

32d. Please rate the relevance of any professional development courses you have undertaken in the work country for your practice in your home country? (1 = very relevant, 5 = not at all relevant)

- Very relevant [1]      Relevant [2]      Average [3]      Less relevant [4]      Not at all relevant [5]
- 

**Section Six. Salary Levels**

(All questions refer to take-home pay, i.e. net of tax and other deductions, inclusive of any allowances and bonuses).

33. What was your monthly take-home pay before you left to come to work in this country? ..... Rupees per month.

34. What was your monthly take-home pay (per month) when you started to work in this country?

In Local currency ..... Please convert to Indian currency using the current exchange rate.....

35. What is your current monthly take-home pay (per month)

In Local currency..... Please convert to Indian currency using the current exchange rate.....

36. What percentage of your current take-home pay goes towards?

- a) Meeting living costs and other expenses ..... %  
 b) Remittances to family or friends back home ..... %  
 c) Saving ..... %  
 d) Other (specify)..... %

37a. Do you have another source of income?

- Yes [1]       No [2]  If No Go to Section 7

37b. If yes, please tick as appropriate.

- Private tuition [1]   
 Part-time work outside of education [2]   
 Income from land or property [3]   
 Other (please specify [4]).....

**Section Seven. Plans for the Future**

38. Do you plan to return to India at the end of this contract?

- Yes [1]       No [2]

If yes, go to Question 41

39. What do you intend to do after your contract expires:

- Renew contract and continue teaching in same school [1]   
 Move to another school [2]   
 Find work outside of teaching [3]   
 Stop working (e.g. retire, attend domestic duties etc.) [4]

40a. Do you intend to stay permanently abroad?

- Yes [1]       No [2]

40b. Please explain why .....

If yes go to Section 8.

41. How long do you plan to stay in this country? ..... Years

42. What do you plan to do when you return to your home country after ending work in this country?

- Work as a teacher [1]   
 Work in other education related-field (e.g. education administration, lecturing) [2]   
 Work as employee outside of education [3]   
 Self-employed [4]   
 Not work (e.g. retire) [5]

**Section Eight. Your Views**

43. Based on your experience, would you recommend teaching in the destination country to colleagues back in your home country?

Yes [1]

No [2]

Please explain why.

44. There is currently a debate on the positive and negative aspects of international recruitment of teachers. What is your view on this?

45. Do you have anything else that you would like to tell us about your experience of coming to this country to teach?

**Thank you for participating in the research.**

**Appendix – II: List of Schools included in the Survey**

<b>S.NO.</b>	<b>NAME OF THE SCHOOL</b>	<b>COUNTRY</b>
1.	Westwood High School	Fort Pierce, Florida, USA
2.	Dan McCarty School	Fort Pierce, Florida, USA
3.	Buchser High School	Santa Clara, California, USA
4.	Mingus Union High School	Cottonwood, Arizona, USA
5.	Constitution High School	Philadelphia, Pennsylvania, USA
6.	New Brunswick High School	New Brunswick, New Jersey, USA
7.	New Brunswick Health, Sciences, Technology High School	New Brunswick, New Jersey, USA
8.	John P. Stevens High School	Edison, New Jersey, USA
9.	Motivation High School	Philadelphia, Pennsylvania, USA
10.	Edison High School	Edison, New Jersey, USA
11.	Global Indian International School (GIIS)	Kuala Lumpur, Malaysia
12.	Delhi Private School	Sharjah, UAE
13.	DPS-Modern Indian School	Doha, Qatar