

# The impact of teacher remuneration on the provision of quality education in secondary schools of Zimbabwe

Saziso Mukomana

*Lecturer, Department of Teacher Education, Zimbabwe Open University*

**Abstract:** The study focused on the impact of teacher remuneration on the provision of quality education in secondary schools of Zimbabwe. It looked at a single ignored but most important quality education component: Teachers' salaries. These salaries in many African countries are way below prevailing inflation rates. In this study the major argument is that, if education is perceived as a key institution for social-political-economic and technological development of any country underpinning sustainable living, why are people who provide such a vital commodity left at the periphery of empowerment? Research findings suggest that, Zimbabwe will never effectively achieve sustainable development goals and quality education if it does not considerately remunerate its teachers, who are in turn when well motivated are capable of being agents of change. Research findings argue that teacher remuneration is interrelated to all aspects of quality education, such that choice to ignore it affect costs and benefits of education in very complex ways. The content of the entry is based on theoretical analysis of published literature sources. Synthesis of analysed information led to the conclusion that, education is key to development but also a very costly enterprise. Within that pivotal enterprise teachers represent the single most important variable to the achievement of functional literacy which is a cornerstone for sustainable development. The study recommends finding mechanisms to improve teachers' remuneration an obvious centrality for sustainable development.

**Key terms:** Quality education, education, teacher remuneration, teacher, empowerment, salaries,

## I. INTRODUCTION AND BACKGROUND TO THE STUDY

The role of teachers is crucial for the transfer of knowledge in schools. At the same time, teachers' remuneration is the biggest cost factor in educational finance. Loud debates continue in both developed and the underdeveloped countries over how best to raise the quality of education for all and increase effectiveness of schooling for sustainable development. Research evidence (UNICEF, 2004; Anderson, 1991; Bergmann, 1996; Pennycuick, 1993) reveals a levelling or worsening decline in the quality of basic education particularly meeting millennium educational goals by most African countries, Zimbabwe not being exceptional. The challenge today for African education systems is to improve the quality of education at all levels and in all rural and urban schools.

In many African countries, schools lack basic teaching and learning needs, resources, facilities and highly motivated teachers (Pennycuick, 1993; Verspoor, 2004). The shortages of any of these inputs extremely reduces the efficiency, effectiveness and quality of an education system. The situation is even more critical in rural areas (Verwimp, 1999; Machingaidze, Pfukani and Shumba, 1998; Ministry of Education Report, 2002). There is a need to improve the education sector, however, most debateable is how to go about it.

Quality education is a broad and multifaceted concept (Colby & Witt, 2000; Adams, 1993). It becomes impossible to cover a fair conceptualisation of the entire concept within a single study. Therefore, this study focused on a single most ignored but vital aspect in seeking quality education: teachers' salaries and motivation. However, in discussing teachers' salaries as a component of quality education, other aspects interrelated to the subject focused on will not be ignored. For example, one cannot refute that quality education comes from reflective teaching, effective teacher training and other teacher education inputs. Quality education discussions allow an understanding of education as a complex system embedded in a political, cultural, social and economic context. These dimensions are interdependent, influencing each other in diverse ways that are sometimes unforeseeable.

Teachers are indeed a key factor (Karras, Calogiannakis, Wolhuter & Kontogianni, 2015; Ericsson, 1993; Avalos & Haddad, 1981) in providing quality education particularly in an environment of scarce resources and yet an ignored aspect in many education reforms. There are multitude of publicised education challenges (Wallis, 1989; Wood et al., 2006; Anderson, 1991) related to teacher effectiveness including shortage of teachers, underqualified teachers and poor teacher performance. There is also limited discourse on teacher remuneration, motivation and its contribution to quality education achievement. Teachers' salaries in many African countries including Zimbabwe are way below the prevailing poverty datum line. The study's major argument is that, if education perceived a key institution for socio-economic, technological and political development of a country underpinning sustainable living, why people who provide such a vital developmental force left in the peripheral edge of empowerment and motivation. The major argument supported

by a view that declares a logical assumption based on dialectics and historical proven analysis predicts that Africa and Zimbabwe will never effectively achieve sustainable development if it does not considerably remunerate its teachers, who in turn will work diligently to provide quality education.

In addition to looking into how the current Zimbabwe education system can achieve effective schooling (quality education), other intertwined issues inseparable to teacher remuneration, performance and motivation as most significant inputs to quality education, including quality determinants and challenges hindering quality education achievement, were closely examined.

### *Statement of the Problem*

Teachers' commitment to the teaching profession in most African countries due to poor remuneration and lack of incentives is weak (United Nations Educational, Scientific and Cultural Organisation, 2015; Adentwi, 2002; Goldhaber, 2009; Odden & Wallace, 2004; Berman, 2006). Low pay of teachers has been a constant concern in Zimbabwe since independence and other African countries (Swedish International Development Cooperation Agency, 2000; United Nations Public Administration Network, 2004; World Bank, 2007; United Nations, 2004). By 2005, teacher salary in Zimbabwe reached its lowest bottom; on average, an ordinary teacher took home less than 10 United States Dollars per month below the subsistence level income for a nucleus family. The gap between levels of teacher salaries and cost of living has been widening. Low-income conditions of teachers have led to minimal attention to working responsibilities and duties. Some teachers divert working time and effort in obtaining basic needs. Low-income result in disappointing performance and poor service quality. While diverse factors contribute to disappointing levels of effective teaching, low income has been a major concern.

### *The Purpose of the Study*

This paper intends to bridge the gap between the teacher job satisfaction and the ultimate objective of educational quality.

### *Research Questions*

Three questions will be addressed:

- What are the factors determining teachers' job satisfaction?
- How does teachers' remuneration translate into learning outcomes for learners?
- What measures could be suggested in order to increase both teachers' job satisfaction and education quality?

## II. LITERATURE REVIEW OF THE STUDY

Researchers (Wood, Zeffane, Fromhottz & Fitzgerald, 2006; Avalos & Haddad, 1981; Karras et al., 2015) have provided a variety of explanations on the relation between remuneration

and performance, or teaching and learning effectiveness so to speak. One could broadly divide remuneration and performance studies into two major forces: intrinsic/internal/innate and extrinsic/external/materialistic motivation, or two approaches-explanations based on factors and those based on theory. The first-approach seeks to identify factors or motives that inspire individuals (teachers) in the performance of their jobs. For example, Mann (2006:34) emphasized Rational, Norm-based and Affective motives while others (Agarwal, 1998; Daft & Pirola-Merlo, 2009) have indicated clusters of motivational elements, particularly intrinsic and extrinsic rewards. Factors and clusters of motivation theories are relevant to this study and reflect how remuneration affects Zimbabwe teachers' performance and the world in general.

The Factor-Approach theories include the Rational, Norm-Based and Affective motives (Boyne, Meier, Otoole & Walker, 2006; Bouckaert & Holligan, 2008). Rational-motives are concerned with self-driven-interests, like what makes an individual love what they do (teaching). Norm-based motives encourage behaviours oriented to the public good. While Affective motives concern willingness to help other people. There seem to be an egalitarian need for any teacher who loves teaching to strike a balance between individual and societal justification for being an effective teacher, more than how much being a teacher pays in monetary terms. Factor approach advocates (Milkovich et al., 2005; Mann, 2006) assume that pay, reward or compensation affects how teachers perform at work. Most important to this study, what would the factor approach advocates conclude about how teachers in Zimbabwe, given the factor theory implications, perform despite low pay. Some teachers still perform exceptionally well because they love teaching, while others hold on to the system because they have no alternatives and hope one sunny day they will be better remunerated. Norm-based and Affective motives theories seem to downplay individual cognitive and job aesthetic freedoms. However, debateable if there are any teachers who can volunteer their teaching services without any monetary compensation.

Other theories explaining the relation between pay and performance are motivation theories like Needs-Based-Theories, Reinforcement Theory, Expectancy Theory and Equity Theory (Iyer, 2011; Ajila, 1997). These explain what motivates different people (teachers) to perform effectively in their work. Humanitarian motivation theories such as Maslow's hierarchy of needs proposes that, multiple needs motivate human beings as compared to a single need suggested by Factor-Approach Theory. The hierarchy of needs theory seemingly suggest that human needs exist in hierarchy-higher needs are satisfied after lower needs. In other words, people work in order to fulfil all their needs-opportunities, intellectual development, recognition and appreciation for their skills, benefits from their skills, above all food, and all human natural needs. Therefore, a good wage make a teacher afford food, clothing, a house, a car and other basic benefits thought necessary at the given moment. A good wage

according to motivation theories (Armstrong & Murlis, 2004) equally bring intrinsic and extrinsic rewards including satisfaction from performing a job, self-pride of belonging to a profession and beautiful pay benefits, promotions and other good working conditions. In other words, failure for a worker to get a single of the above motivational factor lead to demotivation (Ajila, 1997; Berman, 2006). True in reality, most teachers in Zimbabwe are demotivated because of inadequate extrinsic rewards that in most cases end up lowering intrinsic motivations. Demotivated teachers fail to demonstrate commitment to every learner's success, making learners feel excluded, unvalued and weaken chances of a possible bright future of a child.

#### *Quality Education and the Teacher*

Quality education in general, effective schooling in particular, require a minimum number of inputs besides teachers to function properly. An effective teacher produces critical quality scholars even under a tree. However, not arguing that inputs such as school infrastructure, laboratories, furniture, teaching and learning equipment and instructional materials, support staff, administrative and supervising services, research and training capacities are invalid. Shortage or lack of any of these inputs seriously damages the effectiveness or quality of any education system (United Nations International Children Education Fund, 2004; UNESCO, 2015; Fuller, 1986). To achieve quality education in addition to well-motivated teachers many and diverse inputs must be considered-learners' physiological needs and regular attendance, family support, content taught, school facilities, class size, curricular life skills, literacy, numeracy and other educational aspects (Case & Deaton, 1999). In summary quality-education involves consideration of five quality education dimensions or inputs: learners; learning environments; content taught and the processes of teaching, learning, and effective teachers.

Instructional materials (notebooks, pencils, chalk and textbooks) and inherent intelligence might have substantial impact on student performance, however, not always (Farrel, 1989; Lockhead & Verspoor, 1990; Gardner, 1993). These scholars further argue that, "... the poorer a country and the home environment of the learner, the larger the effect of those inputs in terms of effective learning". Other researchers in agreement (Gardener, 1990; Ballou, Sanders & Wright, 2004) add that, "... even a poorly qualified teacher can produce much better results when these resources are available". In other words, they all agree to the centrality of well-trained teachers and good facilities to the functioning of an education system. Teacher quality and motivation represents (Feuerstein, 1990; Gardner, 1990; Ericsson, 1993) one of the most difficult and crucial sets of challenges facing most African education systems.

Teachers represent the single most important item in achieving quality education, yet a few African countries have been able to pay their teachers reasonable salaries (Edwards, 1985; Fuller, 1986; Eberts, Hollenbeck & Stone, 2002). While

a few countries have been able to pay their teachers reasonable salaries, in most of the developing world teachers are underpaid (United Nations Development Program, 2005; UNPAN, 2004; World Bank, 2007). Underpayment by most developing countries has in many instances led to the educational sector not attract highly qualified personnel, the best brains into the teaching profession and has also led some teachers within the system to migrate to greener pastures.

### III. METHODOLOGY

This is a qualitative theoretical discourse study. Attempting to determine the relation between teacher remuneration and the role a highly/fairly motivated teacher is likely to play in the provision of quality education, but mostly to effective teaching and learning. The study involved both literature analysis and direct observations in its argument. Methods used for gathering literature included purposive sampling of published literature sources like government, non-government education reports, seminar reports and researches from libraries and the internet using the maximum variation technique guided by the research focus (Creswell, 2007; Corbin and Strauss, 2008). The researcher applied thematic analysis to deal with collected literature. To reach conclusions there was constant comparison and synthesis of gathered literature

### IV. FINDINGS OF THE STUDY

Highly motivated teachers are a prerequisite in achieving quality education (Goldhaber, 2009; Sommerfeld, 2011; Odden & Wallace, 2004). Teachers play a central role in the delivery of quality and sustainable education at all levels of schooling. Therefore, it is essential that they receive quality training and their conditions of service improved to be highly motivated (SIDA, 2000; Ballou, 2001; Glewwe & Varghese, 1993; Karras et al., 2015). Adequately remunerated teachers are central actors in the learning process that takes place in schools and teachers' attitudes and effectiveness can vary depending on the incentives they face. Several researchers (Springer & Gardner, 2010; Darling-Hammond, 1999; Hanushek, Kain & Rivkin, 2007; Ballou, Sanders & Wright, 2004) debate and seem concerned on whether teachers' characteristics, qualities, profile and portfolio influence and affect student educative achievements. Nevertheless, sometimes theoretically agreed upon issues does not necessarily mean to be practically implemented. For example, most countries both developed and developing theoretically value investment in knowledge capital and seek to achieve highest levels of skilled human capital. However, one of the greatest challenges and differences among countries is total money invested towards key players' motivation. Education in general and later on achieving quality education for all is a very costly enterprise whose goals hindered by political rhetoric and inadequate investment. Developing countries are not spending enough to achieve quality education and they ignore a key player in the achievement of quality education: the teacher (UNESCO, 2015). As a result, many African countries lack sufficient quality and have not achieved

reasonable levels of coverage in primary, secondary and tertiary education (UNPAN, 2004; United Nations, 2004; World Bank, 2007). Most developing countries like Zimbabwe struggle to allocate sufficient resources toward quality education attainment, as a result teachers are demotivated.

There are many challenges hindering current Zimbabwe education system beside poor teacher remuneration to achieve quality education for all. Some of the challenges include lack of education access by all; unaffordable tuition fees by the poor, inadequate textbooks, lack of access to information, dilapidating infrastructure, and inability to expand and develop new infrastructure, congested classrooms, inadequate schools and poverty. Analysis of both published and informal dialogical discourses suggest that most haunting current Zimbabwe education system is low pay. The low salary scale creates improper incentives for teachers, teachers end up offering charged extra lessons in return for salary supplements. These external activities result in failure to give full commitment to their primary public service responsibilities. Highly skilled teachers end up preferring to get multiple jobs or leave teaching entirely for higher salaries in the private sector. Under such poor remuneration circumstances, both quality and quantity lead to compromised educational achievements. This study considers these challenges and poor remuneration as key factors hindering quality education achievement.

Even though low pay is a key attribute hindering effective teaching and learning, remuneration alone is not a sole factor hindering achievement of quality education. Numerous factors directly or indirectly affect quality education achievement. Some factors are student attitudes, pedagogy strategies, institutional ideologies, policy, national education philosophy and system related. Each factor has its own reparations. However, the major argument throughout this study was to find out how teacher related factors affect quality education achievement. Diverse study research findings agree that countries who pay their teachers well like Switzerland, Sweden, Germany, and Japan (Haskins & Loeb, 2007; Wallis, 1989; UNICEF, 2000) achieve quality education in terms of general literacy and functional literacy. These countries also score higher marks in international Science, Reading and Mathematics tests (Ornstein, Levine, Gutek & Vocke, 2011). Their economies also seem to be in tandem with their high quality education attainment. Although attractive remuneration is clearly vital in monitoring effective teaching, broad analysis suggests that a combination of sound remuneration and availing supportive resources, good working conditions, job satisfaction, effective teacher education (pre-service and in-service) and opportunities for development based on both intrinsic and extrinsic motivation increases the appeal and attraction of teaching profession. The relevant question given proven theoretical suggestions is how developing countries like Zimbabwe can revisit working conditions and avail resources to increase teacher motivation and above all effectiveness. In most cases teachers are the list

considered given justification that there are limited resources for large civil servants' numbers.

## V. DISCUSSION

The working conditions of teachers in many African countries still leave a lot to desire. There are effort needed at improving the salaries and wages of an average teacher to be at par with those in other professions and current inflation and standard of living rates. This will motivate the teacher and improve the status of teachers and their classroom performance. Research evidence (Goldhaber, 2009; Sommerfeld, 2011; Odden & Wallace, 2004; Fuller, 1986; Furnhan, 2004; Chew, 1997; Herzberg, 2003; Mann, 2006) consistently demonstrates that well paid and highly motivated teacher is the single most important factor in student achievement. Therefore, Zimbabwe education reform efforts to achieve quality education and schooling need to refocus on areas that make the most difference in improving achievement and teaching effectiveness. Chew (1997) emphasised that sound remuneration in relation to the cost of living improves performance and effectiveness because adequately paid teachers concentrate on their responsibilities without a second thought. When teachers reasonably compensated, they is a high possibility of both intrinsic and extrinsic motivation reaction leading to high standards performance. However, research also argues that, where teachers' pay is very low in relation to the cost of living their productivity and quality of performance are similarly low (Berman, 2006; Blunt, Turner & Herz, 2011; Bouckaert and Halligan, 2008). Given such circumstances, teachers' working conditions affect their ability to provide quality education. Many aspects of school life and education policy go into teachers' perceptions of their employment.

## VI. CONCLUSIONS

It is unquestionable that there is a need to achieve quality education by most African countries. Improving many dimensions that contribute to quality education-learners, environment, content, process and outcomes-is a heavy task, however not impossible to achieve with dedication and commitment. Achieving quality education for all requires dedication, investment, technical knowledge, adequate resources and willingness to sacrifice other national budget interests. In Zimbabwe today, they seem to be more discussions on how schools and teachers must improve education achievement. There is much debate placed on educational quality centred on system inputs such as infrastructure improvement and development, curricular content, children's rights, technological driven pedagogy. Yet less attention granted to educational processes specifically what could make teachers effectively use limited inputs to frame meaningful learning experiences since they are a major influence of any effective education system and sustainable development. It can be helpful for contemporary education reforms to explore teacher motivation as an effect to achieve quality education not only on materialistic inputs provision and on the learners' rights. Not arguing that these are

insignificant and irrelevant to quality education. Nevertheless, similarly it can help policy makers in taking good decisions for the betterment of teachers' welfare as well as improving other quality education inputs simultaneously.

#### REFERENCES

- [1]. Adams, D. (1993). *Defining educational quality: Improving Educational Quality Project, Biennial Report*. Arlington: Institute for International Research.
- [2]. Adentwi, K. I. (2002). *Principles: Practices and issues in teacher education*. Kumasi, Ghana: Skies Printing Works.
- [3]. Agarwal, N. C. (1998). Reward systems: Emerging trends and issues. *Canadian Psychology*, 39(1-2), 60-70.
- [4]. Ajila, C. (1997). Maslow's hierarchy of needs theory: Applicability to the Nigerian industrial setting. *IFE Psychology*, 5, 162-74.
- [5]. Anderson, L. (1991). *Increasing teacher effectiveness*. Paris, France: UNESCO.
- [6]. Armstrong, M., & Murlis, H. (2004). *Reward management: A handbook of remuneration strategy and practice* (5<sup>th</sup> Ed.). London, England: Kogan Page.
- [7]. Avalos, B., & Haddad, W. (1981). *A review of teacher effectiveness research in Africa, India, Latin America, Middle East, Malaysia, Philippines and Thailand: Synthesis of Results*. Ottawa: IDRC.
- [8]. Ballou, D. (2001). Pay for performance in public and private schools. *Economics of Education Review*, 20, 51-61.
- [9]. Ballou, D., Sanders, W., & Wright, P. (2004). Controlling for student background in value-added analysis of teachers. *Journal of Educational and Behavioural Statistics*, 29(1), 37-65.
- [10]. Bergmann, H. (1996). Quality education and the demand for education: Evidence from developing countries. *International Review of Education*, 42(6), 581-604.
- [11]. Berman, E. M. (2006). *Performance and productivity in public and non-profit organizations* (2<sup>nd</sup> Ed.). Armonk, New York: Sharpe.
- [12]. Blunt P., Turner, M., & Herz, J. (2011). Meaning of development assistance. *Public Administration and Development*, 31.
- [13]. Bouckaert, G., & Halligan, J. (2008). *Managing performance: International comparisons*. New York, NY: Routledge.
- [14]. Boyne, G., Meier, K., Otoole, J. R., & Walker, R. (2006). *Public service performance: Perspectives on measurement and management* (1<sup>st</sup> Ed.). Cambridge, England: Cambridge University Press.
- [15]. Case, A., & Deaton, A. (1999). School inputs and educational outcomes in South Africa. *Quarterly Journal of Economics*, 114(3), 1047-84.
- [16]. Chew, D. C. E. (1997). *Economic restructuring and flexible civil service pay in Singapore*. In C. Colclough (Ed.), *Public sector pay and adjustment* (1<sup>st</sup> Ed.). London, England: Routledge.
- [17]. Colby, J., & Witt, M. (2000). *Defining quality in education*. New York, NY: The International Working Group on Education.
- [18]. Corbin, J., & Strauss, A. (2007). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3<sup>rd</sup> Ed.). Thousand Oakes, CA: SAGE.
- [19]. Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> Ed.). Thousand Oakes, CA: SAGE.
- [20]. Daft, R. L., & Pirola-Merlo, A. (2009). *The leadership experience* (1<sup>st</sup> Ed.). Melbourne, Australia: Cengage Learning.
- [21]. Darling-Hammond, L. (1999). *Teacher quality and student achievement*. Washington, D. C.: University of Washington, Centre for the Study of Feeling and Policy. Retrieved from [http://depts.washington.edu/ctpmail/PDFs/LDH\\_1999.pdf](http://depts.washington.edu/ctpmail/PDFs/LDH_1999.pdf)
- [22]. Eberts, P., Hollenbeck, K., & Stone, J. (2002). Teacher performance incentives and student outcomes. *Journal of Human Resources*, 37, 913-27.
- [23]. Ericsson, K. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363-406.
- [24]. Feuerstein, R. (1990). *Instrumental enrichment*. Glenview: Scott Foresman and Company.
- [25]. Fuller, B. (1986). *Raising school quality in developing countries: What investments boost learning?* World Bank Discussion Paper NO.2, Washington, D.C.: World Bank.
- [26]. Furnhan, A. (2004). Performance management systems. *European Business Journal*, 83-94.
- [27]. Gardner, H. (1990). *Intelligence reframed*. New York, NY: Basic Books.
- [28]. Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.
- [29]. Glewwe, R., & Varghese, N. V. (1993). Student achievement and schooling choice in low-income countries: Evidence from Ghana. *Journal of Human Resources*, 29(3), 843-64.
- [30]. Goldhaber, D. (2009). *Teacher pay reforms: The political implications of recent research*. Washington, D. C.: Centre for American Progress.
- [31]. Hanushek, E., & Rivkin, P. (2007). Pay working conditions and teacher quality. *The Future of Children*, 17(10), 69-86.
- [32]. Hanushek, E., Kain, J., & Rivkin, S. (2007). *Do higher salaries buy better teachers?* Cambridge, England: Cambridge University Press.
- [33]. Haskins, R., & Loeb, S. (2007). *A plan to improve the quality of teaching*. The Education Digest, September 2007, 51-56.
- [34]. Herzberg, F. (2003). One more time: how do you motivate employers? *Harvard Business Review*, 87-96.
- [35]. Iyer, A. (2011). *Expectancy, Theory of motivation*. Retrieved from [http://www.buzzle.com/articles/expectancy\\_theory-of-motivation.html](http://www.buzzle.com/articles/expectancy_theory-of-motivation.html)
- [36]. Karras, K. G., Calogiannakis, P., Wolhuter, C. C., & Kontogianni, D. (2015). *Education and teacher education in the modern world: Problems and challenges*. Newcastle, England: Cambridge Scholars Publishing.
- [37]. Machingaidze, T., Pfkani, P., & Shumba, S. (1998). *The quality of education*. Paris, France: SACMEO Policy Research Report No (3), IIEP.
- [38]. Mann, G. A. (2006). A motivator to serve. *Public Personnel Management*, 35(1), 33-48.
- [39]. Milkovich, G., Newman, J. M., & Milkovich, C. (2005). *Compensation* (8<sup>th</sup> Ed.). New York, NY: McGraw-Hill/Irwin.
- [40]. Odden, A., & Wallace, M. (2004). Experimenting with teacher compensation: Innovations piloted in districts include skills-based salary schedules, school performance awards and incentives for tougher assignments. *School Administrator*, 61(9), 68-79.
- [41]. Pennycuik, D. (1993). *School effectiveness in developing countries: A summary of the research evidence*. London, England: Department for International Development Education Division.
- [42]. Sommerfeld, M. (2011). *Partnering for compensation reform collaborations between union and district leadership in four school systems*. Washington, D. C.: Centre for American Progress. Retrieved from <http://www.americanprogress.org/issues/2006/06/pdf/union>
- [43]. Springer, M., & Gardner, C. (2010). Teacher pay-for-performance context, status and direction. *Kappan*, 91(8), 8-15.
- [44]. Swedish International Development Cooperation Agency. (2000). *Teacher education, teachers' conditions and motivation*. Stockholm: SIDA.
- [45]. The United Nations Children's Education Fund. (2004). *State of the world's children: Girls, Education and Development*. New York, NY: UNICEF.
- [46]. United Nations Development Program. (2005). *Trends and challenges in public administration reform in Asia and the Pacific*. Bangkok, Thailand.
- [47]. United Nations Educational, Scientific and Cultural Organisation. (2015). *Education for all 2000-2015: Achievements and challenges*. EFA Global Monitoring Report: UNESCO Publishing.
- [48]. United Nations Public Administration Network. (2004). *Civil service systems in the ASEAN region: A comparative perspective*. New York, NY: Eastern Regional Organisation for Public Administration.

- [49]. Verspoor, A. M. (2004). *The quest for quality: Towards a learning community*. ADEA Newsletter, Vol 16(1).
- [50]. Verwimp, P. (1999). Measuring the quality of education at two levels: A case study of primary schools in rural Ethiopia. *International Review of Education*, 45(2), 167-196.
- [51]. Wagner, J. A., & Hollenbeck, J. R. (2010). *Organisational behaviour: Securing competitive advantage* (1<sup>st</sup> Ed.). New York, NY: Routledge.
- [52]. Wallis, M. (1989). *Bureaucracy: Its role in third world development*. London, England: Macmillan.
- [53]. Wood, J., Zeffane, R., Fromholtz, M., & Fitzgerald, J. A. (2006). *Organisational behaviour: Core concepts and applications*. Milton: John Wiley and Sons.
- [54]. World Bank. (2007). *2007 world development indicators*. Washington, D.C.: The World Bank.