

## Teachers and systems of education

The chapter nine of the book “*Educational and International Development*” analyzes the teachers and system of education from three main factors that influence the differences of teaching efficacy in a system of education. Three differences in systems of education are decentralized systems versus centralized system, Hires and paycheck (pay based on overall workload or actual teaching hours), and differences in degrees (pedagogical or general degree). There are other factors that determine the effectiveness of the educational system in other countries such as shortage of teachers. Shortage of qualified teachers is reflected disproportionally in other countries. For example, developing countries hire unqualified teachers to fill up teaching positions. Also, salary and financial budget impacts on shortages in educational systems in developing countries.

Decentralized education systems have troubles with hiring qualified teachers in rural areas. On other hand, “centralized educational systems experience fewer problems with teacher shortages in remote rural areas” (Khamasi). Teachers in a decentralized educational system have many choices where to work. Qualified teachers will chose best working teaching places with higher salaries to work. Teachers in a centralized system of education do not have many choices, so they have to accept the job. Centralized system of education just assign teachers and they have to accept work otherwise they will deal with consequences.

Teachers salary plays a big role in attracting college students majoring teaching, and staying in teaching profession. Students in many countries do not chose teaching as a first choice of study. In the case they cannot find jobs in other profession, they decide to accept a teaching job. Teaching salary is an issue in the US, too. In some states educational system stimulates teacher’s performance and staying in the teaching position by raising salary based on performance. The article *Performance Based Pay for Teachers* writes, “Performance-based pay ties teaching components such as standardized test scores and teachers evaluation to a salary schedule” (Meador, 2018). The pay based on performance will motivate teachers to work harder. Nonetheless, pay checks based on overall workload would fascinate advanced students majoring with teaching degrees.

In some countries the salary is a low base salary for teachers. In addition, their low salary will decrease with by deduction for broken equipment in the lab or classroom, so” teachers were not able to predict their monthly take-home salary” (Khamasi). According to the chapter nine of the book, salary in post-Soviet region range (in American dollars are calculated) from \$47 - \$215 per month. Extrinsic motivation for teaching position in countries such as Tajikistan, Kyrgyzstan, Mongolia, etc is extremely low.

Recruitment of teachers with excellent benefits and selected programs in early stage guarantees high quality professionalism for new teachers. According to the article, *how Singapore developed a High – Quality Teacher Workforce*, “Teachers receive a stipend of 60% teacher’s salary while in the training and commit three years teaching” When people work for a period of three years in a position, they adopt to work there; they most likely will not attempt to change their jobs unless they feel their job is insecure. Teachers in Singapore exercise teaching occupations for a long period of time, so they are able to produce positive results in teaching.

Comparing Singapore recruiting teachers with Kyrgyzstan teachers is a huge difference. Recruiting teachers in Singapore is a very strict criteria in accepting a small number of

applicants. The number of graduates with pedagogical degrees is very high and most of them will continue working in teaching occupation. On the other hand, Students who graduate with a pedagogical degree in Kyrgyzstan is low. “Only 63 percent of those who start teacher training actually obtain a higher education diploma with teaching specialization” (Khamasi). In some countries the teaching profession is deeply respected, while in others it is not. Therefore, in countries such as Kyrgyzstan, advanced students are not interested in pedagogical degrees. Because there are many shortages in teaching positions, many graduate with general degree work in teaching positions there.

Developing countries faces enormous obstacles in their educational system. Shortage of financial budgets restricts application of technology in education, teacher’s professional development, encouraging students to pursue pedagogical degrees, designing and implementing adequate teacher’s recruitment programs. As a result of the setbacks mention above, developing countries cannot meet even fifty percent of twenty first Century educational standards.

## References

*Derrick Meador, Performance Based Pay for Teachers, 09/27/2018,*  
[www.thoughtco.com](http://www.thoughtco.com)

*How Singapore Developed High - Quality Teacher Workforce, [www.asiasociety.org](http://www.asiasociety.org)*

Tristan Mccowan, Elaine unterhalter, Educational and International Developmental, Bloomsbury Academic