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Rural Teacher Salary Impact Rural Students Drop Out in Developing Country

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ABSTRACT

Student dropout in rural area is one of the education problems that being faced by many countries. In this qualitative study, we used global and national documentation to explore and describe in-depth impact of rural teacher salary on rural student dropout in selected four developing countries, namely Azerbaijan, Colombia, Indonesia and South Africa. The data was obtained from the published data of each countries. The result shows that South African rural teachers get the highest salary of USD 2,524, followed by Colombia with USD 626,58, Azerbaijan USD 175 and Indonesia USD. 182.24. The Lowest percentage of rural student dropout in primary level is South Africa and Colombia (3% respectively), Junior High School level is Azerbaijan (8%) and for Senior High School is South Africa (27%). In conclusion it shows that rural teacher salary has negative impact on rural student dropout, but this impact will be more influential by support from many other factors. It is suggested that developing countries should increase rural teachers' salary as the solution to decrease rural student dropout.

1. Introduction

What do you imagine when you think of a rural area? People usually draw in their minds a scenery, of open land that has few constructions and not too many people and their homes and business are located far away from one another. (Caryl-Sue, 2011). However, nowadays some authors have considered specific aspects that frame better what rural area means and they use not only rural areas but also rural context (Kessler, 2006). In view of the foregoing, it could say that the rural

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concept can be defined from different perspectives. Different countries may have different perspectives to define rural area. Having said this, the purpose of the present study is to stress Education for all including education in rural area as one of the missions that become the responsibility of all governments. Based on the summary of the 2015 EFA (Education for All) Global Monitoring Report, pupil to teacher ratios in the 146 countries declined to 83% at the primary education level. In one-third of the countries, less than 75% of primary school teachers were trained up to national standards. It also stated that more trained teachers and careers were needed.

The main problem that can make low education in rural area is the socio-economic problem in education. Most of rural area is characterized by poverty. Rural education in the country in particular, lags behind educational development compared to urban area. Problems in their economy such as resource shortage and unemployment have a direct influence on the quality of education that is available to students in rural communities. The socio-economic realities of rural areas put the learners at a disadvantage to start with. This socio-economic problem will impact on physical environment and also teacher qualification.

Teacher well-being is can be a reason of high of students drop out rates. Based on researcher (Snyder et al., 2007; Diener, 1984) well-being is critical to every individual's life, work, and social interactions. Teaching is a highly altruistic profession, and some rural teachers find true happiness teaching in poverty and nurturing the neediest students. Some empirical evidence has shown that these teachers, who usually have higher levels of subjective well-being, are more likely to stay in rural schools and are more effective in improving rural students' development, such as academic performance and psychological health (Caprara et al., 2006; Spilt et al., 2011). Understanding the elements of happiness, through an investigation of rural teachers, it can contribute to policy. Teacher qualification is important role to improve motivation of student. Numerous education programs and systems worldwide, especially in developing countries, are failing to prepare, support, motivate, and manage their teachers. Previous research by Tang (2018) entitled "What makes rural teachers happy? An investigation on subjective well-being (SWB) of Chinese rural teachers" shows that salary is one of the reasons that make rural teachers happy. Still can be debate that whether the happiness of rural teacher will decrease rural students drop out (Businesstech, 2018).

In this research, we are trying to find out the relation between rural teacher salary and rural students drop out. Whether increasing rural teachers' salary can have impact on rural student dropout is still unknown. The present research aims to discuss it and try to identify the impact of rural teacher salary on rural student dropout rate in developing countries.

2. Methodology

This research adopted a qualitative approach. The researchers used global and national documentation to explore and describe in-depth impact of rural teacher

salary on rural student dropout in developing countries. Four developing countries was chosen, namely Azerbaijan, Colombia, Indonesia and South Africa. These four countries were chosen because of the availability of data and they were native countries of the authors (Martens, 2010).

Data from global and national document will be sorted by authors. Each of authors has had teaching experience in that particular country. The author also does confirmation data by contact the teacher in that country so that it will increase the validity of data collected. Author will combine the data and analyze it by exploring the relationships and patterns between data. From this patterns and relationships author will draw a conclusion that can be used as the suggestion for another developing country.

3. Results and Discussion

The discussion starts from comparing the step of teacher qualification in Indonesia, Azerbaijan, Colombia and South Africa. The data source based on department of education in each country. The group of author comes from each country so that the data more easy to collect and get the meaning of government document. These selected countries differed in the procedures and degrees of education needed to become teachers (Figure 1). (data from Minister of Education of each country).



Figure 1. Steps to be qualified teachers in South Africa, Indonesia, Colombia and Azerbaijan

According to ministerial regulation in Indonesia number 9 2010, the government established rules regarding teachers as a professional worker. From this view, the government requires every teacher to attend teacher training program (PPG) for one year to get a teaching permit. This training will end with a written examination and teaching practice.

For South Africa schooling is compulsory between the ages of 6 and 15 years. All pre service teachers must go into “Teachers’ Acceptance Test” which is organized by the Ministry of Education (2015). There are 2 stages in this exam first is written subject questions and curriculum questions. According to their score they are placed in schools – urban or rural schools. Maximum score is 50. Candidates must get at least 35 in order to access to the second stage which is interview between teacher candidates and the members of the Ministry of Education (2015) to check their mental and psychological availability to work as teachers.

And almost the same case happens in Colombia and Azerbaijan. Teacher candidate need to do competence test to become qualified teacher in Colombia and teacher acceptance test in Azerbaijan. The different in Azerbaijan is bachelor degree who can take teacher acceptance test is only teacher candidate with bachelor degree in education.

From the graph it can see that it still possible to become qualified teacher in Azerbaijan although just graduated from senior high school. These cases happen because the condition of the country which is needs a lot of teacher.

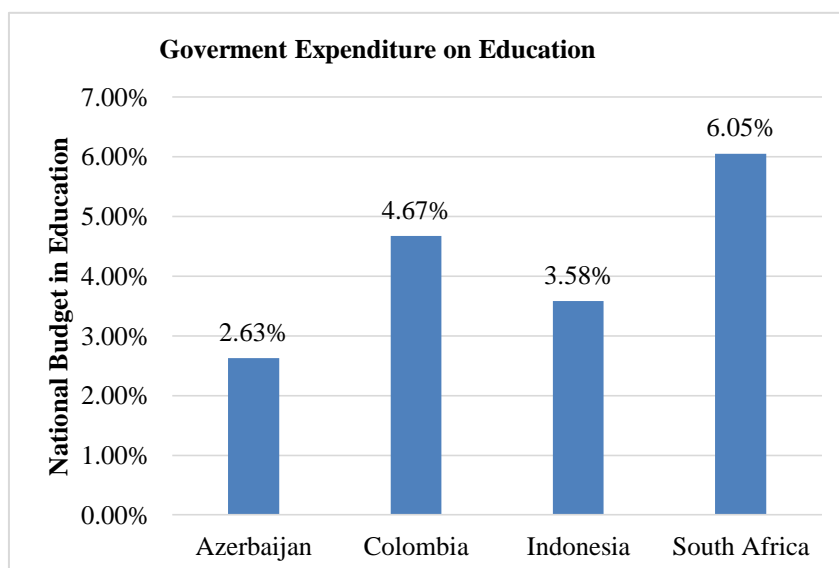


Figure 2. Nation Budget in education of GDP (World Bank (2018), Department Of Basic Education (2017), Kemendikbud (2018), OECD (2018))

Figure 2 shows the comparison of national budget of the four chosen developing countries. The highest government expenditure on education is South Africa (6,05 %) and the lowest one is Azerbaijan (2,62%). The second highest one is Colombia (4,67%) and the third is Indonesia (3,58%).

Tabel 1. Teacher Salary in Rural and Urban Areas

	Indonesia	Colombia	Azerbaijan	South Africa
Urban	Rp. 2.579.000 - 182.24 USD	1.900.000CP 608.69 USD	300 AM 175 USD	15.600 SAR 2.524 USD
Rural	Rp. 2.579.000 - 182.24 USD	1.900.000CP 608.69 USD +rural bonus 11.02 USD	300AM 175USD+rural teacher allowance	15.600 SAR 2.524 USD +rural teacher allowance

Table adapted by the authors taken from (ABCAZ, (2018), Act 316, (2018) Department Of Basic Education (2017), Kemendikbud (2018)

Table 1 shows the comparison of teacher salary in rural and urban areas in the four countries. Additionally, it is necessary to clarify that the data are taking on the media salary, at the entry level in each country. The highest rural teacher salary is South Africa 2.524 USD, followed by Colombia 626.58 USD, Azerbaijan 175 USD and the lowest is Indonesia 182.24 USD. The additional allowance for rural teacher applied in Azerbaijan and South Africa. The amount of additional allowance in Azerbaijan and South Africa depended on the distance and condition of rural area.

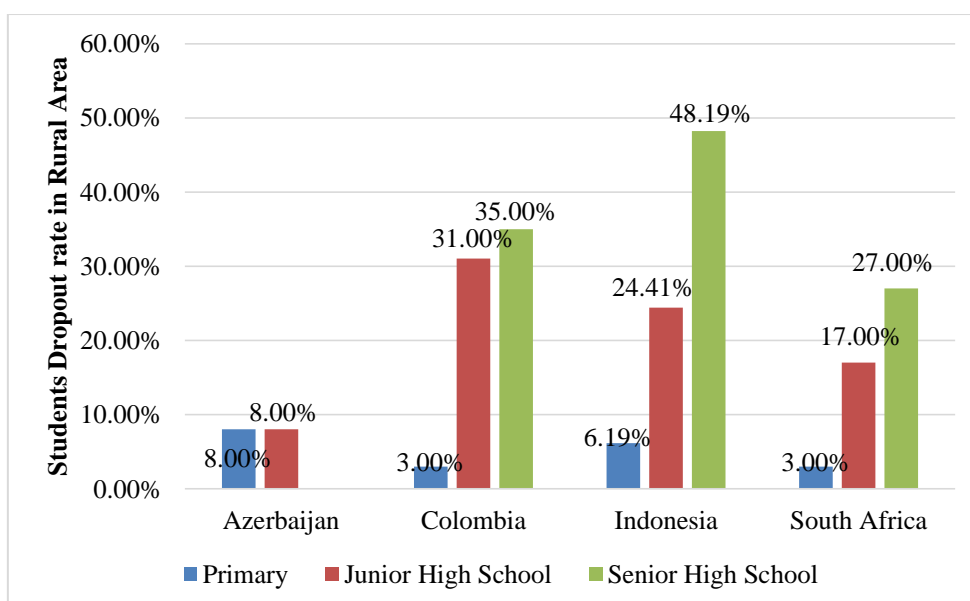


Figure 3. Comparison of student dropout rate in Rural Area (UNESCO and World Bank 2018)

Figure 3 shows the comparison of student dropout rate in rural area in the four countries. The Lowest percentage of rural student dropout at the primary level is South Africa and Colombia (3% respectively), Junior High School level is Azerbaijan (8%) and for Senior High School is South Africa (27%).

From table 1 and figure 3 we can conclude that with the highest rural teacher salary and the highest national budget in education, South Africa has the lowest percentage of student dropout at the primary and senior high school levels. It

shows that teacher salary has a negative impact on rural student dropout. With the lowest teacher salary, Indonesia has the highest dropout rates at the primary and senior levels.

The other finding shows that even though having the lowest government expenditure in education, Azerbaijan has the lowest rural student dropout rate at the junior high school level. The additional allowance that enjoyed by rural teachers in Azerbaijan could be a significant factor that reduces rural student dropout rate. It can be concluded that national budget in education and rural teacher salary can decrease rural student dropout rate. Moreover, this impact will be more influential by support from many other factors such as rural teachers' additional allowance

4. Conclusion

Each country has its own strategies in dealing with student dropout especially in rural areas. Increasing rural teacher salary is one of them. The data that has been gathered in this research shows that national budget in education and rural teacher salary give an impact on rural student dropout. Moreover this impact will be more influential by support from many other factors such as rural teacher additional allowance. From this research, the result show that highly recommended to increase rural teacher salary in order to decrease rural students drop-out. By giving rural teacher additional allowance also shows the decrease of rural students drop out.

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