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Primary School*

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*Salaries and the Teaching Profession in Zimbabwe*

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*The Influence of Teachers' Cognitive Styles on their  
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## **SALARIES AND THE TEACHING PROFESSION IN ZIMBABWE: IMPOR- TANCE, DESIRE AND REALITY**

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### **ABSTRACT**

*This article is based on a major research concerned with the recruitment and training of non-graduate secondary student teachers in 1985. Since that study, the author collected more information on the 'global perspectives' of teachers' salaries from international reports such as those by ILO and UNESCO.*

*The article argues that salaries are crucial because they influence the supply of new recruits to the teaching profession as well as retaining professionally qualified teachers already in service. Comparisons are made between salaries paid to non-graduate secondary teachers and salaries paid to people in the public and private sectors requiring the same academic qualifications and similar years of training. This article is important to Zimbabwe because the country faces a teacher shortage. If salaries are poor, this shortage will not improve.*

### **BACKGROUND OF SECONDARY STUDENT TEACHERS**

The total number of secondary student teachers involved in this study was 225. These were from Gweru Teachers' College which is the oldest and most established of the three teachers' colleges in the country. These students consisted of 150 (66.6%) males and 75 (33.4%) females. Their academic qualifications were: 65 (28.9%) had Grade 11, and 160 (71.1%) had Cambridge School Certificate or "O" level qualifications. Of these student teachers,

219 (97.3%) obtained their qualifications in Zimbabwe, while 3 (1.3%) obtained their qualifications abroad. Three (1.3%) did not indicate where they studied.

The type of secondary school where these qualifications were obtained consisted of 75 (33.3%) Government and 150 (66.6%) Aided. These schools were located as follows: 59 (26.2%) in large urban areas, 55 (24.4%) in small urban areas, and 111 (49.3%) in the rural areas or countryside.

### **Parents' Background**

The majority of the secondary student teachers' parents lived in the rural areas or the countryside. The figures were 63.1% mothers and 53.9% fathers who lived in the rural areas. With regards to parents' academic qualifications, 36.4% of the mothers and 27.1% of the fathers did not complete primary education, while 39.6% mothers and 34.7% fathers completed primary education. In terms of parents who had academic qualifications beyond ZJC, there were more fathers (38.2%) than mothers (24%). This confirms the thesis that preference for further education was given to males rather than females in Zimbabwe. Not only that, since education is the main criterion for measuring one's social status in developing countries, it would seem that people who opted to train as teachers in Zimbabwe came from relatively low social status background.

The literacy of secondary student teachers' parents revealed that the majority of those parents could read and write. This was because 40.9% of the mothers and 24.4% of the fathers could read and write African language; while 46.7% mothers and 66.2% fathers could read and write English language. Illiteracy for fathers was 9.2% while that for mothers was 12.4%. These results further confirm the preference given to male over female children in terms of academic education.

The results pertaining to parents' occupations showed that the highest percentage (33.8% fathers and 67.5% mothers) were peasant farmers. It would be correct to deduce that since academic education determines the job one would do in a developing country such as Zimbabwe, the disparity between males and females in terms of education, reflected itself at the occupational levels in favour of male parents.

### **SALARIES AND THE TEACHING PROFESSION: DEVELOPED COUNTRIES**

Salaries seem to be an important factor that determines not only the status of the teaching profession but whether or not the profession will be able to attract and retain enough professionally trained teachers. A special UNESCO Conference on the status of teachers held in 1966 noted that, to a great extent, teachers' social status was dependent upon salary. This theme was reiterated in a 1978 ILO Report which noted that remuneration reflects the social importance of the teaching profession and that inadequate pay level adversely affect recruitment and can create frustration among teachers and give rise to militancy, as well.

There is literature which takes the view that one of the main reasons why the teaching profession in general tends to be relatively unattractive to some secondary pupils and other candidates from whom intending teachers are recruited, is relatively low salaries compared to salaries paid in other professions. Grace (1967) argues that, if young people are to be attracted to teaching, they must be able to project a "career line" which compares favourably with other professions. Kelshall and Kelshall (1970, 116) note that virtually all empirical studies of attitudes toward the teaching profession indicate that "salary improvement...is perhaps the most important single requirement in attracting more young people." Kershaw and McKean (1972) note the relationship between salary and supply at the school level and observe that higher paying schools are in a better position to maintain a balanced combination of teachers.

In Britain, the Robbins Report (1963) revealed that salary was an important factor in people's refusal to become teachers, particularly among male graduates. About a quarter of the men who abandoned the idea of becoming teachers gave poor salaries as the most important reason why they took that decision. They expressed the view that pay and promotion prospects in teaching were poor and that teaching was so constricting and monotonous that it would waste their degrees and give them little or no intellectual satisfaction.

In her study, House (1971) found that among those who liked the idea of becoming teachers, 68% ranked dissatisfaction with salaries as the most important reason for not wanting to become teachers. At that time, House found that male graduate teachers compared unfavourably with their male counterparts who joined industry.

Another study by Holtman (1968) based on the 1960 American census data, which compared lifetime earnings of teachers with other professionals, showed some interesting results. The other professionals comprised some forty-eight occupations which included accountants, engineers, nurses, scientists among others. By calculating the net present value of lifetime earnings for teachers, and "others", with either four or five years of college education, Holtman showed that pecuniary benefits for male teachers were consistently inferior. In a British study by Zabala (1974) concerned specifically with teaching, the responsiveness of graduates to salaries and unemployment was examined. The econometric model suggested that graduate recruitment was dependent on teachers' salaries relative to other occupations and job opportunities measured by unemployment levels. Zabala examined the influence of these economic circumstances on both males and females, and contrary to the view commonly held that females paid more attention to duties and job flexibility than money (OECD 1971, 248) the study by Zabala showed that pecuniary rewards were influential in the career of females, though to a lesser degree in comparison to males.

Still in Britain, a survey conducted in 1968 (OECD, 1972) also revealed that one of the main factors why people disliked teaching was because of low salaries. In 1975, following the implementation of the Houghton Committee recommendations (ILO Report, 1972) which, among other things recommended relatively high salaries for teachers, the number of teachers seeking transfer or wanting to quit the profession for what they regarded as 'better paid professions' declined.

There is also some literature which supports the view that when certain categories of teachers receive better salaries than others, the difference is shown by greater difficulty in recruiting the less favoured category. In Austria (OECD, 1972), teacher shortage was reported to be less serious in technical than general education because of the proportionately higher salaries paid to technical than general education teachers. In West Germany (OECD, 1972) it was reported that there was an almost persistent shortage of teachers in gymnasia, special subjects (needlework, music, sport) at elementary school level, mainly due to the different growth rates in salaries according to the categories of teachers in which those teaching special subjects had lower rates.

If salary is a crucial factor in developed countries, it must even be more crucial for developing countries such as Zimbabwe. This is because the socio-cultural set-up for professional people such as teachers is such that they look after other members of their families. This is because there is no system of social security which can assist these other members of the family. It is true that a few teachers might have a second source of income, but the vast majority rely on their salaries. If these salaries are inadequate, then these teachers might find it difficult to make ends meet.



### **Salaries and the Teaching Profession: Developing Countries**

Surprisingly, even though there is general talk of salaries being crucial in the teaching profession in developing countries, the present author was not able to get hold of a lot of empirically carried out studies on this aspect. All the same there are a few studies on this aspect in developing countries. In Nigeria (Hanson and Crozier, 1973) when there was general dissatisfaction among secondary teachers due to low salaries and poor conditions of service, a survey conducted by the Lagos State (1966–1968) found that approximately ten percent of the teachers left the teaching profession each year to join the public sector, business, industry or for further studies.

In his studies on Nigeria, Nwagwu (1981) discovered that when conditions of service, which included salaries, were improved, secondary school pupils' attitudes towards the teaching profession improved. He found that whereas in 1972, 23.3% of secondary school leavers wanted primary school teaching, in 1977, the percentage had increased to 50%. This was after implementing the Udoji Commission recommendations, which, among other things, improved the salaries offered to primary school teachers.

Abangma (1981) in his studies carried out in English speaking Cameroon, found that among his respondents, salaries were rated as the most crucial single factor in attracting candidates into and retaining those already in the teaching profession. In fact, "over 80 teachers used the space at the end of the questionnaire booklet to complain about their financial position" (p. 285).

Abangma found a relationship between teachers' low morale (as a result of poor conditions) and performance in terms of accepting new ideas, especially those ideas relating to changes in the curriculum.

Those who had low morale did not readily accept new curriculum changes. Because of this situation, Abangma on page 286 concluded:

Cameroon's (possibly all Africa's) greatest problem in the field of primary teacher education is not that of raising the quality of its initial training, but of keeping its teachers in the field interested, active, and efficient. In this context, it is interesting to note that the first three ranked items deal with the teachers' financial and social difficulties rather than with educational or professional inadequacies within the system.

### **Salaries and the Teaching Profession: the Zimbabwe Experience**

In Zimbabwe a few studies have been carried out relating to teachers' salaries. Berlyn (1965 and 1967) asserted that one of the main factors responsible for secondary teacher shortage in the country at that time was poor salaries, and poor conditions of service. The same view was taken by Warner (1975). The issue relating to salaries paid to teachers in Zimbabwe is further pursued in the context of the 1980s.

### **The 1985 Study**

Before analysing literature pertaining to salaries in both developed and developing countries, background information was given relating to the 225 student teachers on whom the 1985 survey was based. In the questionnaire used, non-graduate secondary student teachers were given a list of 21 items likely to determine the attractiveness of the teaching profession in Zimbabwe. They rated these items on a 6-point scale as follows:

- 1 - Not attractive;
- 2 - Less attractive;
- 3 - Somewhat attractive;
- 4 - More attractive;
- 5 - Most attractive; and
- 6 - Don't know

### **Collapsing Frequencies**

To arrive at the final rated and ranked items, frequencies were collapsed and compared. Percentage frequencies were collapsed or combined and then compared as follows:

- Not Attractive = "Not Attractive"  
Less attractive
- Somewhat Attractive  
More Attractive = "Attractive"  
Most Attractive
- Don't Know

The item which received the highest score in percentages was ranked most attractive while the item which received the least percentage was ranked last in rank order. Items which received less than 50% were not considered as crucial.

### **DISCUSSION OF RESULTS**

In rank order, using descriptive statistical analysis, the factors which were rated as crucial in determining the attractiveness of the teaching profession in Zimbabwe (Table 1) were: salaries relative to those in the public and private sector for secondary teachers (98.2%); more opportunities for further education through the Bachelor of Education (B.Ed.) course for those who join the secondary teaching profession (91.3%) adequate and decent accommodation for secondary teachers (90.2%); decent and adequate buildings and facilities at secondary schools (87.2%); paying stu-

dent allowances or salaries in the first and third years under the four-year-pattern (84.9%) improved promotion prospects for secondary teachers (82.6%); same conditions of service for all secondary teachers (80%); improvement in training facilities (79.2%); teaching socialism in secondary training colleges (72%); pay for women teachers while on maternity leave (71.1%); reduction of class sizes to between 25 and 29 pupils per class (70.2%); improvement in sickness benefits (67.5%); improvement in pensions (62.2%); and improvements in leave conditions (51.6%).

### **Analysing by Ranking Method**

These results were also analysed using the ranking method (Table 2) and were basically similar to the results in the descriptive statistical method. In other words the first ranked factor was that *'salaries relative to those in the public and the private sector for secondary teachers would make the secondary teaching profession attractive'*

In both the descriptive and the ranking methods there were also other factors that could be classified as belonging to the salaries category. These were: paying students allowances or salaries in the first and third years under the four year training pattern, pay for women teachers while on maternity leave, improvement in sickness benefits, improvement in pensions, improved promotion prospects for secondary teachers and more opportunities for further education through the B.Ed. course for those who join the secondary teaching career. Out of the 15 factors rated as relatively important (descriptive statistical method) in determining the attractiveness of the secondary teaching profession, seven, that is nearly half, and a third of the original 21 had something to do with financial remuneration or salaries.

Under the salaries or remuneration category, one factor requires further comment. This is the factor dealing with more opportunities for further education through the B.Ed. course for those who join the secondary teaching profession. It may be argued that this factor has nothing to do with salaries or remuneration

but prestige. It is the conviction of the author that in Zimbabwe at least this factor belongs to the salary category. This is because further academic or professional education in Zimbabwe is the main vehicle for socio-economic advancement for self and family. This is considered with financial and material rewards that go with it. The higher the academic and or professional attainment, the brighter the chances for whoever attains that education or profession to obtain a 'good' job, paying a relatively or comparatively 'good' salary. In Zimbabwe, the desire to do the B.Ed. course is tied up with the knowledge or conviction that this will improve salary scales as well as promotion prospects and hence the status that goes with having more money. Since independence, it has become *very rare, if at all*, for non-graduate secondary teachers to be appointed permanent headmasters or education officers. At the same time, non-graduate secondary teachers who obtain B.Ed. qualifications, are automatically placed on a higher salary scale. Non-graduate secondary student teachers were fully aware of these facts, hence their contention that the B.Ed. course should be made available to those secondary teachers who desire to do it.

The second category of factors rated as determining the attractiveness of the secondary teaching profession could be described as "school deployment conditions." In this category would be included: adequate buildings and facilities at secondary schools, and reduction of class sizes to between 25 and 29 pupils per class. A point of clarification is needed with regard to the last factor. It may be argued that a small drift in the teacher/pupil ratio from 30 to between 25 to 29 makes little or no difference. This could be true in other countries. In Zimbabwe it makes a lot of difference because the general officially quoted teacher/pupil ratio of 1:30 is a minimum. In other words, a class should have at least 30 pupils. But in reality classes go as far as 35 pupils each. In practice, a class of between 25 and 29 pupils is a big improvement from classes which are about 35 or more pupils each.

The third category could be described as concerned with 'training college pedagogy'. Under this category includes: teaching study with production in secondary training colleges, teaching socialism in secondary training colleges as a basis for teacher education and improvement in training facilities at training colleges.

The fourth category was concerned with 'conditions of service' for secondary teachers. These included: improved leave conditions, and same conditions of service for all secondary teachers. As far as same conditions of service for all secondary teachers was concerned, this factor can also belong to the salaries category. This is because in Zimbabwe, conditions of service for teachers affect the promotion prospects and financial allowances for teachers. In 1986, however, all teachers in Zimbabwe except for 700 who did not opt to do so, became civil servants. In other words all teachers were put under the same conditions of service.

From the above analysis and group categorizations, it is clear that the most important rated single factor that determined the attractiveness of the secondary teaching profession in Zimbabwe was secondary teachers' salaries relative to salaries paid in the public and private sector. Not only that, it was established that as a group, factors that had something to do with salaries or financial remuneration, in comparison with other groups, were in a majority. *Hence it is contended that in Zimbabwe, there is a relationship between the attractiveness of the secondary teaching profession and secondary teachers' salaries relative to salaries paid in the public and the private sector.* It became necessary to try and ascertain the extent to which salaries determined the attractiveness of the secondary teaching profession. At the same time it was necessary to establish salaries paid to non-graduate secondary teachers and compare these salaries with salaries paid to people requiring similar academic qualifications and years of training in both the public and the private sector. But before that is done, further analysis of results is necessary.

## **FURTHER ANALYSIS OF RESULTS**

These results were also analysed by gender, academic qualifications, type of school attended and location of school attended. No significant differences were found based on secondary schools student teachers attended, gender, academic qualifications, type of school attended and location of school attended in most of the factors rated as important in determining the attractiveness of the secondary teaching profession in Zimbabwe. Significant differences were observed in one factor. This was improved promotion prospects for secondary teachers when analysed according to the type of secondary school attended whereby there were relatively more Government (86.6%) than Aided (80.0%) non-graduate secondary student teachers. Even though statistically significant at  $<0.0508$ , and a percentage difference of 6.6, there was no straightforward explanation the present author could provide on this difference.

### **The Degree to which Salaries Determine the Attractiveness of Teaching**

Salaries are probably the most important factor in determining the attractiveness of the teaching profession whatever the level. This is because it is by his/her earnings that a teacher meets his/her needs, and those of the family. It is also of necessity a central consideration for prospective candidates and for those already in that profession. A few more illustrations from other countries on this vital issue would not be out of place.

A joint ILO/UNESCO Committee Report of 1982 showed that in six out of 32 countries and regions covered, secondary school teachers at the start of their career in 1980, received salaries which were ten percent less than the average earnings in manufacturing industry. These countries were: Bangladesh, German Democratic Republic, Hungary, Israel, Japan, and Pakistan. In the same Report, 19 countries provided information comparing teachers' salaries with salaries in the private sector. Out of 19, 11 countries stated that teachers' salaries, including secondary

teachers' salaries, were lower than those paid to people with comparable qualifications in the private sector, particularly industry. These 11 countries were: Cameroon, Columbia, Finland, India, Italy, Jamaica, Kenya, Spain, Sri Lanka, Thailand and the United States.

At the same time, 22 countries provided information on levels of teachers' salaries compared to salaries of people with comparable qualifications in the public sector. In 9 of the 22 countries, teachers enjoyed salaries comparable to those paid to people in the public sector. These 9 were: Bangladesh, Chile, Egypt, Jamaica, New Zealand, Norway, the Phillipines, Spain and Venezuela. In a similar number (9) of countries, teachers enjoyed a relatively better salary treatment in comparison to their counterparts in the public sector. These countries were: Bulgaria, Cameroon, Cyprus, Finland, Japan, Kenya, Malta, Mexico and Papua New Guinea. In the remaining 4 countries, that is Columbia, Guyana, Nicaragua and Peru, teachers experienced relatively unfavourable salary conditions compared to their counterparts in the public sector.

The above cited examples show that there are differences between salaries paid to teachers in comparison to salaries paid in the public and private sectors in different countries. The question is: to which group do teachers in Zimbabwe belong?

### **Secondary Teachers' Salaries and Salaries in the Public Sector**

In order to understand the comparison between non-graduate secondary teachers' salaries and salaries in the public sector in Zimbabwe, occupations in the public sector were divided into non-technical and technical categories.



### **Non-Technical Occupations and Non-Graduate Secondary Teachers' Salaries in the Public Sector**

Information was collected on salaries paid to people in the public sector in Zimbabwe in occupations requiring at least 5 "O" levels, non-graduate secondary teaching included. Among these non-technical professions or occupations included: librarian, state registered nurse, audit assistant, assistant tax examiner, tax assessor, occupational safety promotion officer, clerk, primary school teacher and secondary school teacher among others. In these non-technical occupations, non-graduate secondary as well as primary school teachers were the best paid. In fact this was the case with most, if not all non-technical occupations requiring similar academic qualifications and similar number of years of training. *It can be concluded therefore that as far as non-technical occupations were concerned, at the time this research was carried out (it is the case in 1989) in terms of salary alone, non-graduate secondary teachers not only compared favourably with but were among the best paid in the public service in Zimbabwe.*

### **Technical Occupations and Non-Graduate Secondary Teachers' Salaries in the Public Sector**

As far as *basic salaries* were concerned, non-graduate secondary school teachers compared favourably with most if not all technical occupations in the public service in Zimbabwe. In terms of basic as well as maximum salaries, non-graduate secondary school teachers were better paid than hospital equipment technicians, engineering technicians, dental technicians, physical planning technicians. Following independence, which saw opportunities opening for Africans with technical skills in the private sector, people with technical skills left Government employment for the private sector where they were paid better salaries. In an attempt to stop people with technical skills from joining the private sector, the Government awarded a 15% allowance to people with technical skills over and above their basic salaries. In that respect, therefore, non-graduate secondary school teachers' salaries were unfavourable in comparison to salaries of people with technical skills, requiring same academic qualifications and similar number of years

of training within the public sector in Zimbabwe. (Non-graduate secondary and primary school teachers are paid Z\$7 980 - \$15 320 per annum 1Z\$ = 0,60 US. This method was also used in the 1987 study. A non-graduate civil engineer is paid Z\$8 224 - Z\$14 568 without a 15% allowance.)

### **Non-Graduate Secondary Teachers' Salaries and Salaries in the Private Sector, Non-Technical Occupations**

It should be noted that the private sector includes multinational companies. One of the problems facing researchers who want information on salaries paid to employees in the private sector in Zimbabwe is that private companies refuse to divulge the salaries their employees get. This problem is not confined to Zimbabwe. The ILO report (1978, 27) highlighted this problem when it stated:

In many countries it is difficult to obtain accurate figures on the remuneration in private industry on account of the individual element which frequently enters into pay negotiations in job categories comparable to teaching.

This ILO report (page 25) added:

Other problems facing any person seeking a factual basis for determining the relation between the remuneration of teachers and that of any other occupations include the difficulty of obtaining information on pay and that of comparing scale salaries which vary considerably according to the incremental step of the teacher concerned, with salaries in other occupations requiring training of a comparable level, which are frequently not scale based.

In this study, the author relied on the good will of individual personnel officers working in such companies, hence the importance of not giving the names of these companies. At the same time, a comparison between teaching and occupations in the private sector in Zimbabwe, as in most other countries, is not easy. Even though the academic requirements might be similar, they are not necessarily the same. The same applies to the training itself. The two differ. The training in teaching is not the same as training as a technician. Even work content, the conditions under which teaching is performed and working hours tend to differ from those of private companies such as manufacturing industries, mining and so on. At the same time, the private sector consists of different companies, some manufacturing, others service, which differ among themselves in salaries and conditions of service. *It is important to bear this in mind because it affects the salaries offered.*

Information was gathered from five leading and major companies in Zimbabwe. It is the author's conviction that with slight variations, the salaries given by and large represent salaries paid to most employees working in the private sector at these levels in the whole country.

An examination of salaries paid to non-technical employees in the five companies revealed that these employees were relatively and comparatively better paid than non-graduate secondary teachers.

In company A, the salary of Clerk 1 was between Z\$580 and Z\$825 per month while that of Clerk 11 was between Z\$767 and Z\$1 350 per month. On the other hand the salary for a non-graduate secondary teacher was between Z\$665 and Z\$1 270 per month. It takes less time to train a Clerk than to train a non-graduate teacher and yet in this incidence, non-graduate secondary teachers were and still are (1989) paid less than clerks in Grade 11 in company A. With regards to other posts such as

foremen, typists, and supervisors, non-graduate secondary teachers were comparatively paid less than people doing these occupations in Company A.

In companies B,C,D and E, the picture was basically similar to that in company A. Employees such as bookkeepers, farm managers, foremen, supervisors, typists, clerks were all paid more than non-graduate secondary teachers. *The important point to note is that non-graduate teachers were (still are 1989) paid less than non-technical employees in the private sector.*

#### **Non-graduate Secondary Teachers' Salaries and Salaries in the Private Sector: Technical Occupations.**

As far as technical occupations were concerned, the information collected showed that non-graduate secondary teachers were paid less than people in the private sector. In company A, a technician with 5 'O' levels and four years training was paid between Z\$1 400 and Z\$1 490 per month. The same applied to artisans or journeymen.

In company B, technicians and journeymen were paid between Z\$1 400 and \$1 495 per month having similar academic qualifications and years of training as non-graduate secondary teachers. In company A, employees were not only paid more than non-graduate secondary teachers but they received more than professionally trained university graduate teachers as well as senior officials in the Ministry of Primary and Secondary Education, and Ministry of Higher Education, such as headmasters and education officers. This is because while the *starting salary* for a technician in Company C was Z\$1 652 per month, the *maximum salary* for a professionally trained, honours University graduate was (1988 January) Z\$1 421 per month. A senior education officer received between Z\$1 528 and Z\$1 899 per month. As a matter of fact technicians in the private sector received more than lecturers at technical colleges in Zimbabwe. By the end of 1987 (Government Salary Scales 1987), lecturers at technical colleges received between Z\$9 576 and Z\$17 160 per annum. This

was not only less than technical employees in the private sector but some non-technical employees in the private sector. *On the whole therefore, there is no doubt that non-graduate secondary teachers were paid less than and compared unfavourably with people with technical skills in the private sector.* It is useful to analyze further why there are differences between the private sector and the public sector in salaries paid to employees.

### **The Relationship Between the Private Sector and the Public Sector**

The salaries paid to people at the lower and middle level structures, private or public, reflect salaries at the top. The top employees in companies that gave information were paid at least Z\$100 000 per annum. For company B, the top employee had two company cars. In contrast the top civil servant in Government is the permanent secretary. Starting in March 1988 permanent secretaries were paid a round figure of \$40 000 per annum maximum salary. This is less than half of what a top employee in the private sector receives. Until 1984, Permanent Secretaries did not have official cars. While it is necessary or desirable to equate non-graduate teachers' (or any teacher for that matter) salaries with salaries in the private sector within the Zimbabwe context, this can not be done at the teacher level without reflecting those at the top. These are realities.

In any sector, wages depend on capital/labour ratios. Since independence, the Ministry of Education (now the Ministry of Primary and Secondary Education and the Ministry of Higher Education) has received the biggest percentage of total Government expenditure in each financial year (Chivore 1985). This expenditure has been rising each year as a result of expansion in education. In the 1983/84 budget for example, the Ministry of Education received Z\$455.9 million. As in most developing countries teachers' salaries accounted for between 70 and 80% of the Ministry's yearly expenditure. The reality of the situation is that in the country teachers are the most numerous professional group. In terms of hard cash, it seems impossible for the

Government of Zimbabwe to pay non-graduate secondary teachers salaries comparable with those paid in the private sector. As the ILO report (1978:27) noted:

In a number of countries, however, sectoral market pressures sometimes lead private sector pay levels in certain occupations to levels which the public service cannot match without producing grave distortions in the whole of its pay structure.

In theory the Government can pay teachers the same salaries as those paid to employees in the private sector. In practice, if that happened with such a huge labour force as that of teachers the Government might be bankrupted. The only other option left seems to be to improve other conditions of service such as holidays, job security, accommodation, and taxes. Options open to the Government seem to be limited.

## SUMMARY OF THE MAIN FINDINGS

The following were among the main findings in this study:

- The most important rated and ranked factor that determined the attractiveness of the teaching profession in Zimbabwe was teachers' salaries relative to salaries paid in the public and the private sectors. It was also established that as a group, factors that had something to do with salaries or financial remunerations or allowances, compared to other group factors, were in a majority. *(Hence we can safely hypothesise that in Zimbabwe there is a relationship between the attractiveness of the teaching profession and teachers' salaries relative to salaries paid in the public and the private sectors.)*
- In an effort to have more evidence, it was found that non-graduate secondary teachers compared favourably with non-technical employees but less favourably with technical employees in the public sector with regards to salaries.

- As for comparison with employees in the private sector, it was established that non-graduate secondary teachers, non-graduate primary teachers, as well as university certificated honours graduate teachers were paid less than both non-technical and technical employees in the private sector.
- It was noted that in any sector wages depend on capital/labour ratios. The Ministries of Education received the biggest percentage of total Government expenditure. In addition the teaching profession was the biggest single employee group in the country. At the same time wages offered at any level of any sector reflected upon wages at the top. To that end it was noted that wages offered to top officials in the private sector were by far higher than wages offered to officials in government ministries such as those that dealt with education. Teachers were (and still are, 1989) part and parcel of that set up.

## CONCLUSION

While it is desirable to directly equate non-graduate secondary teachers' salaries with salaries paid in the private sector, in practice, as things stand (1989), and in the foreseeable future, this seems not possible. It is possible to provide other incentives such as job security, subsidised accommodation, improved holidays/leave and so on. The fact remains that in Zimbabwe, as in most other countries, salaries are not only important but crucial for candidates who want to join the teaching profession and creating stability and high morale for those already in the teaching service. It is the Government's duty to see to it that teachers' salaries do not fall far below comparable salaries in the public and the private sector.

**TABLE 1**  
**FACTORS THAT DETERMINE THE ATTRACTIVENESS OF SECONDARY TEACHING CAREER IN ZIMBABWE**

	Not Attr		Attr		Miss	Rank
	No.	%	No.	%		
-Compulsory teaching before initial training	163	72.5	59	263	2	20
-Training students on the job using the four year pattern	115	51.0	110	48.8	1	16
-Paying students allowances in first and third years under four year pattern.	27	12.0	191	84.9	7	5
-Admitting students who prove competent without CSC/Gr 11 qualification	144	64.0	77	34.3	4	19
-More opportunities for further education through B.Ed. course for those who join	17	7.6	205	91.3	3	2
-Participation in community activities eg adult education by secondary training colleges	128	57.0	90	40.0	7	18



-Teaching socialism in secondary training colleges as a basis for teaching education	45	20.1	175	77.7	5	9
-Improvement in training facilities eg tapes, radios, videos, TVs etc.	40	17.8	178	79.2	7	8
-Teachers identifying with the community they serve	121	53.7	104	46.2	-	17
-Same conditions of service for teachers	42	18.6	180	80.0	3	7
-Salaries relative to those in public and private sectors for secondary teachers	4	1.7	221	98.2	-	1
-Adequate and decent accommodation	18	8.0	203	90.2	4	3
-Improvement in pensions	73	32.3	140	62.2	12	14
-Teaching study with production in secondary training colleges	57	25.4	165	72.0	6	10
-Improvement in leave conditions	107	47.6	116	51.6	2	15
-Decent and adequate buildings and facilities	25	11.2	196	87.2	4	4
-Pay for women teachers on						

maternity leave	58	25.8	160	71.1	7	11
-Reductions of class sizes to 25-29 pupils	59	26.2	158	70.2	8	12
-Improvement in sickness benefits	63	28.0	152	67.5	10	13
-Recruitment of expatriates to reduce teacher shortage	173	76.8	50	22.2	2	21
Improved promotion prospects for teachers	38	6.9	186	82.6	1	6

Total = n225 = 100%

**TABLE 2**  
**FACTORS THAT DETERMINE THE ATTRACTIVENESS OF SECONDARY TEACHING CAREER IN ZIMBABWE ANALYSED USING THE RANKING METHOD**

	n	%	Rank
Salaries relative to those in the public and private sector for secondary teachers	56	25.0	1
-Adequate and decent accommodation for secondary teachers	43	19.3	2
-More opportunities for further education through B.Ed. course for those who join secondary teaching career	40	18.0	3

-Decent and adequate buildings and facilities at secondary schools	25	11.0	4
-Paying students allowances/salaries in the first and third years under the four year pattern	15	6.6	5
-Improved promotion prospects for teachers	9	4.0	6
-Same conditions of service for all secondary teachers	8	3.9	7
-Teaching socialism in secondary training colleges as a basis for teachers' education	5	2.3	8
-Improvement in training facilities e.g. tapes, radios, videos, TVs etc	4	2.2	9
-Reduction of class sizes to between 25-29 pupils per class	3	1.6	10
-Teaching studies with production in secondary training colleges	3	1.2	11
-Improvement in pensions	2	1.0	12
-Improvements in sickness benefits	2	1.0	13
-Pay for women teachers while on maternity leave	2	0.9	14
-Improvement in leave conditions	2	0.8	15
-Teachers identifying with the community they serve	1	0.4	16

-Training students on-the-job using the four year pattern	1	0.3	17
-Participation in community activities e.g. adult education by secondary training colleges	1	0.2	18
-Admitting students who prove competent without CSC/Grade	1	0.1	19
-Compulsory teaching before initial training	1	0.1	20
-Recruitment of expatriate teachers to reduce teacher shortage	1	0.1	21

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