

# Teachers are the Key for Human Capital Development – Strengths and Weaknesses for Admission of New Teachers in Developing Countries: The Cases of Papua New Guinea TSC, Education Department

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## Abstract

*This paper discusses the strengths and weaknesses for admission of new teachers into TSC, Department of Education in PNG. The research critically argues the weaknesses and strengths in the education system especially the TSC in the areas of new commencement, readmission and entry requirement for employment, registration guidelines, and the factors of delay in processing admission into teaching service. Perhaps, the radical hypothesis that this paper focuses is that 'illegal practices in the TSC are prevalent in producing unqualified teachers in the developing countries, especially in PNG'.*

*Teaching Service Commission is a statutory organisation within the Ministry of Education. It employs members of the Teaching Services on behalf of the State and provides critical oversight in relation to the terms and conditions of teachers throughout the country. The day-to-day general administration of the system is in the hands of the PEB and NEB. The powers have been delegated to them as appointing authorities to select, appoint and discipline teachers. Though, there is a demand for teachers, but they are selected and engaged by the appointing authorities throughout the country to provide teaching as a service to their respective local communities.*

*This paper deals with a strategic approach of dealing with the implications and consequences in the TSC in the dichotomy of educational values and norms in PNG. Some of these implications reflect the 'Pacific ways of helping wantoks/friends' in the Pacific and other developing countries. The implications and consequences reflect how effective or ineffective the department of education in adapting to these changes. The paper discusses the concepts in official and unofficial courts, representing a series of expanding circles to which the TSC, PEB, NEB and teachers belong.*

## 1. Introduction

Teachers are the fundamental of grooming and bringing up country's human capital via the education processes. Other words, education system is the key factor for any country to raise and sink. Through well established education networks, the human capital is developed via professionally trained teachers. In a nut-shell, human capital development is entirely depending on the quality of a teacher. Teachers groom and train the human capital at the first place from elementary up to secondary schools. Although college and university lecturers and even departmental trainers are further enriching and training the human capital but the fundamental educators for the country's human capital are the elementary up to secondary school teachers. Therefore, admission of new teachers in developing countries must follow a systematic and procedural ways of recruiting. Basically, they are the fundamental educators of human capital for any nation.

Teachers in Papua New Guinea (PNG) are formally/ informally or legally/ illegally recruited by the Teaching Service Commission (TSC). Meaning teachers are formally recruited from the teachers colleges and University of Goroka (UoG) and informally by not following the procedures like recruiting graduates from other colleges and universities. Thus, it is legally and illegally because of the need and demand of teachers to teach in the elementary, primary and secondary schools in the country.

This paper critically analysis the procedures followed formally/ informally or legally/ illegally for new commencement and readmission of teachers into the TSC. This is done as long as the entry requirements

and procedures for employment in the teaching service are valid, correct, carefully followed, required qualifications are met. The employment of teachers in PNG comes under the Education Act and Teaching Service Act. Qualified people seeking employment must first be registered as a teacher before TSC admits them as a provisional member of the Teaching Service (TS) to teach for a year or two before they become a full member of TS.

Perhaps, this article also reveals some of the factors of delay in processing admission into the TS. As a prerequisite for policy formulation, the implications and consequences for new commencement and readmission of teachers are precisely highlighted and analysed. Finally, the paper proposes policy recommendations for education department especially TSC, the national and provincial governments, Australian government, and other Aid donor agencies.

## **2. Demand in teacher education in PNG – An overview**

The government took a policy decision some time ago to give greater emphasis to education, especially elementary, primary and secondary schools in PNG. Enrolments in these schools have been projected to increase from a little over 20,000 in 1971 to 33,000 in 1975, 50,000 in 1980, 90,000 in 1990, 150,000 in 2000, 250,000 in 2005, and 370,000 in 2007 and by 450,000 to 600,000 by 2009 – an increasing growth rate per year without allowing for the replacement of waste (AIDAB, 2001a). Perhaps, the gross enrolment in PNG at the Primary School level is 69 per cent and Secondary School is 11 per cent – about the same levels as at Independence (Faal, 2007).

The present sources of supply are the teachers colleges and UoG. Perhaps, other colleges and universities are also a source of producing teachers because of the demand of teachers in PNG. The output from UoG and the teachers colleges rose since 1975 till late 1990s. The increased in teachers were due to missionary and colonial administrators' influences on the students. In the early 2000 till 2006, the figure dropped because of various reasons like; students came to know that teacher work is not the only job, expatriates leaving for their country, nationals joining other organisations, quit teaching and engaged with entrepreneurs, staying at home and just getting the salary by tricking the education system and etc. Currently, bulk of the teaching forces is graduate teachers from the teachers colleges and UoG whist some are from other colleges and universities. Majority of the teachers from other colleges and universities are leaving because teaching is not their profession and they look for jobs that suit their professional. Similarly, professional teachers graduated from the teachers colleges and UoG are on the job search in other fields and they are also going for further studies.

The level of teacher recruitment is fluctuating due to internal (teaching profession) and external (other professions) demand and supply of human resource. The alternative to this action is, of course, to accept more grade 12 students into teachers colleges and UoG. Set strategic policies and laws clearly stated informing them to work for the Teaching Service Commission, Education Department for a minimum of ten years and later they can look for 'greener pastures'. This would help the newly commenced and readmitted teachers to be faithful to their work. The rules and policies should be read and signed by first year teachers college and UoG students. The same principle should be applied to other college and university graduates who want to take up teaching profession. These policies and rules should be reviewed again during new commencement and readmission into teacher service commission in a form of two or three days training workshop.

## **3. New commencements into the Teaching Service Commission**

College students and other qualified people who want to become teachers are recruited by the TSC. The TSC recruits and employs qualified people under the Education Act and Teaching Service Act. Teachers are recruited from three categories by TSC through:

- i. *New graduates from teachers colleges throughout the country.* Under the existing Education System, new graduates are the eligible and most qualified for the teacher positions.

- ii. *Other Universities who train teachers from other institutions rather than new graduates from teachers colleges.* Recruitment through this process was given second preference and was done to those who have graduated in the fields like education and language communication or literature. But, sadly now the recruitment of teachers is done to any new graduates from any University who has passed his or her degree or diploma programs.
- iii. *A specialised tradesman certificate with five years industrial experience.* Most of the vocational, technical and high schools need specialised people with qualified tradesman certificates to convey the knowledge and skills to the students. This form of recruitment is an expensive exercise, but since the country has not enough jobs to accommodate tradesman and other qualified people, TSC recruits them cheaply.

#### **4. Readmission into the Teaching Service Commission**

Readmission of teachers only applies to former members who have resigned from the Teaching Services. Most teachers have resigned from the teaching service and are engaged in other jobs in private and public organisations. The number of teachers resigned has accelerated since the late 1990s up till now. Continuous and huge number of teachers resigned reveals that the TSC has not done any thing to retain them in their profession. Two senior teachers from Enga Province revealed differently that they resigned because of pay and political pressure. The first teacher stated that 'I resigned because the TSC is not paying us properly. We work overtime, even Saturdays and Sundays' (Karapen, 2007). We have moulded the country's human capital when they do not know a, b, c, or 1, 2, 3, etc'. In the same token the second teacher also stated that 'we are victims of politics, we have practiced our democratic rights of voting by giving votes to our favoured candidates but candidate who won the seat directed the PEB chairperson and some of us have not given a position for a year. I stayed home for two years without pay and teaching because I was not given a teaching position so I resigned from teaching and am currently enjoying myself with my new job, which is better than teaching' (Ignatus, 2007).

Most teachers resigned because of pay and politics. Low pay is one of the causes of teachers forcing themselves to resign. Some teachers revealed that low pay cannot sustain them especially in the cities and towns because the prices of goods and services are rising high. The only option for them is to resign and look for other jobs. The other reason is politics, where politicians are directly involving in any decision making. This is vibrant in the Highlands where education officers are appointed by the Members and inform the officers not to give any teaching positions to the teachers. Perhaps, the teachers resign and look for other ways to earn a living. However, they can be readmitted into the teaching service if they want to go back to the teaching service.

Teachers who have retired, retrenched, dismissed, terminated or resigned for a public office and absconded under section 124 of the Teaching Service Act are not allowed for re-employment. However, these teachers should be reinstated because the education department currently needs teachers. This should be thoroughly check, especially the entry requirements if they want to be re-employed.

#### **5. Entry requirement for employment in the Teaching Service**

The joint circular dated 28/2/2001 (No: 1 of 2001) issued by the Secretary for Education and the Chairman of TSC requires new teachers and resigned teachers who are seeking for admission and readmission into Teaching Service must have the following entry qualifications as indicated on the table below (Education Department-TSC, 2006).

Division (Level)	Base Level	Entry Level Qualification
Elementary Level School Teachers	ET 1	<ul style="list-style-type: none"> <li>• Certificate in Elementary Teaching (CET)</li> <li>• Other Acceptable Teaching Qualification with a fluency in the local vernacular and culture and recommended by the Local Level Governments.</li> </ul>
Primary Level Community and Primary Schools Teachers	EO 2	<ul style="list-style-type: none"> <li>• Diploma in Primary Education</li> <li>• Teachers Certificate with DEP (1) or DES Primary</li> </ul>
Vocational Level Training Centres Teachers	EO 2	<ul style="list-style-type: none"> <li>• Diploma in Primary Education</li> <li>• Diploma in Home Economics</li> <li>• Trade Certificate and Vocational Teaching Certificate with three Years Industrial Experience</li> </ul>
Secondary Provincial High Schools Teachers	EO 3	<ul style="list-style-type: none"> <li>• Secondary Teachers Certificate and Advanced Diploma in Secondary Teaching.</li> <li>• Diploma in Secondary Teaching</li> <li>• Diploma with PVTCS</li> <li>• Degree B. Ed (1) or Other Courses</li> </ul>
Secondary Schools Teachers	EO 3	<ul style="list-style-type: none"> <li>• Degree in Education</li> <li>• Degree with Post Graduate Diploma in Education or Other courses</li> </ul>
Secondary National High Schools Teachers	EO 4	<ul style="list-style-type: none"> <li>• Degree &amp; Post Graduate Diploma in Education or Other courses</li> <li>• Education Degree &amp; Post Graduate Diploma or Other courses</li> </ul>
Teachers College	EO 5	<ul style="list-style-type: none"> <li>• Degree &amp; Post Graduate Diploma in Education or Other courses</li> <li>• Education Degree &amp; Experience in Teaching (other Divisions)</li> </ul>

Technical/Business Colleges	EO 5	<ul style="list-style-type: none"> <li>• Diploma with five years industrial experience.</li> <li>• Degree &amp; Post Graduate Diploma in Education, Education Degree or Other business &amp; technical courses</li> <li>• Trade Certificate &amp; Diploma in Teaching (Technical) with five years industrial experience.</li> </ul>
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Source: Education Department-TSC, 2006

Person(s) who do not possess the required qualifications and those who resigned from the Teaching Service prior to the restructure of schools and colleges are no longer qualified for readmission to the Teaching Service. However, due to the shortage of teachers in all levels of schools in the country the TSC is allowing people who have completed undergraduate and postgraduate studies.

Perhaps, due to the teacher shortage, former community schoolteachers who only hold a two-year teachers' college certificate and have not upgraded their qualification to the required level are encouraged to complete a year-long diploma course. The education department is also encouraging high school teachers who only have a Teachers' Certificate or a Diploma in the case of Secondary school teachers and have not upgraded their qualification to Diploma or Degree levels to go for further studies at the University of Goroka.

In essence, for teacher applicants to be qualified for further studies, admission and re-admission must have certified copies of the teacher's qualification and Teacher's Registration Certificate. Appointing authorities ensure that all applicants provide clear documentation of their qualifications. Illegible or altered documents result in delay in admission and re-admission or the person not being admitted at all. Statutory Declaration about lost qualifications is only accepted if they accompany letters of attainment from the original qualification provider. Documents found to be fraudulent result in all persons involved charged with a criminal offence and the State or Education department have no responsibility to pay persons fraudulently engaged in teaching. Finally, these new requirements became effective as from 1st January 2001. Thus, all appointing authorities, church education secretaries, Inspectors and appointment officers should make themselves familiar with the by-laws and policies of TSC for their teacher applicants to be qualified (*The Nation*, July 2001).

## 6. Procedures of admission for new teachers into the Teaching Service

The education department through TSC has delegated the powers of recruiting potentially young and qualified person(s) to the Provincial Education Board (PEB) and National Education Board (NEB) appointments. The PEB and NEB have the full authority to recruit and appoint new teachers into the commission.

### 6.1. PEB And NEB - Appointments

Provincial education board and national education board are slightly different, in terms of their function, decision, and engagement in the province and national level. But in a broader perspective, they play the same role. The PEB recruits teacher applicants and the NEB approves and blesses them to go and teach in the provincial levels. The TSC is the supreme appointment officer, where the commission delegates power to the appointing authorities (PEB/NEB) to appoint new teachers to occupy vacant teaching positions in the country.

Perhaps, the appointing authorities follow guidelines and procedures to appoint new teachers. With the help from the appointing authorities, the application for registration and employment as a teacher should be

completed properly by following the instructions given on the form (EDB Form 20). This should be an approved and established position that should follow these procedures:

1. The appointing authorities (PEB/NEB) must give an assurance letter that if he or she is given a provisional registration as a teacher, he or she is appointed to vacant teaching position.
2. Must provide character reference from a recognised local Church leader.
3. Must provide Police report to show that he or she has no criminal records.
4. Must provide full qualification documents like school certificate, diploma/ degree and transcripts.
5. All the documents must be checked properly in case of fraud. For example, check all necessary papers and confirm them with the original papers.
6. When the appointing authorities (PEB/NEB) confirm or satisfy that all the documents are in order, they must counter sign the photocopies of all the documents to confirm that they sighted the original documents before the applications are sent to teacher registration officer with the department of education.

Perhaps, all these procedures and applicant's documents should be rechecked by the secretary for education in order for permanent appointment for the teacher to be formally recognised. However, if these appointment procedures are not followed properly and found fraudulent procedures, than those officers involved in these processes should be questioned and dealt accordingly. There are so-called 'short-cut professional teachers' who hijacks the procedural system and engages themselves as teachers should also be dealt differently and jailed them for fraud case. Minimising and eradicating of all these malpractices is a difficult process but it would be possible if the secretary for the department of education appoints some different people within the teacher services to recheck the papers and jailed those who breeze the education Act of recruiting new teachers. Any qualified applicants seeking for employment with the education department should follow the right procedures for appointment and provisional registration.

## *6.2. Secretary for the Department of Education – Provisional Registration*

The secretary for education is the key person in the department for provisional registration. Any person seeking employment first is registered as a teacher in Papua New Guinea. The qualifications required for registration are determined by the Secretary for Education accordingly with the education Act, Sections 28 and 105. Registration, or provisional registration, is obtained through Teacher Education Division of the national department of education. The application forms for registration as a teacher are obtainable from the Provincial Education Office or Teacher Education Division (Education Department, 2005).

National teachers who have undergone teacher training are normally registered. However registration should be checked. Overseas teachers (mission agency volunteers, overseas volunteer agencies and locally recruited personnel) who wish to enter the country and teach, are normally expected to be provisionally registered before a valid work or entry permit is issued, and the terms and conditions of employment are applied under Teaching Service (Non- citizen contracts Officers) General Orders dated 20 March 1989 (Education Department, 2005).

## *6.3. Guidelines for Registration*

The guidelines for registration should be received from the appointing authorities (PEB/NEB) in order for the person to be fully registered as a teacher. Teacher registration officer checks all the documents again to make sure they are all in order before granting the provisional registration as a teacher. After processing the provisional registration certificates the appointing authorities are advised to appoint teachers and physically take up the appointment. The PEB then submit education department board (EDB: 023) forms to TSC to process their admission into the teaching service.

#### *6.4. Admission into Teaching Service Commission*

The commission (TSC) admits them as a provisional member of the teaching service by checking all the documents again to see, if he or she is given a certificate of provisional registration as a teacher. If provisional registration was granted, check all the documents properly in case of fraud. For example, check certificates, diploma and degree papers and transcript of subjects. The commission also checks whether the person has the correct entry levels and qualifications for that institution and position appointed to. If all the documents are in order, the commission then admits him or her as a provisional member of the Teaching Services. Perhaps, a copy of the admission letters is referred to the new commencement officer for creation of new files and processing the documents.

#### *6.5. Department of Education Headquarters Processes Documents for Payment*

After all the above procedures for admission are gone through the new commencement officer with the National Staff and Salary section. They create personal files for each officer and process all admission documents and refer to payroll section to input into the system for salary payment. This is the final stage of following the procedure for new admission, but there are various factors that can delay the admission process and payment that sometimes take more than two months to correct or re-enter the information.

### **7. Factors of delay in processing admission into the Teaching Service**

Admission into teaching service is not an easy process due to various factors. This is primarily due to avoid fraudulent applicants who claims themselves as registered teachers and enjoys themselves with fat salaries. Perhaps, the process mentioned below has been hijacked by clever individuals with the collaboration of some individuals within the commission and it has affected most registered teachers, TSC, PEB, NEB and other concern stakeholders.

Factors that delay the processing of admission which results in the slow process of salary payment is due to:

- a. The appointment of teachers is not done by the appointing authorities, neither PEB nor NEB. Appointment is done by unauthorised person(s), self-appointment. This process has been vibrant in the past decade and is now an alarming issue for the TSC, PEB, NEB and other concern stakeholders.
- b. The appointing authorities (PEB/NEB) appoint new teachers and advise them to take up the appointment 'without provisional registration as a teacher'. However, they should be given a certificate of provisional registration and physically cross-check by the commissioner, personnel officer and chairperson for PEB and NEB before they take up the appointment.
- c. There is no clear documentation of their qualifications or some of the required documents are not received as indicated on the guidelines for appointments on subtopics 3, 4, 5 and 6.
- d. No verification from the appointing authorities (PEB/NEB) to confirm the appointments.
- e. In most cases, there is no signature from the chairperson of the appointing authority on the resumption of duty form (EDB: 023) or no signature from the headmaster on the resumption of duty summary sheet form to confirm that he or she has physically resumed duty at the designated school.
- f. Restricted provisional registration to teach in Elementary schools and they are appointed to teach in Primary schools.
- g. A diploma holder, appointed to teach in Secondary school. As stated in their 'guidelines for appointment', he or she should have a Degree in Education or with Post Graduate Diploma in Education in order to teach in Secondary schools.
- h. Diploma of Pastoral studies and a Degree in Theology which warrants them to teach in Religious institutions and not in Secondary schools.

- i. Diplomas in Technical & Vocational Education are employed as a Primary or Secondary school teacher. He or She should be employed in Vocational Centres. Likewise, Diplomas in Commerce Accountancy, Health or Religious education are also employed to teach in Primary and Secondary schools.

These are some factors that delay the admission process for genuine teachers. These inconveniences are caused by both the education department and teachers. The prime factor is when the education department (PEB and NEB) delays in submitting and entering the resumption of duty summary sheet for the teachers. The second core factor is when the teachers do not fill in the resumption of duty form quickly. This delay is done when the teachers do not go to their designated schools quickly to resume work during the schedule week and date. Thus, they go late after three to four weeks of class resumption. Contrastingly, the mentioned two factors also have implications on the admission into teaching service for new teachers. But sadly, the key factor that delays the admission process is when the self promoted professional or ghost teachers' launches fraudulent and fake application for new admission. The reference checking of these false applications very much delays the application process. Self promoted professional or ghost teachers are the pivotal focus for this delay.

## 8. 'Short-cut route' – Self promoted professionals or ghost teachers

Readmission and new commencement into TSC is not that easy. It takes time and follows assorted procedures before they become a fully registered teacher under section 124 of the Teaching Service Act. There is no such thing as 'self promoted professional or ghost teachers following short-cut routes' in the teaching services. Every teacher applicants follow an assorted procedure for admission into teaching service before they are fully blessed by the education department to become professional teachers.

In most developing countries in Africa and Pacific Islands, smart people hijack the education system and capitalised on the weaknesses the department has. The information regarding weaknesses in the education department mostly licks out by the education department employees to their friends and relatives to make use of that chance to earn a living. They capitalise on the weaknesses in the department and make a lot of money by putting in fraudulent applications claiming that they are newly engaged teachers from a particular province. The salary section do not knows that these are fraudulent applications and they go ahead pays the self promoted professional teachers with lump-sums back-dating two to three years without pay. Along the process, the people in the salary section also benefits where they pay them in advance or after the fraudulent money is payed out.

People who involve in the fraudulent process have networks with key officers in the education department, like the salary people who process the cheques or cashes and registration or filing officers who registers the applications for new engagements. This process has been a tradition in the last two decades since now.

The education process of engaging new teachers into the teaching service has been hijacked by some smart people in the 1980s, 1990s and up till 2007 to make fast money and at the same time engage 'self promoted professional teachers' as qualified teachers. The TSC nor other sections in the education department has never found out this fraudulent tradition until 2006. The education department has undergone a major transformation process by introducing the '*maroo system*'<sup>1</sup> and lately found out the fraudulent tradition and made some adjustments. The *maroo system* through the salary section revealed that the education department has paid more than a thousand 'self promoted professional teachers' with fat salaries without qualifications nor any of the schools teaching. Perhaps, it also revealed that these 'false' teachers were never been engaged in any schools for teaching. The education department classified the 'self promoted professional teachers' as 'ghost' teachers.

According to *The National* (8 March 2007) newspaper, the TSC announced basing on a survey jointly conducted by World Bank, PNG Government and AusAid revealed that there were 15% of the ghost

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<sup>1</sup> *Maroo system* is a new system that was implemented by the Salary section, education department, in 2005 to find out the ghost teachers and make pays for the real teachers teaching in various schools in the country. This system rejects those teachers who gives false information, for example, wrong file or school numbers and any other wrong information which are already been programmed into the system by the department.



teachers were on education payroll. This survey data was collected from 214 primary and community schools in 19 districts in some provinces from the four regions. Ultimately, this survey information regarding ghost teachers are unrealistic basing on personal observation and hard evidences in hand (see appendix 1). The ghost teachers list should be more than 15% mentioned in the survey. The ghost teachers' names for each province should be around 15% and the total for all the provinces in PNG should be more than 50%. From observation and involvement in the fraudulent practice, Enga Province's ghost teachers' names should be higher than the other provinces. This deceitful activity causes a lot of implications and consequences for policy makers and TSC engagement officers for engaging qualified and experienced teachers into TSC. The consequences and implications are far more damaging and the effects are clearly felt by all stakeholders. The TSC has done a lot to minimise these implications and consequences via *Maroo system*, but sadly a handful of people are still capitalising from the loopholes the system has.

## 9. Implications and consequences

The implications and consequences seem immeasurable if the same trends persist on in the education department. Since 1980s the implications and consequences were very serious, where the education department has spent more money paying ghost teachers who were not engaged into any schools. Smart people who involved in the fraudulent activities were not investigated because officers from the education department were also involved. Person(s) involved in the fraudulent work wore different masks to act as professional teachers in different occasions. The same person launched more than 20 applications as new engagement and claimed that they have served as a teacher for one or two years. The education department (via their fraudulent alliances within the education department) paid these new ghost applicants back-dating from the years that they claimed in schools in the provinces. Perhaps, it was an indoor deal from the education department so the officers just signed the amounts after calculating the years that they claimed for teaching. Later the money was shared evenly among those people involved in the process. Perhaps, a practical example is that one ghost teacher or a self-promoted professional teacher (whom I know him personally) has 18 bank accounts where he has created claiming that they are true teachers. He has earned more than K40 000 from the education department when the *marro system* was not created. Currently he has roughly five bank accounts; this is because the *marro system* has rejected some of his ghost names. Thus, he is operating on these five bank accounts because he has established networks with those people in the education department.

The consequences caused by these implications are still felt by the education department but they are not revealing it because the fraudulent practice has become a tradition with strategic alliance with the department officers. The education department is suffering silently in terms of spending extra money paying the ghost teachers where the department has never budgeted for them.

Because of such reasons, most qualified teachers go without pay during fortnights and most schools have been closed due to no teachers' availability. The teachers comes to Port Moresby (the central headquarters) looking for their missing pays and the students do not learn for couple of months and even years. Delay in salary payments, a quarter of the teachers have been absent for more than a week. Thus, teachers' absenteeism and non-payment of school fees has led to 6% of the schools being closed in the country (The National, March 2007).

Perhaps, the 'snail phase' process in the salary inquiries is a major problem that directly or indirectly fuels the teachers from the schools and provinces to come to Port Moresby and inquire in person for their delay in salary with the officers' in-charge of salary. This contributes towards the continuous absenteeism, poor attendance and poor performance of those teachers who have problem with their salaries. Poor performance and continuous absenteeism is common in most schools in the country where the consequences and implications are great and have long term effects on the students, the schools and the teachers themselves. The core reasons of continuous absenteeism and poor performance is mostly caused by:

- a. Delay in salary payments for the teachers who exhaustively work hard in the schools by provincial and national education department,

- b. Delay in sending resumption of duty summary sheet by head-teacher or provincial education officer to national department of education at Waigani, Port Moresby.

Apart from other reasons, these are the two main reasons why teachers continuously absent and that contributes towards their poor performance. However, the consequences of these implications directly affect the poor students, where it will impinge on their future. Most importantly the education department should analyse the implications and consequence that will happen to the students and the department if they delay in salary payments for the teachers. Salary is the lifeline for survival and it is also a motivational factor for good performance and attendance for the work to be effectively and efficiently carried out.

## 10. Conclusion

Developing countries in the global village need teachers for human capital development as well as economic and social developments. Papua New Guinea is no exception. Perhaps, for social, economic and human capital developments PNG need teachers and teachers are on demand. Most schools in the rural and some urban areas in PNG need teachers to educate the future leaders of this country. Because of the demand in the teaching profession, TSC is recruiting teachers from all universities and colleges in the country instead of engaging new teachers from the teachers colleges and UoG.

New commencement into TSC is done every year except from April to July 2007 because of the 2007 National Elections and changes of TSC commissioners and other executive positions in the education department. Readmission into TSC is also done annually especially for resigned teachers because of the demand and need for teachers in the country. Teachers who have resigned can be reinstated into teaching service under the teaching service Act 124, section 9. For example, according to *The National* (10 July 2007) newspaper, teachers who have resigned to contest for the 2007 National Elections can be restored into the teaching service (under the teaching service Act 124, section 9) before their two months grace period expires. Apart from resigned teachers, the retired and retrenched teachers are also recruited to meet the demands in the education department. Though, it is not mentioned in the Acts but they are reinstated because of the teacher needs.

The entry requirements for employment in the teaching service are procedural and follow some standardised procedures. Readmission into teaching service is much easier than the newly engaged teachers. New engagement of teachers follows a series of procedures starting from PEB and NEB appointment up till the processing of documents for payment by the department of education headquarters. However, there are many factors that delays the process of admission into teaching service. Factors such as self promoted professional or ghost teachers' admission, fraudulent activities and delay of sending resumption of duty summary sheet by head-teachers and the PEB. These factors have caused serious implications and consequences on the students, schools, other stakeholders, PEB and NEB for policy implementation.

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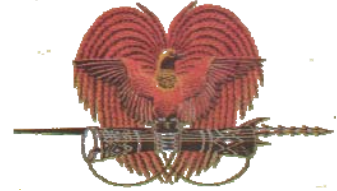
### 13. Appendix

The document in this appendix section reveals how the ghost teachers get into TSC as professional teachers and qualifies themselves as a newly engaged teacher. The TSC employs ghost teachers thinking that they are real university graduates who served the TSC and pays them their lump-sum upon seeing these documents and other information.



**Independent state of Papua New Guinea**

**Enga Provincial Administration**



#### **DIVISION OF EDUCATION**

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Post Office Box 101  
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Date: 05<sup>th</sup> March 2007  
Our Ref Ed02-07  
A/O: P. Yalo  
Design: Appoint Officer

The OIC  
National Staff & Salary Section  
Department of Education  
P. O. Box 446  
**WAIGANI**  
N.C.D.

Dear Sir/ Madam,

**SUBJECT: Immediate Restoration on Payroll for Mr. Danny Nicktumas (F/N: 00512443) on Position 70-015-201 of Yamanda Primary School – 2006 – 2007**

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This letter serves to inform you that the above mentioned officer was previously posted to Yamanda Primary School (70-015) and currently at Lapolam Community School (70-009). And he was off-sided from the payroll dated 06<sup>th</sup> July 2006.

Thus, please do uplift his payroll suspension and his unpaid claims be processed immediately.

Attached are the following documents for your prompt processing of the teachers claims:-

01. Uplifting Letter – 2006
02. Summary Sheet – 2007

Yours faithfully,

.....  
**Robert S. Ganim**  
a/ Provincial Education Advisor

# *Divine Word*

# *University*

The Council of the University, on the nomination and approval of the Faculty,  
confers upon

*Jerry Bush*

who has completed the prescribed requirements, the award of

*Diploma in Arts (Papua New  
Guinea Studies)*

together with all rights, privileges and honours guaranteed by the  
Charter and the By-Laws of this University.  
The Common Seal and the signatures of the Council of the University and the  
President  
of the University are affixed to this Degree.

Dated this TWENTY SIXTH day of MAY 2004

Given at Madang, Papua New Guinea, on this Tenth day of February  
Year Nineteen Ninety Eight.

**University of  
PAPUA NEW GUINEA  
Student Academic Transcript**



STUDENT ID:	<b>99221321</b>
STUDENT NAME:	<b><u>JERRY Bush</u></b>
OTHER NAMES:	<b>Balo</b>

Term	Year	Program	Status	Course	Grade	CP
2	1996	AM E	27022	A/Matriculation–Mathematics 1	C	0
1	1998	DSA1 FT	12101	Study Of Society	C	3
1	1998	DSA1 FT	51113	Say It With Figures	D	3
1	1998	DSA1 FT	04101	Foundation English	D	3
1	1998	DSA1 FT	21111	Social Development	C	3
2	1998	DSA1 FT	51114	Introduction to Language & Literature B	B	3
2	1998	DSA1 FT	30100	Economics I	C	3
2	1998	DSA1 FT	13100	Introduction to Geography	C	3
2	1998	DSA1 FT	19100	Introduction to Psychology	C	3
2	1998	DSA1 FT	06105	Foundation History	F	3
1	1999	BSSc FT	553020	Women & Development	C	2
1	1999	BSSc FT	102010	Social Science Enquiry	C	2
1	1999	BSSc FT	172020	Experimental Methodology	F	2
1	1999	BSSc FT	011001	Issues in Biology Today I	F	2
1	1999	BSSc FT	042107	Practical English Writing IIA	C	2
2	1999	BSSc FT	042108	Practical English Writing IIB	B	2
2	1999	BSSc FT	101000	Community Empowerment	B	2
2	1999	BSSc FT	102020	Community Planning I	C	2
2	1999	BSSc FT	011002	Issues in Biology Today II	C	2
3	1999	BSSc FT	102030	Community Planning II	B	2
3	1999	BSSc FT	142123	Public Speaking	B	2
3	1999	BSSc FT	171010	Developmental Psychology	C	2
3	1999	BSSc FT	103050	NGOs & Community Work	C	2
1	2000	BSSc FT	173000	Social Psychology	D	2
1	2000	BSSc FT	173060	Abnormal Psychology	B	2
1	2000	BSSc FT	172030	Quantative Methods in Psychology	D	2
1	2000	BSSc FT	104000	Social Administration	B	2
1	2000	BSSc FT	103000	Social Policy Analysis	C	2
1	2000	BSSc FT	32104	Business Administration	B	2
2	2000	BSSc FT	181010	Comparative Philosophy	B	2
2	2000	BSSc FT	402040	Rural & Urban Sociology	D	2
2	2000	BSSc FT	103040	Crime & Criminal Justice	C	2
2	2000	BSSc FT	104040	Social Welfare Laws	C	2
3	2000	BSSc FT	172010	Learning & Cognition	C	2
3	2000	BSSc FT	173050	Organisational Behaviour	C	2
3	2000	BSSc FT	173030	Health Psychology	D	2
3	2000	BSSc FT	103060	Community Social Work Methods	C	2
1	2001	BSSc FT	123073	Industrial Relations	C	2
1	2001	BSSc FT	174020	Counselling Techniques	C	2
1	2001	BSSc FT	123010	Business Organisation & Management B	B	2

1	2001	BSSc	FT	174061	Reading Course in Psychology I	A	2
2	2001	BSSc	FT	174062	Reading Course in Psychology II	A	2
2	2001	BSSc	FT	174035	Organisational Psychology I	B	2
2	2001	BSSc	FT	124024	Human Resource Management	C	2
2	2001	BSSc	FT	174025	Personality & Individual Differences	C	2
3	2001	BSSc	FT	174065	Psychological Testing & Assessment	A	2
3	2001	BSSc	FT	174055	Organisational Psychology	C	2
3	2001	BSSc	FT	124034	Remuneration Theory & Practices	A	2
3	2001	BSSc	FT	122365	Cross Cultural Management	A	2

Total Cr: 110

NOTE: GPA is always calculated on results for the current year only.



THE UNIVERSITY OF PAPUA NEW  
GUINEA

*By authority of the Council,*

*Jerry Bush*

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*having fulfilled all the requirements and conditions prescribed by*

*the*

*By-Laws of the University has been admitted to the Degree of*

**BACHELOR OF ARTS**

*and to all its privileges*

**The Common Seal of the University**

**Was affixed to this certificate**

*this 22<sup>nd</sup> day of March 2002.*