

“School education and school teachers’ well-being in Kyrgyzstan”

Ainuru Zholchieva



International Ala-Too University

Aelita Zholchieva



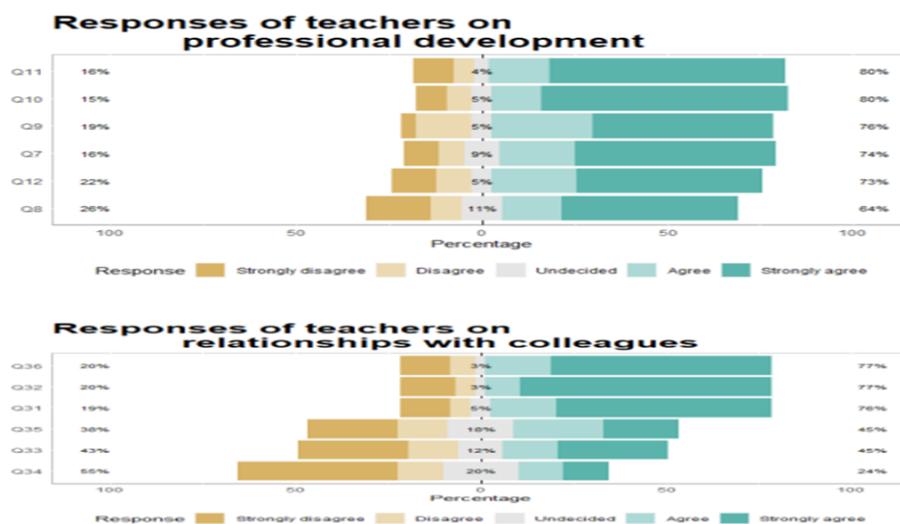
American University in Central Asia

Introduction

The Education Development Strategy of Kyrgyzstan for 2012-2020 of the Ministry of Education and Science of the Kyrgyz Republic shows that teachers have increasingly become objects of managerial approaches brought about by international donors. The language “what must be done with and for teachers” is used rather than “what teachers can do for education reform based on their practical experience” (Teleshaliev, 2013). However, it is the fact that there are very few articles by Kyrgyz researchers identifying factors affecting the well-being of school teachers. And there is an urgent need for research in this area of education in Kyrgyzstan. The work should be conducted directly with school teachers to find out their emotional state, well-being, and how satisfied they are with their work. And this would help us reveal how effectively the state-created working conditions contribute to their work.

Results

From the population of 100 teachers, 85 filled out the questionnaire. The majority of the respondents are primary school teachers and English language teachers and most of them are teachers with less than 5 years of experience. The collected data was analyzed by using mean, standard deviation, and *p*-value for analyses and interpretation of the data. *P*-value was used for comparing the responses according to language instruction at schools and respondents' years of experience respectively.



Conclusion

Kyrgyzstan school teachers have shown positive attitudes towards their work. They are satisfied with the conditions created for work, teaching load, and the proposed by the administration the professional development opportunities (to a certain degree). Also, many teachers expressed their respect for the profession itself. They reacted positively to the statement that teaching children turned out more interesting than they expected. They believe that they have a lot in common with their colleagues out of their work.

Regarding finances and remuneration, it seems that teachers have come to terms with the fact that they almost always have low salaries that only a few teachers with extensive work experience expressed their dissatisfaction and mostly these are the teachers with long experience.